

## **Ruth Almog**

### **Abstract**

This paper describes a longitudinal case study carried out in 2007 - 2008 investigating the effect of the Translation Skills Program on 12<sup>th</sup>-grade high-school students' metalinguistic awareness, as well as their reading comprehension skills in L2 in one Israeli high school during one year. It presents qualitative and quantitative self-assessments from fourteen students (who are the subjects of this study), as well as the quantitative assessments of the students by four different teachers, one who is the author of this study.

The objective of this study is to present the possibility that the Translation Skills Program may have a positive effect on students' metalinguistic awareness and may aid in improving their reading comprehension in L2. It further discusses the possible positive effects of translation studies on the study of English as a foreign language.

The study was carried out in one high school in the north-central region of Israel by a teacher of the Translation Skills Program in that high school over a period of one year (She is also the author of this paper). Fourteen students were given a text to translate in the beginning of the year (Test I), prior to any training in translation, and then given the same text at the end of the year (Test II). They were also given a questionnaire to fill out after completing both Tests I and II. These texts were evaluated by three different assessors. The questionnaires were evaluated by their teacher.

The same students were also given two reading comprehension exams, one at the beginning of the year, and one at the end of the year, following the Translation Skills Program. These tests were evaluated by the teacher of the program.

The participants also filled out an additional questionnaire dealing with self-evaluation of how the program possibly contributed to their English proficiency in general, and to their reading comprehension and metalinguistic awareness, in particular. Later, the students were individually interviewed by the teacher of the Translation Skills Program. Apart from the interview, the students remained anonymous throughout the study.

Quantitative and qualitative results of this small study show that the Translation Skills Program offered to high school students in Israel has a positive effect on most of the students' reading comprehension skills and their meta-linguistic awareness. Research also provides data showing a correlation between the empirical data of the study and students' scores on the matriculation exam in the Translation Skills Program in 2008