Translation – The fifth language skill?

A comparison of the role of translation in Finnish *lukio* and the International

Baccalaureate Diploma Programme

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This study attempts to answer the question "Should translation be considered a fifth language skill?" by examining and comparing the use of translation as a language learning and assessment method in the national Finnish *lukio* curriculum and the curriculum of the International Baccalaureate Diploma Programme (IBDP). Furthermore, the students' ability to translate and their opinions on the usefulness of translation in language learning will be examined. The students' opinions were gathered through a questionnaire that was given to 156 students studying in either *lukio* or the IBDP in Turku and Rovaniemi. I present and compare the role of translation in selected language teaching and learning methods and approaches, and discuss the effectiveness of translation as a language learning method and an assessment method. The theoretical discussion provides the basis for examining the role of translation as a language learning method and an assessment method in the curricula and final examinations of both education programs.

The analysis of the two curricula indicated that there is a significant difference in the use of translation, as translation is used as a language learning method and as an assessment method in *lukio*, but is not used in either form in the IB. The data obtained through the questionnaire indicated that there is a difference in the level of language competence between the *lukio* and IB students and suggested that the curriculum in which the student studies has some effect on his/her cognitive use of translation, ability to translate and opinions concerning the usefulness of translation in language learning. The results indicated that both groups of students used translation, along with their mother tongue, as a cognitive language learning method, and, contrary to the expectations set by the analysis of the two curricula, the IB students performed better in the translation exercises than *lukio* students. Both groups of students agreed that translation is a useful language learning method, and indicated that the most common dictionaries they use are bilingual Internet dictionaries.

The results suggest that translation is a specific skill that requires teaching and practice, and that perhaps the translation exercises used in *lukio* should be developed from translating individual words and phrases to translating cultural elements. In addition, the results suggest that perhaps the IB curriculum should include the use of translation exercises (e.g., communicative translation exercises) in order to help students learn to mediate between languages and cultures rather than learn languages in isolation from each other.

Translation – Education – Language learning – Language teaching – Lukio – International Baccalaureate

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CEFR	Common European Framework of Reference for Languages
FNBE	Finnish National Board of Education
IB	International Baccalaureate
IBDP	International Baccalaureate Diploma Programme
IBO	International Baccalaureate Organization
MEB	Matriculation Examination Board
FL	Foreign Language
L1	Mother Tongue
L2	Second Language
TL	Target Language

1 Introduction

The question of the most effective approach to teaching and learning second and foreign languages is one that has been widely discussed, researched and debated over the years. The early twentieth century saw the foundation and development of contemporary language teaching approaches which have established the basis for the language teaching and learning methods used in classrooms today (Richards & Rodgers 2014: 3). Over the years there have been many prevailing language learning approaches. Each prevailing method or approach reflects and represents the ideologies and innovations of the specific period in which it was developed (*ibid.*). As the values and ideologies of a society begin to change, the ideologies on education and language learning also evolve.

The role of translation in the prevailing language learning approaches has changed quite significantly from one approach to the next. The role of translation in language learning has often been seen from one of two extremes: translation is either excluded from the language learning process entirely (the Direct Method, an immersion-type approach), or it is the only method used in the learning process (the Grammar-Translation Method) (Leonardi 2010; Richards & Rodgers 2014; Pym et al. 2013). In the twentieth century the prevailing language teaching and learning methods were largely based on communicative approaches, which value communication and oral language proficiency, and the constructivist approach, which values student-centered learning (Rauste-von Wright and von Wright 1994; Pym et al. 2013). Within the context of communicative approaches, translation is often seen as an out-dated language learning method.

There have been many studies on the role of translation in second and foreign language learning which confirm its effectiveness as a language learning method and its importance in the language learning process (Ingo 1989; Pym et al. 2013). Pym et al. (2013: 3) argue that translation should be considered "a fifth skill to be practised within the language classroom, alongside reading, listening, speaking and writing in the two languages independently". If this were actualized, it could lead to the development of translation as a learning method: e.g., more varied uses of translation

in language learning exercises. It would also reinforce the role and use of translation in language teaching and learning in schools. It can be argued that translation should by no means be left out of classroom teaching entirely, but rather traditional translation exercises should be modified to fit the language learning methods that are considered most effective in the prevailing approaches: e.g., translation should be used in conjunction with communicative exercises.

The focus of the present study is the role of translation in learning English in the Finnish national upper secondary school or *lukio* (as it will be referred to henceforth) and the International Baccalaureate Diploma Programme (IBDP) in Finland. The objective is to examine and compare the use of translation as a language learning method in the curricula of both education programs, and analyze whether the curriculum in which the student studies affects his/her use of translation in the process of language learning, the quality of his/her translation (the ability to translate meaning), and his/her opinion concerning the usefulness of translation in language learning.

The curriculum for Finnish *lukios* is determined by the Finnish National Board of Education (FNBE), which is responsible for the development of education in most educational institutions in Finland (FNBE website, n.d.). The FNBE has produced the National Core Curriculum for Upper Secondary School Education (or "national core curriculum" as it will be referred to henceforth), which includes the general national objectives for upper secondary education which are to be applied in practice in all Finnish *lukios* (*ibid.*). However, the manner in which these objectives are applied in practice may differ from one school to the other (*ibid.*). The curriculum for the International Baccalaureate Diploma Programme (IBDP) is determined by the International Baccalaureate Organization (IBO), and it is obligatory for all schools offering the IBO's education programs to follow the curriculum and teaching methods prescribed by the IBO to ensure equal quality of teaching worldwide (IBO website, n.d.).

The method for data collection used in this study involves analysis of the curricula, the assessment methods, and the final examinations used in *lukio* and the IBDP in order to determine and compare the use of translation as a language learning method

and as an assessment method. In addition, a questionnaire was given to 156 students studying in either the IBDP program or the national *lukio* in Turun Normaalikoulu in Turku and Lyseonpuiston lukio in Rovaniemi. The questionnaire was designed to provide information on the students' background in languages, on their teachers' use of translation as a teaching method, and on four main topics: the students' use of translation as a cognitive learning process, the students' ability to translate, the students' views and opinions concerning the role and usefulness of translation in language learning, and the students' use of dictionaries.

Firstly, I will introduce and compare selected language teaching and learning methods and approaches and discuss the role of translation in language learning in order to provide the theoretical basis for this study. Secondly, I will discuss and compare the curricula, assessment methods and final examinations for *lukio* and the IBDP in order to highlight possible differences in their use of translation as a language learning method. Thirdly, I will introduce the questionnaire that was given to the students, after which I will present the results of the questionnaire and compare the results for the *lukio* and IB students in order to ascertain whether the curriculum under which the students study affects their ability to translate meaning and their opinions concerning the usefulness of translation in language learning. Lastly, I will make some generalizations based on the results and discuss their significance for the language learning methods that are currently used in both education programs, and present possible topics for future research.

2   Translation and pedagogy

This section will define certain key terms related to the present study, discuss the approaches to language learning that have influenced the role of translation in second and foreign language teaching, and finally discuss the role of translation as a language learning method and as an assessment method in the process of language learning. This section will provide the theoretical basis for this study.

English as a language and a school subject can be regarded as a learned or acquired language, a second language (L2) or foreign language (FL). The difference between a learned and an acquired language is that acquiring a language happens in an informal context much like the acquisition of a learner's mother tongue (L1), whereas a learned language is usually learned in school, where error correction and explicit teaching of structures and rules are used (Krashen 1981: 1-2). "Foreign language" refers to any language which is not the learner's L1 and which is learned in a formal context (Krashen 1981: 1-2, 43); "second language" refers to the learner's second language, whether it is acquired or learned (Krashen 1981: 1-2).

As this study focuses on teaching English in Finland, where it is a compulsory subject that starts in the 3rd grade, English is most commonly the first learned language for most students after the acquisition of Finnish as L1. However, this generalization excludes bilingual and multilingual students. The Finnish National Board of Education and the Matriculation Examinations refer to English as a "foreign language" in order to distinguish it from the mother tongue (*äidinkieli*) and the second national language (*toinen kotimainen kieli*). Therefore, in the context of this study the terms "second language" and "foreign language", when referring to the teaching of English in school, are used interchangeably. In addition, the term "target language" (TL) in the context of language learning refers to the language that is being learned in a language classroom. In the context of translation it refers to the language into which a text is being translated.

2.1 Defining translation

According to Klaudy (2003: 133) a distinction between "pedagogical translation" and "real translation" must be made when discussing translation pedagogy. The difference is based on three elements: the function, the object, and the addressee of the translation (*ibid.*). The process of translating in pedagogical translation is seen as an important method in language learning; the purpose of translating is to help the learner become aware and conscious of the differences between languages and to test language proficiency (*ibid.*). The purpose of the translating process in real translation, on the other hand, is to produce a translated text that works in the target context in the same way that the source text works in its context (*ibid.*). Therefore, the role and function of translation in pedagogical and real translation are very different: in the former case translation is a method in the language learning process, whereas, in the latter case it is the goal of the translation process.

The object of pedagogical translation is to gain information concerning "the language learner's level of language proficiency" (Vermes 2010: 83), and the addressee is the language teacher or examiner who wants this information (*ibid.*). The objective of real translation is "information about reality, contained in the source text" and the transfer of this information to speakers of different languages, and the addressee is "a target language reader wanting some information about reality" (*ibid.*). As Vermes (2010: 84) has aptly summarized it: "In school translation the focus is on the language, while in professional translation it is on the content of [the] language". In addition, pedagogical translations are commonly used to evaluate, assess and grade the students' language proficiency for the purpose of developing the students' language skills, whereas "real" translations are rarely evaluated or assessed, with the exception of certain translations that are assessed by literary critics in order to provide an opinion on a literary work for potential readers.

As the focus of this study is to analyze the students' ability to translate and their knowledge of language- and culture-specific structures and idioms in a few out-of-context sentences in order to gain information about their level of competence in English, it is clear that "translation" in the context of this study refers to pedagogical translation, not to professional or real translation. Generally, the term "translation" in

this study is used to refer to translation exercises that are used for the purpose of teaching languages to secondary school students aged 16-18. These exercises often require students to translate words, sentences or short texts from textbooks or articles rather than long and possibly more complex texts taken from specific domains.

2.2   History of pedagogical approaches to language learning

As the history of pedagogical approaches to language teaching and learning is very long, I will introduce and focus on only a few approaches. The chosen approaches represent the different attitudes towards the role of translation as a language learning method and indicate the shift in language teaching from a strictly translation-based approach to an approach in which translation is only one of the many language learning methods used in modern classrooms.

One of the most controversial approaches to language teaching in which pedagogical translation is used is the Grammar-Translation Method, which was the prevailing approach used in language teaching in the 18th and 19th centuries. It is based on the acquisition of a language through "a detailed analysis of its grammar rules" and the "application of this knowledge to the task of translating sentences and texts into and out of the target language" (Richards & Rodgers 2014: 6). The acquisition of words, sentence structures and grammatical elements in this approach occurs through the use of bilingual word lists, memorization and the process of repeatedly translating them into and out of the learner's mother tongue (L1) (*ibid.*). In this approach, the language spoken in second and foreign language classrooms and language learning situations is generally the learner's L1 rather than the target language (*ibid.*).

This approach was heavily criticized in the latter half of the 19th century due to the constant presence of the learner's L1 in the language learning process and the fact that "little or no attention was paid to pronunciation" (Leonardi 2010: 52). As the focus in language learning began to shift more towards speech than writing at the end of the 19th century, a new method emerged, the so-called Direct Method, which abandoned and forbade "the use of translation and the use of the mother tongue" in the process of language learning (Leonardi 2010: 53). The most important objective of this approach was "learning how to use a foreign language to communicate" in a

way that was more natural to the learner, an immersion-type approach (Leonardi 2010: 53). This approach was, however, criticized for being slow and not taking advantage of the cognitively best years for language learning (Ingo 1989: 62).

After the 1950s, the Direct Method was replaced by several different approaches which relied on a more communicative teaching method and were based on research and theories on behaviorism and functional linguistic theories (Leonardi 2010: 53-56). Such approaches were, e.g., Communicative Language Teaching, the Audiolingual Method, Communicative Language Learning, and the Natural Approach (*ibid.*). These approaches and methods emphasized the use of the target language in its authentic context, communicative exercises and the completing of tasks through communication and interaction with others (*ibid.*). Grammar was often taught inductively and translation was rarely practiced (*ibid.*).

In the 20th and especially the 21st century, the constructivist approach has been used alongside variations of the communicative approach in classroom teaching. Rauste-von Wright and von Wright (1994) describe the constructivist approach as an approach in which the learner is at the center of the learning process: he/she is responsible for his/her own learning and the teacher guides the students towards knowledge and learning rather than simply "pouring" knowledge into the students. New information is built upon already acquired knowledge, thus easing the process of learning (*ibid.*). Pym et al. (2013: 7) use the term "scaffolding" to refer to this kind of learning process. Social interaction and communication are the keys to the learning process, as well as interpreting and understanding information from different points of view. According to proponents of the constructivist approach, evaluation and assessment can and should be versatile in order to ensure an accurate overall assessment of a student's language competencies (*ibid.*).

In the context of the aforementioned approaches, the views concerning the use of translation in language learning differ greatly. In the Grammar-Translation Method, translation is used as the main method of learning, and translation and the use of the learner's L1 are seen as useful and helpful in learning a language. The communicative approaches, however, see a learner's ability to master language structures through translation as a secondary concern and focus more on the learner's

proficiency in speaking and communication. In the Grammar-Translation Method teaching language structures through the use of translation exercises is considered as the key to language learning, whereas in the communicative approaches spoken language and a more natural approach are considered central to language learning.

In the constructivist approach, similarly to the communicative approaches, communication and interaction are seen as the most effective methods for language learning. However, the use of communicative and interactive methods does not exclude or reject the use of translation in the language learning process, but rather translation is seen as a scaffolding technique, especially in the early stages of language learning (Pym et al. 2013: 7). The role of translation in the constructivist approach is particularly significant in the process of vocabulary acquisition as new words are often learned on the basis of the student's L1 (Pym et al. 2013; Ingo 1989).

In classroom teaching, using one of the aforementioned methods or approaches does not exclude the use of another, and it is relatively common to use a mixture of different methods in teaching languages. In Finland, language teaching and learning was based on the Grammar-Translation Method until the 1940s, when elements of the Direct Method were added to the teaching methods that were being used (Leino 1979: 12-15). The use of a mixture of different language teaching and learning methods is still common in Finland (Leino 1979; FNBE 2004; FNBE 2015).

2.3   Translation in language learning

Pedagogical translation, and its role in language learning, is a very controversial topic as, on the one hand, translation can be seen as interfering with the acquisition of a second or foreign language due to the constant reference to the learner's L1 (Leonardi 2010: 21). On the other hand, translation can also be seen as a significant part of the language learning process as it helps students connect new information to the knowledge they have already acquired (scaffolding) (Pym et al. 2013: 7).

The Council of Europe's *Common European Framework of Reference for Languages* (CEFRL) (n.d.: 43) describes the objectives of second and foreign language learners as becoming "plurilingual" and developing "interculturality". The learner should be

able to "mediate, through interpretation and translation, between speakers of the two languages" rather than learn a language separately from his/her L1 (*ibid.*). This implies the use of translation and the learner's L1 in the language learning process so that the student can learn to compare and contrast linguistic and cultural differences between the two languages. However, the Council of Europe's objectives have not completely precluded the use of an immersion-type approach to language learning, as can be seen in the approaches and methods used in the International Baccalaureate (see section 4).

The following sections will discuss the pros and cons associated with the use of translation in the process of language learning and discuss the idea of translation as a "fifth language skill" (Pym et al. 2013: 3). The role of translation will be discussed from two perspectives: as a method in the language learning process and as a method of assessing the student's language skills.

2.3.1 Translation as a language learning method

The "bad" reputation that translation often has and the criticism surrounding its use in language learning are often based on past experiences of the Grammar-Translation Method, which was criticized for encouraging the use of translation exercises as the sole method of language learning (Cook 2009: 119). It can be argued that translation exercises can and should be modified according to the prevailing approaches to language teaching and learning, and the role of translation in the process of language learning should be seen as positive reinforcement, which it has been proven to be.

According to Pym et al. (2013: 7) translation can be used as a conscious or unconscious language teaching and learning method. It can be used consciously by the teacher as a scaffolding technique, whereby the teacher translates his/her own speech or uses translation exercises in the learning process "in order to help students' understanding" in the beginning of the language learning process, or unconsciously and intuitively by the student as part of the cognitive language learning process (*ibid.*). Both of these ways of using translation suggest that it can play an integral role in language teaching and learning. The use of translation in the process of language teaching and learning cannot and should not be excluded.

Pym et al. (2013) have studied the role of translation in teaching languages in the European Union and promote the view of translation as "a fifth skill to be practised within the language classroom, alongside reading, listening, speaking and writing in the two languages independently" (Pym et al. 2013: 3). As Pym et al. aptly describe it:

> This view assumes that translation is somehow inherent in the language-learning process itself; that it is a skill that is as fundamental to the bilingual mind as each of the other skills is to monolingual and bilingual minds alike. [In] this view, translation is a way (or set of ways) of learning a second or foreign language, and not just a way of training professional translators and interpreters. (Pym et al. 2013: 3)

Pym et al.'s (2013: 3) argument that translation is a fundamental skill is especially true in our increasingly globalizing world, where multilingual communication is a growing trend in different fields. Furthermore, this growing trend and the need for people who have the ability to communicate and mediate between two languages corresponds directly to the Council of Europe's (n.d.: 43) objectives for language learners (see section 2.3). Ingo (1989: 64) argues that from a purely practical point of view, translation as a language skill is useful especially in bi/multilingual communities and countries such as Finland. People are bound to encounter situations, either in their social life or work, which require some form of translation, and having knowledge or experience in translating can be very helpful (*ibid.*).

Ingo (1989: 63) also argues that translation as a language exercise can be easier and possibly more interesting for the learner than having to constantly write essays, which is a commonly used exercise in language learning. When translating texts the student is already introduced to the ideas and content of the text and "only" has to translate or transfer these ideas into another language, thus eliminating the need to create the content and arguments him/herself. However, translation in language classrooms is often limited to traditional exercises: i.e., translating individual words, phrases, sentences and longer units from one language into the other. Pym et al. (2013: 126-133) provide many examples of the ways in which translation can be modified to fit prevailing communicative language teaching and learning approaches:

- Learners translate and other learners then back-translate; then students compare the versions and discuss the differences (Pym et al. 2013: 126);
- Learners study "bad" translations and discuss possible reasons for mistakes (Pym et al. 2013: 126);
- The broken telephone game (Pym et al. 2013: 130): e.g., every second person translates/interprets a sentence from L1 to TL: the others translate/interpret from TL to L1 and analyze how the message changes through translation;
- Translating subtitles of television shows or films (Pym et al. 2013: 132);
- "Speed translation"/interpretation: students learn how to convey messages rather than precise words, and how to select the parts of the message that are most important (Pym et al. 2013: 129).

These exercises can be used as described above or adapted to fit a particular group or level of language learners. Ingo (1989: 62) argues that translation can encourage the learner to compare and contrast the two languages and learn about the structural differences between them, which can be extremely useful in learning a new language. In order for translation to work effectively in language learning, the translation must be more liberal than literal and the focus should be on the transfer of meaning rather than the translation of individual words (*ibid.*).

In the exercises described above, translation and interpretation are used as communicative language learning methods in which learners discuss translation choices, compare different versions of translations, and work in groups rather than translate alone. Translation is also used as a method of comparing and contrasting the two languages. Interpretation is also an effective method in language learning as it teaches students how to mediate between two languages, and it can arouse the students' interest in the concept of translation more effectively than the traditional method of translating written texts (Pym et al. 2013: 128).

Additionally, Ingo (1989: 63) argues that translation can help expand and activate the learner's vocabulary. By being introduced to texts from different fields a learner can acquire countless new words, and, furthermore, the process of using and translating these new words activates them in the learner's brain and they are more likely to

remain in the learner's active vocabulary (*ibid.*). Through translating different types of texts, the learner is forced to use vocabulary that he/she might not use otherwise. According to Ingo (1989: 63), the usefulness of translation in vocabulary acquisition can be particularly effective if the students are taught early on to translate from L1 to L2. Translation is not a skill that all bilingual people or people who are fluent in two languages have (*ibid.*), which confirms that it should be considered a specific skill in itself. Translation requires practice, and the foundation for it should be laid in school, where the student has a teacher to help. It is important for teachers to emphasize the importance of translating the meaning of a sentence or text rather than focusing on individual words. Teachers should also emphasize the specific conventions of a language that need to be taken into account when translating.

In addition, it can be argued that teaching the use of dictionaries should be included in language teaching and especially translating. Translation, even for professional translators, requires the use of dictionaries, both bilingual and monolingual, and choosing the correct equivalent for a word or a concept is not as straightforward as it might seem. In the case of Finnish and English, one often comes across situations in which there is a single word for a concept in one language but several alternative words in the other language: e.g., *sopimus* vs. "agreement", "contract", "bargain", "pact", "treaty", etc. A further problem in translation is that often culture-specific words which can be expressed by a single word in the source language cannot be translated into a single word in the target language: e.g., *viima* is "a cold wind", and *kelo* is "a dead standing pine tree". Choosing the correct word(s) may be difficult, which is why students should be taught how to use dictionaries and other sources efficiently and to their advantage both in translation and in language learning.

2.3.2   Translation as an assessment method

Ingo (1989: 65) argues that, to some extent, translation as an assessment method always tests a student's proficiency in two languages, the student's L1 and L2, rather than simply the ability to communicate in one language. Of course, the effectiveness of translation in assessing a student's language competence depends on the competency that is being tested. Ingo (1989: 66) lists spelling, morphology, syntax,

vocabulary acquisition, producing text, pragmatics, and reading comprehension as competences that can be tested through translation exercises.

Evaluating student translations can be challenging, as one must remember not to expect professional-quality translations but to allow for certain errors and evaluate certain aspects of the translation rather than the quality of the translation as a whole (Ingo 1989: 66-67). Therefore, the function and purpose of using translation exercises must be kept in mind. However, it is important to teach students how to analyze a text as a whole and how to choose the appropriate term to use in the context of the text. As a means of assessment, student translations should be evaluated according to only one or two of the aforementioned competencies: e.g., vocabulary acquisition or reading comprehension (*ibid.*).

However, the problem with using translation exercises to assess a student's vocabulary acquisition is that the texts need to be longer, because translations of individual words and phrases do not reveal the diversity of the student's knowledge and provide information only on the student's knowledge of specific words in a specific context: e.g., a textbook chapter (Ingo 1989: 66-67). Therefore, using translation in various types of exercises – e.g., those listed by Pym et al. (2013: 126-133; see section 2.3.1) – can provide a better over-all assessment of a student's communication skills (interpretation exercises), understanding of linguistic structures (back-translation), basic vocabulary acquisition (changing the topic of conversation), and reading comprehension (e.g., reading texts in L1 and discussing them in TL).

If translation is used in various types of exercises instead of only traditional ones, it can provide a more natural and authentic use of a language than many other exercises or forms of assessment (Pym et al. 2013). As the prevailing communicative and constructivist approaches emphasize the use of a language in authentic contexts (Rauste-von Wright and von Wright 1994; Pym et al. 2013), this provides another reason why translation should not be left out of language teaching and learning. If used properly, translation exercises can be an efficient method for assessing a student's language skills, and, therefore, should definitely be included in the assessment process.

3   National Finnish *lukio*

In this section I will identify and discuss the general objectives of language learning and the role of translation in the language teaching and assessment methods expounded in the *lukio* curriculum (2003). In addition, I will discuss the exercises used on the matriculation examinations, present the results of Östervik's (2014) study on *lukio* language teachers' use of translation exercises, and briefly speculate on the possible effects of the revised core curriculum (2015) and electronic matriculation examinations on the language teaching methods used in *lukio*.

The Finnish *lukio* offers voluntary additional basic education for students aged 16 to 19. All *lukios* in Finland must follow the National Core Curriculum for General Upper Secondary Education, which is drawn up by the Finnish National Board of Education (FNBE) and includes the "general national objectives of general upper secondary education" (FNBE website, n.d.). The national core curriculum defines the objectives for the general level of education and for specific subjects and subject groups, "thematic subject modules" and student counseling (*ibid.*). It also established the foundation upon which local schools must base their curricula and syllabi.

The Finnish National Board of Education (FNBE) presented a revised version of the national core curriculum in 2015. This revised curriculum, upon which local schools must base their curricula, will be implemented in schools in the beginning of the 2016-2017 school year (MEB website, n.d.). As the revised curriculum had not been implemented in *lukios* when the questionnaire was given to the students in connection with the present study, the results for the questionnaire will be linked to the 2003 national core curriculum. However, as the 2015 revised curriculum is relatively different from the previous one, it will also be included in this section for the purpose of speculating on future changes in language teaching in *lukio*.

At the end of *lukio*, students take the matriculation examinations which are designed by the Matriculation Examination Board (MEB) and which, for foreign languages, test the students' skills in reading and listening comprehension, writing, and grammar (MEB 2011: 5). At present, the Finnish matriculation examination does not test the students' proficiency in speaking; however, this will change when the new

electronic matriculation examinations are gradually introduced into Finnish *lukios* starting in 2016 (MEB 2015: 3). The English matriculation examinations will be in electronic form starting in the spring of 2018; however, oral examinations will not be possible until at least 2019 (MEB 2015 2-3). The possible effects of the electronic matriculation examination and the 2015 revised national core curriculum on the language learning methods used in *lukio* are speculated on in section 3.3.

3.1 Language teaching and learning methods

Learning in the *lukio* curriculum is generally based on the constructivist approach: i.e., new learning is built on previous knowledge and the student is at the center of the learning process (FNBE 2004: 14). In addition, the curriculum advises teachers to help students find the method of learning that is best for them (*ibid.*), which suggests that teachers should use various types of teaching methods and approaches in order to ensure this aim. The general working language in *lukio* can be Finnish, Swedish, Romani or sign language depending on individual schools (FNBE 2004: 20); therefore, language teaching is often based on the students' L1.

Due to the constraints on the length of this study, it is impossible to include classroom observation to see how much emphasis is put on each language skill and how these skills are taught in practice. Therefore, I will rely on the curriculum and the assessment methods (i.e., the proficiency scale and matriculation examinations) for information concerning the language teaching and learning methods and the use of translation exercises.

3.1.1 Language learning objectives and assessment methods

Finland is part of the European Union and thus, quite naturally, the Finnish National Board of Education (FNBE) and the *lukio* curriculum use a version of the *Common European Framework of Reference for Languages* (CEFRL) to assess the students' language proficiency and list the specific objectives for language learning. The language learning methods used in *lukio* can, therefore, be deduced based on the FNBE's proficiency scale and language learning objectives, as the students will undoubtedly be taught how to achieve them.

The CEFRL originally includes six proficiency levels, but the version used by the FNBE includes only five; the highest level – C2 *Mastery or Proficiency* – has been omitted (FNBE 2004: 234-251). The objectives for the language skills that students are expected to achieve are divided into four categories: listening comprehension, speaking, reading comprehension and writing. The language proficiency scale used by the FNBE (2004: 234-251) is presented below:

A1 Limited communication in the most familiar situations

     A1.1 First stage of elementary proficiency

     A1.2 Developing elementary proficiency

     A1.3 Functional elementary proficiency

A2 Basic needs for immediate social interaction and brief narration

     A2.1 First stage of basic proficiency

     A2.1 Developing basic proficiency

     A2.3 Functional basic proficiency

B1 Dealing with everyday life

     B1.1 Functional basic proficiency

     B1.2 Fluent basic proficiency

B2 Managing regular interaction with native speakers

     B2.1 First stage of independent proficiency

     B2.2 Functional independent proficiency

C1 Managing in a variety of demanding language use situations

     C1.1 First stage of fluent proficiency

Looking at the proficiency scale above, it can be noticed that phrases like "limited communication", "immediate social interaction" and "regular interaction with native speakers" are used, which seems to imply a heavy emphasis on oral skills. Presumably, oral communication and interaction are considered to be significant aspects of language proficiency and assume an important role in language classrooms, as can be expected of education programs that use communication-based learning methods. It is interesting to note, however, that even though spoken language and oral communication are used as ways to assess the students' language proficiency in the classroom, oral skills are not currently tested on the matriculation

examinations. Therefore, as language teaching in *lukio* is meant to prepare students for their matriculation examinations, it would seem inconsistent to place so much emphasis on oral skills in classroom teaching, as such practice does not prepare the students for their examinations.

The level of language proficiency which the students are expected to achieve, and which is tested on the matriculation examination, is based on the length of the language learning process and on how extensively the students have studied the language (FNBE 2004: 102-109). In *lukio*, languages are divided into different course levels depending on how extensively the students have studied the language: language A is an advanced course level (*pitkä oppimäärä*), language B1 is an intermediate course level (*keskipitkä oppimäärä*), and languages B2 and B3 are basic course levels (*lyhyt oppimäärä*) (MEB website). Table 1 below shows the FNBE's expected level of language proficiency for the four language skills in English depending on the syllabi or course level (FNBE 2004: 102):

Table 1 Expected level of language proficiency in English for different *lukio* syllabi.

Syllabus	Listening comprehension	Speaking	Reading comprehension	Writing
English, A	B2.1	B2.1	B2.1	B2.1
English, B1	B1.2	B1.2	B1.2	B1.2
English, B2	B1.1	B1.1	B1.1	B1.1
English, B3	B1.1	A2.2	B1.1	B1.1

It is interesting to note that the highest expected level of language proficiency is B2.1 *First stage of independent proficiency*, which implies that the students are not expected to achieve fluency in English even after 10 years (ages 9-19) of studying it in school. The 2003 *lukio* curriculum describes the specific objectives and expected language skills for proficiency level B2.1 as follows:

- Listening comprehension: "Can follow detailed narration of general interest (news, interviews, films, lectures)." (FNBE 2004: 246);
- Speaking: "Can diversely use language structures and relatively broad vocabulary, including idiomatic and abstract repertoire. Shows an increasing

ability to react appropriately to the formal requirements of the situation."
(FNBE 2004: 246);

- Reading: "Can read a few pages of text independently (newspaper articles, short stories, popular fiction and non-fiction, reports and detailed instructions) about his/her own field or general topics." (FNBE 2004: 247);
- Writing: "Can write clear and detailed texts about a variety of areas of personal interest and about familiar abstract topics, and routine factual messages and more formal social messages (reviews, business letters, instructions, applications, summaries)." (FNBE 2004: 247)

It should be noted that these are simply excerpts from much longer descriptions. These excerpts were chosen because they identify and provide information concerning the language learning methods that are used in *lukio* (e.g., listening to the news, watching interviews, discussing different issues and topics, etc.). As can be noticed from the list of objectives above, the FNBE emphasizes the use of authentic materials (e.g., news and interviews) and familiarizing students with different types of texts and formal and informal language situations, which is common for communicative and constructivist approach-based educational programs.

In addition, the objectives indicate how the students' language competencies are assessed (through reading, writing, listening and speaking exercises) and which specific skills are assessed (reading and listening comprehension, writing and speaking). The students' level of language proficiency is tested and assessed on the matriculation examination; however, the students' language competencies are frequently tested and assessed during their studies through written examinations that test whether students have acquired the knowledge that they were expected to acquire during a specific course (FNBE website n.d.).

Translation is mentioned in the 2003 curriculum in the context of Swedish studies; however, it can be assumed that translation is also used in the context of other language studies. In addition, due to the fact that the teaching language in *lukio* is Finnish, it can be assumed that translation exercises between L1 and TL are used as scaffolding techniques in language learning to help students learn a foreign language

on the basis of their L1. Thus, it can be concluded that translation exercises are used as a language learning method and as an assessment method in *lukio*.

3.1.2 Matriculation examinations

As mentioned in the previous section, the matriculation examinations are taken at the end of *lukio* to assess how well the student has acquired the knowledge and skills determined in the national core curriculum for a specific subject (MEB 2011: 1). The examinations are evaluated by a local teacher and moderated by the Matriculation Examination Board (MEB) (MEB 2011: 13-15). The examinations for foreign languages, including English, are offered at basic (*lyhyt oppimäärä*) and advanced course (*pitkä oppimäärä*) levels (*ibid.*). The English examination tests the student's receptive skills (listening and reading comprehension) and productive skills (grammar, vocabulary and writing) (MEB 2011: 17-29).

The listening comprehension test can include multiple choice questions in L1 or in TL, open questions in L1 or TL, and/or a summary (MEB 2011: 17). Reading comprehension can be tested through multiple choice questions in L1 or TL, open questions in L1 or TL, a summary and/or translation exercises (*ibid.*). Vocabulary and grammar can be tested through multiple choice gap exercises, productive gap exercises, content-accurate translations and/or filling in a dialogue (MEB 2011: 24). The translation exercises are further described as requiring the student to translate underlined passages of a text "content-accurately" (*asiatarkasti*) – i.e., according to the context (instead of simply providing the meaning of a word) – into fluent language (*ibid.*).

From the description of the translation exercises used on the English matriculation examination presented above, it can be deduced that the translation exercises used on the examination are traditional translation exercises: i.e., translating written texts. In addition, as these types of translation exercises can be used on the matriculation examination, they must also be used in classroom teaching in order to prepare the students for the examination. Thus, based on the analysis of the exercise types used on the English matriculation examination, it can be concluded that translation

exercises are used in the *lukio* program to assess the students' language competencies.

3.2   Östervik's study

Östervik (2014) has studied Finnish *lukio* language teachers' views and opinions concerning the status of translation as a language teaching and learning method. She studied the translation exercises in *lukio* English textbooks and had ten foreign language teachers from four *lukios* in Turku complete a survey providing their opinions on the use of translation in *lukio* language teaching. She had chosen to study two textbook series: *ProFiles* published by WSOY and *Open Road* published by Otava, and all eight textbooks in each series. She discovered that in the *ProFiles* textbooks the number of translation exercises ranged from three to 64, with an average of 43 exercises (28% of all exercises) per book (Östervik 2014: 24). In the *Open Road* textbooks the number of translation exercises ranged from 29 to 66, with an average of 55 exercises (29% of all exercises) per book (Östervik 2014: 25).

Östervik (2014: 25) was surprised by the number of translation exercises in *lukio* textbooks, especially as the proponents of the prevailing constructivist and communicative approaches encourage the use of other types of exercises. However, the number of translation exercises in *lukio* textbooks indicates the importance of translation exercises in language learning in Finland. Östervik (2014: 15) discovered that the majority of the translation exercises (53%) consisted of translating individual words or expressions. There were traditional translation exercises as well as communicative ones.

From the answers given on her questionnaire, Östervik (2014: 36) discovered that Finnish *lukio* language teachers rely heavily on the textbooks but also use other materials, such as articles, poems, plays, videos, etc. The majority of teachers estimated that 20-39% of all the exercises they use in the classroom are translation exercises, which Östervik deemed to be a relatively high percentage (Östervik 2014: 49). The majority of teachers (60%) agreed that translating individual words and short expressions is more beneficial than translating longer texts from the point of view of language learning (Östervik 2014: 50). The teachers reported that they

encourage students to translate the general meaning and content rather than translating individual words literally (*sanatarkasti*) (Östervik 2014: 41).

Östervik's results, although limited due to the small number of teachers who completed the questionnaire, provide an insight into classroom teaching that would not have otherwise been possible in my study, due to limitations on the length. From the results of Östervik's questionnaire it can be deduced that language teaching in *lukio* relies heavily on the use of the material and exercises provided in the textbooks, that translation is used as one of the major language learning methods in the classroom, and that the translation exercises mainly require the students to translate individual words or sentences.

3.3 Revised National Core Curriculum 2015 and the electronic matriculation examinations

The finalized version of the revised core curriculum was made public in the beginning of October 2015 and its English translation is currently being written; thus, I will be focusing on the Finnish version and, when necessary, will provide unofficial translations of terms and concepts. The revised curriculum is discussed in this study in order to speculate on the future of language teaching, learning methods and approaches used in *lukio*.

The 2003 national core curriculum lists "cultural identity and knowledge of cultures" as one of the "cross-curricular themes common to all upper secondary schools" (FNBE 2004: 27), whereas the 2015 revised core curriculum lists "knowledge of cultures and internationality" (*kulttuurien tuntemus ja kansainvälisyys*) as a cross-curricular theme (FNBE 2014: 35). This in itself shows a shift from a traditional geographically defined or nation-based cultural identity to a more global and international way of thinking about language, identity and culture. In the current global atmosphere it is necessary to emphasize the importance of internationality and communication between people of different languages and cultures.

International communication and interaction requires knowledge of cultures, communication skills, and, possibly most importantly, the ability to mediate between

cultures and languages (Council of Europe n.d.: 43). The ability to mediate between cultures and languages can be learned through knowledge and experience in translation and/or interpretation (*ibid.*).

As previously stated, the English matriculation examination will be given in electronic form for the first time in the spring of 2018 (MEB 2015: 2). The examination will test the student's skills in listening, reading comprehension, writing, vocabulary and grammar similarly to the current examinations, although electronic examinations will allow for more variety in the exercises (MEB 2015: 3). The earliest the student's oral competence will be tested is the spring of 2019 (*ibid.*). The exercises in the English examination may include texts, pictures, statistics, maps, videos and recordings, which will test the student's language competencies more efficiently and extensively than the current examinations (MEB 2015: 4). The exercise types can include multiple choice questions, gap exercises, matching exercises, completion exercises or answering within a provided space (*ibid.*). The exercise types will be similar to those used on the current examinations; however, the electronic form will allow for the content of the exercises and the tasks the student is required to perform to be more varied.

Translation is not specifically listed as a possible exercise type; however, this does not mean that translation exercises are excluded from the examination, especially as Östervik (2014) discovered that translation is such an integral part of language teaching and learning in *lukio*. It may, however, mean that classroom teaching will focus more on the use of different types of exercises, for example, those listed above. It may also mean that the use of translation exercises will decrease; however, this is unlikely since such exercises have always been such a popular and important method used in language teaching and learning and in assessing the students' language competencies. However, all discussion of such issues is only speculation until the first electronic examinations take place. The role of translation in *lukio* English teaching will possibly change further when oral examinations are introduced and teachers are required to prepare the students for them.

4   International Baccalaureate Diploma Programme

In this section, I will identify and discuss the objectives of language learning and the role of translation in the language teaching and assessment methods expounded in the International Baccalaureate Diploma Programme curriculum and subject guides. In addition, I will discuss the final assessment components and the final examinations. The discussion of the aforementioned topics will focus on teaching English B, but information concerning teaching English A will be provided when necessary in order to compare the IB teaching methods on a more general level to those used in *lukio*.

The International Baccalaureate Organization (IBO) offers four different educational programs for students of different educational levels world-wide: the Primary Years Programme, the Middle Years Programme, the Diploma Programme and the Career-Related Programme. The International Baccalaureate (IB) programs offer an education that "crosses disciplinary, cultural, national and geographical boundaries" and aims to help individuals become "responsible members of local, national and global communities" (IBO website, n.d.). The program on which I will focus in this thesis is the International Baccalaureate Diploma Programme (IBDP), which is aimed at 16- to 19-year-old students as an alternative to national upper secondary school education (IBO website, n.d.), because the level of education is similar to that of *lukio*, which makes it possible to compare their curricula. The Diploma Programme is a two-year program in addition to a pre-diploma year that prepares the students for the IBDP (University of Turku IB school website). In Finland, the working language of the IB programs is English, which means that all subjects are taught in English except for languages which are taught and studied in the target language (IBO 2002: 1).

The IBO describes the Diploma Programme (DP) as aiming "to do more than other curricula" by developing "students who have excellent breadth and depth of knowledge" (IBO website, n.d.). The IBDP curriculum comprises the DP core (Theory of Knowledge, Extended Essay and CAS: creativity, action, service) and six subject groups (*ibid.*). The six subject groups and their specific courses are divided as follows:

- Group 1: Studies in language and literature: 1) language A: literature, 2) language A: language and literature, 3) literature and performance;

- Group 2: Language acquisition: 1) language *ab initio*, 2) language B, 3) Latin or Classical Greek;

- Group 3: Individuals and societies: 1) business management, 2) economics, 3) geography, 4) global politics, 5) history, 6) information technology in a global society, 7) philosophy, 8) psychology, 9) social and cultural anthropology, 10) world religions;

- Group 4: Sciences: 1) biology, 2) computer science, 3) chemistry, 4) design technology, 5) physics, 6) sports, exercise and health science;

- Group 5: Mathematics: 1) mathematical studies standard level, 2) mathematics standard level (SL), 3) mathematics higher level (HL), 4) further mathematics higher level;

- Group 6: The arts: 1) dance, 2) music, 3) film, 4) theatre, 5) visual arts (IBO website, n.d).

Most of the courses are further divided into Standard Level (SL) and Higher Level (HL) courses, which differ in "the recommended teaching hours, the depth of syllabus coverage, the required study or literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria" (IBO website, n.d.). As can be seen from the subject groups above, students in the IBDP are required to study two languages during their studies: language A, which includes the study of literature, and an additional language at beginner's level (*ab initio*) or as language B, which is a more advanced level (IBO website, n.d.). The languages and language courses which are offered vary depending on the resources of each individual school. The two Finnish IB schools in which the questionnaire for this study was given are Lyseonpuiston lukio in Rovaniemi and Turun Normaalikoulu in Turku. The language courses that are offered in these two schools (Lyseonpuiston lukio website, n.d.; Turun Normaalikoulu IB website, n.d.) are presented in Table 2:

Table 2 Language courses offered in the IBDP in Lyseonpuiston lukio and Turun Normaalikoulu.

	Group 1	Group 2
Lyseonpuiston lukio, Rovaniemi	Language A literature: English, Finnish	Language B: (English, Swedish), *Ab initio*: German
Turun Normaalikoulu, Turku	Language A literature: Finnish, Swedish Language A language and literature: English	Language B: English, German, French *Ab initio*: German, French

As can be seen from Table 2, the language options for both schools vary significantly. This may be due to the fact that Turku is a bigger city than Rovaniemi and because Turun Normaalikoulu is the training school for education students studying at the University of Turku and has access to the resources of the university (University of Turku website, n.d.). As the IB students to whom the questionnaire was given studied English B, the discussion on the language learning methods used in the IBDP in this section of the study will focus on English B teaching methods, and discuss English A teaching methods for the purpose of comparing teaching English in the IB program and *lukio*.

4.1 Language teaching and learning methods

Learning in the IBDP and generally in the IB programs is based on the constructivist approach to learning: i.e., teaching and learning are based on what has been previously learned and on using a student-centered approach to learning in which students are expected to actively participate in the learning process and take responsibility for their own learning (IBO 2011a: 14). Furthermore, the target language (i.e., English) is used in teaching all subject groups, which is the main characteristic of the immersion approach (Chamot & El-Dinary 1999: 319). The use of immersion-based approaches (e.g., the Direct Method) suggests that the language learning methods used in the IB are based on the use of the TL in communicative and interactive activities, the use of target-language material, and the exclusion of translation.

The specific teaching and learning methods for language B are described in the IBO's *Language B Guide* as heavily relying on immersion methods in which the student is exposed to a variety of written and oral input and is required to produce both written and oral output in the target language (IBO 2011a: 14-16). IB teachers are advised to use oral and reading activities as the main teaching methods but can use "systematic and formal teaching of these [language] structures" if it is not possible to use the aforementioned activities (IBO 2011a: 16): i.e., it is preferable that grammatical structures are learned inductively (which is a characteristic of communicative approaches and the Direct Method). Teachers are also strongly advised to use only TL in the classroom and provide a "typical monolingual environment", i.e., an authentic language situation (IBO 2011a: 16). The reference to a monolingual learning environment suggests that the use of the student's L1 is minimal – if not non-existent – and translation is, therefore, not used as a language learning method in the IB.

The IB programs encourage multilingualism and intercultural understanding through the study of languages (IBO website, n.d.). The students are not only expected to learn a language but also to increase their understanding of other cultures and to be able to discuss "globally significant ideas and issues through different languages" (*ibid*.). The emphasis on discussion suggests that much of the learning focuses on oral skills, interaction and communication. Coffey (2006: 103) further describes the aim of language studies in the IBDP as teaching students how to understand realistic dialogue rather than perfect and controlled language.

4.1.1 Language learning objectives and assessment methods

It is important to note that subject group 2, to which language B belongs, is entitled "language acquisition", which suggests that the aim of language B courses is for students to acquire and/or develop the language and basic language skills. The general language B objectives are described by the IBO (2011a: 6) in a way that is similar to the proficiency scale used in the national *lukio* curriculum (see section 3.1.1). However, the language skills are not divided into reading, writing, speaking and listening, but receptive, productive and interactive skills which encompass all

four language skills. The general objectives for language B learning prescribed by the IBO (2011a: 6) are presented in Table 3:

Table 3 General objectives for language learning in language B courses.

Course level	Receptive skills	Productive skills	Interactive skills
Standard Level	Understand straightforward recorded or spoken information on the topics studied. Understand authentic written texts related to the topics studied and that use mostly everyday language.	Communicate orally in order to explain a point of view. Produce texts where the use of register, style, rhetorical devices and structural elements are generally appropriate to the audience and purpose.	Demonstrate interaction that usually flows coherently, but with occasional limitations. Engage in conversations on the topics studied, as well as related ideas. Demonstrate some intercultural engagement.
Higher Level	Understand complex recorded or spoken information on the topics studied. Understand complex authentic written texts related to the topics studied.	Communicate orally in order to explain in detail a point of view. Produce clear texts, where the use of register, style, rhetorical devices and structural elements are appropriate to the audience and purpose.	Demonstrate interaction that flows coherently with a degree of fluency and spontaneity. Engage coherently in conversations in most situations. Demonstrate some intercultural engagement.

Table 3 includes only excerpts from much longer descriptions. These excerpts were chosen because they identify the objectives that are relevant to the present study. As can be seen from Table 3 above, the general objectives for language B are similar to the proficiency scale objectives presented in the *lukio* national core curriculum (see section 3.1.1): e.g., "understand spoken information", "understand written texts" and "communicate". The division of the language skills into three (receptive, productive, interactive) instead of the basic four language skills (reading, writing, speaking,

listening), suggests that interactive skills are considered important and more complex than simply the ability to understand and being able to speak the language.

The fact that the word "communicate", which refers to the students' oral competency, is in the productive skills column suggests that the interactive skills comprise a larger concept than simply the ability to speak in TL: e.g., demonstrating fluency in interaction and engagement in the target culture. These objectives are consistent with the Council of Europe's (n.d.: 43) language learner profile and the ability to mediate between languages and cultures. Table 3 above also indicates an emphasis on the use of "authentic written texts", "literary works", "recorded or spoken information" and "intercultural engagement" to teach reading, writing and analysis of the different elements of the text (register, style, etc.), which is expected of constructive and communicative approach-based educational programs.

As a point of comparison, the objectives for IB language A are the "continued language development and the acquisition of a range of skills including: e.g., textual analysis and the expression of literary appreciation" (IBO 2011b: 6). The language A objectives suggest that the target language is used only as a tool in the development of other skills (IBO 2011b: 9), unlike in English B or *lukio* English learning, in which developing the language skills is the goal and the reason for using the target language. The language A objectives are good examples of the use of the immersion method in the IB: i.e., learning other skills through the use of the target language and developing language skills inductively.

Translation is mentioned in the context of studying translated texts as one of the learning methods in understanding "the role of cultural assumptions in interpretation" (IBO website, n.d.). Translated texts are used in language *ab initio* and language A courses as teaching material; however, teachers are advised to keep the focus on linguistics: i.e., cultural references in translated texts rather than translation as an exercise between L1 and TL (IBO 2002: 5; IBO 2011b: 21). In English A courses translations are studied in order to understand the impact of language, culture and context in texts (IBO website, n.d.). Translation is not used as a language learning exercise between L1 and TL, but rather as a way of developing

critical thinking and analytical skills through the study of culture-specific elements in translated texts.

In the IBDP the students' language competence is assessed using various methods: for example, on the ability for students to fulfill the following language B course objectives:

1. Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding;
2. Use language appropriate to a range of interpersonal and/or cultural contexts;
3. Understand and use language to express and respond to a range of ideas with accuracy and fluency;
4. Organize ideas on a range of topics, in a clear, coherent and convincing manner;
5. Understand, analyse and respond to a range of written and spoken texts;
6. Understand and use works of literature written in the target language of study (HL only). (2011a: 10)

As can be seen from the six objectives described above, the students' language competencies are assessed based on their ability to read, write, understand and communicate in the target language. Therefore, the students must practice these skills in the classroom. Assessment in the IBDP focuses more on measuring the students' skills towards the end of their studies rather than periodically during them (IBO 2011a: 24). The "formative assessment" of the students' language skills during their studies is based on practicing the skills and assignments that will be assessed at the end of the IBDP, and is done for the purpose of evaluating the students' current abilities and competencies in order to further develop them (*ibid.*). Formative assessment is also beneficial in improving the teaching quality (*ibid.*).

4.1.2   Final examination

In order to form an accurate and objective assessment of the students' language competencies, the students are assessed both internally within the school and

externally world-wide within the IB program (IBO 2011a: 24). Internally assessed assignments and activities are assessed by a teacher in the local IB school and moderated externally by IB examiners, whereas externally assessed assignments are assessed directly by IB examiners (IBO 2011a: 24). The final assessment of the students' language competence is based on a variety of assessment components: formal examinations, written coursework and oral activities (*ibid*.). The assessment components for language B English are listed in the two tables below: Table 4 presents the components that are assessed externally, and Table 5 presents those that are assessed internally. The tables show the differences between English B Standard Level and Higher Level requirements and the weight percentage of each component in the final grade (IBO 2011a: 26-27):

Table 4 English B external assessment components and their weight percentage.

Assessment components	Weight percentage	Standard Level	Higher Level
Paper 1 (1h30min): Receptive skills	25%	Text-handling exercises on four written texts	Text-handling exercises on five written texts
Paper 2 (1h30min): Written productive skills	25%	One writing exercise of 250–400 words	Two compulsory writing exercises
Written assignment	20%	Intertextual reading and a written exercise of 300–400 words plus a 100-word rationale	Creative writing of 500–600 words plus a 150-word rationale

Table 5 English B internal assessment components and their weight percentage.

Assessment components	Weight percentage	Standard Level	Higher Level
Individual oral (8-10min)	20%	15 minutes' preparation time and a 10-minute presentation and discussion with the teacher	15 minutes' preparation time and a 10-minute presentation and discussion with the teacher
Interactive oral activity	10%	Three classroom activities assessed	Three classroom activities assessed

Paper 1 and Paper 2, described in Table 4, are the formal final examinations for both language A and language B courses; however, the tasks and requirements differ

depending on the course and course level. It is interesting to note that there are more written assessment components than oral ones, and the written components weigh more in the final grade than the oral components. This suggests an emphasis and focus on written skills rather than oral skills, which seems inconsistent with the general language B objectives, which emphasize communication and interaction (see section 4.1.1). However, even though the objectives for language learning and the assessment components on which the student's final grade is based seem contradictory, it would seem that since both skills are emphasized either in the objectives or the assessment, they are both considered to be valuable and important.

Furthermore, since students are assessed based on both oral and written output, both skills must be practiced in the classroom. The fact that grammatical structures are not tested separately suggests that they are not practiced in the classroom, as would be expected based on the learning approaches used in the IB; i.e., learning grammatical structures inductively. However, depending on the students' language skills and level of language competence, the teacher may include the teaching of grammatical or linguistic structures in order for students to develop their writing and speaking abilities. Based on the analysis of the language B subject guide, the IB curriculum and the final assessment components, it can be deduced that translation is not used as a language learning method or as an assessment method in the IBDP.

5   Comparison

This section will provide a brief summary of the similarities and differences in the IBDP and the Finnish *lukio* curricula and final examinations in order to explain the expectations for the results of the questionnaire used in connection with the present study. The research hypotheses and the expectations for the results of the questionnaire were based on the differences between the curricula of the two programs.

The analysis of the two curricula showed that both programs are, for the most part, based on the communicative and constructivist approaches. However, they differ in the fact that the *lukio* curriculum encourages the use of several teaching methods and varied exercises that are based on the Grammar-Translation Method (e.g., the use of translation exercises, the use of L1 as the working language of the program), the Direct Method (e.g., using the language to communicate), communicative methods (e.g., the use of authentic materials and group tasks) and the constructivist approach (e.g., student-centered-learning and the use of scaffolding techniques). In comparison, the IB curriculum is mainly based on the Direct Method (e.g., a monolingual learning environment, the immersion-method), communicative methods (e.g., the use of authentic materials and group tasks), and the constructivist approach (e.g., student-centered-learning and the use of scaffolding techniques); it does not use the Grammar-Translation Method at all.

The IB final assessment components and the matriculation examinations in *lukio* emphasize different aspects of the students' language competencies. Even though both curricula emphasize communication, interaction and the use of authentic material, the *lukio* matriculation examination does not test the students' oral competency, whereas the IBDP's final grade is based on two oral exercises in addition to the written assignment and final examinations. In addition, the *lukio* matriculation examination includes translation exercises and tests the students' ability to translate, which is not tested, or even practiced, in the IB program. Therefore, it could be argued that within the *lukio* curriculum translation is considered to be a necessary language skill that is integral to language learning and

assessing language competencies such as vocabulary acquisition and writing, which are tested simply through writing exercises in the IB program.

Both curricula emphasize the importance of cultural knowledge and global issues, which is consistent with the Council of Europe's (n.d.: 43) objective for language learners to develop "interculturality". However, the Council of Europe's (n.d.: 43) objectives emphasize the use of translation in mediating between languages and cultures, which is realized in the *lukio* curriculum through the use of translation as a language learning method and an assessment method, but is not realized in the IB curriculum at all. This raises the question of whether the IB students are able only to speak the languages they are studying but not mediate between them.

Based on the differences between the two curricula, *lukio* students may be expected to be more experienced in translating because translation is used as an integral language learning method in the *lukio* program, whereas IB students may be expected not to perform as well in translation exercises since translation is not used as a language learning method in the IB program. However, due to the fact that they use English as their working language, the IB students may be expected to have a higher level of competence in English, and, thus, could be expected to perform better in providing accurate translations of language- or culture-specific elements such as idioms, whereas the *lukio* students may not be as familiar with idioms. As Finnish is the working language of *lukio* students, they may be expected to use L1 cognitively in language learning, whereas due to English being the working language of the IB students, they may be expected to be more likely to use TL cognitively in the language learning process. Based on the analysis of the curricula, it may also be expected that *lukio* students will view translation as a useful method in language learning, whereas IB students may be expected to be less likely to view translation as a useful language learning method.

6   Methods and materials

This section will introduce the target groups that completed the questionnaire, present the different parts of the questionnaire, and provide the research questions and hypotheses upon which the questionnaire was constructed.

6.1   Target groups

The questionnaire was given to 156 students studying either in Turun Normaalikoulu *lukio,* Turun Normaalikoulu IB or Lyseonpuiston lukio IB schools. 57 (37.3%) students reported that they study in *lukio* (grades 1, 2 and 3) and 96 (62.7%) students reported that they study in the International Baccalaureate Diploma Programme (grades pre-IB, IB1 and IB2). Three students did not reply to this question; therefore, their answers to all questions were omitted from the results as the purpose of the study was to compare the answers of the two groups of students. The final number of replies was thus 153. As the grade in which the student was studying at the time of the study is not relevant to this study, it was not asked in the questionnaire. It is also irrelevant whether students in the IBDP were studying in Turku or Rovaniemi, as in both cases the students studied English B, which was confirmed by asking the teachers. Even though the number of IB and *lukio* students differs greatly, the results will be presented as percentages, which will make the results easily comparable.

6.2   Questionnaire

The method for collecting the data in this study was a five-page questionnaire written in English; all verbal instructions were also given in English. The language used in the questionnaire is relatively simple and did not seem to pose problems in the students' understanding of what was expected of them.

The questionnaire was devised to collect both qualitative and quantitative data on four topics: the use of translation in the cognitive learning process, students' translation ability, students' opinions about translating, and the students' use of dictionaries. The questionnaire was divided into five parts: *Translating*, *Background*,

School, *Free time* and *Attitudes towards translating*. The first part, *Translating*, examined the students' cognitive use of translating and the students' ability to translate. The parts entitled *Background*, *School* and *Free time* provided additional information about the students' language background, the use of English in class (by the student and teacher) and during free time, and the teaching methods used by the teacher. The last part, *Attitudes towards translating*, examined the students' opinions on translating and their use of dictionaries.

The first part, *Translating*, included three exercises. The first exercise (which was intended to study the students' cognitive learning process) provided quantitative data as the purpose was to determine whether upon seeing an English word, the students would cognitively translate the word into Finnish or think of synonyms in English. The exercise included ten adjectives in English, and the students were asked to either "translate the following words into Finnish, or give a synonym or a definition in English" (Questionnaire, p. 1). The verbal instructions emphasized the students' first instincts upon seeing the word rather than after thinking about it. The students' first instincts indicate whether translation is used as an unconscious method in the process of language learning, in which case an argument could be made that translation should not be completely excluded from language learning. The words that were chosen for this exercise are "common" words that appear in literature, television programs and *lukio* English textbooks (e.g., *ProFiles* and *InTouch*) and have more than one synonym.

The second and third exercises in the first part of the questionnaire were translation exercises in which the students were asked to translate five sentences from English to Finnish and five sentences from Finnish to English. These exercises provided information about the students' ability to translate. The sentences for these two exercises were chosen to include elements that could be expected to be difficult to translate: e.g., language-specific structures, idioms and colloquial language. The objectives of these two exercises were to 1) examine whether the students' translations were influenced by the source language and were thus literal translations, or whether the students were able to transfer the meaning and provide target-language accurate translations, and to 2) investigate the language competencies of *lukio* and IB students: i.e., the knowledge of language-specific structures and idioms.

The second part of the questionnaire, *Background*, offered additional quantitative data and identified the student's background in languages: his/her self-evaluated level of English, mother tongue(s), and ability to read and speak Finnish (for international students who were not able to complete the first section of the questionnaire). The third part of the questionnaire, *School*, also offered additional quantitative data and included questions about the teaching methods used by their English teacher: e.g., whether he/she speaks more Finnish or English during English lessons, uses translation exercises in class, has taught the students how to translate words/sentences, etc. These questions may help in analyzing the translation exercises and provide insight into whether and how translation is taught.

The fourth part, *Free time*, included three questions which surveyed the student's use of English outside the classroom: e.g., speaking English at home or with friends or reading books in English. The last part, *Attitudes towards translating*, surveyed the students' views on whether vocabulary acquisition is easier using translation or only the TL, what is easy/difficult about translating, the students' use of dictionaries and the type of dictionaries they use, and lastly the students' opinions on using translation as a language learning method. The responses in this part of the questionnaire offered both quantitative and qualitative data as the questions included both multiple choice (ten questions) and open questions (two questions). The reason for choosing vocabulary acquisition as the subject in this part of the questionnaire was that it is one of the first elements of language learning to which students are introduced, and it was hoped that having a specific topic for the students to concentrate on would make it easier for them to voice their opinions.

6.3   Research questions and hypotheses

The questionnaire was based on nine research questions and five hypotheses. Five of the research questions are specific questions that are linked to the five hypotheses and deal with the role of translation in the cognitive learning process, the students' translation ability, their opinions about translation in language learning, and their use of dictionaries. These hypotheses are tested in exercises and questions on the questionnaire. Four of the research questions are general questions concerning the

differences between the curricula of the *lukio* and IB programs, the role of translation in language learning, and the use of dictionaries in language learning. These questions are not examined in specific exercises or questions on the questionnaire, but are addressed throughout section 7. The research questions and hypotheses are presented and discussed below:

Specific research questions:

1. What is the role of translation in the cognitive learning process of learning English of *lukio* and IB students? (see Hypothesis 1)
2. Do *lukio* and IB students translate language-specific structures target-language accurately or literally? (see Hypothesis 2)
3. Do *lukio* and IB students translate idiomatic expressions target-language accurately or literally? (see Hypothesis 3)
4. What are *lukio* and IB students' opinions concerning the role of translation in learning English? (see Hypothesis 4)
5. How often do *lukio* and IB students use dictionaries and what types of dictionaries do they use? (see Hypothesis 5)

General research questions:

6. Are there differences between the results for *lukio* and IB students in terms of the accuracy of their translations, the students' opinions concerning the role of translation in language learning, and the students' use of dictionaries?
7. If there are differences in the results, can they be linked to the differences in the curricula of the two programs?
8. Should translation be considered a fifth language skill that should be explicitly taught in language classrooms?
9. Should the use of dictionaries be taught in language classrooms?

Hypotheses:

1. It is more likely that translation is a part of the cognitive learning process in learning English for *lukio* students than for IB students.

The first hypothesis is connected to the first research question and is tested in the exercise concerning the use of translation in the cognitive learning process: i.e., the first exercise on the questionnaire (adjectives in English). This hypothesis is based on the fact that translation and the use of L1 are an important part of language learning in English classrooms in *lukio*, and on the fact that English is the IB students' working language in their studies. It is expected that *lukio* students are more likely to provide L1 translations for the adjectives, whereas IB students are more likely to provide English synonyms or explanations.

2. *Lukio* students are more likely to translate language-specific items like sentence structure and word order target-language accurately, whereas IB students are more likely to translate them literally.

The second hypothesis is connected to the second research question and is tested in the exercises on translation ability: i.e., exercises 2 and 3 on the questionnaire (translating sentences between L1 and TL). The hypothesis is based on the different ways translation exercises are used in language learning according to the curricula of the two programs: translation as a language learning exercise is practiced in *lukio* but not in the IB program. Therefore, presumably *lukio* students have more practice in translating word order and sentence structure and will perform better in the translation exercises, whereas IB students have not practiced translating much – or at all – and will presumably not perform as well in translating language-specific structures.

3. IB students are more likely to translate language-specific items like idioms and vocabulary target-language accurately, whereas *lukio* students are more likely to translate them literally.

The third hypothesis is connected to the third research question and is also tested in the exercises on translation ability: i.e., exercises 2 and 3 on the questionnaire (translating sentences between L1 and TL). The hypothesis is based on the presumed language competence levels of *lukio* and IB students due to the fact that English is used in teaching all subjects in the IB, but only in teaching English in *lukio*: i.e., IB

students are more likely to be acquainted with a wider range of vocabulary and idiomatic expressions than *lukio* students.

4. *Lukio* students are more likely to view translation as a useful language learning method, whereas IB students are less likely to view translation as a useful method in language learning.

The fourth hypothesis is connected to the fourth research question and is tested in the last part of the questionnaire: i.e., *Attitudes towards translating*. The hypothesis is based on the role and use of translation and translation exercises as presented in the *lukio* and IB curricula: i.e., language learning in *lukio* is largely based on translation, whereas language learning in the IB program is largely based on the immersion method.

5. *Lukio* students are more likely to use bilingual dictionaries, whereas IB students are more likely to use monolingual dictionaries.

The fifth hypothesis is connected to the fifth research question and is tested in the questions related to the use of dictionaries in the last part of the questionnaire, *Attitudes towards translating*. This hypothesis is based on the analysis of the two curricula (see sections 3 and 4), in which it was shown that the IB curriculum promotes a monolingual environment, whereas the *lukio* curriculum encourages the use of the students' L1 and translation in language learning exercises.

The first two general research questions concerning possible differences in the results for *lukio* and IB students are addressed in section 7 by presenting the results separately for each group of students, comparing the results for the two groups, and linking the results to the curricula in which the students study. The question concerning whether translation should be considered a fifth language skill is also addressed in section 7. The question concerning whether the use of dictionaries should be taught is addressed in section 7.5.

7   Results

This section will present the results of the questionnaire and a brief interpretation of them in terms of the research questions and hypotheses in five sections: 7.1 Background information, 7.2 Translation in the cognitive learning process, 7.3 Translation ability, 7.4 Students' views on translation, and 7.5 Use of dictionaries. Section 7.1 will include the results for the parts *Background*, *School* and *Free time* on the questionnaire; however, questions related to dictionaries will be omitted from this section. Section 7.2 will include the results for the first translation exercise on the questionnaire (adjectives in English), and section 7.3 will include the results for the second and third translation exercises on the questionnaire (translating sentences between L1 and TL). Section 7.4 will provide the results for the questions related to the students' opinions on translation in the *Attitudes towards translation* part of the questionnaire, and section 7.5 will provide the results for all questions concerning the students' use of dictionaries from all parts of the questionnaire.

Sections 7.2 through 7.5 will test and address the hypotheses, which are linked to the specific research questions. The first two general research questions (whether there are differences between the results of *lukio* and IB students, and whether these differences can be linked to differences in the curricula of the two programs) are addressed throughout this section as the results are presented separately for the two groups of students and compared in connection with the curricula. The third general research question concerning translation as a fifth language skill and teaching translation in school is also addressed throughout this section and discussed in greater depth in section 8. The fourth general research question concerning whether the use of dictionaries should be taught in school is addressed in section 7.5.

7.1   Background information

This section will present the results for the questionnaire parts: *Background*, *School* and *Free time*. These parts of the questionnaire provide information concerning the students' background in languages, the students' and their teachers' use of English in the classroom, and the language teaching methods – especially translation exercises –

used by the teachers. The questions in these parts of the questionnaire are not linked to research questions or hypotheses but rather offer background information. The results are presented and discussed briefly, as the main focus of the study is on the *Translation* and *Attitudes towards translation* parts of the questionnaire. However, certain questions provide significant information concerning the teachers' use of translation and L1 in teaching and will be discussed in more detail.

The students were asked three questions concerning their background in languages: mother tongue, languages spoken at home, and "Are you bilingual?" According to the results of the questionnaire, Finnish is the mother tongue of 76% of the students; other mother tongues listed were Swedish (5.9%), Vietnamese (4.6%), English (3.3%), Arabic (3.3%), Albanian (2.6%), Russian (2%), Kurdish (0.7%), Afrikaans (0.7%), Bosnian (0.7%), Somali (0.7%), Croatian (0.7%) and Romanian (0.7%). 3.3% of the students did not reply to this question. 32.6% of the students reported that they are bilingual; 65.4% of the students reported that they are not bilingual, even though some of them listed more than one language as their mother tongue or as languages spoken at home; 2% of the students did not reply to this question. No significant differences were found between *lukio* and IB students in the answers to these questions. All of the students who listed more than one mother tongue reported that those same languages are spoken at home, yet not all of those students reported that they are bilingual. Seven students listed only Swedish as their mother tongue, yet listed Swedish and Finnish as languages spoken in their home and reported that they are bilingual. As there are inconsistencies between the students' answers in these three questions, no real conclusions can be drawn on the basis of the students' linguistic background or mother tongue.

Moving on to the question concerning the students' level of English: 20.2% of students replied "excellent", 41.2% replied "very good", 30.1% replied "good", 7.8% replied "average" and 0.7% (1 student) replied "poor". On a scale from 1 to 5 (one being "poor" and 5 being "very good", the *lukio* students' average was 2.6 and the IB students' average was 2.1. In addition, one IB student reported that he/she does not understand spoken and/or written Finnish; he/she did not provide answers to any of the exercises that included translating sentences and could provide only English answers to the first exercise (adjectives), which does not indicate whether he/she uses

L1 or TL cognitively. Therefore, his/her answers to the *Translating* part of the questionnaire (exercises 1-3) were not included in the results. However, his/her answers to the questions in the other parts of the questionnaire (opinions concerning translation) were included in the results, as he/she was able to comment on those issues.

The students were also asked whether they speak English in class (to classmates and to the teacher), and whether they speak and/or read in English during their free time. 73.9% of all students reported that they speak English to classmates during class, while 85.6% reported that they speak English to their teacher. 79.1% of all students replied that they speak English during their free time either at home or with their friends, while 95% reported that they read in English (books, internet websites, etc.) during their free time. No significant differences were discovered between *lukio* and IB students in the answers to these questions.

When asked what language the teacher speaks in class, 77.1% of IB students replied that their teacher speaks English all the time in class, and 22.9% replied that their teacher speaks English most of the time. In comparison, 29.8% of *lukio* students replied that their teacher speaks English all the time, 59.7% replied that their teacher speaks English most of the time, and 10.5% of *lukio* students replied that their teacher speaks English only half of the time. In addition, 24% of IB students and 91.2% of *lukio* students reported that their English teacher also speaks Finnish during the class. The results for the IB students are quite surprising, as 24% reported that their teacher speaks Finnish, whereas the analysis of the curriculum showed that IB teachers are encouraged to provide a monolingual learning environment. The results for *lukio* students are not surprising as they support the analysis of the curriculum, which showed that translation and L1 are commonly used as teaching methods.

The questions concerning the teaching methods used by the teacher were based on teaching vocabulary acquisition. 52.1% of IB students and 15.8% of *lukio* students reported that their teacher usually explains the meaning of new words in English. 5.2% of IB students and 5.3% of *lukio* students reported that their teacher translates the words into Finnish. 41.7% of IB students and 78.9% of *lukio* students reported that their teacher uses both methods. 1% of IB students did not reply to this question.

In addition, 38.5% of IB students and 91.2% of *lukio* students reported that their teacher uses vocabulary acquisition exercises or tests in class. 11.5% of IB students and 64.9% of *lukio* students reported that these exercises or tests require the use of L1, whereas 29.2% of IB students and 28.1% of *lukio* students reported that the exercises or tests include only the use of TL. These results are consistent with the analysis of the curricula and indicate that *lukio* students are more likely to be taught English through the use of L1, whereas IB students are more likely to be taught English through the use of TL. 39.9% of all students did not reply to this question.

When asked how the teacher instructs students to read and understand texts, 5.2% of IB students and 42.1% of *lukio* students replied that their teacher instructs them to translate the text, whereas 84.4% of IB students and 57.9% of *lukio* students replied that it is enough if the students understand the meaning of the text without translating it. 10.4% of IB students did not reply to this question. These results are linked to the way in which new topics and new words are taught in the IB program and *lukio*: i.e., whether vocabulary is acquired inductively while reading, which is the most common method in the IB program, or whether, while reading, the students are required to explicitly translate new words in order to learn them, which is a more commonly used method in *lukio*.

When asked whether their teacher uses translation exercises in class (e.g., translating sentences, idioms, expressions, etc.), 26% of IB students and 75.4% of *lukio* students replied affirmatively. It is interesting to note that a fourth of IB students reported that their teacher uses translation exercises even though the IB curriculum emphasizes the use of only TL in teaching; on the other hand, it was expected that *lukio* teachers would use translation exercises extensively, based on the analysis of the *lukio* curriculum and on the results of Östervik's (2014) study. 29.2% of IB students and 82.5% of *lukio* students reported that their teacher has given specific instructions or explained possible difficulties related to translating (e.g., word order, expressions). 8.3% of IB students did not reply to this question. When asked more specifically about the way in which the teacher has instructed students to translate, 2.1% of IB students and 19.3% of *lukio* students replied they are taught to translate word-for-word, and 67.7% of IB students and 77.2% of *lukio* students replied they are taught to translate the general meaning of texts. 6.3% of IB students and 3.5% of *lukio*

students replied they are taught to translate another way, yet not all of them provided an explanation. Two examples of explanations that were given were "translate the words that are either new or difficult to understand" and "understand the difference between word-for-word translation and general meaning".

The data that were collected concerning the teaching methods used by the teacher largely support the analysis of the curricula: i.e., *lukio* teachers are more likely to use the students' L1 and translation exercises in class, whereas IB teachers are more likely to use only TL. However, it was interesting to discover that 26% of IB students replied that their teacher uses translation exercises in class and that 11.5% reported that the vocabulary exercises used by the teacher include the use of L1, as these results are contradictory to what was expected on the basis of the analysis of the IB curriculum and the program's emphasis on the teacher's explicit use of the target language in language learning situations. Based on the analysis of the *lukio* curriculum, it was expected that *lukio* students would report that L1 and translation exercises are commonly used in class, and this was, in fact, supported by the data collected from the questions concerning the use of L1 and translation.

7.2 Translation in the cognitive learning process

The first exercise on the questionnaire required the students to provide either a translation or an English synonym/explanation for ten common English adjectives. This exercise is connected to the first research question and hypothesis 1, which explore whether L1 or TL is more commonly used as a cognitive language learning method by *lukio* and IB students. As the purpose of this exercise was to examine the use of translation and L1 cognitively, it is irrelevant whether the students provided the correct translation, synonym or explanation; what matters is whether they provided the answer in L1 or TL. Therefore, the results will be categorized as *L1* or *TL* for *lukio* and IB students in order to assess whether there are differences in the results obtained from the two groups of students.

L1 refers to answers given in Finnish or Swedish, as Swedish is the L1 of some of the students, and in this context giving the answer in Swedish indicates the use of translation and the student's L1 in the cognitive learning process. *TL* refers to

answers given in English and does not distinguish whether the answer is a synonym or an explanation as both cases indicate that translation is not being used cognitively. The results are presented in Table 6 below:

Table 6 Students' answers to exercise 1: questions 1-10.

		L1	TL	Unanswered	Unclear
Question 1:	*Lukio*	96.5%	3.5%	0	0
"Happy"	IB	85.5%	13.5%	0	1%
Question 2:	*Lukio*	66.7%	17.5%	15.8%	0
"Exhausted"	IB	57.3%	39.6%	3.1%	0
Question 3:	*Lukio*	87.7%	10.5%	1.8%	0
"Complicated"	IB	75%	24%	1%	0
Question 4:	*Lukio*	64.9%	10.5%	24.6%	0
"Assist"	IB	51%	37.5%	11.5%	0
Question 5:	*Lukio*	82.5%	12.3%	5.2%	0
"Strange"	IB	68.8%	30.2%	1%	0
Question 6:	*Lukio*	94.8%	5.2%	0	0
"Beautiful"	IB	82.3%	16.7%	1%	0
Question 7:	*Lukio*	94.7%	3.5%	1.8%	0
"Sad"	IB	84.4%	14.6%	1%	0
Question 8:	*Lukio*	94.7%	5.3%	0	0
"Strong"	IB	83.3%	14.6%	2.1%	0
Question 9:	*Lukio*	91.2%	8.8%	0	0
"Angry"	IB	79.2%	20.8%	0	0
Question 10:	*Lukio*	87.7%	12.3%	0	0
"Big"	IB	74%	23.9%	0	2.1%
Total (of all answers):		76.6%	20.3%	2.9%	0.2%

The column "Unclear" refers to answers which could not be categorized as L1 or TL due to the use of Swedish in question 1 or due to the use of multiple languages in the answer to question 10. In question 1, the word "glad" means "happy" in both Swedish and English, therefore, the answer "glad" was unclear. In the case of individual students, if all the other answers were provided in Swedish and the student

had listed Swedish as his/her mother tongue, the answer "glad" was distributed to the column L1. If the student replied in English to most of the other questions and had not listed Swedish as his/her L1, the answer "glad" was distributed to the column TL. In question 10, there were two answers that included the use of two languages: 'iso huge' and 'stor large'. Therefore, they could not be categorized as L1 or TL.

This first exercise tested the first hypothesis, which was that it would be more likely that translation is a part of the cognitive language learning process for *lukio* students than for IB students. The results presented in Table 6 indicate that, in fact, the majority of all students use translation as a cognitive language learning method since 76.6% of all answers were provided in the students' L1. The results indicate that the specific curriculum in which the student studies does not have a significant effect on the student's cognitive use of translation, as in all questions the majority of all students answered in L1. However, for each question, the percentage of answers provided in TL was clearly higher for the IB students than for the *lukio* students. For three questions, over 30% of IB students provided the answer in TL, whereas only in one question did over 15% of *lukio* students provide the answer in TL.

The results for exercise 1 support the hypothesis as they indicate that while the majority of all students use their L1 in language learning, a significantly higher percentage of *lukio* students (64.9–96.5%) than IB students (51–85.5%) provided L1 answers, and a higher percentage of IB students (13.5–39.6%) than *lukio* students (3.5–17.5%) provided TL answers. Therefore, the results suggest that the IB curriculum and the use of English as the working language have some effect on the IB students' cognitive language learning process. However, it was surprising that such a high percentage of IB students provided L1 answers. This suggests that using translation exercises and the students' L1 might benefit IB students because they appear to be using translation cognitively in any case: thus, it should be considered whether translation exercises should be included in the IB curriculum.

7.3   Translation ability

The second and third exercises on the questionnaire were sentence translation exercises: i.e., five sentences that were to be translated from English to Finnish and

five from Finnish to English. These two exercises are connected with the second and third specific research questions and hypotheses 2 and 3, which explore whether *lukio* and IB students are more likely to translate language-specific items target-language accurately or literally. The purpose of these exercises was to examine the students' knowledge of and ability to translate sentence structure and idioms. Due to constraints on the length of this study, the analysis of the students' translations focused on only one specific element for each sentence rather than the general level of accuracy of the translations. Therefore, the analysis of the translations did not deal with misspellings or other minor language mistakes, but focused on the students' ability to translate language-specific structures and idioms appropriately and accurately into the target language. The terms "source language" and "target language" in this context refer to terms used in translation theory: "source language" refers to the language of the original sentence, and "target language" refers to the language into which the sentence is to be translated.

The students' translations were categorized as follows: *target-language accurate*, *target-language alternative*, *source-language influenced*, *unclear* and *unanswered*. The category *target-language accurate* refers to cases in which the student has been able to recognize that the element that is being examined is specific to the target language or culture and has used the appropriate target-language structure and/or idiom. The category *target-language alternative* was added at a later stage in the study after it was discovered, in analyzing the results, that some of the results were not clearly either target-language accurate or source-language influenced, as was originally expected. Students sometimes provided a linguistically correct idiomatic expression in the target language, but the expression differed somewhat in meaning from the one in the original sentence; therefore, these types of translations are referred to as *target-language alternative* translations.

The category *source-language influenced* refers to cases in which the student apparently did not recognize that the element is culture- or language-specific and translated the sentence literally or word-for-word. The category *unclear* includes sentences that cannot be categorized in any of the aforementioned categories due to the choice of language (e.g., Swedish) or sentences that omitted the element that was being examined. The last category *unanswered* includes cases in which students did

not provide any translation for a specific sentence. Therefore, depending on the nature of the original sentence, the results will be categorized in four categories (excluding the category *target-language alternative*) for sentences where the focus is on something other than idiomatic expressions, and in five categories (including the category *target-language alternative*) for sentences that contained idiomatic expressions. Sentence 7 did not provide results that are applicable to this study and will, therefore, be handled and categorized separately.

The objective of the two sentence translation exercises was to find out whether students are more likely to translate the specific elements (structures and idioms) according to the meaning of the sentence and the conventions of the target-language or literally (i.e., word-for-word). Keeping in mind that the majority of students from both groups (67.7% of IB students and 77.2% of *lukio* students) replied that their teacher has instructed them to translate the general meaning of a sentence or text, it was expected that the results would reflect this. The results for the two groups of students will be compared in order to determine whether the differences in the curricula (whether translation is practiced or not) affect the accuracy of the students' translations. In connection with hypotheses 2 and 3, it was expected that *lukio* students would perform better in translating structural elements like word order target-language accurately due to the fact that they have had more practice in translation, whereas it was expected that IB students would perform better in translating idiomatic expressions target-language accurately due to their broader exposure to vocabulary through immersion-based learning.

The five sentences in exercise 2 were in English and the students were asked to translate them into Finnish. The first sentence was "Could you pass the salt, please?" The purpose of the sentence was to examine how the students would translate the word "please", as there is a marked difference between Finnish and English in expressing politeness. Although the use of "please" to express politeness could be considered a culture-specific issue, in this study it was examined from the point of view of structure, verb form and the translation of the word "please". In English, tagging "please" onto the end of a sentence in order to form a polite request is almost ubiquitous, whereas in Finnish, politeness is more commonly expressed through the conditional suffix *–isi* than the phrases *ole hyvä* or *kiitos*. However, these phrases can

be used correctly in the sentences *Ojentaisitko/antaisitko suolan, ole hyvä?* and *Saisinko suolan, kiitos?* In fact, however, these two sentences are rather old-fashioned and seldom heard; in general, it is considered sufficiently polite to use the conditional form *–isi* in a polite request. Since the element that was being examined was not an idiom, the students' translations were distributed in four categories. The translations were categorized as source-language influenced if they included either *ole hyvä* or *kiitos* in an incorrect sentence, as this may be have been due to the influence of the word "please" in the original sentence. The translations were categorized as target-language accurate if they included the Finnish conditional form *–isi* to express politeness or the correct use of the phrases *ole hyvä* or *kiitos* as explained above. The results are presented in Table 7 below:

Table 7 Results for sentence 1: Could you pass the salt, please?

	Source-language influenced	Target-language accurate	Unclear	Unanswered
Lukio	64.9%	33.3%	0%	1.8%
IB	49%	46.8%	2.1%	2.1%

The results are interesting as all of the students who explicitly translated the word "please" translated it as *kiitos* instead of *ole hyvä*, and only one *lukio* student and two IB students used the word *kiitos* correctly (i.e., *Saisinko suolan, kiitos?*). The fact that so many students used the word *kiitos* incorrectly is an interesting discovery and suggests that perhaps the students are not familiar with the correct form in Finnish, perhaps because it is rather old-fashioned. Therefore, the answers that were placed in the category *source-language influenced* included responses that contained the word *kiitos* in an incorrect sentence, as they were most likely influenced by the source language. Of the two unclear answers the first included the word *kiitos* in parentheses, and the second was not a full sentence; therefore, they could not be placed in either category.

As can be seen from the results for question one, the majority of the students' translations appear to have been influenced by the source language. The results suggest that even though the majority of students in both groups translated the

sentence literally rather than target-language accurately, a higher percentage of IB students (46.8%) than lukio students (33.3%) translated the sentence according to the conventions of the target language, whereas a higher percentage of *lukio* students (64.9%) translated the word "please" literally. Therefore, the results for this sentence do not support the expectation that since they practice translating in class, *lukio* students would perform better in translating language-specific structural elements.

The second sentence was "There is a black cat on the blue chair." The purpose of the sentence was to examine how the students would translate the structure "there is", which does not exist as such in Finnish. Therefore, translations containing the words *siellä/täällä/tuolla* at the beginning of the sentence were considered to be influenced by the original sentence and were categorized as source-language influenced. Translations lacking the aforementioned words were categorized as target-language accurate, as it is more common in Finnish to simply use the verb *olla* in this context: e.g., *sinisellä tuolilla on musta kissa*. The answers that were categorized as unclear were provided in Swedish and could not be analyzed. The results are presented in Table 8 below:

Table 8 Results for sentence 2: There is a black cat on the blue chair.

	Source-language influenced	Target-language accurate	Unclear	Unanswered
Lukio	56.1%	43.9%	0%	0%
IB	13.5%	78.1%	6.3%	2.1%

The results for the second sentence suggest that the slight majority of *lukio* students' translations (56.1%) were influenced by the source language, whereas the vast majority of IB students' translations (78.1%) were target-language accurate. The results for this sentence are particularly interesting as it could have been expected that the form "there is" is an important structure that teachers would teach students to translate accurately in *lukio*. However, the fact that the overwhelming majority of IB students translated the form accurately suggests that the IB students may have a better understanding of structural differences between Finnish and English than *lukio* students.

The third sentence was "My aunt who lives in Chicago has a black dog." The purpose of the sentence was to examine the word order and sentence structure of the translated sentences. In Finnish this sentence can be translated as either *Tädilläni, joka asuu Chicagossa, on musta koira* or *Chicagossa asuvalla tädilläni on musta koira*, both of which are equally correct. Even though both sentences are correct in the target language, the first example is structurally closer to the original sentence and, therefore, may show the influence of the word order of the original sentence, whereas the second example uses a left-branching clause (*lauseenvastike*), which is very common in Finnish but does not exist in English. Therefore, sentences in which the word order resembles that of *Chicagossa asuvalla tädilläni on musta koira* were categorized as target-language accurate translations and those resembling that of *Tädilläni, joka asuu Chicagossa, on musta koira* were categorized as source-language influenced translations. The results are presented in Table 9 below:

Table 9 Results for sentence 3: My aunt who lives in Chicago has a black dog.

	Source-language influenced	Target-language accurate	Unclear	Unanswered
Lukio	78.9%	21.1%	0%	0%
IB	44.8%	47.9%	5.2%	2.1%

The results indicate that the vast majority of *lukio* students (78.9%) followed the original English word order in their translations, whereas the IB students' translations are more equally divided into source-language influenced (44.8%) and target-language accurate (47.9%) sentences. Only a small number (21.1%) of *lukio* students diverged from the sentence structure of the original sentence and used the left-branching structure of the target language. On the other hand, a slight majority of IB students used the specific target-language sentence structure. Once again, the results did not support the expectation that *lukio* students would perform better in translating sentence structures due to their more frequent exposure to translation exercises in language learning.

The fourth sentence was "I love the way your hair looks." The purpose of this sentence was to examine how the students would translate the verb "love", which is commonly used in English in a variety of contexts, but its literal translation *rakastaa* is not very common in Finnish. In fact, the verb "love" is often translated as *pitää* or *tykätä*. Therefore, translations that included the verb *rakastaa*, a literal translation, were categorized as source-language influenced, whereas translations that included the verbs *pitää*, *tykätä* or conveyed the meaning differently (e.g., *Hiuksesi ovat kivat*) were categorized as target-language accurate. The results are presented in Table 10 below:

Table 10 Results for sentence 4: I love the way your hair looks.

	Source-language influenced	Target-language accurate	Unclear	Unanswered
Lukio	71.9%	22.8%	1.8%	3.5%
IB	50%	39.6%	7.3%	3.1%

As can be seen from the results, a majority of students in both groups (71.9% of *lukio* students and 50% of IB students) were influenced by the source language and translated the verb "love" literally. It can be argued that although the verb *rakastaa* in Finnish is not as broadly used as the word "love" is in English, due to the influence of English-language media – specifically television and movies – the verb *rakastaa* has become more commonly used in Finnish, which could explain the students' literal translations. However, a higher percentage of IB students (39.6%) than *lukio* students (22.8%) used an alternative word or transformed the sentence to convey the meaning rather than translating the word "love" literally. Therefore, the results support the expectation that IB students would perform better than *lukio* students in translating language-specific expressions; however, the IB students did not perform as well as expected, as the majority of their translations were influenced by the source language.

The fifth sentence was the idiom "There is no place like home." The purpose was to examine the students' knowledge of English and Finnish idioms, and whether they would translate the idiom literally or provide the corresponding Finnish idiom: *Oma*

koti kullan kallis. Therefore, answers including the Finnish idiom were categorized as target-language accurate, whereas literal translations, e.g., *Ei ole kodin kaltaista paikkaa*, were categorized as source-language influenced. As this exercise included an idiom, the category *target-language alternative* was used in the analysis of the results for this sentence. Translations that included Finnish idiomatic expressions other than the correct one (e.g., *Ei ole kodin voittanutta*) were categorized as target-language alternatives. The results are presented in Table 11 below:

Table 11 Results for sentence 5: There is no place like home.

	Source-language influenced	Target-language accurate	Target-language alternative	Unclear	Unanswered
Lukio	71.9%	12.3%	14%	0%	1.8%
IB	53%	14.6%	10.4%	7.4%	14.6%

As can be seen from the results, the overwhelming majority of all students translated the idiom literally (71.9% of *lukio* students and 53% of IB students). However, unexpectedly a slightly higher percentage of *lukio* students provided either the target-language accurate idiom or an alternative idiom (26.3%) than IB students (25%), which goes against the expectation that IB students would clearly perform better in translating idioms accurately. It is also interesting that 14.6% of IB students did not provide a translation for this sentence, and two IB students commented that it was difficult to translate. This may indicate that they recognized that it was a language-specific idiom but were unable to provide an equivalent translation and did not want to translate the sentence literally. The fact that so many students translated the sentence literally and relatively many of the IB students did not provide a translation can be seen as an argument for the importance of teaching language-specific idioms and how to transfer them into another language. Unclear answers were incomplete sentences that could not be placed in any of the main categories.

The third exercise included five sentences to be translated from Finnish to English. The first of these, the sixth sentence, was the idiomatic expression *Luovutin eilen verta.* The purpose of the sentence was to examine how the students would translate the verb *luovuttaa*, which has multiple meanings in Finnish depending on the

context: e.g., give up, hand over, surrender, give away and donate. Therefore, translating the verb as "to donate" was categorized as target-language accurate, and translating the verb as "to give up" was categorized as source-language influenced, as the meaning does not fit the context. Translations including the expression "give blood" were categorized as target-language alternatives, as the idiomatic expression is correct but differs from the expected and more formal "to donate". The results are presented in Table 12 below:

Table 12 Results for sentence 6: *Luovutin eilen verta.*

	Source-language influenced	Target-language accurate	Target-language alternative	Unclear	Unanswered
Lukio	14%	45.6%	14%	5.4%	21%
IB	5.2%	63.6%	11.5%	2%	17.7%

As can be seen from the results, a plurality of students from both groups were able to translate the word correctly according to the context. However, a higher percentage of IB students (63.6%) translated the verb as "to donate" than *lukio* students (45.6%), which implies that the IB students have a better knowledge of formal vocabulary. Therefore, the results for this sentence support the expectation that IB students would have a better knowledge of idiomatic expressions and specific vocabulary and perform better in translating them accurately into the target language than *lukio* students. In addition, it is interesting to note that a relatively high percentage of students from both groups did not provide a translation (21% of *lukio* students and 17.7% of IB students), which suggests that they did not know how to translate the verb *luovuttaa*. The unclear answers were ones that did not contain a verb or ones in which the verb was completely different in meaning and could not be categorized: e.g., "I last yesturday a blood" and "I recieved blood yesterday".

The seventh sentence was the idiomatic expression *Hei, mitä kuuluu?* The purpose was to examine how the students would translate the idiom into the target language and whether some of them would use a more literal translation. However, the results were inconclusive as no clear indication of the influence of the source language could be detected (e.g., translating *kuuluu* as "to hear"), so the results for the two

groups could not be compared according to the objectives of this study. Therefore, as in the previous sentence, the analysis of this sentence focused on the level of formality used by the students in order to gain an insight into the students' knowledge of formal and colloquial language. The translations were distributed in different categories from more formal to less formal: "How are you (doing?)", "How is it going?", "What's up?" and "Other". The results are presented in Table 13 below:

Table 13 Results for sentence 7: *Hei, mitä kuuluu*?

	How are you (doing)? (More formal)	How is it going? (Less formal)	What's up? (Informal)	Other
Lukio	68.5%	14%	17.5%	0%
IB	64.6%	10.4%	22.9%	2.1%

The results indicate that "How are you?" and "How are you doing?" were the most common translations, as could have been expected due to the neutral and more formal nature of these idioms. It is interesting to note that over 30% of both groups of students provided less formal idioms, and that 17.5% of *lukio* students and 22.9% of IB students used the very informal "What's up?". Furthermore, two IB students used extremely colloquial translations: "Sup dude" and "How's it hanging?" The results indicate that while both groups of students have a broad knowledge of idiomatic greetings in the target language, a higher percentage of IB students used the more colloquial "What's up?" or even more informal idioms. This may be due to the fact that English is their working language and they have been introduced to more informal and colloquial language, whereas *lukio* students may not be as familiar with less formal forms of the language.

The eighth sentence was *Oikealla asuvalla naapurillani on kaksi poikaa.* The purpose of this sentence was to examine how the students would translate the Finnish *lauseenvastike* (left-branching clause), a structural form that does not exist in English. This exercise is similar to exercise 3 ("My aunt who lives in Chicago has a black dog"), as the element being examined is the same. Since this kind of sentence structure does not exist in English, literal translations including the same word order (e.g., My right living neighbor…) were categorized as source-language influenced.

Translations in which the Finnish *lauseenvastike* was correctly transferred into a dependent clause (e.g., My neighbor who lives in the house to my right…) were categorized as target-language accurate. The results are presented in Table 14 below:

Table 14 Results for sentence 8: *Oikealla asuvalla naapurillani on kaksi poikaa.*

	Source-language influenced	Target-language accurate	Unclear	Unanswered
Lukio	29.8%	70.2%	0%	0%
IB	10.4%	80.2%	4.2%	5.2%

As can be seen from the results, the majority of both *lukio* students (70.2%) and IB students (80.2%) translated the form target-language accurately, realizing that the structure and word order of the Finnish sentence do not fit the conventions of English. However, it is interesting to note that a significantly higher percentage of *lukio* students' translations were influenced by the source language. Therefore, even though the majority of *lukio* students (70.2%) translated the sentence structure and word order accurately, the fact that a higher percentage of *lukio* students' (29.8%) than IB students' (10.4%) translations were influenced by the source language suggests that *lukio* students do not necessarily perform better in translating language-specific sentence structures, contrary to the expectations raised by the analysis of the use of translation in the curricula for the two programs.

The ninth sentence was the Finnish idiomatic expression *Tunnen tämän paikan kuin omat taskuni.* The purpose of this sentence was to examine the students' knowledge of Finnish and English idioms and their ability to translate the idiom accurately into the target language and culture. The idiom "I know this place like the back of my hand" is similar in meaning and can be considered the equivalent to the Finnish idiom. Therefore, translations resembling the aforementioned English idiom were categorized as target-language accurate, and other idioms that were similar in meaning (e.g., I know this place by heart) were categorized as target-language alternative translations, as they are correct in the target language but somewhat different in meaning from the source-language sentence. Translations including the

word "pocket" were categorized as source-language influenced as the word does not occur in the English idiom. The results are presented in Table 15 below:

Table 15 Results for sentence 9: *Tunnen tämän paikan kuin omat taskuni.*

	Source-language influenced	Target-language accurate	Target-language alternative	Unclear	Unanswered
Lukio	77.2%	7%	7%	3.5%	5.3%
IB	74.9%	14.6%	5.2%	2.1%	3.2%

The results are quite surprising as they indicate that the majority of students in both groups either did not realize that the sentence is an idiom and needs to be translated accordingly or did not know an equivalent translation in the target language and, therefore, translated the sentence literally. However, the results indicate that a slightly higher percentage of IB students (19.8%) than *lukio* students (14%) provided a target-language accurate idiom or an alternative idiom, which supports the expectation that IB students would perform better in translating idiomatic expressions as English is their working language. The unclear answers were incomplete sentences that could not be placed in any of the main categories.

The tenth and final sentence was *Sinulla on kaunis rusketus.* The purpose of the sentence was to examine whether students would translate the word *rusketus* accurately or whether the translation would be influenced by the source language: e.g., the influence of the word *ruskea* as "brown", the influence of other related words (*ottaa aurinkoa* as "sunbathe" or *auringonpolttama* as "sunburn"), or incorrect grammatical forms that may show the influence of the source language (*rusketus* as "tanning"). Therefore, the students' translations were categorized as either target-language accurate or source-language influenced. Unclear answers were those that omitted the word that was being examined and could not be placed in one of the principal categories. The results are presented in Table 16 below:

Table 16 Results for sentence 10: *Sinulla on kaunis rusketus.*

	Source-language influenced	Target-language accurate	Unclear	Unanswered
Lukio	10.5%	84.2%	5.3%	0%
IB	4.2%	88.6%	2.1%	5.1%

The results indicate that the overwhelming majority of students in both groups knew the correct form and use of the word "tan". However, it is interesting to note that a higher percentage of *lukio* students (10.5%) than IB students (4.2%) either used an incorrect grammatical form of the word ("tanning"), were influenced by the source language ("brown"), or were influenced by other related words ("sunburn" and "sunbathe"). The results also indicate that a slightly higher percentage of IB students (88.6%) than *lukio* students (84.2%) translated the word accurately into the target language. Therefore, the results suggest that, as expected, IB students perform better in translating individual words accurately in the context of the sentence and according to the grammatical structures of the target language.

These two sentence translation exercises tested the second and third hypotheses of the study. The second hypothesis was that the *lukio* students would be more likely to translate language-specific items like sentence structure and word order target-language accurately, whereas the IB students would be more likely to provide more literal translations for them. However, the results for these translation exercises did not support the hypothesis, as the majority of the IB students (47.9–80.2%) translated three out of the four structure-related sentences accurately into the target language, whereas the majority of the *lukio* students (70.2%) translated only one of the four structure-related sentences accurately. Therefore, the results indicate that the IB students, who – according to the analysis of the language learning methods expounded in the curriculum – do not practice translating in their studies, nonetheless performed better in translating language-specific structures than *lukio* students, who practice translating more extensively.

The third hypothesis was that the IB students would be more likely to translate language-specific items like idioms and specific vocabulary target-language

accurately, whereas the *lukio* students would be more likely to translate them literally (word-for-word). The results for the two sentence translation exercises showed that the majority of both the IB and *lukio* students translated only one of the four idioms accurately and only one of the two sentences in which the translation of an individual word was being examined accurately (*rusketus*). However, the percentage of IB students who translated the idiom and the individual word accurately (63.6–88.6%) was consistently higher than that of the *lukio* students (45.6–84.2%). The only exception was sentence 5: "There is no place like home", where a slightly higher percentage of *lukio* students (26.3%) than IB students (25%) translated the sentence target-language accurately. Therefore, the results supported the hypothesis that IB students would perform better in translating idioms between Finnish and English.

7.4   Students' views on translation

The questions in the part *Attitudes towards translation* on the questionnaire are connected to the fourth specific research question and hypothesis 4, which explore whether *lukio* and IB students are likely to view translation as a useful language learning method. The expectation was that *lukio* students would be more likely to view translation as a useful method, whereas the IB students would be less likely to view translation as a useful method. The students' opinions were gathered through five questions, three of which were multiple choice questions and two of which were open questions. The purpose of these questions was to examine the students' opinions on what the role of translation is and should be, and whether the curriculum in which the student studies affects his/her opinions on the usefulness of translation as a language learning method. The results for these questions provide important insight into how translation could be better taught in school, and help answer the general research question concerning whether translation should be considered a fifth language skill.

The three multiple choice questions asked for the students' opinions concerning the usefulness of translation in learning a new language, the number of translation exercises used in class, and the best way to learn a language. The results for these questions are presented as figures to help distinguish differences in the answers of

the two groups of students. The results for the first question (the usefulness of translation in learning a new language) are presented in Figure 1 below:

**Figure 1** Results for question 33: Usefulness of translation in learning a new language.
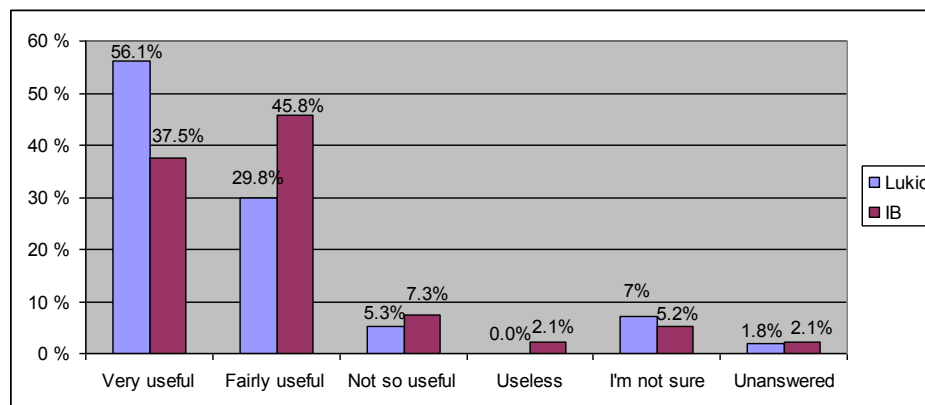
The results are very surprising as even though the IB curriculum does not promote translating, favoring instead a monolingual environment in language learning, 37.5% of IB students consider translation "very useful" and 45.8% consider it "fairly useful" in language learning. These results suggest that IB students might think that translation should be practiced in the IB program, which is contradictory to the principles of the curriculum in which they study and goes against the expected results for the IB students. On the other hand, the results for *lukio* students are not surprising as they indicate that the majority of *lukio* students consider translation "very useful" (56.1%) or "fairly useful" (29.8%). The fact that more *lukio* students consider translation "very useful", whereas more IB students (45.8%) consider it "fairly useful" suggests that IB students do not consider translation to be quite as useful in language learning as do *lukio* students, which does lend support to the expected results based on the analysis of the two curricula and the use of translation exercises in language learning in the two programs.

The second question asked for the students' opinions concerning the number of translation exercises used in class. It was expected that the results would indicate that IB students think that there should be as few translation exercises as possible, whereas *lukio* students would have a more favorable opinion concerning the use of

translation exercises in language learning. The results for this question are presented in Figure 2 below:

Figure 2 Results for question 34: Number of translation exercises in English classes.
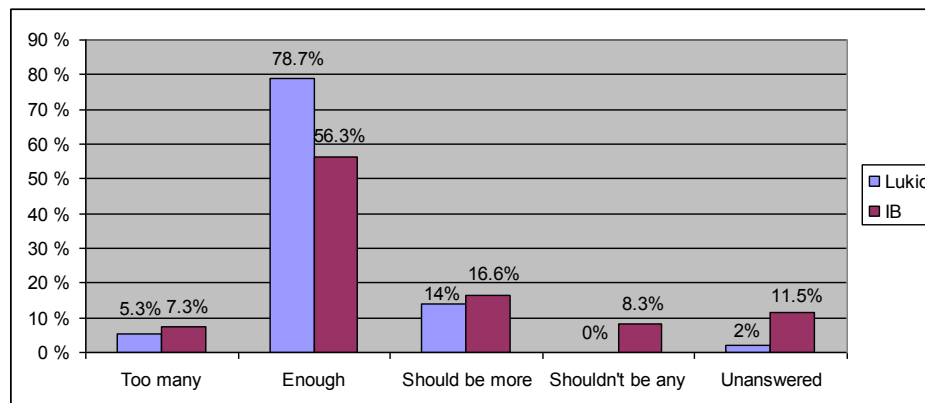

The results indicate that the overwhelming majority of all students think the number of translation exercises used in class is sufficient. However, it needs to be pointed out that translation exercises are more common in *lukio* than in the IB classrooms, as was indicated by the answers concerning the teacher's use of translation exercises in class (see section 7.1) to which 26% of IB students and 75.4% of *lukio* students replied that their teacher uses translation exercises in class. Therefore, the answers to question 34 (presented in Figure 2 above) are relative to each curriculum: i.e., the answer "enough", which was the most common answer, needs to be contextualized for each group and their different curricula. Concerning the expectations that were set for both groups, it would seem that the majority of *lukio* students (78.7%) are satisfied that their teacher frequently uses translation exercises in class, which was expected, whereas the majority of IB students (56.3%) are content that there are few or no translation exercises in their classes, which was also expected. It is interesting to note that 14% of *lukio* students and 16.6% of IB students wish that more translation exercises would be used in language learning.

The third question asked for the students' opinions concerning the best way to learn a new language. The purpose of this question was to examine whether students find it easier to learn a language through translating, using productive skills (speaking and writing), using receptive skills (listening and reading), and/or another way. The students could choose more than one of the four suggested answers, and space was

provided for students to give examples of "another way" to learn a language. The results are presented in Figure 3 below:

Figure 3 Results for question 35: Best way to learn a new language.
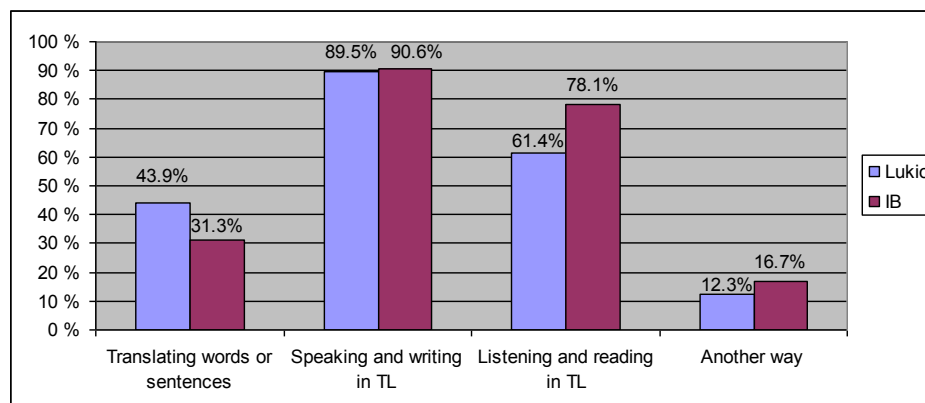
Most of the students who chose the option "another way", clarified their response with a brief answer. The clarifications included answers such as:

- Communicating with native speakers or friends in the language;
- Watching videos, TV shows and/or singing in the language;
- Travelling and getting to know the culture;
- Learning grammar and basic vocabulary, then speaking and writing;
- Using the language in everyday activities: e.g., changing the language used on one's mobile phone.

As can be seen from the results, the overwhelming majority of students in both groups answered that they think speaking and writing in the language are the best ways to learn a language, which is supported by some of the "another way" answers which included communicating in the language (productive skills). The second most common answer was listening and reading, although a higher percentage of IB students (78.1%) than *lukio* students (61.4%) found this way of learning to be the best way to learn a language. The fact that productive and receptive skills were the most common answers suggests that students consider language learning easier through the use of only TL rather than both TL and L1 (e.g., translating).

However, it is interesting to note that 43.9% of *lukio* students and 31.3% of IB students consider translation as the best way to learn a language. It is not surprising

that a higher percentage of *lukio* students (43.9%) than IB students (31.3%) feel this way; however, it is interesting that nearly a third of the IB students viewed translating as being useful in language learning, since it was established earlier (see section 7.1) that only 26% of IB students reported that their teacher uses translation exercises in class and since translation is not an integral part of the IB curriculum.

The fact that both groups of students are overwhelmingly in favor of using productive skills (i.e., speaking and writing exercises) in language learning correlates to both curricula's emphasis on interactive and communicative skills. It is interesting to note, however, that a higher percentage of IB students favor the use of receptive skills, such as reading and listening, than *lukio* students. Overall, the results for this question match the expectations for both curricula, in which all four language skills are considered important and are practiced and tested. However, the results for these three questions suggest that many students consider translation to be an important part of language learning. These findings suggest that perhaps IB teachers should consider using translation as a language learning method in the IB.

The two open questions asked for students' opinions on what they find easy and difficult about translating. The purpose was to discover students' attitudes towards translation in order to draw conclusions on how translation could be taught and what particular elements of translation may be more difficult for students. Some of the most common answers and answers that are related to the purpose of the study will be presented, since the constraints on the length of this study prevent listing all the answers. The students' answers are presented in Table 17 below:

Table 17 Typical results for questions 27 and 28: What is easy/difficult about translating?

Easy	Difficult
• "It's kind of a short cut for understanding the text." • "You understand the word immediately, because it's already familiar to you in your mother tongue." • "Translating the meaning of simple expressions." • "You have something to base your translation on instead of making the article yourself." • "Well it is easy and makes understanding English more easy." • "When it doesn't have to be a word to word translation."	• "Finding the corresponding words in the other language." • "Finding the right word order." • "Finding alternative translations for idioms […] or other words/sentences that are highly dependent on culture/language." • "Saying or writing the sentence from word to word, especially if it's an expression." • "Translating from Finnish to English is more difficult." • "New words that I haven't heard or seen before are more difficult."

The most common reply that the students gave was that they find translating simple expressions, sentences and short texts easy, whereas they find translating idioms, sentence structures and new words difficult. Six students specifically mentioned idioms and one student mentioned expressions as being difficult to translate, which shows that translating culture-specific items is difficult and requires additional instructions and practice. Three students mentioned word order as being difficult to translate, which suggests that it should also be emphasized in translation. The students' responses to these two questions can be linked to the results for the two translation exercises (translating sentences between L1 and TL, see section 7.3) which suggested that the translations of idioms and language-specific structures (e.g., left-branching clauses) were often influenced by the source language. The results presented in Table 17 above support the argument that translation is a particular skill that needs to be taught, as the most common difficulty that students reported was providing the "exact" or a "good" translation, even when they understand the meaning.

The questions concerning the students' opinions on the use of translation in language learning tested the fourth hypothesis, which was that *lukio* students would be more likely to view translation as a useful language learning method, whereas IB students would be less likely to view translation as a useful method in language learning. The students' answers to these questions do not support the hypothesis as, even though the majority of *lukio* students (56.1%) consider translation a "very useful" method in language learning and a plurality of IB students (45.8%) considered translation "fairly useful", the combined percentage of "very useful" and "fairly useful" answers indicate that 85.9% of *lukio* students and 83.3% of IB students considered translation a useful language learning method. Therefore, the *lukio* and IB students' opinions do not differ significantly. However, it was surprising that only 2.1% of IB students considered translation as a "useless" method and 31.1% of them considered language learning easier through the use of translation exercises. The high percentage of IB students who believe translation is a useful method and who believe translation exercises benefit them in language learning further supports the argument that perhaps translation exercises should be included in the IBDP.

7.5   Use of dictionaries

The questionnaire included six questions concerning the students' use of dictionaries, the types of dictionaries they use, and whether they have been taught how to use dictionaries. These questions are connected to the fifth specific research question and hypothesis 5, which explore whether *lukio* and IB students are more likely to use bilingual or monolingual dictionaries. The expectation was that *lukio* students would be more likely to use bilingual dictionaries, whereas IB students would be more likely to use monolingual dictionaries. Five of the six questions were situated in the last section of the questionnaire, *Attitudes towards translating*, and one was situated in the *School* part of the questionnaire and examined whether the teacher has explicitly taught students how to use dictionaries. The results for the six questions are presented in Figures 4-9 in order to identify differences in the use of dictionaries between the *lukio* and IB students.

The first question asked students what the easiest way to learn new words is; students could choose more than one option. The purpose of this question was to examine

whether students consider vocabulary acquisition easier through the use of L1 or TL. The results for this question are presented in Figure 4 below:

**Figure 4** Results for question 26: Easiest way to learn new words.
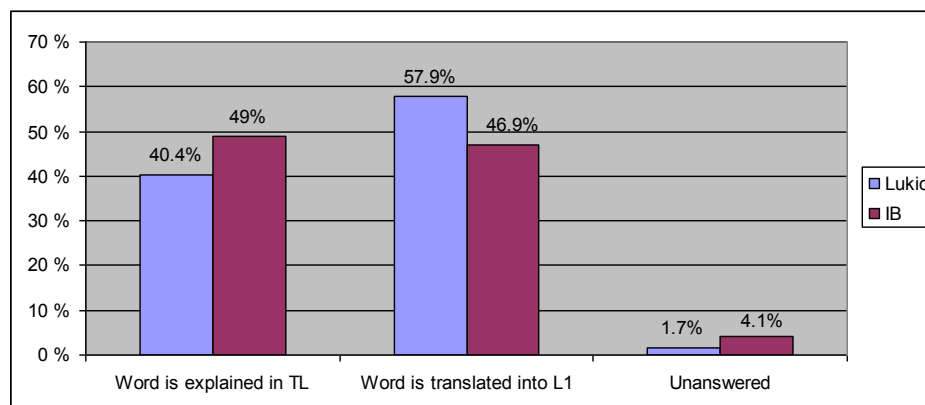
The results are interesting as the IB students' answers are quite equally divided between the use of TL (46.9%) and L1 (49%) as the easiest way to learn new words. The fact that such a high percentage of IB students said that they find vocabulary acquisition easier through the use of L1 is contrary to the principles of the IB curriculum and its promotion of a monolingual environment, and, again, supports the argument that perhaps translation should be included in language learning in the IB curriculum, especially in vocabulary acquisition. The fact that 57.9% of *lukio* students find vocabulary acquisition easier through the use of L1 is consistent with the results for the question concerning what students find easy about translating, to which students answered that translating helps them understand texts and new words. The results for both groups suggest that vocabulary acquisition should be taught using exercises that range from using only TL to using both TL and L1.

In the *School* part of the questionnaire, the students were asked whether their teacher has taught them how to use dictionaries (i.e., how to choose the correct word in a specific context). The purpose of this question was to investigate whether students have been explicitly taught how to use dictionaries in order to ascertain whether the results for questions 29-32 (i.e., the frequency of dictionary use, the kinds of dictionaries used, the way dictionaries are used) were affected by the students having been explicitly taught how to use dictionaries or not. The results helped in answering

the fifth general research question: whether the use of dictionaries should be taught explicitly in school. The results for this question are presented in Figure 5 below:

Figure 5 Results for question 22: Has your teacher taught you how to use dictionaries.
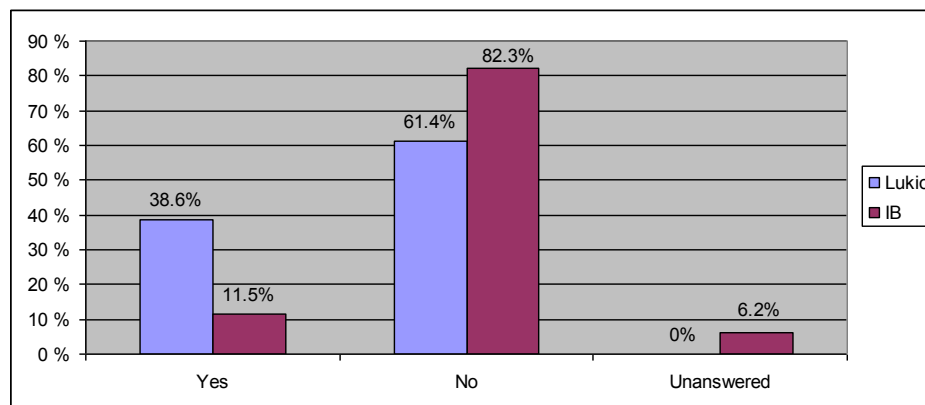
The results indicate that the vast majority of IB students (82.3%) and a substantial majority of *lukio* students (61.4%) have not been taught how to use dictionaries. However, the fact that a higher percentage of *lukio* students (38.6%) than IB students (11.5%) have been taught how to use dictionaries is consistent with the fact that the *lukio* curriculum uses translation exercises which require the use of dictionaries. The fact that the majority of both groups of students have not been taught how to use dictionaries should be kept in mind when examining the results for the following questions as these results provide support for the argument that the use of dictionaries needs to be included in both *lukio* and IB language learning.

The next three questions asked students how often they use dictionaries and what types of dictionaries they use in general and when searching for the meaning of new words. The purpose of these questions was to examine how often students use dictionaries, and whether they are more likely to use monolingual or bilingual dictionaries. The results for the question concerning the frequency with which students use dictionaries are presented in Figure 6 below:

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Figure 6 Results for question 30: How often students use dictionaries.
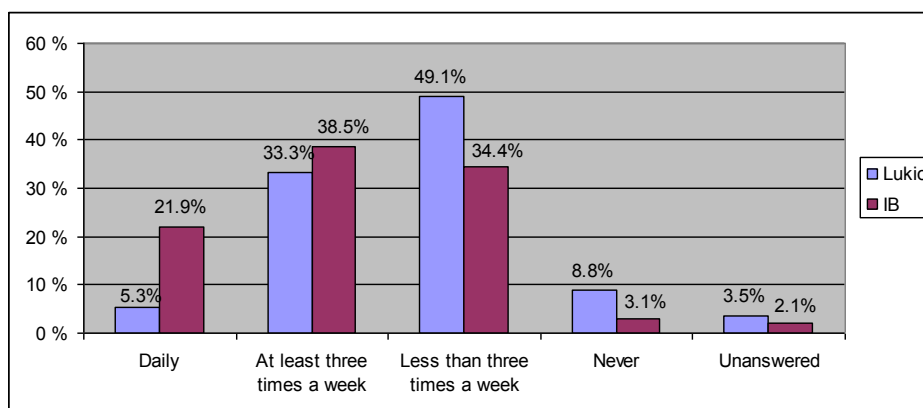
The results indicate that a high percentage of IB students rely on dictionaries daily (21.9%) or at least three times a week (38.5%), whereas the majority of *lukio* students rely on dictionaries less than three times a week (49.1%) and many never use dictionaries (8.8%). The results are interesting, as it could have been expected that since *lukio* students practice translation more often, they would also use dictionaries more often. However, the fact that the majority of students use dictionaries fairly often supports the argument that students should be taught how to use them effectively in translation and language learning.

When asked what type of dictionaries they use in general, the students were able to choose more than one option. The results are presented in Figure 7 below:

**Figure 7** Results for question 31: What kind of dictionaries students use in general.
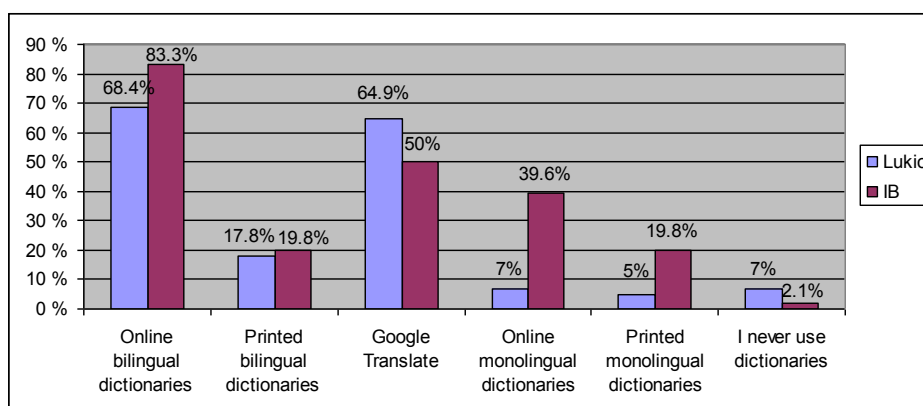
The results indicate that online dictionaries (bilingual, monolingual and Google Translate) are the most common dictionaries used by the majority of students in both

groups. The results also indicate that bilingual dictionaries (online dictionaries and Google Translate) are more favored than monolingual dictionaries. However, it is interesting to note that 39.6% of IB students, compared to only 7% of *lukio* students, use online monolingual dictionaries, and that 19.8% of IB students, compared to 5% of *lukio* students, use printed monolingual dictionaries. The fact that a higher percentage of IB students use monolingual dictionaries supports the IB curriculum's promotion of a monolingual learning environment and learning languages through the use of TL. Therefore, it is surprising that such a high percentage (83.3%) of IB students also use online bilingual dictionaries. The results for *lukio* students and their reliance on online and printed bilingual dictionaries are not surprising as they are consistent with the analysis of the *lukio* curriculum and the use of L1 in language learning, which it promotes.

When asked what type of dictionaries they use when searching for the meaning of new words, students were again able to choose more than one option. The results for this question are presented in Figure 8 below:

Figure 8 Results for question 29: Use of dictionaries in checking the meaning of new words.
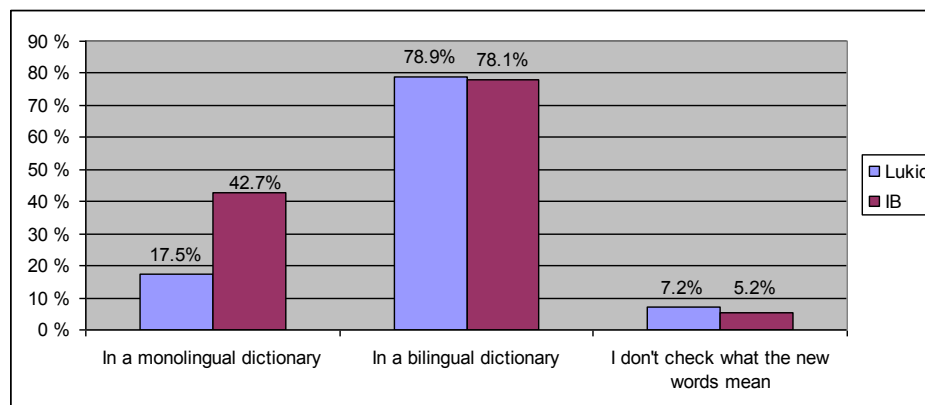
The results indicate that the overwhelming majority of students in both groups use bilingual dictionaries when searching for the meaning of new words. Due to differences in the use of L1 in the two programs, the fact that the IB students rely on bilingual dictionaries when searching for new words seems inconsistent, yet it is consistent with the results of the previous question. The fact that 42.7% of IB students use monolingual dictionaries is consistent with the expectation aroused by

the analysis of the IB curriculum. It is also interesting and surprising to note that 17.5% of *lukio* students do, however, use monolingual dictionaries.

The argument for teaching students how to use dictionaries is supported by the fact that the overwhelming majority of students use dictionaries daily or frequently – especially online dictionaries, which are often more compact and narrow in the translation options or explanations they provide. In light of the discovery that students in both programs rely heavily on online dictionaries, it is also advisable that students be taught how to use the Internet effectively in language learning and translating. In addition, since 42.7% of IB students but only 17.5% of *lukio* students rely on monolingual dictionaries (see Figure 8) when searching for the meaning of new words, students should also be encouraged and taught how to use monolingual dictionaries effectively, as monolingual dictionaries often provide better explanations of the different contexts in which specific words are used.

In answering the question concerning the method which students use to choose a word from a list of words given by the dictionary, students were able to choose more than one of the options given. The results are presented in Figure 9 below:

Figure 9 Results for question 32: How students choose a word from a dictionary.
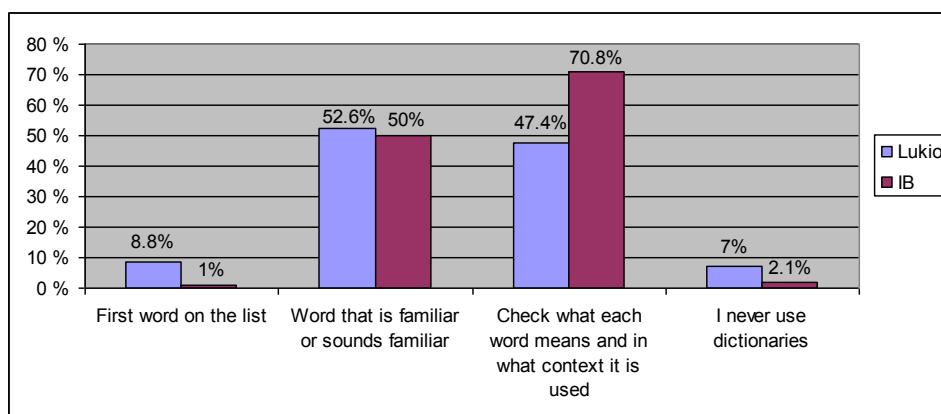
The results are interesting as, on the one hand, almost equal numbers of students from both groups answered that they choose a word that sounds or is familiar. On the other hand, the answers for *lukio* students are rather evenly divided between those who choose a familiar word (52.6%) and those who check the context in which each

word is used (47.4%), whereas an overwhelming majority of IB students (70.8%) check the meaning of each word in its context.

The fact that such a significant number of students (52.6% of *lukio* students and 50% of IB students) rely on the most familiar word supports the argument that students need to be taught how to use dictionaries, as the most familiar word is not always the correct word for a specific context. Students should be taught how to use both monolingual and bilingual dictionaries and the Internet (since Internet dictionaries proved to be more popular than printed ones) in order to discover the context in which specific words are used. It is also interesting that 8.8% of *lukio* students choose the first word on a list of alternatives, which lends further support to the argument that teaching the use of dictionaries is necessary. Finally, the fact that 7% of *lukio* students replied that they never use dictionaries is cause for reflection; perhaps if students received guidance in using dictionaries, they would use them more often both in translation exercises and generally in language learning.

The questions concerning the students' use of dictionaries tested the fifth hypothesis, which was that *lukio* students would be more likely to use bilingual dictionaries, whereas IB students would be more likely to use monolingual ones. The results for these questions did not support the hypothesis entirely. Even though the *lukio* students' answers did match the hypothesis (68.4% used online bilingual dictionaries, 64.9% used Google Translate, but only 7% used online monolingual dictionaries, and 5% used printed monolingual dictionaries), the IB students' answers were rather surprising and did not support the hypothesis (83.3% used online bilingual dictionaries, 50% used Google Translate, but only 39.6% used online monolingual dictionaries and 19.8% used printed monolingual dictionaries). However, the results still indicate that IB students are more likely to use monolingual dictionaries than *lukio* students, which corresponds to the analysis of the language learning methods (the use of L1 in *lukio* and only TL in the IB program) expounded in the curricula.

8   Discussion

In this section I will discuss the results presented in the previous section in light of the theories presented in section 2 and the analysis of the *lukio* and IB curricula presented in sections 3 and 4. I will attempt to make generalizations based on the results and discuss their significance as I address the general research questions presented in section 6.3. I will also discuss the limitations of the study in general and the questionnaire.

8.1   General discussion

The analysis of the two curricula revealed that Finnish (most students' L1) is the working language in *lukio*, and English is the working language in the IB program. In addition, Östervik's (2014) study showed that translation exercises comprise 20-39% of all the exercises used in class by language teachers in *lukio*, whereas according to the IB curriculum, IB teachers are encouraged to use only target-language exercises and do not, therefore, use translation exercises in language learning. Based on this analysis, it was expected that the *lukio* students would perform better than the IB students in the sentence translation exercises. However, the results for the sentence translation exercises (see section 7.3) indicated that, in fact, the IB students performed better in translating both structural elements (e.g., word order) and idiomatic expressions between Finnish and English.

The fact that the IB students performed better than the *lukio* students in the translation exercises could be explained by the fact that 26% of the IB students said that their teacher used translation exercises, which indicates that some IB students have, in fact, practiced translating. It could also be linked to the IB curriculum and the fact that English is the general working language, which suggests that IB students are more likely to be introduced to a broader vocabulary and a wider variety of language structures through the use of the language in different contexts and the study of literature and media-related topics. It could be argued that a more comprehensive knowledge of the language – which the IB students may have developed while studying in the IBDP or may have had before entering the IBDP –

may help in translating language-specific structures and idioms. Moreover, the IB students in Finland have most likely used L1 and done translation exercises in basic education (grades 3-9), which would mean that they have some experience in translating. For all these reasons, the fact that the IB students performed better than the *lukio* students on the translation exercises cannot be linked solely to their having studied in the immersion-based program.

The results for the two exercises where students had to translate sentences between L1 and TL indicated that although IB students performed consistently better than *lukio* students in translating language-specific structures and idiomatic expressions, the majority of IB students translated only three out of the four structure-related sentences and one of the four idioms accurately. These results support Ingo's (1989: 63) argument that knowing two languages does not mean that one is automatically able to translate between the two. The results also support Pym et al's (2013: 3) argument that translation is a specific language skill that needs to be taught and practiced, which was also the third general research question in the present study. Therefore, in order for students to become global language learners, according to the goals of the Council of Europe (n.d.: 43), and be able to "mediate, through interpretation and translation, between speakers of the two languages", both *lukio* and IB students should be taught how to translate in class and should practice translation and interpreting through various types of exercises.

Furthermore, the fact that the *lukio* students did not perform as well as the IB students in the translation exercises, even though *lukio* students practice translating in class, suggests that perhaps translating individual words, sentences and textbook texts, which Östervik (2014) discovered was very common, is not enough for students to learn how to translate and mediate between two languages, and perhaps translation exercises used in class should be developed from translating individual words and phrases to translating and mediating between culture- and language-specific elements. In addition, both *lukio* and IB teachers should be encouraged to use the communicative translation exercises described by Pym et al. (2013: 126-133), and enumerated in section 2.3.1 (p. 11) of this study, which may increase the students' interest in translating and can help students realize better how to translate meaning rather than individual words, which, given the fact that students often

translated language-specific structures and idioms literally in the two sentence translation exercises, seems to be one area of difficulty for them.

The fact that the majority of both groups of students (85.9% of *lukio* students and 83.3% of IB students) view translation as a useful language learning method suggests that translation exercises are an important part of language learning for Finnish students. In addition, the high percentages of students (43.9% of *lukio* students and 31.3% of IB students) see the use of translation exercises as the most efficient way to learn a language lend support to the argument that translation exercises should be included in their respective curricula for language learning. The fact that IB students, who – according to analysis of the language learning methods expounded in the curriculum – do not practice translating at all, considered translation a useful method could be linked to their studies in basic education, which no doubt included translation exercises or to a wish to have more translation exercises in class (see section 7.4). Therefore, it could be beneficial for IB students in upper secondary education in Finland to continue to use language learning methods that are similar – albeit more advanced – to the ones they have used in basic education.

In the same way that the results of the questionnaire – as discussed previously – support the argument that translation is a specific skill that should be taught in school, the results of the questionnaire also support the argument that students should be taught how to use dictionaries efficiently. Translation, to some extent, always requires the use of dictionaries, and choosing the correct equivalent for a word can be difficult, as was argued in section 2.3.1 (e.g., the fact that a word in one language cannot always be translated directly into a single word in the other language). This argument was supported by the students' answers to the question "What is difficult about translating?", to which many replied that choosing the correct equivalent is difficult, and by the answers to the question concerning how students choose a word from a list of words in a dictionary, to which a significant percentage of students (52.6% of *lukio* students and 50% of IB students) answered that they choose the most familiar word. Therefore, students should be taught how to use dictionaries, both monolingual and bilingual, as well as the Internet to determine the context in which each word is used before deciding which word to choose in a translation task.

8.2 Limitations of the study and the questionnaire

As the questionnaire was given to only a limited number of IB (N: 96) and *lukio* (N: 57) students in Finland, the results cannot be generalized to apply to all IB and *lukio* students. Therefore, additional research is needed to provide a more comprehensive view of the influence of the curriculum on the student's use of translation and his/her ability to translate accurately between L1 and TL. In addition, as discussed earlier, most IB students in Finland have most likely had some degree of experience in translating in their earlier studies and, therefore, the results of this study cannot be linked solely to their having studied in an immersion-based program. However, even though the results of this study cannot be generalized, they support the argument that translation should be included in language teaching in Finland – even in the IB program – as using translation exercises could help develop their skills in mediating between languages and cultures.

The results for the translation exercises in this study indicate a difference in the language competence of *lukio* and IB students. This may be due to the different approaches to language learning adopted under the two curricula; however, it may also be due to the fact that the IBDP naturally attracts students with a higher level of competence in English. The difference in the *lukio* and IB students' language competence was not examined in the current study, but could be examined by comparing the students' grades in English in basic education as well as in secondary school – in both *lukio* and the IBDP– in order to discover whether there are already differences in the students' language competence before entering the IBDP or *lukio*.

The sentence translation exercises could also have been more varied in order to provide a more comprehensive view of the students' ability to translate. More structures and idioms could have been included in the translation exercises (translating sentences between L1 and TL) since one of the sentences (*Hei, mitä kuuluu?*) did not provide results that were applicable to this study. The questionnaire could also have included more questions concerning the students' opinions on translation exercises; however, this would have made the questionnaire longer, which might have affected the students' motivation to answer all the questions on it.

9 Conclusion

The objective of the current study was to compare the use of translation as a language learning method in the national Finnish *lukio* curriculum and the International Baccalaureate Diploma Programme curriculum, and to analyze the students' ability to translate language-specific items (structures and idioms) and their opinions concerning the usefulness of translation in language learning in order to determine whether translation should be considered a fifth language skill that is taught in upper secondary education programs as part of language studies in Finland. This objective was achieved through the analysis of the curricula of these two upper secondary level education programs and a questionnaire that was given to 57 *lukio* students and 96 IB students studying in Rovaniemi and Turku.

The analysis of the curricula of both programs showed a clear difference in the role of translation in language learning. The analysis of the *lukio* curriculum revealed that translation exercises are used as a language learning method and as an assessment method on the matriculation examination. The analysis of the IB curriculum suggested that translation exercises are not used in language learning or as a means of assessment, but translated texts are studied to see how culture is transferred in the process of translation. The results for the second and third translation exercises on the questionnaire indicated a difference in the level of language competence between *lukio* and IB students, as IB students performed better in both exercises. This could be due to the fact that using English as the working language in a variety of contexts has affected their language competence, or that the IB students' level of language competence was higher than that of their peers in *lukio* before beginning their studies in the IB program. This could be a topic for future research as it could help determine whether the curriculum in which students study and the use of L1 or TL as the working language affects their level of language competence and ability to translate.

The results for the second and third translation exercises on the questionnaire also indicated that knowing two languages well does not necessarily mean that one is able to translate language-specific structures or idioms accurately between the two

languages. Therefore, translation can be considered a specific skill that needs to be taught and practiced in order to ensure that students will be able to use translation as a way to mediate between languages and cultures, which is a necessary skill in our increasingly global and international world. However, the results for the sentence translation exercises indicated that translation exercises need to be developed from translating individual words and phrases, which Östervik (2014) discovered was the main way in which translation exercises are used in *lukio*, as the *lukio* students – who have more experience in translating – did not perform as well as the IB students – who have not practiced translating as much or at all. Therefore, based on the results of this study, I would recommend that *lukio* language teachers include communicative translation exercises (see section 2.3.1) in order to teach translation and mediation between languages and cultures more efficiently.

As the *lukio* core curriculum has recently been revised to include a more comprehensive study of cultures, and the matriculation examinations will be revised in the near future to include examination of spoken language skills, the effects of these changes on teaching languages in *lukio* could also be a future research topic that would support the results of the current study. Future research could study the effects of using the target language in more varied contexts (e.g., reading maps and statistics) and the inclusion of spoken language matriculation examinations on the students' level of language competence and their ability to translate.

To my knowledge, the current study is the first to compare the language learning methods expounded in the Finnish *lukio* curriculum and the curriculum of the International Baccalaureate Diploma Programme, and to study the effect of the curricula on students' ability to translate. The study provides important information on students' views concerning language learning methods, and the results of the study suggest that the use of translation exercises may benefit the students' language learning. Thus, the results of the study support the *lukio* curriculum's use of translation as a language learning method, yet suggest that teachers should raise awareness of translating cultural and structural elements. It also raises the question of whether the IB curriculum should include translation exercises as part of language learning, as developing the students' ability to translate will improve their ability to mediate between languages and cultures in the future.

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Appendix 1: Questionnaire

The following questionnaire is meant to determine how much *lukio* students use translation in language learning, and their attitudes towards the use of translation in language learning.

Translating

Please either translate the following words into Finnish, or give a synonym in English, or give their definition in English. Choose the option that you find the easiest for each word. You can leave the space empty if you do not know the word.

1. Happy _____
2. Exhausted _____
3. Complicated _____
4. Assist _____
5. Strange _____
6. Beautiful_____
7. Sad_____
8. Strong_____
9. Angry_____
10. Big_____

Please translate the following phrases and sentences into Finnish. You can leave the space empty if you are not sure how to translate the sentence.

1. Could you pass the salt, please?
   _____

2. There is a black cat on the blue chair.
   _____

3. My aunt who lives in Chicago has a black dog.
   _____

4. I love the way your hair looks.
   _____

5. There is no place like home.
   _____

Please translate the following phrases and sentences into English. You can leave the space empty if you are not sure how to translate the sentence.

6. Luovutin eilen verta.

_____

7. Hei, mitä kuuluu?

_____

8. Oikealla asuvalla naapurillani on kaksi poikaa.

_____

9. Tunnen tämän paikan kuin omat taskuni.

_____

10. Sinulla on kaunis rusketus.

_____

Background

1. What is (are) your mother tongue(s)?
   _____

2. Are you bilingual?
Yes   No

3. Which of the following words best describes your level of English?
A   Excellent
B   Very good
C   Good
D   Average
E   Poor

4. What language(s) is (are) spoken in your home?
   _____

5. Do you understand spoken and/or written Finnish?
Yes   No

School

6. Do you study in the International Baccalaureate program?
Yes   No

7. How often does your English teacher speak English during the lessons?
A   All the time
B   Most of the time
C   Half of the time
D   Some of the time
E   Rarely

8. Does your English teacher also speak Finnish during the lessons?
Yes   No

9. Does your English teacher speak more Finnish or more English during the lessons?
A   More Finnish
B   More English

10. Do you speak English with your classmates during English lessons?
Yes   No

11. Do you speak English with your English teacher?
Yes   No

12. Does your English teacher usually teach new words by explaining them in English or by giving the translation in Finnish?
A   Explaining in English
B   Translating into Finnish
C   Both

13. Does your English teacher use vocabulary exercises or tests in his or her teaching?
Yes   No

14. If so, how many times a week?
A   Once a week or less
B   Once per lesson
C   More than once per lesson

15. If so, do the exercises/tests require you to
A   Translate the words (from English to Finnish/Finnish to English)
B   Explain the words or give synonyms in English
C   Use the words in a familiar context

16. Does your teacher use translation in other exercises (e.g., having you translate sentences, proverbs, idioms, texts in a textbook)?
Yes   No

17. If so, which one(s) of these does your teacher use?
_____

18. Does your teacher have you translate a new text (textbook, article, etc.) or does he/she consider it to be enough if you can understand the text without translating it?
A   He/she has us translate the text
B   He/she wants us to understand the text

19. Has your teacher ever given you instructions on how to translate a sentence or a text? (e.g., explained certain difficulties in sentence structure/word order, idioms.)
Yes   No

20. How has your teacher taught you to translate sentences or texts?
A Translate word for word
B Give the general meaning
C Another way:_____

21. What other instructions, if any, has your teacher given you about translating words, sentences or texts?

_____

22. Has your teacher taught you how to use a dictionary? (e.g., how to choose the correct word.)

Yes   No

Free time

23. Do you speak English during your free time? You may choose more than one option.
A   At home
B   With my friends
C   I don't speak English during my free time

24. Do you read texts (books, internet websites, etc.) in English during your free time?
Yes   No

25. If so, how often?
A   Never
B   Less than three times a week
C   At least once a day

Attitudes towards translating

26. In your opinion is it easier to learn new words in English if
A   the word is explained in English
B   the word is translated into your mother tongue

27. What do you find easy about translating?
_____

28. What do you find difficult about translating?
_____

29. If you come across a new word in English, do you usually check what the word means in (you may choose more than one option):
A   a monolingual dictionary (an English language dictionary)
B   a bilingual dictionary (e.g., English-Finnish dictionary)
C   I don't check what it means

30. How often do you use dictionaries?
A   Daily
B   At least three times a week
C   Less than three times a week
D   I never use dictionaries

31. What kind of dictionaries do you use? (You may choose more than one option.)
A   Online bilingual dictionaries (e.g., www.sanakirja.org, www.ilmainensanakirja.fi)
B   Printed bilingual dictionaries (e.g., WSOY Englanti-Suomi)
C   Google Translate
D   Online monolingual dictionaries (e.g., www.merriam-webster.com)
E   Printed monolingual dictionaries (e.g., Oxford English Dictionary)
F   I never use dictionaries

32. How do you choose which word to use in a dictionary if there are several options? (You may choose more than one option.)
A   I choose the first word on the list
B   I choose the word that is most familiar or sounds familiar
C   I check what each word means and in what context it is used
D   I never use dictionaries

33. What is your opinion on the usefulness of translation in learning a new language?
A   Very useful
B   Fairly useful
C   Not very useful
D   Useless

34. What do you think about the amount of translation exercises used in English classes?
A   There are too many translation exercises used in class
B   There are enough translation exercises used in class
C   There should be more translation exercises used in class
D   There shouldn't be any translation exercises used in class
E   I'm not sure

35. What, in your opinion, is the best way to learn a new language? (You may choose more than one option.)
A   Translating words or sentences
B   Speaking and writing in the language
C   Listening and reading in the language
D   Another way:_____
E   I'm not sure

Other thoughts or comments:
_____
_____
_____
_____
_____

Thank you! ☺

Appendix 2: Summary in Finnish

Tässä tutkimuksessa tarkastellaan kääntämisen asemaa ja käyttöä opetusmenetelmänä englannin kielen oppimisessa ja opettamisessa lukion (nyt jo vanhassa) opetussuunnitelmassa vuodelta 2003 ja kansainvälisen International Baccalaureate Diploma Programmen (IBDP) opetussuunnitelmassa. Tutkimus kartoittaa myös opiskelijoiden mielipiteitä kääntämisen roolista kielenoppimisessa ja sen hyödyistä ja käytöstä kielenoppimismenetelmänä. Tutkimuksessa selvitetään, tuntevatko opiskelijat hyötyvänsä käännöstehtävien käytöstä kieltenoppimisessa. Mikäli näin olisi, johtaisi se siihen johtopäätökseen, että kääntämisen asema kieltenoppimisessa ja -opettamisessa tulisi vakiinnuttaa.

Tutkimuksessa analysoidaan edellä mainituissa opetussuunnitelmissa käytettyjä kielenoppimismenetelmiä ja oppimisnäkemyksiä sekä lukion ja IBDP:n loppukokeita ja niissä esiintyviä harjoituksia ja tehtävätyyppejä, jotta voidaan kartoittaa käännöstehtävien käyttöä niin kielenoppimismenetelmänä kuin arvostelumenetelmänä. Tutkimuksessa tutustutaan myös lukion uudistuneeseen opetussuunnitelmaan ja tuleviin sähköisiin ylioppilaskokeisiin ja spekuloidaan näiden mahdollisia vaikutuksia kieltenoppimiseen ja -opettamiseen lukiossa ja kääntämisen rooliin kielenoppimisessa. Opiskelijoiden mielipiteitä kerättiin kyselyllä, jonka täytti 156 opiskelijaa, joista 56 opiskelivat lukiossa ja 96 opiskelivat IBDP:ssa joko Rovaniemellä tai Turussa.

Kääntämisen asema eri oppimisnäkemyksissä on vaihdellut paljon. Kielioppi-käännösmenetelmässä (*Grammar-Translation Method*) kääntäminen nähtiin tärkeimpänä ja keskeisimpänä oppimis- ja opettamismenetelmä, kun taas erilaisissa kommunikatiivisissa oppimisnäkemyksissä painotettiin suullista kielitaitoa, ja kääntämisen käyttämistä on vältelty (Leonardi 2010; Richards & Rodgers 2014; Pym ym. 2013). 2000-luvulla on yleisimmin käytetty konstruktiivista oppimisnäkemystä, jossa suositaan oppilaslähtöistä oppimista, oppijan vastuuta omasta oppimisestaan ja uuden tiedon pohjustamista jo aiemmin opittuun (*scaffolding*) (Rauste-von Wright and von Wright 1994; Pym ym. 2013).

Kääntämisen roolista ja hyödystä kielenoppimisessa on puhuttu paljon ja sitä on myös tutkittu huomattavasti. Sen on todistettu auttavan vieraan kielen oppimisessa etenkin kielenoppimisen alkuvaiheessa, jolloin uuden kielen oppiminen helpottuu käyttämällä oppijan jo osaamaa kieltä, useimmiten äidinkieltä (*scaffolding*) (Ingo 1989; Pym ym. 2013). Pym ym. (2013: 7) mukaan kääntäminen voi olla tietoisesti tai tiedostamatta käytetty oppimis- ja opettamismenetelmä. Opettaja voi esimerkiksi tietoisesti kääntää antamiaan ohjeistuksia tai käyttää käännösharjoituksia helpottamaan opiskelijoiden vieraan kielen oppimista (*ibid.*). Oppija voi lisäksi käyttää kääntämistä kognitiivisesti jopa tiedostamattaan. Näin ollen kääntämisen roolia ja sen hyötyjä kielenoppimisessa ei voi kieltää (*ibid.*).

Kääntämistä ja käännösharjoituksia käytetään usein myös kielitaidon arvioinnin menetelmänä (Ingo 1989). Käännösharjoituksilla voidaan esimerkiksi arvioida opiskelijan sanastoa, oikeinkirjoitusta, luetunymmärtämistä tai tekstin tuottamista (Ingo 1989: 66). Yksittäisten sanojen tai lauseiden kääntäminen ei kuitenkaan tarjoa kattavaa kuvaa opiskelijan kielitaidosta ja kyvystä käyttää oppimiaan sanoja ja kielioppia soveltavasti vaan käännösharjoitusten lisäksi on hyvä käyttää muitakin arviointimenetelmiä (*ibid.*). Kääntämistä ja käännösharjoituksia ei kuitenkaan pitäisi jättää pois kielenoppimisesta ja -opettamisesta vaan pikemminkin sen perinteistä käyttöä (yksittäisten kirjoitettujen sanojen ja lauseiden kääntämistä) tulisi kehittää tavalla, jolla haastettaisi oppimaan ja hyödyntäisi vallalla olevien oppimisnäkemysten suosimia opetusmenetelmiä ja tarjoaisi opettajalle paremman kokonaiskuvan opiskelijan kielitaidosta. Kääntämistä voi esimerkiksi hyödyntää erilaisissa kommunikatiivisissa harjoituksissa, jotka haastavat opiskelijoita eri tavoin sekä lisäävät kielten välisten erojen ymmärtämistä ja havainnollistamista (Pym ym. 2013: 126–133).

Kääntämisen tarjoamien hyötyjen vuoksi Pym ym. (2013: 3) esittävätkin, että kääntämisen tulisi olla kielen viides osataito suullisen ja kirjallisen tuottamisen sekä kuullun ymmärtämis- ja luetun ymmärtämistaitojen lisäksi, jolloin sen asema kielenoppimisessa ja -opettamisessa olisi yhtä merkittävä kuin neljän edellä mainitun kielen osataidon ja sitä opetettaisiin vakituisesti kielten tunneilla. Tätä väitettä tukevat Euroopan neuvoston (n.d.: 43) laatimat kielenoppijan tavoitteet, joihin kuuluvat tärkeänä osana oppijan taito vaihtaa kielestä toiseen ongelmitta ja taito

toimia kielen ja kulttuurin välittäjänä eikä vain taito puhua kieliä toisistaan irrallisina.

Lukion ja IBDP:n opetussuunnitelmista selvisi, että molemmissa opetussuunnitelmissa käytetyt oppimis- ja opettamismenetelmät pohjautuvat konstruktivistiseen oppimisnäkemykseen. Molemmissa opetussuunnitelmissa suositaankin oppilaslähtöistä opettamista, oppilaan vastuuta omasta oppimisestaan ja oppimisen pohjaamista jo ennalta opittuun. IBDP:n opetussuunnitelmassa painotetaan kohdekielen käyttöä ja kielikylpypohjaista oppimista, kun taas lukion opetussuunnitelmassa painotetaan erilaisten oppimis- ja opetusmenetelmien monipuolista käyttöä, joilla taataan erilaisten oppijoiden tavoitteellinen oppiminen (IBO 2011a: 14; Opetushallitus 2004: 14; lähdeluettelossa kohta F).

Opetussuunnitelmista selvisi myös opetuskielten välisiä eroja. Lukion yleinen opetuskieli on suomi, mikä tarkoittaa sitä että kaikki opetettavat aineet (myös kieliaineet) opetetaan pääasiassa suomeksi (Opetushallitus 2004: 20). International Baccalaureaten (IB) käyttämä opetuskieli on puolestaan englanti, jolloin kaikki opetettavat aineet opetetaan englanniksi ja vieraat kielet opetetaan kohdekielellä (IBO 2002: 1). Jo opetuskielten erot viittaavat siihen, että kääntämistä ja opiskelijoiden äidinkieltä hyödynnetään lukion kieltenopetuksessa, kun taas IB:ssa korostetaan kohdekielen käyttämistä ja kielenoppimista ilman oppijan äidinkielen (ja näin ollen myös kääntämisen) käyttämistä.

Opetussuunnitelmia tutkiessa selvisi myös, että kääntäminen kuuluu olennaisena osana lukion opetussuunnitelmaa niin oppimis- kuin arviointimenetelmänä, mutta ei kuulu IBDP:n opetussuunnitelmaan kummassakaan edellä mainitussa muodossa. Lukiossa käytetyt käännösharjoitukset kattavat suuren osan niin tekstikirjojen harjoituksista (53 %) kuin opettajien käyttämistä opettamismenetelmistä oppitunnilla (20–39 %) (Östervik 2014: 49, 51). Lisäksi vieraiden kielten ylioppilaskokeissa käytetään käännösharjoituksia testaamaan opiskelijoiden kielitaidon eri alueita (Ylioppilastutkintolautakunnan nettisivu; lähdeluettelossa kohta M). Sitä vastoin IBDP:n englanti B-kielen opetusoppaasta ilmeni, ettei kääntämistä käytetä kielenoppimismenetelmänä tai kielitaidon arvioinnin menetelmänä. IB:n kieltenopettajia korostetaan luomaan yksikielinen oppimisympäristö (IBO 2011a: 16)

ja käännettyjä teoksia tai tekstejä tutkitaan niiden sisältämien kulttuuriviittausten vuoksi (IBO 2002: 5; IBO 2011b: 21). Tämä viittaisi siihen, ettei käännösharjoituksia käytetä kielenoppimismenetelmänä. IBDP loppukokeiden kielitaidon arviointi perustuu opiskelijan kirjalliseen ja suulliseen tuottamiseen (IBO 2011a: 26–27). Täten voidaan todeta, ettei käännösharjoituksia käytetä myöskään kielitaidon arviointimenetelmänä.

Sekä lukion että IBDP:n opetussuunnitelman kielenoppimistavoitteissa ja taitotasokuvauksissa korostettiin vuorovaikutustaitoja ja kommunikaatiota (IBO 2011a: 6; Opetushallitus 2004: 234–251). Tarkemman opetussuunnitelmien ja loppukokeiden analysoinnin pohjalta voidaan kuitenkin olettaa, että suullista tuottamista ja vuorovaikutustaitoja arvostetaan opetussuunnitelmissa eri tavoin. Lukion opetussuunnitelmassa kielen osataidot ja niille asetetut tavoitteet on jaettu neljään perustaitoon eli suulliseen ja kirjalliseen tuottamiseen sekä kuullun- ja luetunymmärtämiseen (Opetushallitus 2004: 234–251). IBDP:n englanti B kielen opetusoppaassa puolestaan kielentaidot ja tavoitteet on jaettu vastaanotto-(*receptive*), tuottamis- (*productive*) ja vuorovaikutustaitoihin (IBO 2011a: 6).

Lukion ylioppilaskokeissa testataan ja arvioidaan opiskelijan kuullun- ja luetunymmärtämistä ja kielen tuottamista (kielioppi, sanasto, kirjoittaminen) (Ylioppilaslautakunta 2011: 17–29). IB-opiskelijoiden loppuarvosana taas pohjautuu kahteen kirjalliseen kokeeseen (arvioidaan luetunymmärtämistä ja kirjallista tuottamista), yhteen kotona tehtävään kirjoitusharjoitukseen (arvioidaan kirjallista tuottamista) sekä kahteen suulliseen kokeeseen (joista toinen on yksilöharjoitus, jossa arvioidaan suullista tuottamista ja toinen ryhmäharjoitus, jossa arvioidaan vuorovaikutustaitoja). Koska lukion ja IBDP:n loppukokeissa testataan ja arvioidaan opiskelijan kielitaitoa eri tavoin, voidaan olettaa, että oppitunnilla painotettaisiin näitä nimenomaisia taitoja, joita tullaan myös arvioimaan. Koska suullisia taitoja ei arvioida ylioppilaskokeissa, voidaan olettaa, ettei näitä taitoja painoteta oppitunnilla yhtä paljon kuin niitä taitoja, joita arvioidaan. IBDP:ssa puolestaan arvioidaan myös opiskelijan suullinen tuottaminen ja vuorovaikutustaidot, joten näitä taitoja harjoitellaan varmasti myös tunnilla.

Opetussuunnitelmien ja loppukokeiden analyysissä selvinneet erot käännösharjoitusten käyttämisestä kielenoppimismenetelmänä ja kielitaidon arvioinnin menetelmänä sekä opetussuunnitelmien eri opetuskielet johtivat viiteen hypoteesiin siitä, miten opiskelijat suoriutuisivat kyselyn käännösharjoituksista ja kuinka he vastaisivat mielipidekysymyksiin. Kyselyssä tutkitaan neljää eri aihealuetta, joista ensimmäinen on kääntämisen käyttäminen kognitiivisena oppimismenetelmänä, toinen on opiskelijoiden taito kääntää kielten rakenteellisia eroja ja sanontoja, kolmas on opiskelijoiden mielipiteet kääntämisen asemasta ja hyödystä kielenoppimisessa ja viides on sanakirjojen käyttö. Kysely koostui viidestä eri osasta: Kääntäminen (*Translating)*, Taustatiedot (*Background information*), Koulu (*School*), Vapaa-aika (*Free-time*) ja Kääntämiseen liittyviä asenteita (*Attitudes towards translating*). Taustatiedot, Koulu ja Vapaa-aika -osiot tuottivat lisätietoa opiskelijoiden äidinkielestä, mahdollisesta kaksikielisyydestä sekä heidän opettajiensa käyttämistä opetusmenetelmistä, joten ne sisällytettiin tulosten analysoinnissa samaan osioon. Tutkimuksen tulokset on esitetty viidessä eri osassa: Taustatiedot (joka sisälsi Taustatiedot, Koulu ja Vapaa-aika -osioiden tulokset), Kääntäminen kognitiivisena oppimismenetelmänä, Taito kääntää, Opiskelijoiden mielipiteet kääntämisestä ja Sanakirjojen käyttö.

Tulosten Taustatiedot-osiossa selvisi, ettei IB- tai lukio-opiskelijoiden välillä ollut merkittäviä eroja äidinkielten, kaksikielisyyden, opiskelijoiden itsearvioidun englanninkielen osaamisen tai opiskelijan englannin kielen käytön välillä. Enemmistö lukio-opiskelijoista ilmoitti opettajiensa käyttävän opetuskielenä suomea, kun taas enemmistö IB-opiskelijoista ilmoitti opettajiensa käyttävän opetuskielenä englantia. 26 % IB-opiskelijoista ja 75,4 % lukio-opiskelijoista ilmoittivat opettajiensa käyttävän käännösharjoituksia oppitunnilla. Tämä oli oletettavaa lukio-opettajilta, koska lukiossa käytetään käännösharjoituksia, kun tulos IB-opettajien kannalta taas oli yllättävä. IBDP:n opetussuunnitelmahan korostaa yksikielistä oppimisympäristöä ja kohdekielen käyttöä kielenoppimisessa.

Kääntämisen käyttöä kognitiivisena oppimismenetelmänä kartoitettiin harjoituksessa, jossa pyydettiin opiskelijoita antamaan ensimmäinen mieleen tuleva sana (suomeksi tai englanniksi) kymmeneen englanninkieliseen adjektiiviin. Tehtävän tarkoituksena oli selvittää, mikäli opiskelijoiden ensimmäinen reaktio on kääntää englanninkielinen

adjektiivi äidinkielelleen vai antaa adjektiiville selitys tai synonyymi englanniksi. Tehtävän hypoteesina oli, että lukio-opiskelijat kääntäisivät adjektiivit suomeksi, kun taas IB-opiskelijat antaisivat adjektiiveille englanninkielisen selityksen tai synonyymin. Tehtävän tulokset osoittivat, että sekä lukio-opiskelijoiden enemmistö (tehtävästä riippuen 64,9–96,5 %) että IB-opiskelijoiden enemmistö (tehtävästä riippuen 51–85,5 %) käänsi adjektiivit suomenkielelle. Tämä todistaa, että kääntäminen on olennainen osa kielenoppimista ja opiskelijoiden käyttämä tärkeä kognitiivinen oppimismenetelmä. Tulokset kuitenkin osoittivat, että jokaisessa kymmenessä kohdassa suurempi prosenttimäärä IB-opiskelijoita kuin lukio-opiskelijoita antoi vastauksen englanniksi (selitys tai synonyymi), kun taas suurempi prosenttimäärä lukio-opiskelijoita antoi vastauksen suomeksi. Tämä ryhmien välinen ero suomen ja englanninkielen käytössä viittaisi siihen, että opetusohjelmien opetuskielellä on merkitystä siihen, käyttävätkö opiskelijat äidinkieltään vai kohdekieltä kognitiivisena kielenoppimismenetelmänä. Tehtävän hypoteesi osoittautui siis vääräksi, sillä vaikka IB-opiskelijat käyttävät englantia koulukielenä, käyttävät he kuitenkin suomea ja kääntämistä kognitiivisesti.

Opiskelijoiden taitoa kääntää kartoitettiin kahdessa harjoituksessa, jotka koostuivat yhteensä kymmenestä käännettävästä lauseesta (viisi suomeksi ja viisi englanniksi). Lauseissa tutkittiin suomen ja englannin kielten rakenteiden tai ilmausten osaamista ja kääntämistä (lauserakenteet, sanajärjestys, sanonnat, jne.). Opiskelijoiden tuottamat käännökset jaettiin eri kategorioihin sen perusteella oliko arvioitava elementti käännetty asiatarkasti kohdekieleen (*target-language accurate*) vai näkyikö käännöksessä lähtökielen vaikutus, jolloin käännös olisi sanatarkkakäännös (*source-language influenced*). Tehtäviin liittyvät kaksi hypoteesia pohjautuivat siihen, että käännösharjoituksia käytetään oppimismenetelmänä lukiossa mutta ei IBDP:ssa. Kyselyn toinen hypoteesi oli, että lukio-opiskelijat suoriutuisivat paremmin käännöslauseista, joissa tutkitaan kielten rakenteellisten erojen kääntämistä (esim. lauseenvastikkeet, sanajärjestys, jne.), kun taas IB-opiskelijat kääntäisivät kyseiset lauseet sanatarkasti. Kolmas hypoteesi liittyi ilmaisujen ja sanontojen kääntämiseen, joista IB-opiskelijoiden oletettiin suoriutuvan paremmin kuin lukio-opiskelijoiden. Tämä hypoteesi perustui siihen, että IB-opiskelijat tutustuvat monipuolisemmin englanninkieleen ja käyttävät kieltä eri konteksteissa, kun taas lukio-opiskelijoiden englanninkielen opetus ei olisi yhtä monipuolista.

Lauseiden käännösharjoitusten tulokset kuitenkin osoittivat, että IB-opiskelijat suoriutuivat paremmin kielten rakenteiden kääntämisessä (3/4 lausetta oikein) kuin lukio-opiskelijat (1/4 lausetta oikein), kun taas molemmat ryhmät suoriutuivat yhtä hyvin sanontojen kääntämisessä (1/4 lausetta oikein). Vaikka molemmat ryhmät suoriutuivat yhtä hyvin sanontojen kääntämisessä, oli asiatarkkojen käännösten prosenttimäärä tasaisesti suurempi IB-opiskelijoilla kuin lukio-opiskelijoilla, ja sanatarkkojen käännösten prosenttimäärä puolestaan tasaisesti korkeampi lukio-opiskelijoilla kuin IB-opiskelijoilla. Nämä tulokset antaisivat ymmärtää, että IB-opiskelijoiden kielitaito olisi parempi kuin lukio-opiskelijoiden. Tämän voisi olettaa johtuvan paremmasta kielitaidosta, joka puolestaan vaikuttaisi kykyyn kääntää kielestä toiseen. Näin ollen toinen hypoteesi rakenteiden kääntämisestä osoittautui vääräksi, sillä IB-opiskelijat suoriutuivat niiden kääntämisestä paremmin kuin lukio-opiskelijat. Kolmas hypoteesi sanontojen kääntämisestä osoittautui todeksi, sillä vaikka sekä lukio- että IB-opiskelijoiden enemmistö käänsi saman verran lauseita asiatarkasti, oli asiatarkkojen käännösten määrä kaikissa tehtävissä tasaisesti korkeampi IB-opiskelijoilla kuin lukio-opiskelijoilla.

Kääntämiseen liittyviä asenteita -osiossa kartoitettiin opiskelijoiden mielipiteitä kääntämisen hyödyistä kielenoppimisessa, käännösharjoitusten määrästä ja kääntämisen helppouksista ja hankaluuksista. Osio koostui kolmesta monivalintakysymyksestä ja kahdesta avoimesta kysymyksestä. Tämän osion hypoteesina oli, että lukio-opiskelijoiden mielestä kääntäminen olisi hyödyllinen kielenoppimismenetelmä, kun taas IB-opiskelijat eivät pitäisi kääntämistä hyödyllisenä oppimismenetelmänä. Osion tulokset osoittivat hypoteesin vääräksi, sillä vaikka lukio-opiskelijat pitivät kääntämistä hyödyllisenä oppimismenetelmänä, kuten oli odotettu, myös huomattava määrä IB-opiskelijoita suosi kääntämistä kielenoppimisessa, mikä oli yllättävää. Tulokset osoittavat että opiskelijat pitävät kääntämistä tärkeänä osana kielenoppimista, minkä vuoksi se ehkä kuuluisi sisällyttää kielenoppimiseen ja -opettamiseen myös IBDP:n opetussuunnitelmassa.

Opiskelijoiden vastauksista selvisi myös, että he pitävät yleisesti hankalana kääntää sanasta sanaan, valita oikea sana tiettyyn kontekstiin ja kääntää kielikohtaisia ilmaisuja. Nämä hankaluudet ilmenivät myös opiskelijoiden tuottamissa

käännöslauseissa, sillä yleisesti ottaen molempien ryhmien opiskelijat suoriutuivat lauseiden kääntämisestä heikommin kuin mitä oletettiin. Näin ollen voidaan todeta, että kääntäminen on erityinen taito eikä pelkkä kielten hyväkään osaaminen riitä takaamaan taitoa toimia kielten välittäjänä. Kääntämisen tulisikin olla osa kielenopetusta ja käännösharjoitusten tulisi sisältää myös kulttuurielementtejä ja rakenne-eroja, jotta kielten väliset erot havainnollistuisivat paremmin.

Sanakirjojen käyttämistä kartoitettiin kuudella kysymyksellä Kääntämiseen liittyviä asenteita -osiossa. Sanakirjojen käyttämiseen liittyvä hypoteesi oletti, että lukio-opiskelijat käyttäisivät kaksikielisiä sanakirjoja, kun taas IB-opiskelijat käyttäisivät yksikielisiä sanakirjoja. Tuloksista selvisi, että opettajat eivät yleisesti opeta opiskelijoille sanakirjojen käyttöä ja niiden hyödyntämistä kääntämisessä tai kielenoppimisessa. Tulokset osoittivat, että sekä lukio- että IB-opiskelijoiden enemmistö käyttää kaksikielisiä Internet-sanakirjoja, vaikka prosentuaalisesti IB-opiskelijat käyttivät enemmän myös yksikielisiä sanakirjoja kuin lukio-opiskelijat. Hypoteesi osoittautui vääräksi, sillä vaikka lukio-opiskelijoiden enemmistö käytti kaksikielisiä sanakirjoja, kuten oletettiin, myös IB-opiskelijoiden enemmistö käytti kaksikielisiä sanakirjoja. Tulokset näyttäisivät kuitenkin viittaavan siihen, että opetuskielellä on merkitystä sanakirjojen käytössä, sillä prosentuaalisesti suurempi määrä IB-opiskelijoita hyödynsi myös yksikielisiä sanakirjoja.

Tuloksista ilmeni myös se, että vaikka opiskelijoiden enemmistö selvittikin miten jokaista sanakirjan tarjoamaa sanavaihtoehtoa käytetään eri konteksteissa, valitsi moni opiskelija silti tutun tai tutulta kuulostavan sanan. Tämä viittaa siihen, että kontekstin merkitystä pitäisi korostaa kääntämisessä. Lukio-opiskelijoista 8,8 % vastasi, että he valitsevat ensimmäisen sanan sanalistasta, ja 7 % vastasi etteivät he käytä sanakirjoja ollenkaan eivätkä selvitä, mitä uudet sanat tarkoittavat. Tuloksista voisi siis päätellä, että mikäli opiskelijoita opetettaisiin käyttämään sanakirjoja käännösharjoituksissa, osaisivat he paremmin hyödyntää niitä myös yleisesti kielenoppimisessa. Opettajat voisivat myös kannustaa opiskelijoita käyttämään yksikielisiä sanakirjoja, sillä monesti ne tarjoavat monipuolisemman kartoituksen sanan käyttökontekstista ja käyttötavasta. Koska Internet-sanakirjojen käyttö oli suositumpaa kuin painettujen sanakirjojen käyttö, voidaan myös suositella, että opettajat neuvoisivat Internetin käytössä kääntämisessä ja kielenoppimisessa.

Tässä tutkimuksessa ilmeni opiskelijaryhmien kielitaidoissa eroa. Sen osoittaa IB-opiskelijoiden suoriutuminen tasaisesti paremmin käännösharjoituksista kuin lukio-opiskelijoiden, vaikkakaan IB-opiskelijat eivät harjoittele kääntämistä yhtä paljon kuin lukio-opiskelijat. Tutkimuksessa ei kuitenkaan kartoitettu opiskelijoiden kielitaitoa ennen lukio/IBDP-opiskelujen aloittamista. On siis mahdotonta sanoa johtuuko IB-opiskelijoiden parempi kielitaito IB:n opetusmenetelmistä ja opetuskielestä vai oliko kyseisten opiskelijoiden kielitaito parempi jo ennen IBDP:iin siirtymistä, mikä viittaisi siihen, että IBDP vetää luonnostaan puoleensa paremman kielitaidon omaavia opiskelijoita. Kiintoisana jatkotutkimusaiheena voisi olla uuden lukion opetussuunnitelman ja sähköisten ylioppilaskokeiden vaikutus lukio-opiskelijoiden kielitaitoon ja kykyyn kääntää.

Tämä tutkimus on tietääkseni ainoa, joka vertailee kääntämisen asemaa ja sen käyttämistä lukion ja IBDP:n opetussuunnitelmissa sekä opetussuunnitelmien erojen merkitystä opiskelijoiden kykyyn kääntää, tapaan käyttää kääntämistä kognitiivisena oppimismenetelmänä ja kääntämiseen liittyviin mielipiteisiin. Kysely tuotti tärkeää tietoa, joka tukee kääntämisen käyttämistä opetusmenetelmänä, sillä opiskelijat käyttävät sitä itse kognitiivisena oppimismenetelmänä ja pitävät sitä hyödyllisenä kielenoppimismenetelmänä. Tutkimuksen tulosten perusteella voidaan todeta, että lukiossa käytettäviä käännösharjoituksia voisi kehittää, sillä lukio-opiskelijat eivät suoriutuneet käännöstehtävistä odotetusti. Kulttuurielementtien, rakenne-erojen ja merkityksen kääntämisen harjoittelulla voisi kehittää opiskelijoiden taitoa kääntää ja taitoa toimia kielten välittäjänä. IB-opiskelijoiden kannalta taas voisi olla hyödyllistä sisällyttää käännösharjoituksia kielenopettamiseen, sillä opiskelijat käyttivät kääntämistä kognitiivisena oppimismenetelmänä ja monet pitivät sitä hyödyllisenä kielenoppimismenetelmänä. Käännösharjoitusten lisääminen kielenoppimiseen voisi vahvistaa molempien opiskelijaryhmien taitoa kääntää ja toimia kielen- ja kulttuurinvälittäjänä.