

A systematic review of Translation in Foreign Language Teaching



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Dedicated to

*Beatriz O., José O., Roger M., Lizeth O., Oscar D., Henio G.,
Gregorio L., Carolina G., Lorena G., Manuel C., Inés G.,
Martha G., Rodrigo O y Cristina., Mabel O., School teachers
Classmates.*

Resumen

El uso de la Traducción en la enseñanza de lenguas extranjeras ha sido el tema de discusión para los profesores e investigadores. Algunos de ellos sugieren que la traducción no debe ser usada en la clase de L2 debido a sus resultados contra productivos en el desarrollo de L2. Sin embargo, muchos de ellos están de acuerdo con su uso en la clase de lengua extranjera ya que ellos afirman que esta es apropiada para el desarrollo de las habilidades escritas y orales del lenguaje, y como una herramienta valiosa que fomenta el aprendizaje. Este estudio discute cómo el rol de la traducción en la enseñanza de la lengua extranjera ha sido abordado empleando una revisión sistemática dentro de un enfoque cualitativo enmarcado en una descripción crítica no experimental. Aquí, la traducción es presentada como una herramienta en las aulas de la enseñanza de lenguas; aun así, algunos autores continúan en la discusión de su funcionalidad y beneficios, y otros en la aplicación de esta herramienta.

Palabras clave: *Traducción, Lengua Extranjera, Enseñanza y Aprendizaje, Rol de la traducción, Perspectivas.*

Abstract

The use of Translation in Foreign Language Teaching has been the topic of discussion for teachers and researchers. Some of them suggest that translation should not be used in the L2 classroom because of its counterproductive results in L2 development. However, many of them agree with its use in the Foreign Language Classroom as they state that it is appropriate for written and spoken language skills development, and as a valuable tool that fosters learning. This study discusses how the role of translation in foreign language teaching has been broached by employing a systematic review within the qualitative approach framed in a non-experimental critical description. Here, translation is presented as a tool in language teaching classrooms; nevertheless, some authors continue in the discussion of its functionality and benefits, and others in the application of this tool.

Keywords: *Translation, Foreign language, Teaching and Learning, Role of translation, Perspectives.*

Index

Introduction.....	10
Chapter I Problem statement.....	11
Objectives.	14
General Objective.	14
Specific objectives.	14
Justification.....	15
Limitations.....	17
Chapter II Referential Framework.....	18
Previous studies.....	18
International.....	18
Conceptual Framework.....	26
Translation in Language Teaching.....	26
Teaching a Foreign Language.....	27
The role of the first language in EFL learning.....	27
The role of Translation in EFL learning.....	28
Contextual Framework.....	29
Chapter III Methodology.....	30
Research approach and design.....	30
Stages and instruments.....	31
Ethical considerations.....	32
Chapter IV Analysis.....	33
First phase.....	33
Second phase.....	35
Findings.....	38
Pedagogical Translation.....	39
Audiovisual Translation (AVT).....	41
Translation increases awareness.....	44
Translation as a communicative act.....	45
Translation as a facilitator of knowledge.....	46
Translation has never disappeared from the foreign classroom.....	47
Literary Translation.....	49
Development.....	49

Conclusions.....	52
Recommendations.....	54
References.....	56
Appendix.....	62
Appendix A.....	62
<i>Journal selection parameters</i>	62
Appendix B.....	62
<i>Article selection parameters</i>	62
Appendix C.....	63
<i>Articles' information</i>	63
Appendix D.....	64
<i>Systematic diagram of article analysis</i>	64

Table Index

Table 1.....	33
<i>Article parameters</i>	33
Table 2.....	34
<i>Research article</i>	34
Table 3.....	35
<i>Articles selected</i>	35

Appendix Index

Appendix A.....	62
<i>Journal selection parameters</i>	62
Appendix B.....	62
<i>Article selection parameters</i>	62
Appendix C.....	63
<i>Articles' information</i>	63
Appendix D.....	64
<i>Systematic diagram of article analysis</i>	64

Introduction

In the last few decades, foreign language learning has taken on great relevance, and pedagogy, methods, and the use of tools for teaching and learning have changed substantially. However, some methods have remained the same and have survived controversial criticisms. Such is the case with Translation; Carreres (2006) mentions that "it is argued that, while translation into the mother tongue is an activity that graduates might encounter in their professional life, translation into the foreign language is an unrealistic exercise and therefore thoroughly useless." (p.1), given that its use in foreign language teaching has been and continues to be a topic under discussion. Therefore, the following research was conducted, through a non-experimental critical description, a systematic review of the role of translation in foreign language teaching in research articles published in a selected group of indexed Hispanic American journals in the last seven years. Furthermore, the research was focused on and analyzed the authors' perspectives on the role of translation. Lastly, the study reflected on the authors' perspectives about the current state of the role of translation in the foreign classroom.

Chapter I Problem statement

There are many ways of studying the history of translation, for example, from the literature perspective, foreign language teaching, "general history of interpretation (Roland, 1999), translation history from a particular country (Cronin, 1996), automatic translation history (Hutchins, 2000)" (Delisle, 2003, p.6). This text briefly recounted the general translation history from a language teaching perspective. There is no precise data for the emergence of translation; even so, it is valued that it took place for the first time some centuries ago with definite objectives. Among them, rewriting academic texts and foreign works to allow for the arrival of these academic works to other cultures as the possibility of reaching the readers (foreign). However, its objectives go further "studying translation history; we realized that translating is more than broadcasting a message from one language to another." (Delisle, 2003, p.1)

In a way, translation refers to an old practice or a communicative purpose which, according to Delisle (2003), tried to achieve the purpose, even in current affairs, and also remains in the work of allowing access not only to the foreign literature production but also to other academic products. On the other hand, talking about translation implies its consideration as a source of reflection and the establishment of the relationship among different languages. Besides extension and new ways to translate, "It is wrong to believe that we always have translated in the same way along the course of the centuries" (Delisle, 2003, p.2). It means the only thing that has had evolution is the way to broach the text to do its translation because its place has always been in function to "avoid us the original reading overcoming the ignorance in which we are concerning foreign languages." (Delisle, 2003, p.3)

The translation was incorporated into the educational sphere "as an active element for teaching and became in a natural way and standard of foreign language teaching, either classic

(Latin and Greek) or moderns (English, French, German, Etc.)" (Serra, 2012, p.12).

Nevertheless, new innovative learning methods have been moving forward and becoming famous. Besides, translation, which is easy learning and teaching tool, is being rejected because of the new pedagogical models such as the direct method, which searches the total immersion of the learner in the language, avoiding in that way the mother tongue contact, and emphasizes the importance of oral practices. "[...] as the direct method that deletes the mother tongue totally from the learning of another language [...]" (Serra, 2012, p.6)

According to Popovic (2007), translation has been banned from the foreign language classroom for a long time. This ban has been caused by a misunderstanding of the concept of translation and the grammar-translation method. On the one hand, although the translation is an elemental communication ability, it [...] "has been disfavored and even ignored in the teaching of foreign languages." (Artar, 2017, p. 3). In this way, it is being ignored that translation from a practical-theoretical perspective is utilized in the learning and teaching languages framework as a fundamental way of establishing communication. Also, this inclination has been to generalize that translation is from the past and used only for studying languages mentioned above: Latin and Greek.

Furthermore, this inclination refers to the fact that translation has no sense of communication and is a very passive language learning method. For this reason, it has been excluded from the classroom, and many do not use it. Following Páez and Escalante (2000), translation is a communicative action that establishes a linguistic and cultural gap between the target language and one's own. Furthermore, it is not only to translate the meaning of a message, but it is necessary to transmit the interpretation intended by the author, culture, feelings, and reality. On the other hand, the grammar-translation method is more recognized by adopting the

analysis of the grammatical rules, word transposition, and sentences out of context. "This was the main method implemented from the end of the 19th century until the 20th century." (Castro, 2015, p.6). The grammar method emphasized only two skills, writing and reading, thus distancing the learner from any communicative approach. Since "one of its main objectives was enabling students to read the literary classics of the foreign language that they were learning" (Cook, 2012, p.9 as cited in Castro, 2015, p.6).

Regarding the use of translation in language teaching and learning languages, there are many arguments against it, which are refuted by the approaches that emphasize the use of the target language and communicative aspects. "Translation historical review provides proof of the existence of many approaches against using the L1 in the FLT. All these approaches were regarded as supporters of a communicative approach, focused on the communication aspects of a language [...]." (Castro, 2015, p.17). In other words, translation has not been considered a resource to complement reading, listening, writing, and speaking, but as an element only related to grammar rules study, which essentially has functions that strengthen the learning process. "The introduction of translation contents in the classroom would add grammatical features and compensate for the lack of syntactic knowledge, thus enhancing language learning." (Castro, 2015, p.18) The translation process was accepted as a foreign language learning tool and subsequently rejected and considered ineffective as a pedagogical tool for learning foreign languages.

Translation has been rescued and reintroduced in the classroom as a pedagogical tool for learning foreign languages. Nevertheless, it is opportune to underline that translation never disappeared entirely from the classrooms. Popovic (2007) mentions that translation was abandoned as an option in ESL situations but not in state education in many countries. Next, it is

precise to emphasize that there were translation studies in Latin America that also provide essential information related to translation theories in foreign language learning.

In the same way, some research also talked about the history of translation and the limitations, advantages, or disadvantages of putting it into practice in different fields, such as the political, economic, cultural, and academic environment. Nevertheless, after a preliminary review, it is notable that these research studies were few. As regards national and local translation, studies were almost nonexistent. There was a notable absence of translation studies information. In that way, it was appropriate to investigate from a field of study, in this case, Hispanic America, how the role of translation has been considered and analyzed in research articles published in a selected group of indexed Hispanic American journals.

Therefore, the following guiding question was proposed:

How has the role of translation been broached in the last seven years in research articles published by a select group of indexed Hispanic American journals?

Objectives.

General Objective.

To identify how the role of translation in foreign language teaching has been broached in research articles published in indexed Hispanic American journals in the last seven years by employing a systematic review.

Specific objectives.

1. To examine research articles published in a select group of indexed Hispanic American journals concerning the role of translation in foreign language teaching.

2. To analyze how the role of translation in foreign language teaching has been conceptualized by the research article authors, so their perspectives might be identified.
3. To reflect upon the identified authors' perspectives about the role of translation to clarify its relevance in foreign language teaching.

Justification

Considering that there exist different points of view regarding the role of translation in foreign language teaching, this study evinced the present conditions regarding this topic. Since although various innovative pedagogical methods have emphasized oral expression and direct communication in the language, translation has remained and has not been removed entirely from the classroom. Carreres (2006) claims, "While the improved status of the translation does not justify its rehabilitation as a language teaching tool, I believe the insights we have gained in recent years call for a reassessment of the role of translation in language pedagogy." (p.2).

The following study about the role of translation in foreign language teaching in Hispanic American research articles had the purpose of conducting meticulous research, analysis, and reflection. Thus, from reliable databases which broach the translation condition in foreign language teaching, from the past until the present, in this case, EFL was the main object of study.

This study sought a clear understanding of the mentioned in the past and present about the use of translation in the classroom as a helpful tool for English Foreign Language teaching and learning (EFL). Thus, intending to present the different perspectives or points of view about the translation state in Foreign Language Teaching found in specific research articles to provide information for people interested in this subject.

On the one hand, this research was necessary for language programs because it could facilitate and offer tools for Foreign Language Teaching. But on the other hand, it also clarified

the generalized tendency to refer to translation as an old method and not as a communication and pedagogical support tool in Foreign Language Teaching. Besides, the results of this research provided reliable translation concepts, perspectives, and ideas of Foreign Language Teaching to the modern language researchers interested in the area, which was a compliment or aid for its quests.

In addition, this research allowed us to recognize and create a point of reference from which students and future researchers might develop projects. Moreover, at the same time, have proper review documentation. The low volume of publications in this field represents an opportunity to develop and unify perspectives about translation in the classroom. Also, this systematic review looked forward to proving how the use of translation in the classroom was. Moreover, having in mind that one of the modern languages program occupational profiles proposes that a bachelor will be able "To broach the translation and interpretation of oral and writing texts and the development of touristic guides under its emphasis line." ¹ (Universidad del Cauca, 2012 p. 25). It was perceived that translation in occupational training is not suggested from the foreign language teaching but as a single activity that the future professional will develop in his/her work life. For that reason, this study pretended to help learners to extend their knowledge about the use of translation not only from oral and written interpretation but also to provide them with new ideas and strategies for the use of translation in foreign language teaching classrooms.

¹ Own translation - Universidad del Cauca (2012) Condiciones De Calidad Del Programa De Licenciatura En Lenguas Modernas Inglés - Francés "Abordar la traducción e interpretación de textos orales y escritos y la elaboración de guías turísticas de acuerdo con su línea de énfasis" (p. 25)

Limitations

This research aimed to check how translation has been thoroughly broached in research articles published in a specific group of indexed Hispanic American journals in the last 7 years. In essence, it was proposed to discover whether translation continues to be a valuable tool in the classroom that teachers can support in teaching a foreign language. Therefore, it was necessary to consider some aspects that could delimit this study.

On the one hand, one of the aspects to consider delimited this research was circumscribed in the lack of material published about the subject to broach. Although according to the study field at the Hispanic American level, it is appropriate to add both the national and local level, there were not many studies.

On the other hand, the low access and authorization to those journals and the difficulties finding the research articles used for the analysis were also limitations to the process. Many of those journals required a subscription to enter and read the complete research article; also, the databases demanded these steps to read the research articles published there.

Regarding another delimitation, the search for information and research articles to build an appropriate base for the investigation was defined by a time range of seven years, which could be beneficial in the study since it would contribute to finding up-to-date information. But, on the contrary, it could be risky in case articles found in that time range might not be enough.

Those aspects were essential, so it was necessary to highlight them at the beginning of this research process to avoid future problems and inconveniences and to project some possible solutions.

Chapter II Referential Framework

Previous studies

The following referential framework addressed the previous studies, which contain punctual information about the role of translation; those studies were significant through the analysis and reflection of the thesis. After previous research of some translation articles, it was evident the deficiency of the material related to these study objects. Due to the lack of research articles about translation in foreign language teaching published nationally and locally, these studies replaced that absence with international research.

International.

Numerous studies have broached the role of translation in language learning. One of them is by Artar (2017), who explores in her research *The Role of Translation in Foreign-Language Teaching* the extent to which people who teach a foreign language in Turkey use translation in class, what they think about translation, and whether translation activities improve students' language skills. This research used a twofold methodology. The first one was designed to identify the beliefs of the three diverse data sources on using translation in teaching or learning a foreign language. The second one was designed to complement the data obtained from the Beliefs Inventories. Here, the role of translation in the classroom is explored through an experimental study to know whether classroom practice and its results comply with the beliefs.

A 33-item Beliefs Inventory on a five-point Likert Scale was used to gather information on the teachers', learners', and student-teachers' beliefs regarding translation. Moreover, an online survey was shared with teachers of foreign languages in Turkey. The data acquired from teachers were expected to shed light on their teaching habits. The research looks at three diverse participants: learners, student-teachers, and teachers. An experiment group of 15 learners was

involved in translation activities for eight weeks, while a control group of 17 did English-only activities.

The findings showed that not all the people involved in language teaching and learning disagree with the use of translation. Indeed, learners and student-teachers tend to show agreement, while teachers remain in disagreement. Further, translation was found to improve writing skills but not speaking skills. The results show a significant improvement in the writing performances of the learners, whereas the translation activities seem to have not improved their speaking performance significantly. Therefore, it can be concluded that translation need not be avoided while teaching or learning a foreign language under these conditions, as learners are likely to benefit from it to their writing skills.

All these observations in Artar's investigation (2017) are also related to Putrawan's study (2019), examined in his research article *The Role of First Language and Translation in EFL Learning: A Brief Literature Review*. They were concentrating on mother tongue and Translation in EFL learning as a support tool to improve the student's skills in English and be fluent in other English linguistic aspects. This research emphasizes showing through the review literature how the use of L1 and Translation in EFL Learning has been broached; therefore, the author's purpose is to underline some studies that talk about the importance of mother tongue use in the teaching and learning of English. For its part, the studies referred to in this research article show some findings which indicate that translation still has a place significant in learning English. The learners use it as a learning strategy to clarify their doubts about the new vocabulary, improve their English skills, and master some linguistic aspects. Moreover, this review highlights that translation is used in English classrooms to improve and solve linguistic problems.

Some conclusions shown in this paper, based on the empirical evidence and

findings, are that L1 and Translation can be used as a support tool with the aim that the students improve their proficiency in learning English as a foreign language and master it. At the same time, Translation in EFL is positively pedagogical and should not be banned.

Previous studies support the findings by Muntaha & Atika (2017) in their research *Translation as a Tool for Teaching English as a Second Language* by shedding light on the effects of using translation in teaching and learning a second language. Furthermore, the study explores how translation can be effective in language teaching and learning and inquires to what extent teachers of ESL refer to the learners' mother tongue in the L2 classrooms. In this way, they propose the hypothesis that translation can play an efficient role in facilitating teaching and learning a second language. In this study, it was necessary to divide it into two parts: theoretical and practical. The first was covered by reviewing the existing literature, while the second was handled through a questionnaire given to 22 instructors. It was applied a questionnaire that asked for personal information, how much they use translation in language learning and teaching, how effective it is, and at which times it is possible and appropriate to use it.

Regarding the findings and discussion, all instructors used translation in language learning and teaching at various levels; they always used translation in comparing L1 and L2, in addition to explaining classroom activities. Moreover, instructors used translation to clarify new words and to explain grammatical issues, among others. In this way, the conclusion follows that translation is a helpful tool in teaching a second language. To summarize, translation is used to clarify new words and phrases, teach idiomatic and culture-bound expressions, explain reading passages, deal with errors related to L1 interference, check the students' reading and listening comprehension, and explain classroom activities.

Torregrosa (2016), in her study *The Role of Translation in the learning process of a second language*, argues that in several studies and opinions of foreign language learners, translation has occupied an especially prominent place in the classroom. Moreover, learning could contribute to developing linguistic, cultural, and communicative competencies. This study had the main goal to shed some light on the application of translation as a valuable tool in language teaching and establish a meeting point between its correct use in the classroom and its inclusion in the communicative methods currently used. The study was conducted with teachers from 30 to 50 years old dedicated to foreign language teaching and students from 11 to 18 years old at the Institute Bahía of Almería in Spain. Questionnaires were applied where the teaching method used by teachers was considered; in the same way, the questionnaire applied to students focused on the activities and methods applied in the classroom.

A comparative analysis and set of results were established to obtain the following findings: the class was taught in more than 60% English; nevertheless, 100% of students could not understand it totally, which allows reflection that the mother tongue should be used correctly controlled. Among other findings, these results cannot deny in any case that teachers try to conduct the practice they defend, that is, to use the context and the paraphrase in the second language to explain a term. In addition, teachers see this discipline as practical nil. They deny its use and doubt its effectiveness, efficiency, and usefulness. However, students suggest that they would like the mother tongue to be used more frequently in class.

Torregrosa concludes that there is a rejection of the use of translation as a pedagogical tool; its use is nonexistent because it is not helpful for learners. However, translation can be a valuable tool in the language classroom if teachers know how to adapt it to the needs of students. Furthermore, translation is an element that students use throughout the learning process.

Furthermore, due to the idea instilled by the teachers that it is a prohibited remedy, they claim that they use it individually and silently in their daily activities.

On the contrary, in the study of *the use of L1 in English as a foreign language class: Insights from Iraqi Tertiary level*, Galali & Cinkara (2017) proved that teachers and students favor the use of translation in a foreign language learning process. They had the purpose of investigating learners' attitudes toward the use of L1 in their English classes. The work was conducted on 258 students at English as a foreign language (EFL) at Salahaddin University, aged between 17 and 31 years. They are used as instruments: Learners' attitudes towards L1 use questionnaires as a quantitative technique and the semi-structured Interviews as a qualitative one. First, the participants were asked to rate the frequency of L1 use in the classroom. The second part of the LATL1UQ consisted of ten learners' opinions regarding L1 use in their EFL classes. The participants were asked to state the extent to which they agreed or disagreed with each opinion. Finally, the study participants were asked in what situations they use their L1 in class and what they think about a teacher using their L1 to teach English.

As a result, all the participants stated that they sometimes use their L1 during English lessons regardless of their grades and levels of proficiency to clarify grammatical points, express themselves adequately, and during translation classes. In this regard, the results of the SSIs indicate that two out of the eight participants stated that they need to use L1 in grammar classes. Thus, they think they do not understand all the grammatical points in the TL, and sometimes they suggest that their teachers should make linguistic comparisons between the two languages. Thus, the researchers concluded that using L1 in English classes clarifies grammatical points and linguistic comparisons between both languages. At the same time, it is employed as a

compensatory strategy to help low-proficient learners become proficient users of English and expose learners to the TL as much as possible.

Alhajeri (2020) found in their study *Translation as a tool for Teaching English in Saudi EFL classrooms: teachers' attitude* that teachers use translation as a technique to help the students to understand better and assess their overall language learning experience. This study's goal was to align with modern views on using translation as a teaching tool. This descriptive study was based on primary data collected from 63 teachers of English via a questionnaire. It was conducted on 63 Saudi instructors who teach English as a foreign language in schools, universities, and language centers. The questionnaire focused mainly on Saudi EFL instructors' attitudes toward using translation as a teaching aid and a clear idea of to which extent Saudi teachers tend to use translation in the teaching process.

On the other hand, once the questionnaire was applied and the data analysis was made, the finding showed that EFL teachers widely use Translation in Saudi due to their need to engage their students or facilitate the teaching process. In other words, the study concluded that translation is widely used in the teaching process to help the students understand and assess their overall learning. These findings support the novel approach worldwide in favor of the controlled use of translation in foreign language teaching and learning.

Also, Escribano (2020) states in her study on *the role of translation in the classroom from the perspective of the German university student* that translation is a tool that allows students to improve linguistic skills such as reading and writing, which the MCER supports. Therefore, the main objective of this research was to study the beliefs, perspectives, and opinions of 40 German university students about using their mother tongue in the classroom. They were students from

19 to 23 years old in Economics and Tourism at the University of Heilbronn (Germany) who have the subject of Spanish as a Foreign Language.

A survey with closed questions was conducted in which students had to answer what they thought about using their mother tongue in the ELE classroom. It is essential to highlight that this translation's use is a pedagogical translation. The data analysis showed that translation is a necessary activity and technique for university students to develop the daily class.

Therefore, the researcher concluded that translation is a support tool that allows contrasting the foreign language with the mother tongue and helps to strengthen the grammatical and lexical basis. Tze, Hoon, Abdul, and Majtanova (2018) based their study *Students' Beliefs on Translation Strategy in Learning the German language* on investigating students who use translation as their learning strategy in mastering reading, writing, listening, and speaking the German language. The study was conducted in a public university in Malaysia with a total of 60 students, the majority of whom were female students while only four of them were male students. The participants were second and third-year undergraduate students who majored in the German language as a foreign language in the bachelor's degree program. In this way, students took part in the quantitative survey, and an adapted questionnaire was applied, which consisted of several parts: Section A referred to 'The Individual Background Questionnaire. Section B was 'The inventory for beliefs about translation based on the Likert scale. In addition, an interview was conducted. It has been adapted and further modified by the focus of this study to probe students' opinions, reflections, evaluation of translation strategy, and their experience on how to use translation in their German learning process.

The results based on the participants' beliefs on using translation as a method in learning the German language showed that most participants preferred to use English to translate while

learning German. Moreover, most of them agree with the use of translation because they see it as an advantage in their learning and comprehension of the German language. Nevertheless, some expressed that they do not use it because it can cause interference in the learning process.

Additionally, it was found that students felt secure when the teacher used English to teach German, and they found difficulties when the lecturer spoke in German. Thus, this paper shows that German language students believe that translation is a supporting tool, and they use it as one of their learning strategies in each one of the language skills.

Reverter (2020) made a review and reevaluation in her research *Mother Tongue and Translation in the Foreign Language Classroom: Two Harmful Resources?* The criticism made by the researcher concerned the use of the mother tongue and translation in the foreign language classroom. This study was conducted using a qualitative analysis methodological approach in which the main objective was to review and reassess the criticisms aimed at the mother language and translation use. Thus, the study also highlights the importance of mother tongue and translation as valuable resources in classrooms.

It was found that researchers defend the mother tongue use as a potential in the foreign language classroom and that a relationship exists between the mother tongue and the foreign language, therefore an interconnection. Additionally, some authors argue that the mother tongue is essential for explaining grammar, giving instructions, helping the students, and correcting them, among other things like improving the relationship between teacher and student, clarifying meanings, and transmitting vocabulary meaning. Furthermore, it was found that some authors saw in translation a potential defined as a communicative action while others considered it unnatural because it is thought that translation is the same as the Grammar method translation.

Despite the aimed criticisms, such as translation does not have a place in the communicative approach; therefore, if there is translation, there is no interaction between students. Also, that translation is tedious, takes much time, and causes interference; the study reaches its most important findings after the review that translation is perceived as a natural skill of people who study a foreign language. Moreover, it concludes that translation can be used from a communicative approach, and its utility cannot be null in the foreign language classroom; in other words, neither the mother tongue nor translation is a harmful resource.

Conceptual Framework

The following section presents the main concepts considered in this study; this conceptual framework describes five relevant concepts within the investigation and analysis of translation research.

Translation in Language Teaching

Regarding the role of translation in language teaching, numerous approaches do not approve of its use in learning a foreign language because it can be detrimental in terms of the perfection of communication skills. "Surprisingly, there was a vast amount of research on the role of translation in language learning, some of which highlighted its detrimental effect; however, quite a few studies also presented translation as a useful vehicle in language learning." (Castro, 2015, p.1). In other words, the application of translation in the language teaching environment is not at all rejected. Since although there are researchers who see it as a not very appropriate means for learning, there are also those who take it as a support tool and of great benefit in terms of linguistic, lexical, and study strategies.

Translation in the classroom has faced a complicated process of adjustment. "Translation, a basic means of communication, has been disfavored and even ignored in the teaching of

foreign languages.” (Artar, 2017, p. 3) The above is because there has been a misunderstanding about the translation and grammar-translation methods. Thus, the second one has been misused since it is utilized in the learning and teaching process; the first characteristics are adopted (analysis of grammatical rules, transposition, and sentences out of context). Instead of the first, theoretical-practical considerations on the type of translation carried out in the learning and teaching languages framework is a fundamental way for establishing communication. According to Páez and Escalante (2000), translation encompasses a communicative action that establishes a linguistic and cultural gap between the target language and one's own. Furthermore, it is not only to translate the meaning of a message, but it is necessary to transmit the interpretation intended by the author, culture, feelings, and reality.

Teaching a Foreign Language

Teaching a Foreign Language is understood as learning a different language from the mother tongue of a society. Therefore, the foreign language must be taught through native teachers or second language teachers. It is essential to recognize that teaching a foreign language is not just the grammar and vocabulary instructions but also the introduction of a new culture and its history, having complete immersion in learning a foreign language. "Learning another language provides access to a perspective other than one's own, increases the ability to see connections across content areas, and promotes an interdisciplinary perspective while gaining intercultural understandings." (Kramer & Catalano, 2015, p.327).

The role of the first language in EFL learning

Within EFL learning classrooms, the role of the first language is significant due to its function as a learning tool. The first language helps learners to understand the subjects and activities developed in their foreign languages, such as grammar, vocabulary, tasks, and

instructions. During the learning process, using the first language is considered a tool that cannot be avoided; nevertheless, it is essential to recognize that its use has to be minimized whenever the student has advanced in his EFL learning.

The role of a first language can draw out the EFL learning process, becoming a disadvantage in the acquisition of words and autonomous learning of the students. "If the teacher uses L1 in L2 class, they lose the opportunity to hear novel words of English, and they are not able to acquire the pronunciation in technical terms in language classes." (Gomathi & Kiruthika, 2013, p.25). As a result, the reevaluation of the role of a first language continues in a constant analysis within EFL learning.

The role of Translation in EFL learning

The role of Translation in EFL learning has been a matter of study for many years. As a tool, translation has become essential in teaching and learning a foreign language. On the one hand, the objectives of this role during the learning process have helped the learners understand the contents of the complex subjects developed in the foreign language, particularly the textual tasks. In addition, its implementation has been approved by learners as a strategy while task development.

On the other hand, the same proficiency is in discussion due to the importance of thinking directly in the foreign language and the omission of the first language.

Numerous arguments concerning this have surfaced over the entire history of language teaching. Translation in language teaching, or TILT, is still a controversial issue, mainly due to beliefs developed along with the rise of the Communicative Language Teaching (CLT) approach, which is based on the ideas of monolingual (L2) teaching methodologies. (Ramsden, 2018, p. 261).

Based on these arguments, the existence of the role of translation still has two sides to refuse and defend its function.

Contextual Framework

The role of translation in foreign language learning is a subject that has been broached by various researchers around the world, such as Reverter (2020), Escibano (2020), Galali & Cinkara (2017), Putrawan (2019), among others. Those researchers employed different methodologies and techniques to know the teachers' and students' attitudes towards the use of translation in the foreign language classroom, how often, and for what purpose they use it. In the same way, other researchers who have conducted a literature review have found that translation has begun to be considered in the academic field and in foreign language teaching in recent years.

This study was conducted in Santander de Quilichao Cauca at the University of Cauca North Campus.

It was necessary to clarify that the research did not work with any population, neither university nor school students. Furthermore, this work was conducted within a methodological and qualitative approach to analysis.

Chapter III Methodology

This chapter considered the methodological aspects that allowed to guide and conduct this research. First, it introduced the research design. Second, it offered a description of the stages and instruments used. Third, it presented a review of the ethical considerations. Then, it described the budget and schedule in the research proposal and, finally, the references and some appendices.

Research approach and design.

The methodological framework of this research was within the qualitative approach framed in a non-experimental critical description. This type of non-experimental descriptive research "is a type of systematic research in which the researcher has no control over the independent variables because the events have already occurred or because they are intrinsically manipulable" (Kerlinger, 1983, p.269, as cited in Osorio, 2014). In other words, the researcher observed without intervening in its development. "In non-experimental research, the changes in the independent variable have already occurred, and the researcher has to limit himself to the observation of already existing situations given the inability to influence the variables and their effects" (Hernández, Fernández, and Baptista, 1991, as cited in Osorio, 2014).

Thus, this study consisted of a literature review and analysis of the state of the art of translation in education and foreign language teaching in research articles published in a specific group of the most distinguished Hispanic American journals. This research supported-helped by identifying and analyzing the role of translation within the study subject (research articles); also, to the lack of investigation sources on the local and national translation studies level, it contributed to the university community, in specific the modern languages program.

Stages and instruments

The present study conducted a literature review of the state of Translation in Foreign Language Teaching to achieve the aim of this research. The purpose was to identify how the role of translation in foreign language teaching has been broached in research articles published in Hispanic American journals in the last seven years through a systematic review. The procedure was divided into three parts, and the main tools were Hispanic American indexed Translation Journals and Databases.

First stage: This first phase corresponded to the examination of research articles that address the role of translation in the teaching of foreign languages, published by a select group of indexed Hispanic American translation journals, which was selected considering the following parameters:

Journal selection parameters of Hispanic American journals (*See chart in Appendix A*)

Article selection parameters to select the articles published by Hispanic American journals. (*See chart in Appendix B*)

Second stage: Next, the research articles were analyzed, looking for the authors' conceptualization of the role of translation in foreign language teaching, and a detailed review was conducted to find the perspectives on how the topic has been broached in the foreign language teaching sphere. In that case, to conduct a correct control, register, and data analysis, the following charts were used:

Article's information. The following chart allowed us to collect more specific information about articles. (*See chart in Appendix C*)

The systematic diagram of article analysis is the main instrument that helped us collect, compare and analyze the different perspectives on translation. (*See chart in Appendix D*)

Third stage: The final part consisted of reflecting upon the findings and structuring a critical analysis, looking to clarify the different perspectives gathered in this study and their relevance in the foreign language teaching field.

Ethical considerations

Following the ethical principles of research, this research was a literature review that made an appropriate, honest, and rigorous use of the information and correct quotations.

Chapter IV Analysis

First phase

As stated in the methodology, during the first stage of the information research, the journal's examination was geographically extended to the Hispano-American countries, such as Colombia, Mexico, Spain, Argentina, Costa Rica, and Chile. These countries were selected due to previous research. It was found that they were the most renowned concerning journal publications about the use of translation in foreign language teaching, since Hispano-American countries such as Venezuela, Ecuador, Perú, El Salvador, Bolivia, Uruguay, and Paraguay did not have any evidence and information about this type of material.

Once the geographic study area was selected, the following parameters were established to choose the journals and articles.

Table 1.

Article parameters

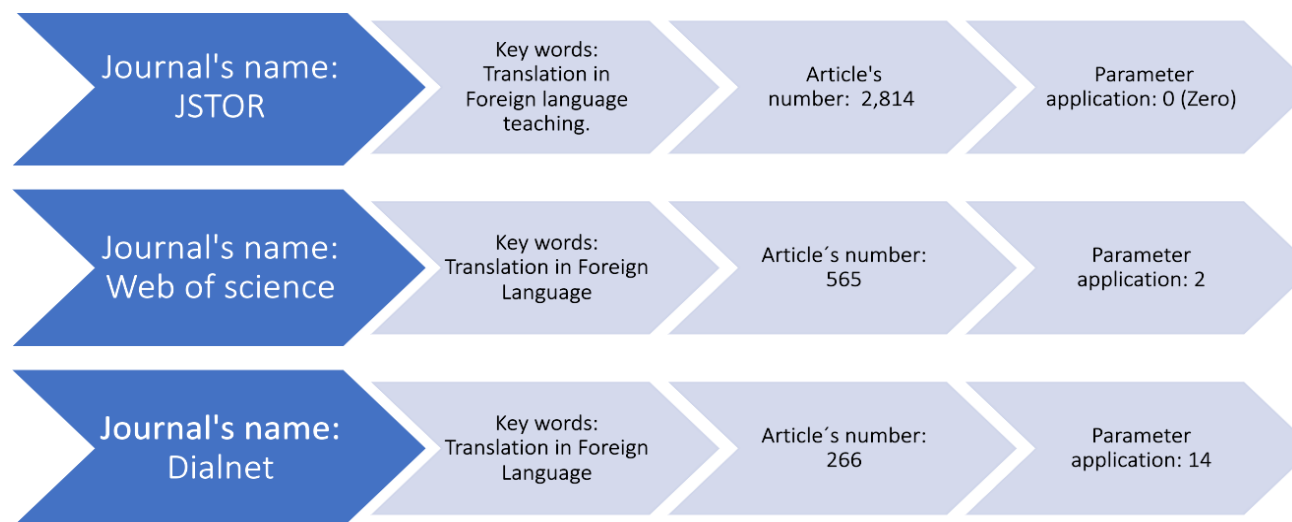
Article parameters
The journals must be indexed in the Database or ABC categorization.
In the beginning, the publication must be in English, but it was necessary to extend the research to English and Spanish languages.
Journals with free access and online format.
Articles must be published within five years; consequently, it was precise to expand the years limit to seven due to the lack of articles published during that time.
Articles that broach the role of translation in foreign language teaching.

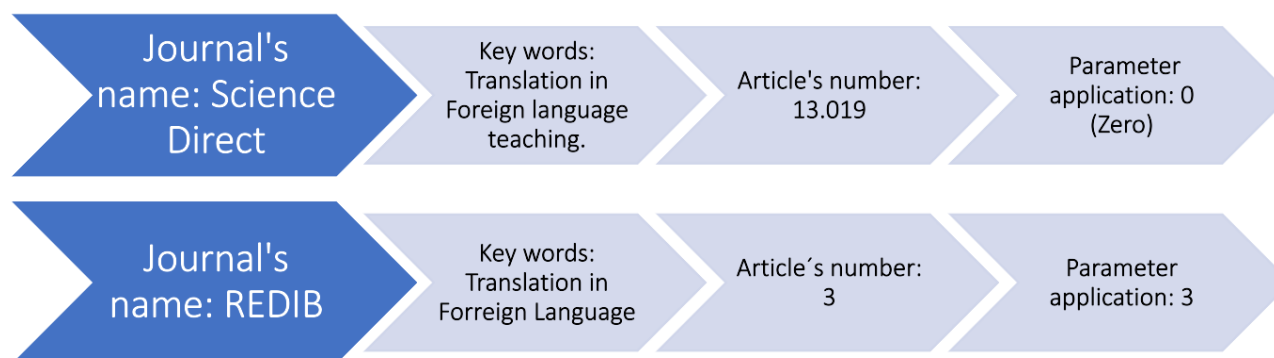
Articles' parameters were applied; although 38 journals were found, 13 were the only ones that had published content about translation and foreign language teaching. As a result, the number of Hispano-American countries for the study research was reduced to Spain and Mexico. Despite, the research was extended to several databases like Jstor, Web of science, Dialnet, Scopus, Science direct, Scielo Ebsco, Sci-Hub, Erih Plus, Gredos, Latindex, and How journal, included Scholar google and website like AIETI (*Asociación Ibérica de estudios de traducción e interpretación*) and *Revistas electrónicas gratuitas de traducción e interpretación*, the research did not show many results.

Table 2.

Research article.

(The following graphic shows the first stage research process of the articles and journals research.)





Using article parameters allowed us to find fewer articles selected and reviewed for the analysis. So, in this phase 1, the research results generated few publications about translation in foreign language teaching. Moreover, articles with limited access were found, and journals published about translation do not emphasize the subject study of this research. Then for this study, it was opportune to expand the time rank from five years to seven years because the results were not expected.

Second phase

Concerning the established parameters for selecting the articles, the following chart evinces the 19 articles recollected during the research.

Table 3.

Articles selected

Article's name	Author	Year	Journal
Vuelta a escena de la traducción en la enseñanza de lenguas extranjeras: experiencias en PLE	Ana Belén García Benito	2019	HERMĒNEUS https://doi.org/10.24197/her.21.2019.197-234
La práctica de la traducción literaria y la enseñanza de lenguas en entornos de integración.	Robert Szymyślik	2021	FITISPOS INTERNATIONAL JOURNAL https://doi.org/10.37536/FITISPos-

			IJ.2021.8.1.273
La traducción audiovisual Como recurso didáctico para mejorar la comprensión audiovisual en lengua extranjera	Noa Talaván Zanón	2019	Doblele Language and Literature journal https://doi.org/10.5565/review/doblele.59
Pedagogical Translation and Mother Tongue in the Teaching and Learning of English for Science and Technology	Viviana Almeida Carreira	2018	HERMÈNEUS https://doi.org/10.24197/her.20.2018.37-56
El lugar de la traducción en la metodología de enseñanza del PHE en niveles iniciales: el tratamiento de contenidos competenciales.	Rocio Alonso Rey	2020	Límite: Revista de estudios portugueses y de la lusofonía. http://hdl.handle.net/10662/12217
Eliminando preconceptos sobre el uso de la traducción y de la interpretación pedagógicas en la enseñanza del portugués como lengua extranjera	Ana Belén García Benito Ana María Díaz Ferrero	2020	Límite: Revista de estudios portugueses y de la lusofonía. http://hdl.handle.net/10662/12215
La traducción en clase de lengua extranjera: una perspectiva comunicativa	M. Dolores Lerma Sanchis	2020	Límite: <i>Revista de estudios portugueses y de la lusofonía.</i> http://hdl.handle.net/10662/12219
El papel de la traducción en el aula de ELE desde la perspectiva del estudiante universitario alemán.	Alicia Escribano Sabio	2020	SABIR International Bulletin Of Applied Linguistics https://doi.org/10.25115/ibal.v1i2.3867
La lengua materna y la traducción en el aula de lenguas extranjeras: ¿dos recursos perjudiciales?	Beatriz Reverter Oliver	2020	Tejuelo: Didáctica de la Lengua y la Literatura. Educación http://hdl.handle.net/10662/11478 https://doi.org/10.17398/

			1988-8430.32.331
La traducción audiovisual en la enseñanza de una LE: la Subtitulación como herramienta metodológica para la adquisición de léxico.	Betlem Soler Pardo	2017	Tejuelo. Didáctica de la lengua y literatura. Education http://dx.doi.org/10.17398/1988-8430.26.163
¿Cómo abordan los manuales de español LE/L2 la traducción en el proceso de enseñanza-aprendizaje? ¿Hacia una rehabilitación o desconsideración de la traducción en la didáctica de ELE para italo parlantes?	Giussepe Trovato	2019	Tonos digital http://hdl.handle.net/10201/74289
De la traducción a la traducción audiovisual en el aprendizaje de lenguas extranjeras.	Jennifer Lertola	2018	TRANS: Traductology magazine https://doi.org/10.24310/TRANS.2018.v0i22.3217
Successful implementation of translation in the L2 teaching and learning process	María de Lourdes Martínez Ruiz Krisztina Zimányi	2021	Idiomática. Revista Universitaria de Lenguas https://idiomatica.enallt.unam.mx/index.php?journal=idiomatica&page=article&op=view&path%5B%5D=40&path%5B%5D=35
O Papel L Da Traducao No Ensino de Línguas Estrangeiras Modernas	Glauber Lima Moreira	2017	EntreLínguas DOI:10.29051/rel.v3.n2.2017.9109
Exploring audiovisual translation as a didactic tool in the secondary school foreign language classroom.	María Bobadilla Pérez Ramón Jesús Carballo de Santiago	2022	Porta Linguarum DOI: 10.30827/portalin.vi.22307
Translation and foreign language teaching, a theoretical and practical point of view: The Italian scenario.	Bruna DI Sabato Bronwen Hughes	2017	Entre Línguas https://doi.org/10.29051/rel.v3.n2.2017.10013

Ultrapassando obstáculos assustadores. El recurso a la traducción en las clases de portugués como lengua extranjera para hispanohablantes (o viceversa)	Ana Belén Cao Míguez Ignacio Vázquez Diéguez	2020	Quaderns de filologia. Estudis lingüístics https://doi.org/10.7203/qf.0.19072
La Traducción Pedagógica en el Aula de Inglés Específicos: el caso del Inglés Comercial.	Jorge Soto Almela	2016	Profesorado - Revista de currículum y formación de profesorado
Translation in language learning: A 'What for' approach	Paolo E, Balboni	2017	Entre Línguas http://dx.doi.org/10.29051/rel.v3.n2.2017.9546

Once the instrument was applied, it was found that various authors broach the use of translation and foreign language teaching from the following different perspectives:

1. Pedagogical Translation as a tool for teaching a foreign language.
2. Audiovisual translation as a developer of comprehension skills.
3. Translation as an increase in awareness
4. Translation as a communicative act.
5. Translation as a facilitator of knowledge
6. Translation has never disappeared from the foreign classroom
7. Literary Translation

Findings

This chapter developed the analysis of the state of the art with a qualitative approach framed in a non-experimental critical description. The purpose of this study research is to collect the different perspectives and opinions of the various authors about the role of translation in foreign language teaching.

Pedagogical Translation

Concerning some collected arguments, this study takes Rey's research as the starting point, stating the importance of Pedagogical Translation (PT) as a tool in Portuguese language teaching. Rey mentions, "Pedagogical Translation is a tool that can be integrated as a teacher's resource of PHE from the beginning of learning a foreign language." (2020, p.50). Therefore, when translation is used, learners gain access to the meaning of the words in the foreign language more efficiently. On the contrary, if the student is taught the meaning through context, it would take much longer to recognize the equivalence of meanings, it should be clarified that this part is not bad, but it takes more time, as mentioned above. Rey (2020) explained that translation offers double access to the meaning in different or separate ways, allowing it to recognize the punctual meanings and avoid future misunderstandings.

Moreover, she set out that PT can contribute with benefits such as equality 1 to 1 [...] it is an aid and a resource that can increase the development of the conceptual space leading to the divergence of the mother tongue and foreign language. (p.47). Concerning the above, it exemplifies that her translation perspective of several aspects of the two languages guides the student to accomplish appropriate language learning in a bidirectional way. Besides, translation is a necessary tool for both the teacher and the learners, guiding the learning of the foreign language. "In addition, translation is a pedagogical resource that allows teachers to guide the learning and the execution of linguistic processes in various directions" (Rey, 2020, p.50).

Escribano (2020) agrees with Rey, she refers to translation as a contrastive source that allows learners to get the meaning and direct access to words in a foreign language. That is to say; translation is a beneficial tool for foreign language learning. Therefore, it should be introduced in the foreign language classroom as a linguistic skill that the student improves to achieve his or her goal of creating communication and accessing an understanding of the other

language. “Translation is a good tool to contrast the two languages, but a point to underline is the knowledge and domain of the two languages of the teacher. We could fit it more as a linguistic ability.” (Escribano, 2020, p.44). So, the above implies that the learner depends mainly on the level and the teacher's domain of the appropriate use of the two languages.

“Another advantage of pedagogical translation is the contribution that learners’ L1 can make to L2 acquisition through a process called transfer.” (Martínez & Zimányi, 2021, p.9). Then, students improve their understanding of the target language each time they use translation and establish a foundation to identify how the language they are learning works. Furthermore, students expand their vocabulary simultaneously as they establish structural bases for oral expression use.

According to Soto (2015), translation as a pedagogical resource and its employment in foreign language classes can provide some beneficial aspects in developing communication skills. Such as comprehension and written and oral expression; also, its use provides flexibility, which students need to adapt to the language. (p.161). That is to say that students are exposed to extensive linguistic content that will improve their skills; in addition, they use translation as a strategy to familiarize themselves with the vocabulary in L2, which will allow them to create the communicative act. Another beneficial aspect of translation is that students promote motivation. So, they find it enjoyable. (Martínez & Zimányi, 2021, p.10). As a result, learners are more interested in learning the meaning of words in a foreign language when they use translation as a direct source.

Soto (2015) claims that using PT in foreign language teaching is conceived as an effortless action that can be developed and appropriated for language abilities. Besides, it cannot be discredited because of its correlative and interconnected aspects. (p.175). Again, Soto argues

in favor of using translation as a natural tool that learners can employ and will effortlessly strengthen the language skills they are learning. However, despite finding various perspectives and opinions in favor of the use of pedagogical translation in foreign language teaching, some authors perceive this meaning not to be too significant. For example, Lerma “conceives pedagogical translation as a kind of not a professional instrumental tool, in which the translated text is a work tool that helps the student to improve his foreign language level.” (2020, p.84). These statements are against the professionalization of translation since, at present, the existence of professional translation is a fact, and several people have been trained in the best universities in the world as professional translators. Now, this perspective is not as novel as what Soto claims, who does not consider Pedagogical Translation as the central axis in language teaching, “but as a complementary didactic tool, as a fifth linguistic skill linked to the rest of the written and oral comprehension and production skills.” (2015, p.157). Although there is a controversial discussion, these authors have a point of agreement: they address pedagogical translation as a viable and valuable resource for language teaching. Moreover, the employment of translation is viewed as a communicative component that conducts students to achieve their goal of learning and using the language. Therefore Soto (2015) explains that translation should not be seen as a limited resource for learning grammar and vocabulary but as a communication way (p.175) that leads to interaction between people who already speak the target language and those who are learning.

Audiovisual Translation (AVT)

AVT has a place within language teaching as a developer of comprehension skills. For example, Pérez & Carballo (2022) define Audiovisual Translation as the activity of translating a message through sound media such as audio recordings, videos, movies, etc. (p. 82). This task

involves translating audiovisual materials from the target language into the mother tongue and vice versa. Thus, if students are in contact with original materials from foreign languages, the results will be, to some extent, beneficial for listening development.

This section will analyze audiovisual translation's different uses and concepts and its integration into foreign language teaching. Firstly, an AVT activity is subtitling; this task contributes to developing oral comprehension. Furthermore, as stated by Talaván (2019), when students perform activities in which they must use audiovisual translation, they benefit from improving their listening skills. (p.87). In addition, the execution of subtitling during the foreign language learning process promotes "intercultural awareness," which conducts students to understand particular structures of the language and make an accepted translation. Besides, "the fact of trying to understand a scene that has been made for the native public transmits to the student a positive message; therefore, the high stage of motivation results in an optimum task development." (Soler, 2017, p.177).

Another AVT activity is dubbing, the one that fosters written expression skills. Students improve when they write a text that guides them and finally, they record their voices; "this process helps them increase their vocabulary and improve their grammatical accuracy by writing and rewriting subsequent drafts." (Pérez & Carballo, 2021, p.87). However, it has a complex level because learners who practice dubbing and subtitling must have a great background, at least in a foreign language, to interpret the messages and the communication intention. For that reason, subtitling and dubbing "require an understanding of cultural elements and idiomatic expressions, thus promoting learners' intercultural competence." (Pérez & Carballo, 2021, p.87). Eventually, AVT in foreign language teaching develops a variety of sub-activities specifically designed to improve the learner's language abilities according to their needs.

Next, AVT includes two more activities that, although not new, are nevertheless important: Subtitles for the deaf and hard of hearing (SDH) and Audio description. The first one is understood as a task in which students must summarize the original text, simultaneously implying an increase in the "development of the student's listening comprehension and writing production skills." (Pérez & Carballo, 2021, p.87). SDH tasks foster intercultural awareness, or rather, students are conscious of the needs that characterize the type of population to which the subtitles are addressed and develop language proficiency. The second one (Audio description) closely resembles the first one and is made for those people who are visually impaired. Applying this type of audiovisual translation promotes the student's expansion of vocabulary and their understanding of grammar. "Like SDH, this type of activity helps raise accessibility awareness." (Perez & Carballo, 2021, p.88).

The last sub-activity from AVT is Voice-Over which is a form of AVT. "Voice-over can be an interesting alternative to dubbing in the FL classroom, as it shares many of its benefits while not forcing the new voice track to be lip-synched with the original." (Pérez & Carballo, 2021, p.88). In addition, the practice of this kind of AVT fosters the student's understanding and contributes to improving writing skills.

Soler (2017) states that using AVT strengthens student motivation through learning that works ludic and realistic (p.168). In this manner, Audiovisual Translation pretends to involve, motivate, and encourage students in their learning process. Something similar is presented by Pérez & Carballo (2021), who mentioned that when AVT activities are well-designed, students express an increase in motivation, anxiety levels are reduced, and the learner acquires the language unconsciously (p.85).

In short, what Pérez & Carballo (2021), Soler (2017), and Talaván (2019) attempt to

show is that AVT use is appropriate for Foreign Language Learning and its contribution to the development of linguistic skills, linguistic competence, cultural awareness, and cultural knowledge is high. "Yet, despite its potential benefits, AVT has not been widely embraced in schools, as there are also downsides associated with this resource, some of which can seem extremely daunting." (Perez & Carballo, 2021, p.94). Moreover, AVT proves to be a flexible and eclectic tool for language teaching.

Translation increases awareness

About benefits like an increase in awareness, several authors like Pérez & Carballo (2021), Almeida (2018), García (2019), Rey (2020), Martínez & Zimányi (2021), Cao & Vasquez (2020), Balboni (2017), among other, concur that this practice contributes to raising intercultural awareness and competence. In this way, students learn their vocabulary, language expression, and precise constructions when used in a particular context.

García (2019) highlights that translation exercises help to gain awareness of the ideal language of each type of text, contributing to the formation of critical awareness of the Foreign Language culture. Furthermore, it avoids stereotypical labeling of a foreign culture while allowing more active participation of students and promoting a rebalancing of power in the class. (p.227).

In connection with the above, the employment of translation is a valuable source that helps students to contrast both languages. This exercise not only promotes awareness, in which students will be able to differentiate their mother tongue from the target language. Furthermore, they will be conscious of each other's writing, which helps them clarify and separate it. "An important aspect that helps students understand differences and separates their mother tongue from the Target language" (Rey, 2020, p.30). Thus, learners realize that they cannot mix L1 with

L2, helping them to understand and recognize the various aspects and differences between the two languages at the moment of their application and comprehension. Likewise, "translation fosters the development of learners' metalinguistic awareness, defined by Thomas (1992) as an individual's ability to focus attention on language as an object in and of itself, to reflect upon language, and to evaluate it." (Martinez, Zimányi, 2021, p.9). The reflection on the language being learned and its structure is the final objective; it pretends that students do not learn without first reflecting and contrasting. Cao & Vasquez (2020) indicate that translation is a resource that contributes to activating contrastive awareness, emphasizing negative interferences of all kinds (not only lexical) of the L1 in the L2. (p.124). That is to say, translation during learning has high importance concerning mindfulness stimulation, and Balboni (2017) confirms that translation is both necessary and valuable. In addition, it can provide competencies in communication during the learning process "and develop especially lexical sensitivity and accuracy, textual structure, and intercultural awareness." (Balboni, 2017, pp. 294-295). In other words, translation fulfills a multifunctional role, and it is a complement considered by Balboni (2017) as a language learning and culture awareness, not as a simple act of meaning matching. (p.285).

Translation as a communicative act.

Concerning translation as communicative action, it is opportune to mention that some authors have a similar point of view. They defend and agree that "translation responds to a language communicative activity which is (increasingly) present in the real world." (Cao & Vasquez, 2020, p.124). Nevertheless, some of them refuse these arguments and claim that "translation focuses almost exclusively on form, and it is not a communicative activity. Translation relegates students to a passive role." (Martínez & Zimányi, 2021, p.7). Nevertheless, these perspectives are questionable since, although conclusive, it has not been proven. "In turn,

other authors, such as Klein-Braley and Franklin (1998) or Machida (2011), see translation as a communication act that allows the development of intercultural communication or multicultural competence, using the terms of the Common European Framework of Reference (CFER).” (Reverter, 2020, p.343).

Reverter (2020) states that translating is essentially a communicative act. (p.340). Something different from what is mentioned by some researchers. In this part, it is essential to highlight that various of them argue and disagree with translation's perspectives as communicative action, but they do not quote them. The arguments against translation use in second language teaching were still raised at the end of the nineteenth century as an attack on the GTM. (Lertola, 2018, p.195). However, García (2019) favors. The translation uses in language teaching. However, it states that translation, "like any other resource, is poorly dimensioned, poorly contextualized and/or poorly evaluated, if it is overused, for example, it can become counter-productive, demotivating and/or frustrating." (García, 2019, p.226). Although it is evident that some authors support translation applications, the inefficiency of this tool shows as a result that they are lacking in language teaching.

Translation as a facilitator of knowledge

Pérez & Carballo (2021) explains that when an AVT activity is well-done, students will not feel uncomfortable, and their motivation will increase; Translation will help them to learn unconsciously. (p.85) Some authors share the same perspective based on the benefits and contributions of translation usage as a "powerful tool" in foreign language teaching. Also, underline its importance; "since it is used to establish equivalences between languages that make it possible to find common points in the formulation of ideas that are conceived in different ways in each culture." (Szymyślik, 2021, p.112). In other words, as stated by Almeida (2018),

comparing the target language with the mother tongue is not bad. Moreover, "translation serves to clarify concepts, ideas, terminology, and to confirm the text meanings [...]" (Almeida, 2018, pp. 43-46). Among other advantages, some authors propose translation employment to differentiate L1 from L2. Likewise, Rey (2020) explains that translation serves as a contrastive tool for analysis, as it affords the possibility of establishing differences allowing students to separate the languages. (p.30).

Leerma states that learners gain an analytic and reflexive spirit, possibly accessing, recognizing, and analyzing several aspects related to linguistic and cultural content. Similar to García & Díaz (2020), that talk about the translation benefits. They refer to translation and interpretation as having their place as part of the process of facilitating access to knowledge and concepts that a person may not have access to directly, either because of novelty, lack of familiarity with concepts, or because of a linguistic or cultural barrier. (p.12) Therefore, Translation as a mediator proves to be of great importance for the acquisition of knowledge, and "one of the great advantages of working with it in the classroom is that it looks very clearly at the differences between the lexical of one language and another." (Moreira, 2017, p.355). Although translation has been understood as an endless learning source that is repetitive, it cannot be avoided as a helpful tool in language learning. Thus, understood that translation in a Foreign Language classroom can no longer be considered a "mechanical and sterile activity since it cannot be denied its status as a means of communication that implies a cultural transfer and can therefore enrich the language's teaching." (García, 2019, p.227).

Translation has never disappeared from the foreign classroom.

"Although the pedagogical role of translation in foreign language learning has been often debated, translation has never completely disappeared from the language classroom either upon

teachers' or learners' initiatives." (Lertola, 2018, p.198); translation never disappeared from the teaching process considering that the "mother tongue covers all our cognitive acts; it is always present, even if it is a silent presence." (Almeida, 2018, p.43). That suggests that translation is a natural process that helps students develop their skills; because of this, translation is still present as a foreign language teaching source.

Additionally, according to some authors, translation has been through a process that reaches a whole didactic way when applied in foreign language teaching. In particular, Cao & Vázquez (2020) proved that translation as a didactic resource causes beneficial results, given that it helps to improve communicative competence. (p.122). But it must be clarified that "translation on that is appropriated for didactic purposes once the student has already acquired the basic knowledge from the LE, given that translation activities require a minimum vocabulary and knowledge of the grammar structures of LE." (García, 2019, p.202). In other words, translation as a didactic tool helps learners only when they have already known previous knowledge about the language. That knowledge will be used in a natural context to practice the communicative act. It must be said that it does not affect the pedagogical advantages offered by translation as a didactic tool. Although translation has been used as a didactic tool in foreign language classrooms, its acceptance and integration have been unthinkingly overlooked whether its use is appropriate. As a result, it has been included in the curriculum in a misunderstood and intuitive way. (García & Díaz, 2020, p.11). Thereupon, researchers suggest translation as a fifth skill, and its employees should be in "short activities or even warm-up exercises, where the learners can engage in developing or integrating each of the four skills." (Martínez & Zimányi, 2021, p.8)

Similarly, Soto (2015) proposes that translation should be considered a fifth skill in the context of the L2 classroom. Due to this, translation is an activity that cannot be missed in

language teaching (p.163). It is also a "complementary didactic tool, as a fifth linguistic skill linked to the rest of the written and oral comprehension and production skills." (Soto, 2015, p.157). If the translation is seen as a fifth skill it should be taught and evaluated separately from the other communicative and linguistic language skills. What is more, "translation is taught as a separate competence to be acquired on a par with, yet distinct from, communicative language skills; moreover, translation is seen as an integral part of language learning, as the previously mentioned 'fifth skill.' (Di Sabato, 2017, p.307).

Literary Translation

It was found that interpreting activities can be integrated to contribute to language learning in EFL classrooms, such as literary translation, which has been proven as a valuable tool for strengthening the processes of assimilation of information about any language. Additionally, it helps learners to improve their linguistic skills and competencies. Given that, according to Szymyślik (2021), they are exposed to the lexical composition of the text (p.116). Now then, this translation perspective shows a significant potential to improve and develop the learners' needs; there is an absence of its application results in classrooms, and few authors share this perspective concerning translation. Nevertheless, it cannot be avoided that it can be used and adapted to EFL classrooms.

Development

As described, the role of translation has been involved in foreign language teaching. Many authors took into consideration different fields of vision about the translation functionalities, and they conceived ideas about its use in classrooms, others even proposed activities, strategies, and methodologies to develop this method which has been rejected and excluded in the recent past.

This research showed that translation has various uses in foreign language teaching, one of them Audiovisual Translation (AVT) with activities such as dubbing, subtitling, and literary translation, which students use as a contrastive tool and a mediation that allows them to access the foreign language. Translation has become a potent tool in language teaching, and it is appropriate given that different authors have already proven it (Szymyślik, 2021). For this reason, nowadays, various authors do not emphasize the discussion of the suitable role of translation in the classroom, but their debate focus on how it is introduced and developed in the foreign language (García & Díaz, 2020). That is the debate; some studies emphasize *why* and its functions, but very few point to *how* to use it in teaching.

Next, the role of translation is considered from diverse uses in foreign language teaching, as demonstrated by Pérez & Carballo (2021), who mentioned AVT as an activity that enhances the student's skills, such as listening and writing production. Additionally, Soler (2017) found that motivation levels in students are highest when they are developing AVT activities. Furthermore, Soler (2017) confirms the enjoyment of the use of translation in designed activities for language pedagogy, assuming its utility as a great advantage to face the students' needs while achieving their learning goals concerning the subject. When AVT activities are well-designed, students' motivation increases, and their anxiety reduces, contributing to students acquiring languages unconsciously as opposed to the conscious learning process (Pérez & Carballo, 2021), (Soler, 2021). Similarly, (Lertola,2018) in which teachers also play an essential role by recognizing the student's abilities and continuous focus; they need to endure their motivation in foreign language teaching.

On the one hand, subtitling and dubbing contribute to developing and fostering students' oral comprehension, written expression skills, and intercultural competencies. Besides, they are

creating intercultural awareness, given that AVT is a flexible and eclectic tool for foreign language teaching (Soler, 2017), (Pérez & Carballo, 2021). On the other hand, subtitles for the deaf and hard of hearing (SDH) and voice-over promote the students' listening comprehension, writing production skills, and vocabulary (Pérez & Carballo, 2021). As has been said, AVT is appropriate for Foreign Language Learning and contributes to developing linguistic skills, linguistic competence, cultural awareness, and high cultural knowledge.

Pedagogical Translation can be integrated into foreign classrooms as a resource (Rey, 2020), given that it allows students to access the correct meaning and make equivalences and contrast between mother and foreign language L1 and L2. Moreover, students improve their understanding level when they use translation and expand their vocabulary. (Martínez & Zimányi, 2021). In addition, translation helps students to develop communication skills such as comprehension and written and oral expression (Soto, 2015). Students find translating enjoyable, and it promotes motivation through diverse activities that integrate psychology, communication, and pedagogy (Martínez & Zimányi, 2021). Soto (2015) proposes to take translation as a fifth skill, which has become a communicative action for students and teachers who can employ it to guide their classes (Rey, 2020).

The traditional role of translation was transformed into a new branch of knowledge. Thus, its use contributes to raising intercultural awareness and competence. (Almeida, 2018) As well as fostering a critical awareness of foreign culture languages. (García, 2019) In this way, students contrast, find differences, and equivalences, gain access to knowledge and separate their Mother tongue and foreign language. (Rey, 2020), (Cao & Vasquez, 2020). In other words, the use of translation during the learning process has become increasingly crucial in activities and reinforcement. Also, it is not bad (Almeida, 2018), (García & Díaz, 2020), promoting lexical

sensitivity and accuracy (Balboni, 2017) and accomplishing the students' needs to improve their skills. (Pérez & Carballo, 2021).

Since the 20th century, the use of translation as a communication resource has been mentioned since it develops intercultural communication and multicultural competence in the learner. Therefore, it is not so new to find nowadays that authors refer to it as communicative action. (Reverter, 2020). However, if the translation is not used correctly, the advantages of the communicative act can become a counter-productive activity. (García, 2019).

The translation is considered a didactic tool (Trovato, 2019) and is promoted to be the fifth linguistic skill; (Soto, 2015) if it is seen as just another competency and is separated from other skills.

Although translation has been a topic of discussion in language teaching, and its perception is still mentioned, whether good or bad (Lertola, 2018), it is known that this activity has never completely disappeared from the classroom. Thus, translation cannot be avoided because the mother tongue is always present, and teachers can make use of it for explaining, clarifying, and helping learners understand the subjects.

Conclusions

Concerning the Hispano-American journal's review, the role of translation has been broached from a positive perspective, in agreement with some authors who have studied the inclusion of translation in foreign language classrooms. The translation has been conceptualized within the discussion as a suitable tool in foreign language teaching. In addition, it is appropriate as a powerful and contrastive source in learning, provided it is not used in a poor dimension or a poor context. In this case, it would not be practical nor a didactic tool in learning but rather contra-productive. The tendency clarifies that translation in teaching has not lost its relevance; on

the contrary, its importance has been increasing by developing strategies and advantages in the students' learning process. Translation has brought some benefits, both for teachers and students; the use of translation depends on the teacher's pedagogy. It is essential to recognize that students are the most involved, therefore their abilities and learning development.

During the research of the articles on translation in foreign language teaching published in the Hispano-American journals, it was found that the article's publication related to this topic is nonexistent in Colombian journals. Therefore, on the one hand, to achieve these research results, it was necessary to extend the time rank from 5 years to 7 years and to modify the language parameter by adding the Spanish language as another research source because the results were not expected.

Translation offers benefits in communication skills such as improving oral and writing comprehension and expression; it is also used as a contrastive tool for learners by means the learner can compare the L1 and L2, finding the similarities and differences. Furthermore, when translating is appropriately used, it gives students the flexibility to adapt to the foreign language since they find references in their mother tongue to solve the misunderstandings and complex definitions of the target language. However, translation clarifies meaning and fosters vocabulary and grammar accuracy; it also promotes intercultural awareness due to learners learning grammatical structures and meeting the target cultural aspects and the function of the language inside it.

In short, it is a tool that can be integrated into teaching and learning the language. It is also a guide resource for teachers to explain, clarify and verify through activities, foreign language notebooks, and strategies if students accomplish translation objectives for language learning. Indeed, nowadays, the Common European Framework of Reference for Languages

(CEFR) recognizes the inclusion of translation as a meditative activity for foreign language learning. Translation has always been present in foreign language teaching. This is the central axis in language learning. Many authors even mention translating as a communication action in the classroom, resulting from an activity that is not bad and cannot be avoided because it is a natural phenomenon of the learning process.

Recommendations

From the methodological perspective, this research can be conducted from any other methodology; instruments can be used in its original way or modified according to researchers' needs. Future researchers will find in this study meaningful data and information to continue or add important aspects to the work that they are developing.

From the academic perspective, it is necessary that the institutional entities, in this case, the Universidad del Cauca, the School of Humanities and Social Sciences, the Foreign Languages Program, English and French, consider this type of research and the results obtained to analyze the possibility of widening and strengthen translation skill, given that translation is also included within the modern languages program occupational profiles which proposes that a bachelor will be able "To broach the translation and interpretation of oral and writing texts and the development of touristic guides under its emphasis line." ² (Universidad del Cauca, 2012 p. 25).

Concerning the research development, another recommendation to keep in mind is that the University would consider promoting and extending the use of databases, in order

² Own translation - Universidad del Cauca (2012) Condiciones De Calidad Del Programa De Licenciatura En Lenguas Modernas Inglés - Francés "Abordar la traducción e interpretación de textos orales y escritos y la elaboración de guías turísticas de acuerdo con su línea de énfasis" (p. 25)

to obtain wider results when these types of systematic reviews and/or researchers are conducted.

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Appendix

Appendix A

Journal selection parameters

Journal selection parameters	
Hispanic American journals	<i>Argentina, Spain, Colombia, Mexico, Chile, Costa Rica</i>
Indexed in a category or a database	<ol style="list-style-type: none"> 1. <i>A, B, C</i> 2. <i>Dialnet</i> 3. <i>Erih Plus</i> 4. <i>Gredos</i> 5. <i>Latindex</i> 6. <i>Scielo</i> 7. <i>Redib</i>
Subject - field of study	<i>Translation</i> <i>Social Sciences and Humanities</i> <i>Language y Linguistic</i>
Language	<i>English and Spanish</i>
Access	<i>Free access</i>
Publication period	<i>Biannual and quarterly</i>
Format	<i>Online</i>
URL-DOI	

Appendix B

Article selection parameters

Article selection parameters
<i>Article published in a Hispanic American journal (Argentina, Spain, Colombia, Mexico, Chile, Costa Rica)</i>
<i>Article with free access</i>

<i>Article published in English and Spanish</i>
<i>Articles published in the last five years</i>

Appendix C

Articles' information

<i>Articles' information</i>	
<i>Register number:</i>	
<i>Authors:</i>	
<i>Title:</i>	
<i>Type of document:</i>	
<i>Title in another language:</i>	
<i>ISSN:</i>	
<i>Journal:</i>	
<i>Publication data:</i>	
<i>Data - source:</i>	
<i>Language:</i>	
<i>Location:</i>	
<i>Access:</i>	

<i>Indexed in:</i>	
<i>ICDS:</i>	
<i>Academic field:</i>	
<i>Summary:</i>	

Appendix D

Systematic diagram of article analysis

Systematic diagram of article analysis						
Article title:						
<i>Arguments</i>		<i>Role of Translation in Foreign Language Teaching</i>	<i>Key words</i>	<i>Hypothesis</i>		
<i>Pros</i>	<i>Author's perspective</i>					
	<i>Teachers' perspective</i>					
	<i>Student's perspective</i>					
<i>Cons</i>	<i>Author's perspective</i>					
	<i>Teachers' perspective</i>					

	<i>ve</i>					
	<i>Student's perspecti ve</i>					