



Paraphrasing Translation as a Strategy to Help L2 Learners Develop Their L2 Productive Competence: Pedagogical Perspectives

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Although there is still a strong belief in the effectiveness of monolingual L2 teaching across the world, translation in language teaching (TILT) has been gradually gaining recognition as a valuable tool to help L2 learners. In this paper, the author pays special attention to paraphrasing, or intralingual translation, something which is innate in all language users. Thereafter, she explains an empirical study which was conducted using “paraphrasing translation (PT),” a combination of paraphrasing and translation, as a TILT approach to help develop learners’ L2 productive competence. The study consisted of four 50-minute PT workshops, prior to and followed by written translation tests and questionnaires. This was provided to 87 Japanese high school students learning English as a foreign language to investigate (1) if PT is effective, and (2) if learners feel PT is effective, in terms of the development of L2 productive competence. The results of the study indicated a very positive response to PT in L2 teaching, which leads the author to propose there be further research into the use of translation in language teaching.

Keywords: translation in language teaching, paraphrasing, L2 monolingual teaching, L2 productive competence

Introduction

In the area of L2 teaching, translation, as well as the use of L1, has been one of the targets for criticism over its possible interference in the improvement of L2 learners’ proficiency (Cook, 2001; Pan & Pan, 2012). These negative views, in the main, are strongly supported by those who follow an L2-only communicative approach and native-speakerism, and have been discussed with no specific reason or evidence to support this position (Cook, 2010). This probably derives from a frustration in attempting to find effective methods for learners to show apparent, and rather quick, improvement in their L2 competence.

Japan is no exception to have taken up this notion of L2 monolingual teaching, and this is evident from the fact that The Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) in its English Education Reform Plan Corresponding to Globalization (2013) and its teaching guidelines for English classes in elementary, junior high and high schools (2017) stated that classes should be conducted in English in principle. However, in Japan, L1 has always been the main language used both by teachers and learners in many EFL classrooms, and this has been observed even after the MEXT recommendation or mandate was announced (Benesse, 2015). In reality, L1 has never actually disappeared in language classrooms anywhere around the world, and it has often been used with a sense of guilt. (Cook, 2010;



Kerr, 2014; Pan & Pan, 2011).

In opposition to the belief in L2 monolingual teaching, there have been a growing number of researchers and practitioners who support L1 as a valued and effective tool to assist L2 learning (e.g., Pan & Pan, 2011). One of the prominent supporters of this notion is Vivian Cook, who coined the term “L2 user” in an attempt to distinguish L2 learners from monolinguals (Cook, 2001). Those discussions on L1 use have mostly revolved around L1 use as scaffolding essentially to assist learners in the L2-only classroom (e.g., He, 2012; Izumitani & Sato, 2016; Seong, 2013).

Continuing with the stream of this trend, Guy Cook, an author of *Translation in Language Teaching* (Cook, 2010), proposes the necessity for a reassessment of translation in language teaching (TILT). He states in this book that translation could play an important role in language learning in this modern globalized and multicultural world (Cook, 2010). There have also been an increasing number of studies on TILT, both in terms of positive perceptions toward translation by L2 learners (e.g., Carreres, 2006; Liao, 2006) and practical L2 teaching approaches, methods, and techniques that involve translation. The types of translation use introduced in such studies were mainly designed as scaffolding to assist L2 learning (Atkinson, 1987; Kerr, 2014), and it is generally understood that translation can be useful when used in this way for learners with low proficiency levels (Pym et al., 2013).

In this study, the author focused on paraphrasing within L1 to be used as part of a TILT strategy as an introduction to translation, in order to help learners improve their L2 production skill through understanding of the difference between literal translation and translation for communication. Paraphrasing is a kind of translation, labelled as “intralingual translation” by Jacobson (1959), and is a common communication strategy used by all language users, not just L2 learners (Tarone, 1981). Here, the author has combined these two types of translation: intralingual translation (paraphrasing) and interlingual translation (translation), and named it paraphrasing translation (PT). With PT, learners are explicitly instructed to use this innate skill, which they already have and use in their own language, to paraphrase the L1 source text (ST) into another text in L1, and then translate into an L2 target text (TT).

In order to investigate the effectiveness of PT in L2 production, the author conducted empirical research which consisted of a workshop with 87 Japanese high school students to introduce PT and pre- and post-workshop translation tests and questionnaires. The experiment was designed to determine if a rather short introduction (four 50-minute classes) to PT would affect their competence and perception toward L2 production.

Literature Review

Literal Translation and Translation for Communication Purposes

Debate on best translation usage between literal (word-for-word) and free (sense-for-sense) translation can be traced back nearly two thousand years (Munday, 2016). In the area of translation studies, these two have been defined using different terms, such as formal against dynamic equivalence (Nida, 1964), or semantic against communicative translation (Newmark, 1988b). In the language teaching context, translation has often been considered harmful, mainly voiced in the criticism toward the Grammar-Translation Method (Cook, 2010; Munday, 2016). Translation in this method is generally made as literal as possible, because the priority for using translation here is to promote linguistic understanding of L2, for example, grammar and vocabulary meaning, over communication skills. This is why it often results in appearing mechanical, unauthentic, and not communicative (Carreres, 2006; Conti, 2015; Fernández-Guerra, 2014).

As opposed to literal translation, the main purpose of free, or sense-for-sense, translation is communication, and the evidence for this is that translation outside language classrooms, or in real-life situations, has long played an important role in helping two parties using different languages to communicate with each other. Translation, side by side with paraphrasing, is recognized by CEFR

(Common European Framework of Reference for Languages) as a communicative language activity under the category of mediation between two parties (Council of Europe, 2001). These two are also listed as part of the communication strategies to be used to avoid breakdowns in communication (e.g., Dörnyei & Thurrell, 1991; Tarone, 1981). From this point on in the paper, “translation” will refer to translation for communication purposes, which will be explained more in the next section.

Paraphrasing Translation (PT)

As mentioned earlier, both paraphrasing and translation are defined as translation (Jakobson, 1959), because their production processes are basically the same, except for the language used in the outcome. Callison-Burch explained the difference in the following way:

Whereas translation represents the preservation of meaning when an idea is rendered in the words in a different language, paraphrasing represents the preservation of meaning when an idea is expressed using different words in the same language. (2007. p. iii)

In other words, both activities go through the same production process while preserving the meaning of the ST, not the form of the ST, and the ST and TT result in being equivalent, not equal or literal.

This meaning-over-form approach has been explained in different ways in the area of translation studies. Halliday (1992) indicated that translation is “the total process and relationship of equivalence between two languages” (p.15). Nida (1964, p.156) stated “since no two languages are identical, either in the meanings given to corresponding symbols or in the ways in which such symbols are arranged in phrases and sentences, it stands to reason that there can be no absolute correspondence between languages.” According to Catford (1978), who coined the term “shift” to explain what actually happens during the meaning-over-form translation process, the definition of shifts is “departures from formal correspondence in the process of going from the source language to the target language” (p. 73). To explain how a translator chooses linguistic elements, such as words and grammar, during the production process, Vermeer (2000) proposed Skopos Theory. Skopos is a Greek word meaning “purpose.” According to this theory, the first concern of translation is the receiver of the TT when making decisions on how the outcome should be comprehensible enough to the receiver. To make such decisions, the TT may need extra information that is not included in the ST to compensate for the lack of knowledge of the receiver. Losses and gains are translation strategies used in such situations (Bassnett, 2002) to control the amount of information with consideration given to the receiver’s comprehension of TT (Torikai, 2013).

These studies were mainly concerned with translation between two different languages, but the same concepts apply to paraphrasing within one language, because, after all, paraphrasing, or intralingual translation, is one kind of translation. For L2 learners, even those at an advanced level of proficiency, L1 often appears first in their mind during L2 communication (Kerr, 2014; Turnbull & Dailey-O’Cain, 2009). When this happens, they often get stuck and struggle, especially when they are expected to produce L2 quickly and spontaneously in oral communication. Therefore, to help L2 learners cope with this processing problem, instead of teaching L1-L2 translation, or even relying on their own translation abilities without being taught, explicit introduction of paraphrasing in their L1 in L2 classrooms may be useful for them as they are already familiar with how to overcome such struggles in their own language. With this in mind, PT (paraphrasing translation), the combination of two kinds of translations, L1-L1 paraphrasing and L1-L2 translation, has real validity for proposal as a singular TILT strategy.

Figure 1 illustrates two typical patterns of the PT process. When the speaker finds it difficult to produce something in the L2, the ST is paraphrased into another L1 utterance. This procedure can be completed in a single round (Pattern 1), or it can be repeated several times until the speaker finally feels confident enough to translate the content into L2 (Pattern 2). In the latter case, these may be two or more paraphrasings. Generally, when a person tries to explain something complicated to somebody else, he/she repeats the same general content over and over but using different words and expressions (i.e.,

paraphrasing) until the receiver understands it. The paraphrasing procedure used in PT is similar to this process.

As mentioned in the introduction, an increasing number of studies on TILT have been conducted, but those that suggest the notion of combining translation and paraphrasing, especially with a focus on paraphrasing as a common translation skill that every L2 learner is familiar with, have rarely surfaced in the EFL context. However, similar ideas have been introduced as tips for L2 production (e.g., Okumura, 2013; Yoshida & Yanase, 2003) and as an instantaneous translation technique, called “reprocessing”, which is used as a cognitive process by simultaneous interpreters (Tamura, 2010).

This PT strategy is actually commonly adopted in the translation industry, especially in the area where machine translation (MT) is used. Although the technology of MT has developed remarkably, it has not yet reached the quality level of professional translators, so it requires human assistance for editing, through the use of paraphrasing. This process is called “pre-editing,” which is to edit STs before MT by simplifying them to make it easier for the machine to translate, whereas “post-editing” is to edit TTs after MT by correcting or rewriting the outcome of MT (Torikai, 2013). In fact, professional translators who do not use MT also use the same process, mentally or on display screens. Pre-editing is exactly the same process of paraphrasing in the PT model illustrated in Figure 1.

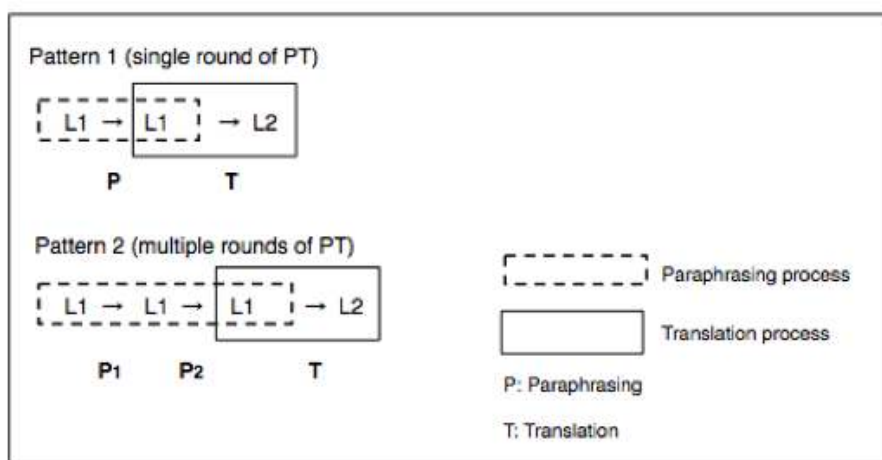


Figure 1. Two typical patterns of the PT process.

Research Design and Methodology

Research Hypothesis and Questions

For the translation process from L1 to L2 in this study, STs in L1 were purposely chosen with words and expressions that are common in colloquial Japanese language but not possible to translate into something that makes sense in English when literally translated. Therefore, the participants were forced to paraphrase the STs in order to complete the translation task. The hypothesis is that explicit instruction of PT will positively affect learners' L2 production competence and confidence, and the following are the two research questions posed to investigate the reliability of this hypothesis:

RQ1: Is PT effective for L2 learners in improving their L2 production competence?

RQ2: Do learners feel PT is effective in improving their L2 production competence?

Participants

Eighty-seven Japanese EFL high school students (15-16 years old) who belonged to a course with an emphasis on international studies participated over the entire schedule of this experiment. They were divided into three classes (their homeroom classes) of mixed proficiency levels for participation in the four-day experiment.

For the purpose of data analysis, the participants were divided into five groups (Grades 2-6), according to their results in the GTEC for Students test, which they had taken nine months prior to this study. The national average score from 2012 to 2014 for first-year students was 407 (MEXT, 2015), which is equivalent to CEFR A1, so the 76 participants of Grades 2 to 4 (GTEC 300-519) were considered to be among the average for first graders in Japanese high schools and only the data for these participants were used for this study. The breakdown of the 76 participants were Grade 4 ($n = 18$), 3 ($n = 40$) and 2 ($n = 18$).

Procedures

In order to verify the effectiveness of PT in L2 production, this study was designed to include an experiment that included a workshop, pre- and post-workshop questionnaires, and pre- and post-workshop Japanese-English translation tests. The experiment was conducted over four days, for 50 minutes each day. Translation and PT were introduced and explained to the participants through lectures and activities during the workshop. A rough outline of the four-day schedule is as follows:

- Day 1: Questionnaire + Written J-E translation test + Lecture (introduction to translation)
- Day 2: PT workshop (lecture and activities) + PT homework
- Day 3: PT workshop (lecture and activities) + PT homework
- Day 4: PT workshop (activities) + Written J-E translation test + Questionnaire

The lecture on the introduction to translation was first given to the learners to explain about the difference between literal translation and translation for communication. Some translation examples for both L1-L2 and L2-L1 were presented, including short, quick exercises. During the PT workshops, learners practiced L1-L1 paraphrasing and PT through various written and spoken exercises and activities either individually or in groups.

The pre- and post-workshop written J-E (L1-L2) translation test contained 10 L1 utterances in a casual speaking style, consisting of one or two short sentences each. Each utterance contained an indicator of the context in order to help the participants easily envisage the situation, as well as an expression (underlined) that often appears in daily conversation in Japanese but is not usually taught in school English classrooms in Japan. The words and expressions for these parts had been intentionally selected so as not to be literally translatable (i.e., if literally translated, it will be translated into a wrong meaning.) and to be translatable through the use of simple, basic vocabulary which all the participants were supposed to know at their proficiency level. Example 1 below is taken from the pre-workshop translation test, containing an idiomatic Japanese expression “*ki-ga omoi*,” which can be literally translated into “My feeling is heavy.” Both pre- and post-workshop translation tests are presented in Appendix A and B.

Example 1

明日のパーティーに誘われたんだけど、気が重い。

(*ki-ga omoi*)*ki*=feeling, *omoi*=heavy

[Examples of successful translation]

- I have been invited to the party for tomorrow, but I don't really want to go.
- I have been invited to the party for tomorrow, but I'm not very keen.

[Examples of unsuccessful translation]

- I have been invited to the party for tomorrow, but my feeling is heavy.

The same expressions were used for both the pre- and post- workshop translation tests, but different contexts and five additional expressions were employed to distract learners from what they answered four days previously. The same expressions were not used during the workshop.

Following the translation test (both pre- and post-workshop) each participant analyzed his/her own translation for perceived difficulty, using a five-point Likert Scale, and wrote a comment for each translation to explain how they felt, what they thought, what problems they may have encountered, what solutions they employed, and so forth. Additionally, there was an open-ended questionnaire section for participants to write their general comments on the entire translation test.

At the very end of the experiment, participants were given three five-point Likert Scale questions to review the post-workshop translation test and the workshop, especially focusing on PT. These questions were provided in their L1, and thereafter translated into L2 by the author.

1. Did you use PT during the test?
2. Do you think PT will be useful when you use English?
3. Do you think your mindset or attitude to expressing your thoughts in English changed after the workshop?

(Answers: 1 = Very much so, 2 = Somewhat so, 3 = Not sure, 4 = Not so much, 5 = Not at all)

Data Analysis

Task achievement and task perception

The data for the translation tests were analyzed by two factors: task achievement and task perception, in accordance with the two research questions (RQ1: the effectiveness of PT for L2 production; and RQ2: participants' perception of PT). The criteria for each factor are shown in Table 1. The data for both factors were analyzed quantitatively.

Task achievement was graded, first with approximately a quarter of all the translation data by the author and two other raters, who are all Japanese teachers of English in universities and fluent bilingual speakers. Inter-rater reliability was shown to be positive based on Cronbach's alpha (0.97) after calibration. Thereafter, since the grading standard among the three raters had proved reliable, all the scores were graded by the author herself and computed for data analysis. This factor was analyzed to see how effective PT could be, based on the participants' translation skill which was presumably a reflection of their competence in L2 production. The data was computed for each proficiency level (Grade 4, 3 and 2), as well as by total, and the pre- and post-workshop data were then compared.

Task perception was reported by the participants using a five-point Likert scale. This data was collected for the purpose of finding out how comfortable or confident the participants felt in their own L2 production task results, and to compare their feelings between pre-and post-workshop translation tests. Both the data were computed for each proficiency level (GTEC Grade 4, 3 and 2), as well as by total.

TABLE 1
Quantitative Analysis Criteria for Translation Tests

1. Task achievement		
Score	5	Conveyed the content fully
	4	Conveyed most of the content although there were a few problems, such as mistakes and a lack of information
	3	Conveyed an adequate amount of the content although there were some problems, such as mistakes and a lack of information
	2	Did not convey most of the content due to some problems, such as mistakes and a lack of information (e.g., Subject and verb do not agree, and literally translated with lack of attention to the content)
	1	Did not convey the content at all as he/she gave up partially or completely
2. Task achievement		
Point	5	Very easy
	4	Somewhat easy
	3	Not sure
	2	Not easy
	1	Could not answer at all

Review questions

All the comments the participants wrote both after pre- and post-workshop translation tests were analysed qualitatively. Responses were examined individually and then those of a similar content were put in the same group to be summarized and analysed. As for the Likert Scale review questions at the very end of the experiment, the data was analysed quantitatively, according to each proficiency level (GTEC Grade 4, 3 and 2).

Results

Pre- and Post-Workshop Translation Tests (Quantitative Analysis)

With regard to task achievement, the computed results for both the pre- and post-workshop test scores are shown in Table 2. On the whole, most of the participants (79%) showed an improvement in L2 production after the instruction of PT. So, in answer to RQ1, it would appear PT could potentially be effective for L2 learners in improving their L2 production competence. The participants with higher proficiency levels (Grade 4) showed greater improvement (+0.67), compared to those with a lower proficiency level (Grade 3 & 2) (+0.45/0.46). According to the Wilcoxon Signed Rank Test, nearly 30% of the Grade 2 participants registered a drop in their score, while 17% of the Grade 4 participants did. This was perhaps partly because there were quite a number of translations that were given up on completely or half-way through by the Grade 2 participants (Grade 4: 11%, 20/180 questions; Grade 3: 15%, 63/400 questions; Grade 2: 26%, 47/180 questions).

As for task perception, the participants self-reported how easy they felt each translation question to be on a Likert scale of 5 to 1. Table 3 shows the results for both the pre- and post-workshop test scores. Broadly speaking, the vast majority of the participants (Total: 75%) had demonstrated a more positive attitude toward L2 production after receiving the PT instruction (Grade 4: 78%; Grade 3: 75%; Grade 2: 78%). Consequently, in answer to RQ2, most participants felt that L2 production would likely become somewhat easier by using PT, which could mean that PT would help learners feel more comfortable and confident in an effort toward better L2 production. This tendency was shown more particularly by the participants of Grade 2, with only 2 (11%) having lowered scores from that of the pre-workshop test, whereas about 20% of the Grade 4 and 3 participants still found it difficult in L2 production even with the use of PT.

TABLE 2

Data for Task Achievement in the Pre- and Post-Workshop Translation Tests

	Pre-test M (SD)	Post-test M (SD)	Improvement M	t	Effect size (d)	+ (%)	- (%)	Tie (%)
Grade 4 (n = 18)	3.24 (0.9)	3.91 (0.49)	+0.67	-3.85**	1.12***	14 (78%)	3 (17%)	1 (6%)
Grade 3 (n = 40)	3.06 (0.77)	3.51 (0.74)	+0.45	-4.49***	0.90***	33 (83%)	7 (18%)	0 (0%)
Grade 2 (n = 18)	2.52 (0.64)	2.98 (0.67)	+0.46	-2.61*	0.87***	13 (72%)	5 (28%)	0 (0%)
Total (n = 76)	2.97 (0.81)	3.48 (0.74)	+0.51	-6.43***	0.86***	60 (79%)	15 (20%)	1 (1%)

Note. The maximum score is 5 points.

+/- Number of participants with up (+) and down (-) from pre- to post-test (non-parametric Wilcoxon Signed-Rank Test)

* $p < .05$, ** $p < .01$, *** $p < .001$

* $d > .20$, ** $d > .50$, *** $d > .80$

TABLE 3

Data for the Task Perception on the Pre- and Post-Workshop Translation Tests

	Pre-test M (SD)	Post-test M (SD)	Improvement M	t	Effect size (d)	+ (%)	- (%)	Tie (%)
Grade 4 (n = 18)	2.33 (0.67)	2.98 (0.65)	+0.65	-3.825**	0.77**	14 (78%)	3 (17%)	1 (6%)
Grade 3 (n = 40)	2.32 (0.54)	2.75 (0.56)	+0.43	-4.61***	0.90***	30 (75%)	8 (20%)	2 (5%)
Grade 2 (n = 18)	2.11 (0.5)	2.71 (0.28)	+0.60	-5.20***	0.84***	14 (78%)	2 (11%)	2 (11%)
Total (n = 76)	2.28 (0.57)	2.79 (0.54)	+0.51	-6.85***	0.85***	57 (75%)	14 (18%)	5 (6.6%)

Note. The maximum score is 5 points.

+/- Number of participants with up (+) and down (-) from pre- to post-test (non-parametric Wilcoxon Signed-Rank Test)

* $p < .05$, ** $p < .01$, *** $p < .001$

* $d > .20$, ** $d > .50$, *** $d > .80$

Post-Workshop Questionnaire (Quantitative Analysis)

Following the post-workshop translation test, the participants were asked to respond to three questions about their perception of PT and L2 production, which would provide reasons for the results of task perception (RQ2). The answers were selected on a five-point Likert scale of 5 to 1 and the computed results are presented in Table 4 (Answers: 1 = Very much so, 2 = Somewhat so, 3 = Not sure, 4 = Not so much, 5 = Not at all).

Almost all of the participants marked 5 or 4 for all three questions, and, therefore, across the board, the participants expressed a strongly positive perception on how PT could improve their competence in L2 production. In the Grade 2 group, three participants marked 3 for the first question. However, they all marked 5 or 4 for the other two questions and their comments after the workshop were all positive. (e.g., "I feel I understand an easier way to say difficult expressions which can be used in conversations in English." "I used to translate only according to the meaning I had learned. I was even thinking that 'visit' cannot mean 'go.' Now I know that I don't have to take too much time when I read long passages any more, as I was literally translating before.") Only one participant in the Grade 3 group marked 1 for the third question. His reason was that he had been using the PT technique before this workshop.

With regard to the Grade 2 group, two participants marked 3 for Q1, and 2 for Q3, which affected the total result, making it slightly less than the others. One stated, "I have always thought that translation is not supposed to take place in English (L2) production," and the other, "I don't feel there were a lot of changes in my way of L2 production." However, they both marked 4 for the second question. They might have felt they were not consciously using L1 (Japanese) in L2 production, but saw the value of the PT strategy and seemed to use PT frequently, judging from their actual translation in the post-workshop test.

TABLE 4

Data for the Post-Workshop Questionnaire on the Participants' Perception of PT and L2 Production

		Grade 4 M (SD)	Grade 3 M (SD)	Grade 2 M (SD)	Total M (SD)
Q1.	Did you use the PT technique during the translation test?	n = 18 4.11 (0.58)	n = 38 4.32 (0.47)	n = 18 4.28 (0.75)	n = 74 4.26 (0.57)
Q2.	Do you think the PT technique will be useful when you use English?	n = 18 4.72 (0.46)	n = 39 4.82 (0.39)	n = 18 4.67 (0.49)	n = 75 4.27 (0.43)
Q3.	Do you think your mindset or attitude to expressing your thoughts in English changed after the workshop?	n = 18 3.94 (0.8)	n = 39 4.33 (0.74)	n = 18 4.61 (0.5)	n = 75 4.31 (0.74)

Note. Original number of participants: Grade 4 (n = 18), Grade 3 (n = 40), Grade 2 (n = 18), Total (n = 76)
This number varied for each result as there were participants who did not respond to the question.

Pre- and Post-Workshop Open-Ended Questionnaires (Qualitative Analysis)

Table 5 contains the summarized results of the open-ended questionnaire given to the participants after the pre- and post-workshop translation tests. All the comments were examined individually, and then comments of a similar content were placed in the same group to be analyzed and summarized. Two groups formed by the responses of the majority number of participants were labeled (1) Awareness in L2 production and (2) L1/translation role when learning L2 as shown in Table 5. Comments included in the table were examples of the participants' comments, which were written in L1 and thereafter translated into L2 by the author.

Before the workshop, the participants generally felt that L1-L2 translation or L2 production was difficult even though they noticed the content of the STs were quite simple and frequently appeared in daily conversations. They also showed that they were not very confident in their L2 production skills, and seemed to feel that the reason behind this was due to lack of practice in their previous classroom experiences. They also recognized that L1 could play an important role in L2 production.

With regards to how the participants felt after the workshop, they seemed to realize that L2 production could be easier than they had thought, with the help of PT, and this raised their confidence in L2 production. They even started to enjoy the freedom to use their own creativity when producing utterances in another language. They also felt PT could be helpful not only in productive but also receptive competence in L2.

TABLE 5

Results of Pre- and Post-Workshop Open-Ended Questionnaires

<i>Pre-workshop open-ended questionnaire (before being taught PT)</i>	<i>Post-workshop open-ended questionnaire (after being taught PT)</i>
Awareness in L2 production	
L2 production is difficult even with easy utterances in L1, most of which frequently appear in daily conversations. My proficiency level is too low for L2 production. L1 utterances that frequently appear in daily conversations are different from what I have learned in the L2 classroom. We don't learn how to do translation. Translation practice seems to be important.	L2 production has become easier. L2 production has become faster. I used to give up on L2 production occasionally even before giving it a try, but I now feel that it seems possible with the use of PT. L2 production has become more fun due to greater use of my imagination and creativity.
L1/translation role when learning L2	
2.1 L1 proficiency is also important in L2 production.	2.1 PT helps improve L2 productive competence. 2.2 PT also seems to be effective for L2 receptive competence.

Discussion

Use of Communication Strategies in L2 Production

According to previous studies by Tarone (1981), Dörnyei and Thurrell (1991) and many others, communication strategies are used to avoid breakdowns in oral communication. These strategies are broadly divided into message adjustment (reduction or avoidance strategy) and resource expansion (achievement strategy) (Ellis, 1985). Paraphrasing is positioned as one achievement strategy, whereas giving-up is one of the reduction or avoidance strategies.

As mentioned in section 5.1, according to Table 2, participants with lower proficiency levels demonstrated lower improvement in task achievement, and nearly one-third of those in the lowest level registered a drop in their score composed to nearly 20% of those in the higher level. It was also found that there were quite a number of translations that were given up on completely or half-way through by the participants in the lowest level (Grade 4: 11%; Grade 3: 15%; Grade 2: 26%). Based on these findings, L2 learners in lower proficiency levels tend to give up more quickly without applying adequate effort to the thought process, due to their lack of linguistic knowledge and confidence. As Maldonado (2016) explains, less proficient L2 learners tend to resort to reduction or avoidance communication strategies, whereby a person gives up conveying either a partial amount or entire content of a message.

However, according to Table 6 (the combined data for the comparison of the task achievement and task perception results), the percentage drop in the task perception for the Grade 2 participants was only 11%. In other words, it may take a while for learners, especially at lower proficiency levels, to improve their competence in L2 production, but they might be able to develop a more positive attitude more easily by being given tips to boost their confidence level, compared to those at a higher proficiency level. Omar, et al. (2012) suggested that teaching communication strategies would help learners compensate for their insufficient language command and promote creative use of their L2 knowledge. Considering the across-the-board improvement of task perception over the short length of the workshop, PT may well work as a communication strategy to help learners become more confident, and confidence is one of the important keys in raising their level of motivation in language learning (Dörnyei, 2003).

TABLE 6
Comparison of the Results of Task Achievement and Task Perception

	Task achievement			Task perception		
	Pre-test (M)	+	-	Pre-test (M)	+	-
	↓			↓		
	Post-test (M)			Post-test (M)		
Grade 4 (n = 18)	3.24 ↓ (0.67) 3.91	78%	17%	2.33 ↓ (0.65) 2.98	78%	17%
Grade 3 (n = 40)	3.06 ↓ (0.45) 3.51	83%	18%	2.32 ↓ (0.43) 2.75	75%	20%
Grade 2 (n = 18)	2.52 ↓ (0.46) 2.98	72%	28%	2.11 ↓ (0.60) 2.71	78%	11%
Total (n = 76)	2.97 ↓ (0.51) 3.48	79%	20%	2.28 ↓ (0.51) 2.79	75%	18%

Note. +/- Percentage of participants with up (+) and down (-) from pre- to post-test

Also with regard to confidence, as shown in Table 6, participants with higher proficiency levels tends to exhibit larger gaps between their actual competence (task achievement) and their confidence level (task perception), as shown by the following:

Grade 4	[pre-test] 0.91 (3.24 – 2.33)	[post-test] 0.93 (3.91 – 2.98)
Grade 3	[pre-test] 0.74 (3.06 – 2.32)	[post-test] 0.76 (3.51 – 2.75)
Grade 2	[pre-test] 0.41 (2.52 – 2.11)	[post-test] 0.27 (3.48 – 2.79)
*gap (task achievement – task perception)		

It is often said that most Japanese EFL learners are not confident in their L2 production competence in general, and this is confirmed by the participants' pre-workshop comments shown in Table 5 with comments, such as "L2 production is difficult." and "My proficiency level is too low for L2 production." Therefore, it was interesting to see that there was a post-workshop comment indicating that participants seemed to enjoy the process of PT through exploring their creativity. This was possibly due to one of the essential characteristics of translation. Generally, products, or end-results, of both paraphrasing and translation vary, as Bellos (2011, p. 5) stated "Any utterance of more than trivial length has no one translation. All utterances have innumerable many acceptable translations." This means that learners are allowed to produce their own original outcomes when they translate. There are two types of language production: formulaic and creative (Ellis, 1985), and paraphrasing and translation can be considered among the latter.

Use of Translation to Assist L2 Production

Judging from the pre-workshop comments, the participants acknowledged the gap between what they had been taught in EFL classrooms and what could be useful for simple communication in the L2. However, according to the MEXT's curriculum guideline (2008), the volume of English vocabulary which a Japanese junior high school graduate was supposed to have learned was 1,200 words, which were chosen based on consideration given to those frequently used in general communication settings (The volume was later revised to 1,600 to 1,800 words in the guidelines issued in 2017). Therefore, it should not be too difficult for them to conduct daily conversations using the L2 they have learned, in terms of the volume of vocabulary introduced. The problem here may lie in the way Japanese EFL learners practice their L2 production in the early stages of L2 learning. Exercises included in an official workbook (Bunri, Co., Ltd., n.d.) for a junior high school English textbook (Kasajima et al., 2017) are mostly literal L1-L2 translation at either the word or short sentence level, in mostly gap-fill or word-order formats. STs in L1, in general, seem to have been adjusted for learners to easily translate them literally, which often results in STs being unauthentic and awkward. In this way, learners do not have to think of the meaning of STs carefully, and as accurate responses are already prepared, there is no freedom for learners to explore their creativity.

Furthermore, according to pre-workshop comment 2.1, some participants also realized the importance of L1. Understanding of STs is one of the essential competences for translation (Malmkjær, 2009), and without sufficient understanding of the ST, the outcome of translation is often unsatisfactory, which was evident in Example 1 in Section 4.2. The understanding of L1 for Japanese L2 learners is especially important because their own language is generally highly contextual (Hall, 1976).

The post-workshop comment 1.3 may also support this view. The participants seemed to have been encouraged to undergo a more profound thought process using their own language, which resulted in using their imagination and creativity to achieve their own translation. Before ending the four-day workshop, all the participants were provided with example translations as a reflection on workshop activities and translation tests, and each ST was translated into two or more TTs by the author. Through the workshop activities, participants learned that there was no one answer in translation, and they must have enjoyed this kind of thought process and effort required to overcome possible communication breakdowns to cover their limited L2 knowledge.

There was another interesting factor to consider, and that was that some participants viewed PT as a useful tool for both production and reception skills (post-workshop comments 2.1 and 2.2). This implies that translation could help overall L2 communication skills, and therefore, the effectiveness of translation should be further investigated.

Conclusion

The main goal of this study was to answer the aforementioned two research questions: (1) if PT is effective for L2 learners in improving their L2 production competence (RQ1) and (2) if learners feel PT is effective in improving their L2 production competence (RQ2).

Taking all the findings from the experiment into consideration, almost all the participants involved displayed positive results and feelings concerning the use of PT, with regard to both points in the research questions. This could indicate that translation may play an important role in the facilitation of L2 learners' L2 production competence in communication. It should be noted, though, that it is imperative to pay close attention to learners' proficiency levels, as those at lower levels may suffer from a lack of L2 resources to fully benefit from the effect of translation. Careful selection of linguistic elements and teaching/learning materials to suit their levels would be the key.

Some pre-workshop results indicated that a majority of novice L2 learners feel unsure about, and struggle with, their L2 production, due to a lack of explicit instruction in communicative settings, in addition to an absolute lack of opportunity to use L2. In the case of this study, these learners had been learning L2 for nearly four years and had already acquired a fair to good range of linguistic knowledge. Their major struggle seems to be the inability to use this learned knowledge in even the simplest of contexts, causing the belief that their L2 proficiency is low.

Overall, this empirical study on PT, and its results, suggest that there is a definite need to encourage teachers and learners, as well as researchers, to reconsider the effectiveness of translation on improving L2 proficiency for a range of communicative skills. The use of translation in the EFL context means valuing learners' L1 in the promotion of L2 skills, and this should be vigorously incorporated into the discussion, not only in terms of teaching, but also in terms of tweaking policy decisions, curriculum decisions, and also theories of second language acquisition.

In this age of globalization, it is important not to ignore the significance of the role of L1 in intercultural/interlingual communication. It is not just something convenient or useful to use, but an essential and very necessary tool, as most L2 learners will likely use their acquired L2 skills in bilingual situations. For example, they may conduct research in L2 by reading articles or watching Internet videos in order to give presentations or write reports in the L1, or vice versa. They may very well act as a mediator, translating or interpreting to and from L1 and L2 to help those who cannot communicate with each other in their own languages. They will sometimes mix L1 and L2 when communicating with other L2 users, adjusting to meet the other party's language ability level. Teaching translation is teaching a way of thinking, not just providing knowledge.

Although a long-term effect could not be indicated from this short-period experiment, this study was at least able to suggest its potential. Perhaps an extension to the study, whereby qualitative data collected through a semi-structured interview of a small sample from the larger sample in the study, might provide further opportunities for validation of the hypothesis. It is hoped that this work will attract more interest in TILT from those involved in EFL, as well as those in the area of translation studies, who could contribute their insights from the more practical professional translators' point of view.

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Appendix A

Pre-Workshop J-E Translation Test & Questionnaire

*Shaded parts were originally in Japanese. The English translation for each question is written under the question. The underlined translations are examples of answers.

J-E Translation Test & Questionnaire 2

Please translate the underlined part for each Japanese utterance below into English and write them down. This is not a test to evaluate your English level, and the results will not be made in public. Please translate the ones that you feel you can.

1. 私が間違っていました。あなたの言う通りです。
I was wrong. You were right.
2. 明日のパーティーに誘われたんだけど、なんか気が重いなぁ...
I am invited to the party for tomorrow, but I don't really want to go.
3. ローラがコピペで課題を出して停学らしい。ウィキピディア(Wikipedia)と一字一句同じだったって。
Laura copied and pasted for her assignment, and got suspended.
I heard it was exactly the same as Wikipedia.
4. 留学っていいよね。英語だけでなく、文化に触れることもできるし。
Studying abroad is a good idea. You can learn not only English but also culture.
5. アリアナ・グランデ (Ariana Grande) を毎日聞いている。リスニングのスキルアップをしたいから。
I listen to Ariana Grande every day because I want to improve my listening skills.
6. 日本語クラスのハリー知ってる？ Perfume にはまってるとって。
Do you know Harry from the Japanese class? I heard he likes Perfume very much.
7. 昨日外食に連れて行ってもらったよ。ホストマザーはフィッシュ&チップスで、私はステーキ。
おいしかった〜。
My host family took me to a restaurant yesterday.
The host mother had fish and chips, and I had steak.
8. バンジーに行ったんだけど、おじけづいてしまった。最後は頑張って飛べたけどね。
I went bungee jumping. I was scared and couldn't do it at first.
I tried to be brave and did it in the end though.
9. スカイダイビングしたいけど、299ドルだって。25,000円もするやん！ 親を説得しなきゃ。
I want to try skydiving but it costs 299 dollars, which is 25,000 yen!
I need to persuade my parents.
10. もうお腹いっぱいになりました。ごちそうさまでした。
I'm so full. Thank you for the meal.

Q7. How did you feel about the translation?

- Please rate 5 to 1 according to the scale shown below on how easy the translation was for each (1-10).
- After completing your ratings for all 10 translations, please write a comment if you can. e.g. reasons, thoughts during or after translation, difficult parts, strategies or solutions employed.

	Very easy	Somewhat easy	Not sure	Not easy	Could not do it at all
Rating	5	4	3	2	1

	Rating (5-1)	Comment
1 (e.g.)	2	I didn't know the word for "通り" but I tried according to the meaning of the whole utterance.
2 (e.g.)	5	I couldn't find the word for "気が重い."
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Appendix B

Post-Workshop J-E Translation Test & Questionnaire

*Shaded parts were originally in Japanese. The English translation for each question is written under the question. The underlined translations are examples of answers.

J-E Translation Test & Questionnaire 3

Please translate the underlined part for each Japanese utterance below into English and write them down. This is not a test to evaluate your English level, and the results will not be made in public. Please translate the ones that you feel you can.

1. 昨日の放課後、同じクラスのマイリーとマクドに行ったよ。マイリーはフィレオフィッシュで、私はチーズバーガー。次はお腹すかして、「The Boss」っていうのに挑戦したい！
I went to Macca with my classmate, Miley. She ate Filet-o-Fish and I ate a cheeseburger.
Next time I'll try "The Boss."
2. 昨日日本語クラスのテイラーと話したよ。嵐にはまってるんだって。日本語は嵐で勉強するって言ってた。
I had a chat with Taylor from the Japanese class. She is into Arashi.
She told me she is studying Japanese using Arashi's songs.
3. ホビットの日帰りツアーに行きたいんだけど、一人で行くのは心細い。友達を説得してみよう。
I want to go to the Hobbit tour, but I'm not sure if I should go by myself.
I'll persuade my friend to go with me.
4. 昨日は親切にさせていただいて、どうもすみませんでした。
It was very kind of you yesterday. Thank you very much.
5. 今朝も怒られた。うちのお母さん、ほんとめんどくさい。
I got told off again this morning. My mum is really annoying.
6. オレの冗談、全然ホストファザーに通じなかった。
My host father didn't understand my joke.
7. 昨日の講演、行っというてよかった。すごくためになった。
It was a good idea to go to the lecture yesterday. I learned a lot.

8. 英語で毎日日記を書くことにしたよ。ライティングのスキルアップをしたいから。
書いたら、ホストマザーが見てチェックしてくれるって。
I've decided to write a journal in English every day, because I want to improve my writing skills. My host mum says if I write something she'll take a look at it.
9. オカンの言う通りだった。 最初からちゃんと準備しとけば、こんなに焦らずにすんだのに。。。
My mum was right. If I had prepared well in the first place, I wouldn't be in a panic now.
10. パーティーに誘っていただいてありがとうございます。でも行けません。明日は都合が悪いので。
Thank you for inviting me to the party, but I can't go. I've already made a plan for tomorrow.
11. 昨日はごちそうさま。 次に出かけた時は、私がおごるね。
Thank you for the meal yesterday. Next time it's on me.
12. ニュージーランドでは、毎日英語に触れることができるのがうれしい。
I am happy because I can study English every day in New Zealand.
13. ニコルから土曜日に映画に行こうって誘われたんだけど、なんか気が重いなあ... 宿題がいっぱいあるし。
Nicole asked me to go to a movie on Saturday, but I'm not very keen.
I have a lot of homework.
14. スカイダイビング最高だったよ！ 最初はおじけづいてしまったけど。
Skydiving was brilliant! I was scared and couldn't do it at first.
15. ジャスティンがコピペで宿題を出して停学らしい。お兄さんの宿題と一字一句同じだったって。
Justin copied and pasted his homework and got suspended.
It was exactly the same as his brother's.

Appendix C

Example Translations

*Shaded parts were originally in Japanese.

Example translations 1

The following are translations of the Japanese expressions used in the activities in the workshops. They are all translation examples. There is never one answer for each translation, so each expression will have a variety of alternatives.

You may never have learned some of the words and expressions, but they are all commonly used in daily conversations in English speaking countries. You will definitely hear many of them while you are in New Zealand. I hope you will have chance to use them!

★ You will be trying an interpreting training on the last day of the workshops. Choose one of the translation examples for each underlined Japanese expression, and practice. (Choose 10, and mark the ones you have chosen with ○.)

- 初日、どうだった？ How was the first day at school?
明日が心配です。 I'm worried about tomorrow.
ちんぷんかんぷんで。
I didn't understand anything at all. / Everything was too difficult for me.
I didn't have a clue about anything.
- 機嫌悪そうだけど、どうかしたん？ You look upset. What's the matter?
友達に LINE 送ってんだけど、 I sent LINE to my friend.
既読スルーやねん。
She read my message but didn't reply. / She read my LINE but ignored it.
- 疲れた顔してるなあ。 You look tired.
今日は睡眠不足。
I didn't sleep enough last night. / I went to bed very late last night. /
I stayed up really late last night.
2時までがんばったから。 I studied until two.
- これ、片付けましょうか？ Would you like me to put your stuff away?
そのまましておいてください。
Please leave it. / Please don't touch it. / Please don't move it. /
No, thank you.
後で片付けるので。 I'll put them away later.
- 水曜日の劇、見に来てくれる？ Are you going to come to see my play on Wednesday?
ごめん、行けない。予定入ってる。 Sorry I can't. I've already made a plan.
がんばってね！ Good luck! / Best of luck!
- スープ食べないの？ Don't you eat that soup?
冷めるのを待ってるところ。 I'm waiting until it cools down.
猫舌だから。 I can't eat hot things.
- 明日のリレー走るの？ Are you going to run in the relay race tomorrow?
うん、でも大丈夫かなあ。 Yes, but I'm worried.
チームの足をひっぱりそう。
I think I'll be a problem for my team. /
I think my team will lose because of me. / My team will probably lose because of me.
*直訳して「pull somebody's leg」とすると「人をからかう／ばかにする」という意味になるので注意！

8. 今日の放課後の予定は？ What's your plan for today after school?
今日はサッカーの練習があるので、6時頃戻ります。
I'll be back at about 6 after football training.
行ってきます！ Bye! / See you later! / See you when I get back.
9. 将来何になるつもり？ What's your plan for the future?
まだわからないけど、I'm not sure but
IT企業でバリバリ働きたい。
I want to get a good job in an IT company. /
I want to work and make a lot of money in an IT company. /
I want to be successful in an IT company.
10. 新しいスターウォーズ見に行ったんだって？ どうだった？
I heard you've been to the new "Star Wars" movie. How was it?
前よりパワーアップしてた。
It was much better than the last one. / It was more powerful than the last one.
It was way better than the last one.
11. 「バック・トゥ・ザ・フューチャー」どうだった？ How was "Back to the Future"?
ぶっちゃけ、全然面白くなかった。
To be honest, it was not good at all. / Actually, it was pretty bad. /
To tell the truth, it was awful.
12. よく来たね。これからよろしくね。 Hi. Nice to meet you. Welcome to our home.
これからお世話になります。よろしくお願ひします。
Hello. Nice to meet you too. Thank you for having me.
- 晩御飯の量が多すぎるけど、残すのはもったいない。
The dinner is too much for me, but I don't want to leave it.
but I don't want to waste it.
 - 遅くまでテレビ見てるから、試験ができなかったんだよ。自業自得。
You didn't do well on the exam because you stayed up late watching TV last night.
It's your fault. / You deserve it.
 - チョコレートのアイスにするか、バニラにするか、心が揺らぐ。
Chocolate or vanilla I can't choose. / I can't decide. /
It's too difficult to choose. / I'm not sure.
 - 明日のスピーチ、ネタがない。
I don't have anything to talk about for tomorrow's speech. /
I can't find any topic for tomorrow's speech. /
I have no idea about tomorrow's speech. /
I don't know what to talk about for tomorrow's speech.
 - レポートをホストファザーに書いてもらったん？
そんなんばればれたよ〜。先生きっと怒るよ。
Did your host father write your report?
The teacher will know who wrote it. / It's so easy to see who wrote it./
It's so obvious.
He'll be angry. / He'll be mad.