

Bachelor's thesis

Marion Elvrum

A comparison of translation-based tasks in general studies and vocational studies textbooks

May 2023

NTNU

Norwegian University of Science and Technology

Faculty of Humanities

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Abstract

The use of translation as a tool to teach a second language has over the years been victim to considerable scepticism regarding its theoretical soundness and efficiency. This small-scale study looks at translation-based tasks in the textbooks used in Upper Secondary Schools, in both general studies and vocational studies. It aims to see if there is a difference between the number of tasks and what might be the reason for any difference in numbers in the different books. The results show that there are a lot more translation-based tasks in vocational studies books than what is found in the general studies ones. This might be due to a combination of differences in the competence aims of the different programmes, and in the expected proficiency of the students.

Sammendrag

Bruken av oversettelse som et verktøy i fremmedspråkundervisningen har gjennom årene blitt usatt for skeptisisme knyttet til teoretisk forsvarlighet og effektivitet. Denne små-skala undersøkelsen ser på oversettelse baserte oppgaver i tekstbøker brukt på videregående skole, i både studiespesialisering og på yrkesfag. Oppgavens mål er å se om det er en forskjell på antall oppgaver, samt å se på hva som kan være årsaken for eventuelle forskjeller. Resultatet viser at det er mange flere oversettelsesbaserte oppgaver i yrkesfaglige engelskbøker enn det man finner i bøkene som benyttes på studiespesialisering. Dette kan skyldes en kombinasjon av forskjeller i kompetansemål på de ulike retningene, og at det er en annen forventet grunnkunnskap blant elever på de ulike programmene.

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1.0 Introduction

The use of translation as a tool to teach a second language has over the years been victim to considerable scepticism regarding its theoretical soundness and efficiency (Hummel, 2012, p. 62). Within the field of education, it is common to split up the main teaching methods into periods, based on the methods that are commonly associated with each period (Howatt & Smith, 2014, p. 78). The Classical Period with its associated method of Grammar-Translation saw the rise of method founders such as Fenwick de Porquet, who thought that the best way to learn was instant translation from the foreign language into the target language (Howatt & Smith, 2014, p. 81). In the same article, it is also claimed that the procedures which had dominated English language teaching began to change in the early 1970s and the label ‘communicative’ was being applied, in a period known as the Communicative period (88).

There is some research on this field available. One such is a Bachelor Thesis from NTNU written by Simen Klausen, which looks at how much focus translation as a tool of second language learning is given in Norwegian English textbooks, and if the degree of translation changes as the students’ progress through the grades (Klausen, 2022, p. 3). This research indicates that translation is still an important feature of English textbooks (Klausen, 2022, p. 12). My thesis will build on what Klausen found, but instead of looking at the progress throughout different years, my main focus will be on books that are used in Upper Secondary school alone. I will be looking at how textbooks used in general studies and vocational studies differ from each other and see if there is a difference in the amount in which translation is used.

The reason for choosing this focus can be said to stem from a common misconception that general studies students tend to be more motivated when it comes to school. Up until year 10, the competence aims are the same for everyone, but once the pupils go into Upper Secondary School, the competence aims differ between general studies and vocational education programmes (Ministry of Education and Research, 2019). The main differences between the competence aims here is that in general studies, students are expected to be able to use an academic language and to use their knowledge to write formal and informal texts, while in vocational studies the focus is on using appropriate terminology and being able to communicate their vocation. This difference may be due to a difference in expected proficiency in the language in the two different programmes, as the main goal of general studies is to prepare students for

higher education where one needs a higher proficiency, while vocational studies can be seen to have a lower level of proficiency as the vocation is more important than anything else. This could mean that in theory textbooks in vocational education programmes should have more direct translating tasks than what one will find in general studies, because of this difference in expected proficiency. This leads to my main hypothesis: *that the general studies textbooks might conceivably focus less on translation than the vocational studies textbooks*. How do the textbooks in the different programmes use translation as a teaching tool?

2.0 Theoretical background

If one approaches the teaching of English in a monolingual manner by only speaking the second language in class and actively trying to not use the first language, the historical view, which would be considered controversial today, was that this would lead to a flawless learning process. This comes from a period when there was little to no input of the English language outside of the classroom. Today English is the global language of communication, and most students are exposed to the language outside of the classroom at any given time (Rindal, 2014, p. 8).

Cognitive psychology has proved that the brain utilises the first language to try and comprehend the second language to a large degree (Cook, 2010, pp. 92-94). This means that language learning happens in a bilingual manner and not a monolingual manner. This means that the active code-switching between the first and the second language in the classroom will have a positive effect on the learning outcome of the pupils (Cook, 2010, pp. 46-49). This means that in the modern classroom, the differences between languages should be explored and to encourage a deeper understanding, pupils should be allowed to use their first language. This would therefore mean that there should be room for translation in the modern classroom, as this might help students navigate the different languages they might know.

2.1 Translation in education

The use of translation in classrooms as a means of language learning has had a strong position throughout history. In the mid-18th century, foreign language teaching was limited to the classical languages of Greek and Latin (Vermes, 2010, p. 85). This was done through a method that would later be known as the Grammar-Translation Method, which came about as a reaction to the social needs of the time. The teaching of modern languages to large masses of learners required a change in the standard way of teaching that was used at the time (Vermes, 2010, p. 85). This new Grammar-Translation method aimed to make the task of the learner easier by letting them translate artificially made-up sentences to illustrate grammatical features (Vermes, 2010, p. 85). This prepared the learners to read literature in foreign languages such as Greek and Latin, and in some cases, it also led to the skills to have small conversations in the target language (Howatt & Smith, 2014, p. 80).

This influential method, which one can view as one of the most influential methods in the history of language teaching, can be understood as a tool where pupils learn new vocabulary

through first being taught grammatical rules in their first language (Cook, 1998, p. 117). Then they are given tasks where they are asked to translate sentences from their first language into the second language (Cook, 1998, p. 117). The Grammar-Translation Method is, however, is not the only method which uses translation as a tool in teaching. How to use translation as a teaching tool is not often taught to teachers, but translation can still be viewed as a major part in an academic field which produces different approaches to teaching (Lixian & Cortazzi, 2011, p. 569), and it should therefore not be discredited as a means of teaching.

As a result of rising demands regarding spoken languages that took place while the Grammar-Translation method was used, there was once again a need for change that had to be addressed. This led to a reformation, where the emphasis was placed more towards the spoken language, and not so much on the written language and reading skills. This resulted in what has later been known as the Direct Method, and other methods which are based on the same fundament (Howatt & Smith, 2014, p. 81). The Direct Method followed one simple principle: No translation is allowed (Larsen-Freeman & Anderson, 2011, p. 25). It is worth noting that this did not mean that all use of the first language was not allowed. It was merely used to explain new vocabulary, and not to explain grammatical rules.

As a reaction to the Reform movement and the Direct Method in the 20th century, the focus was shifted to linguistics and learning theories based on psychology (Howatt & Smith, 2014, p. 85). This resulted in methods such as the Audio-Lingual Method, which may also be known as the Audio-Visual Method, which put emphasis on everyday speech (Larsen-Freeman & Anderson, 2011, p. 45), and the target language was to be used in the classroom because the habits of the native language were thought to interfere with the student's attempts to master the second language (Larsen-Freeman & Anderson, 2011, p. 46). This can still be found in today's curricula, as the texts that are being used are not superficially made, but stem from real situations and real texts which are not being written particularly for the classroom.

From the end of the 20th century to the beginning of the 21st century, ideas that have had a hold over the teaching of the English language began to change again, giving rise to what has later been labelled as communicative. These changes were based on shifts in priorities in which skills that would be considered important to the learners in the real world (Howatt & Smith, 2014, p. 88). In this period, the rejection of translation was accentuated due to globalisation, as

students from different geographical and cultural backgrounds converged in the classroom, and local teachers and students did not necessarily share the same first language anymore (González-Davies, 2020, p. 435). The main aim here is to teach students to communicate in English, and skills such as choosing the appropriate language forms according to context (Rindal, 2020, p. 34). It is this method which have had the largest impact on the English subject in Norwegian schools, as the main goal of the curriculum is to be able to communicate.

Today, translation is being revitalised and embraced once again, but in a way that is far from the Grammar-Translation practices (Pintado Gutiérrez, 2021, p.221). The emerging use of technology both in the classroom and outside of the classroom, how language is viewed has changed. Native speaker usage is not necessarily the goal anymore, and a student's native language can be used for communication and support in learning a second language (Freeman & Anderson, 2011, p. 209-210). Newer studies conducted by Mollaei, Taghinezhad and Sadighi on translation in an Iranian English as a foreign language setting, indicates that translation is a good tool to be used for beginners who are not yet capable of enjoying a critical level of proficiency in their English language expression (2017, p. 67). This might indicate that translation should be considered a good tool for those who are expected to have a lower proficiency level.

3.0 Methodology

The main method I plan on using is content analysis of textbooks, which involves looking at specific units in a well-defined textual sample and then using these to say something about the significance of the results (Weninger, 2018, p. 4). I am going to do some close reading to find relevant tasks related to translation, and then analyse to see if there is a difference between general studies and vocational education programmes. I will only be looking at tasks that directly tell the students to translate, not using those that say to use English-English dictionaries to find an explanation to different words, as this does not count as translation from second language to first language or vice versa.

I am going to close read following textbooks from Upper Secondary School:

General studies

- *Citizens SF*, aimed for year eleven, published 2020
- *Scope 1*, aimed for year twelve programme subject, published in 2021

Vocational studies

- *Skills Engelsk VGI Helse- og Oppvekstfag* and *Teknologi- og Industriefag*, aimed for year eleven students in healthcare, childhood and youth development / Technological and industrial production, published in 2020
- *Action Engelsk for yrkesfag*, aimed for year eleven generally for all vocational studies, published in 2020.

The selection of books is based on which books were available at the time of writing this thesis as the number of books available is quite limited due to the new curriculum just being introduced. It is worth noting that I chose to analyse two different Skills books because I was not sure if there would be a difference between them.

4.0 Analysis

Table 1: Information about the books

	Book	Chapters	Pages
General	<i>Citizens SF</i>	5	329
	<i>Scope 1</i>	13	380
Vocational	<i>Action</i>	5	250
	<i>Skills Helse- & Oppvekst</i>	9	431
	<i>Skills Teknologi- & Industrifag</i>	9	431

Table 2: Number of translation tasks, tasks in general and translation task ratio

	Translation tasks			Tasks in general		
	Book	Sentence & Word translation	Grammar ¹	Total	Number of tasks	Translation ratio
General	<i>Citizens SF</i>	6		6	271	2,21 %
	<i>Scope 1</i>	2	1	3	477	0,63 %
Vocational	<i>Action</i>	5	14	19	477	3,98 %
	<i>Skills Helse- & Oppvekst</i>	27	9	36	775	4,65 %
	<i>Skills Teknologi- & Industrifag</i>	28	9	37	772	4,79 %

¹ This heading means that the students were given a grammatical rule and then told to apply that to translation either from English to Norwegian or from Norwegian to English

4.1 General studies

For general studies, I chose to look at one book for the obligatory English class in year eleven, and one book from the programme subjects for year twelve. The reason why I chose to include a book from the programme subject is that students in general studies do have the choice to do more English, and I wanted to see if this class included translation tasks or not.

4.1.1 *Citizens SF*

Citizens SF (Andersen et al., 2020) is built up of five chapters. Each chapter has the same structure; there are longer texts, followed by pages of tasks that are organised into different categories; understand, reflect, create, and practice. Sometimes one might also see categories such as compare and create. In total there are six translation-related tasks, and they are usually found under the categories compare or create. In these categories, students are usually asked to either compare things from the text to something, or they are asked to compare something across languages.

An example of a task (Andersen et al., 2020, p. 27) which can be found under the compare category is as follows:

COMPARE: Languages

Go to citizens.cdu.no to find a text in three different languages: English, German and Norwegian. Answer the following questions:

- a) What are the headings of the three texts?[...]
- b) How long are the sentences? [...]
- c) Where do you find the nouns [...]?[...]
- d) Are any members of your group familiar with other languages than Norwegian, English or German? How would you translate the headings into any of these languages?

In this task, the students are asked whether they know any other languages, and how they would translate the headings to that language. This plays into the multicultural aspect, and students are encouraged to use other languages in the class than English, if they know one.

Another example (Andersen et al., 2020, p. 56) can be found in the practice category:

PRACTICE: Vocabulary

- a) The product description from Nintendo (p. 54) contains a number of technical terms, also known as jargon. Try to find as many of these terms as you can. Copy the table below to make a "word bank" of jargon.

Examples:

Term	Phrase that the term appears in	Translation
Main Console	"Attach to the main console"	Hovedkonsoll/hovudkonsoll
Screenshots	"Take instant screenshots"	Skjerm bilde/skjerm bilete

In this task, the students are not explicitly told to translate the terms, but by following the example they are told to translate the jargon to understand what it means in Norwegian. This task is most likely used to enhance the understanding of the jargon words, as there might be students in the class who have little to no knowledge of the specific theme of Nintendo.

4.1.2 Scope 1

The *Scope 1* (Bjertnes et al., 2021) book is built up of 13 chapters. Each chapter has longer texts, followed by pages of tasks, which are divided into categories: reading, speaking, investigating, and language work. There are only a total of three tasks that deal with translation, and they can be found under language work, investigation, and stand-alone tasks that are not connected to any other texts. These tasks might be placed in the book to make it easier for the students to understand the more difficult parts of the English language, and to make them use this knowledge later.

One example is the one that can be found as a stand-alone task (Bjertnes et al., 2021, p. 38):

Task: For this exercise you need a pencil, colours and a piece of paper. Below is a long list of idioms.

[...]

- e) Translate the idioms to Norwegian and other languages you speak.

In this task the students are working with idioms, and as a last task they are asked to translate them into Norwegian. The main task might not be to translate them, but it might make it easier

for the students to see the connection to Norwegian if they translate them. This might again lead to the use of them at a later point.

The second example can be found in the category language work (Bjertnes et al., 2021, p. 197):

LANGUAGE WORK: Gerunds

5a) Study the following sentences from the text and translate them into your mother tongue.

How do you translate the gerund (the -ing word) in each case?

"The most watched video clip on YouTube are, you've guessed it, in English, which is also the lingua franca of gaming"

"Or is it instead a way of spreading a specifically Anglo-American view of the world?"

"A common argument is that dubbing allows foreign- (typically English-) language films and TV to be localized..."

"Meeting an audience's expectations typically makes money more effectively than challenging those expectations"

This task specifically asks to translate a grammatical phenomenon, and by doing so it might be easier for the students to be aware of translation of gerunds. This is important as gerunds is not something that exists in the Norwegian language.

4.2 Vocational studies

For the vocational studies, I have included three books; two books that are programme specific and will therefore have tasks that are related to the vocation the students will have in the end, and one general book that might be used for all the different vocational studies programmes. Both the programme specific books come from the same publisher, and this can be spotted throughout the books as many of the tasks are identical, but most of them differ as they are intended for different vocations.

4.2.1 Action

The *Action* (Aanensen & Holck, 2020) book is built up of five main chapters, each divided into five parts. Following each of the parts, there are tasks, which are divided into writing key words, speaking, writing, and extra challenge. At the end of each chapter, there is a page with grammar tasks. There is a total of 19 task related to translation; five being general translation of words and sentences, and 14 being translation of sentences after going through specific grammar rules. Most of the translation tasks can be found under either the grammar pages and in the writing category.

The grammar tasks are all in the same format as this example (Aanensen & Holck, 2020, p. 98), and it is worth noting how similar this task is to the Grammar-Translation Method:

GRAMMAR BREAK

What is Concord?

5. Study the rules in the reference section, page 259
6. Work in pairs. Translate the verbs in parentheses to English
 - a) He (syng) ____ in a choir
 - b) Amy and Lucy (speler) _____ their drums
 - c) I (snakkar) ____ to my friend every day.
7. Without looking at the sentences above, translate the sentences to English
 - a) Han syng i eit kor
 - b) Amy og Lucy speler på trommene sine
 - c) Eg snakkar med vennnen min kvar dag.

Here the students are asked to first translate words from Norwegian to English to finish a sentence, before they are asked to translate the exact same sentence from English to Norwegian in the next task. This is probably done to make sure that they understand what they are doing.

A task within the writing category can look anything like this (Aanensen & Holck, 2020, p. 213):

Writing

8. Understand job adverts to improve your chance of getting a job. See page 80 for more help.
 - a) Find an online job advert in Norwegian for your profession and translate it into English.
 - b) Find an online job advert for your profession in an English-speaking country and translate it into Norwegian.

In this task, and the other writing tasks, the main goal is to learn vocabulary that is needed for applying to jobs and prepare the students for this in the future.

4.2.2 Skills Teknologi- & Industrifag and Skills Helse- & Oppvekst

Both books have the same layout (Lokøy et al., 2020) (Langseth et al., 2020); There are eight chapters, divided into texts followed by tasks. The tasks are divided into read and understand, speak, practice, write, and explore. And at the end there is a section with grammar rules and tasks connected to these. Both books seem to share the same layout when it comes to tasks, meaning that the tasks are identical, but the vocabulary is changed to fit the programme better. There is also one more translation task in the teknologi- & industrifag book. Most of the translation task can be found under the category practice.

Examples of differing tasks in the books (Lokøy et al., 2020, p. 21):

1.16 Match the name of the profession in English with the Norwegian translation

A Vehicle sprayer	1 Fagoperatør i kran- og løfteoperasjoner
B Welder	2 Industrirørlegger
C CNC Machine operator	3 Matros
D Motor Vehicle mechanic, light vehicles	4 Fagoperatør i kjemisk prosessindustri
E Industrial machinery mechanic	5 Bilmekaniker, lette kjøretøy
F Industrial Plumber	6 bore- og vedlikeholdsoperatør
G Crane and lifting equipment operator	7 Motorsykkelmekaniker
H Motorcycle repair technician	8 Industrimekaniker
I Seaman	9 Sveiser
J Drilling and maintenance operator	10 Billakkerer
K Chemical Procession Technician	11 CNC operatør

And (Langseth et al., 2020, p. 21):

1.16 Match the name of the profession in English with the Norwegian translation.

A Child care and youth worker	1 Helsefagarbeider
B Cosmetologist	2 Fotterapeut
C Ambulance service technician	3 Barne- og ungdomsarbeider
D Medical Secretary	4 Tannhelsesekretær
E Health Worker	5 Apotektekniker
F Occupational Therapist	6 Hudpleier
G Medical Orderly	7 Ambulansearbeider
H Dental Assistant	8 Portør
I Orthopaedic Technician	9 Aktivør
J Pedicurist	10 Helsesekretær
K Pharmacy Technician	11 Ortopeditekniker

Here it is clear to see that the task is the same, but the content has been altered to fit the different programmes. The task is given as an introduction to the book, so that all students are familiar with some of the vocational terms that might be used later in the book.

There are also some grammar-related tasks (Lokøy et al., 2020, p. 419) (Langseth et al., 2020, p 419):

44. Translate into English

- a) Alle liker ost men ingen spiser fisk
- b) Det har vært noen i huset, men ingenting har blitt stjålet

Here the task is identical in both books, which is also the case for the rest of the grammar tasks. These kinds of tasks may be given so that the students can learn the basics of grammar and then use it again later.

5.0 Discussion

As the results from this small-scale study show, translation might still be an important feature in textbooks that are used in Upper Secondary Schools. This shows that some textbook authors, and schools who buy these books, believe that translation can be a useful part of the teacher's toolkit in the classroom (Harmer, 2015, p. 51). It is, however, worth noting that textbooks do not necessarily spell out the entire story on what is happening in the classroom. This is because teachers have autonomy (Lexian & Cortazzi, 2011, p. 565) to not base their lessons on the textbooks and find other ways and tasks that will lead to the same learning outcome for the students themselves.

The textbooks for year eleven general studies contained a lot fewer examples which had translation as a part of the task. The few tasks that can be found in both books are connected to translating either grammatical phenomenon that cannot be found in the Norwegian language, or it is used to teach the students different aspects that can be used when writing and speaking at later occasions.

The textbooks for year eleven vocational studies are the books which contains the largest number of translation tasks. There are a couple of tasks on grammatical rules and the structure of sentences, but most of the tasks are writing tasks which promotes learning of vocabulary. One of the most noticeable differences between the Action book and the Skills books can be found here. In Action, the focus is on grammar, as there is no specific programme that the book can base vocabulary training tasks on. The tasks that are vocabulary based in this book, are tasks that share the same vocabulary across every single vocational programme. While the Skills books on the other hand have the opposite: They rely heavily on vocabulary training tasks that share the same layout across the books, but they use vocabulary based on the different programmes they are made for. When it comes to the grammar tasks, they are identical in both Skills books, and they are similar to the ones that can be found in Action. This focus on vocabulary training can stem from the fact that in vocational studies, communication in a professional context is seen as the most important part, and that requires knowledge of appropriate language to the field of activity and vocation (Hestetraet & Ørevik, 2020, p. 311).

There are also examples of tasks in all books, both in general studies and vocational programmes, where the students are asked to translate given sentences not only to and from

Norwegian, but also any other language that they might know. This is right on point with the competence aim that says that the students should be able to use their knowledge of similarities between English and other languages with which the students are familiar (Ministry of Education and Research, 2019). This gives room to not only bring the societal first language into the second language classroom, but it opens for multilingual students to use other known languages that might work in favour of learning even more.

This difference in the curriculum in Upper Secondary School may be due to differences in the competence aims of the different programmes. Both programmes have competence aims which states that the students are expected to be able to use appropriate digital resources in language learning, they are expected to know how to express themselves in a nuanced and precise manner and use knowledge of grammar and text structure in working on one's own oral and written texts (Ministry of Education and Research, 2019). In general studies, the students are expected to listen to, understand and use academic language in working on one's own oral and written texts (Ministry of Education and Research, 2019).

In general studies, the emphasis is on academic work, which may be associated with a higher understanding of and a better fluency in the English language, while the vocational programmes emphasise trade vocabulary. This is based on one of the strengths of second-language-to-first-language translating, as it makes it easier for the students to understand and conceptualise new vocabulary that they have not been taught earlier.

Translation is often regarded as a better tool for low proficiencies than for higher proficiencies (Mollaei et al., 2011). This in combination with the findings that there are a lot more translation tasks in vocational studies might prove that there is a lower proficiency here. For the students that are going into vocational studies, the subjects are changing, and they meet subjects and working methods that they have not met before (Sandal, 2019, p. 118). A study done with only vocational studies students shows that the reason for choosing vocational studies can be divided into three reasons (Sandal, 2019, p. 138). The first is that they want to do practical work and use their hands more. The second is that they were tired of theoretical subjects, and they wanted "something else" (Sandal, 2019, p. 138). And the last group was those that only knew that they did not want to do general studies. The same study showed that students with lower achievements from Lower Secondary School feel like they are labelled as weaker when it

comes to theoretical subjects and that they are encouraged to choose the vocational career paths (Sandal, 2019, p. 124). This proves the common misconception of lower expected proficiency in vocational studies, even though all students share the same foundation of skills and knowledge from the first ten years.

6.0 Conclusion

In this paper, I set out to look at how translation as a teaching tool is used in textbooks in the English subject in Norwegian Upper Secondary School, and to see if there is a difference in how it is used in general studies and in vocational studies. My main hypothesis was that the general studies textbooks might conceivably focus less on translation than the vocational studies textbooks do. This was based on a common understanding that there is a difference in not only the competence aims between these two programmes, but also that there might be a difference in proficiency levels.

By analysing five different textbooks that are currently being used in Upper Secondary School, I found that there is indeed a difference. In the general studies books, there were only three and six tasks that used translation, which is a total of 0,63 % and 2,21 % of the total number of tasks in the entire books. And in the three vocational studies books I found that there are 19, 36 and 37 tasks with translation, which is a total of 3,98 %, 4,65 % and 4,79 % of the total number of tasks in these books. It turns out that translation might be a useful part of the teacher's toolkit in the classroom.

The differences would most likely stem from two things. The first is a difference in who chooses which programme, and the second is a difference in focus in the competence aims of each programme. There is a common misconception that there is lower motivation and proficiency in those who choose vocational studies, and translation is often regarded as a better tool for low proficiencies (Mollaie et al. 2011). In a study based on a survey on why students choose vocational studies, one of the most common answers is that they are tired of theoretical subjects and that those who had lower achievements from Lower Secondary School felt like they were labelled as weaker in these subjects and hence why they chose vocational studies. This, therefore, proves that the misconception might not be a misconception, but that there is a lower proficiency and achievement in the theoretical subject of English in Upper Secondary vocational studies.

The second explanation is that there is a difference in competence aims. The competence aims in general studies focus on preparing the students for more academic language, and they are expected to write in an academic language to prepare for higher education. Vocational studies on the other hand, focuses on vocabulary and the use of this vocabulary in a trade context. This

vocabulary is not something the students have been taught earlier, and this leads to the proficiency level of the students in this context being lower.

This small-scale study that was done is too limited to be able to generalise. Teachers do not need to follow the textbooks and use every single task that is given in the books. Based on the findings here, researchers might want to continue the study by interviewing teachers on their use of translation in the classroom. One could also investigate the historical changes a bit more and broaden the research to look at older curricula and look at how textbooks back then used translation and do an even larger scale comparison.

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