PEDAGOGICAL TRANSLATION IN SECOND LANGUAGE ACQUISITION

Sindy Alicia Gunawan
Universitas Airlangga (UNAIR), Surabaya, Indonesia
sindy.alicia.gunawan-2018@fib.unair.ac.id

Abstract
As the pioneering pedagogical instrument in Second Language Acquisition (SLA), translation has been securing its place in the academic discourse about SLA. However, confusion over the definition of pedagogical translation has been brought by the rise of translation studies. Besides, the attitude of SLA scholars toward the use of translation in language classroom has evidently changed overtime. This article seeks to reassess the theoretical position of translation in SLA and in translation studies, as well as to examine the current practice of pedagogical translation in SLA classroom. Based on the analysis results, translation is theoretically divided into pedagogical translation (translation as a means) and real translation (translation as an end). Both are regarded as different and independent activities, but they are connected and related at some levels in the practice. As for the current practice of pedagogical translation in SLA, it is found that the recent trend for pedagogical translation is integration with other method such as audiovisual and technology which shows that translation is still relevant to today's SLA context that it continues being innovated.

Keywords: language teaching; pedagogical translation; SLA; translation

1. INTRODUCTION

Translation is one of the oldest instruments in Second Language Acquisition (SLA). In language classroom context, it is usually referred as pedagogical translation. Its existence in SLA can be traced back to Grammar Translation Method (GTM), the traditional method of foreign language teaching which originated in the early 1500s. Translation is basically the main pedagogical tool in GTM, by which it is used to emphasize "strict grammatical systems and de-contextualized materials" (Leonardi, 2010, p.60). This classical foreign language teaching method believes that learners' first language plays a significant role in the acquisition of the second language, hence deems that the heavy use of translation is important in language teaching.

As the era of communicative approaches came to the history of second language acquisition development, influential SLA scholars at that time clearly exhibited strong disagreement to GTM. They deemed that GTM only focuses on the structure of language, but neglects the pragmatic context in actual language use. Consequently, the use of translation in language class becomes heavily avoided since it is seen as the application of GTM. Since then, the use of translation in language teaching gained negative attitudes in language teaching

(Cook (2010) in Kelly & Bruen, 2014). In addition, the tension also arises between scholars of SLA and translation studies. Most of the scholars from both field holds negative sentiment towards each other's field even though are actually much more closely related than it might seem (Colina, 2002).

However, this does not mean that translation is fully diminished from all language classroom. Despite the negative sentiment towards translation that we have discussed before, Leonardi (2011) suggested that the increasing interest of the practice of using translation in FL classroom can be seen in the last few decades. This interest came from SLA scholars whose approach is what Leonardi (2011) further described as "bilingual approach", that is an approach which believes that bilingualism in the form of using both first and second language in a language classroom can help learners to learn second language while at the same time can give positive impact to learners' first language proficiency. This approach thus relies on translation as one of the classroom tool.

The debate about whether translation should be omitted or should be used as a learning tool in foreign language classroom has been going strong among divided SLA scholars. Even so, the increasing interest of the use of translation in foreign language classroom might indicate the possibility that translation can become a trend again in SLA. This has inspired the writer to investigate the development of pedagogical translation in the present context of SLA through this article. Such attempt is made in order to possibly see the latest and the possible future development of pedagogical translation.

This article basically seeks to answer these questions:
1. How is the theoretical position of translation in SLA and in translation studies?
2. How is the current practice of pedagogical translation in SLA classroom?

2. LITERATURE REVIEW

Encouragements shown by literatures for the use of first language in SLA context which is associated with the use of translation especially in the early stage of language learning are apparent in the studies depicting the benefits of it ((Tang (2002); Schweers (1999); Weschler (1997); Burden (2000); Cook (2001); Nation 2003; Malmkjaer 1998; Leonardi 2010; 2011) in Leonardi (2011)). It can be seen the time gap between the older studies and the two studies conducted by Leonardi (2010; 2011) is quite long. It can be inferred that the discussion about first language in SLA context and/or the use of pedagogical translation during that time gap is not popular or maybe kind of avoided. This problem about the time gap can be linked to the negative image of translation that SLA scholars possibly avoid discussing it because it does not favor their approach preference or the subject is simply not being a matter of focus in general especially at that time. Meanwhile, the discussion of translation in academic literatures that is not focused on SLA context seems to have a different fate. Seen from the high quantity, it can be described as more favored and thus it can be seen as far more developed overtime. Recent translation studies also exhibit more varied themes, for example the use of translation in politics (Ardhan, 2020; Nisya', 2020), business (Salsabila,

Jumanto, & Rahayu, 2020), and even music field (Yunisa, 2020).

In academic literatures on translation in SLA context, the term 'pedagogical translation' is commonly found. The role of pedagogical translation is explained comprehensively in Leonardi (2010). Before jumping to the main discussion about pedagogical translation in SLA, an attempt to fix the misconception about the term 'pedagogical translation' is found in the book. Pedagogical translation is often mistaken as "a means at training professional translators" while it is actually "a means to help learners acquire, develop and further strengthen their knowledge competence in a foreign language" (Leonardi, 2010, p. 17). In other words, pedagogical translation does not refer to the use of translation to teach learners how to translate, but rather the use of translation in enhancing SLA process. For SLA-related purposes, she formulated a framework called Pedagogical Translation Framework by which she elaborated the basic structure as follows.

Types of Translation Activities	Sub-types of Translation Activities
Pre-Translation Activities	- Brainstorming - Vocabulary preview - Anticipation guides
Translation Activities	- Reading activities - Speaking and listening - Writing - Literal translation - Summary translation - Parallel texts - Re-translation - Grammar explanation - Vocabulary builder and facilitator - Cultural mediation and intercultural competence development
Post-Translation Activities	- Written or oral translation commentary - Written or oral summary of the ST - Written composition about ST-related topics

Table 1: Pedagogical Translation Framework Basic Structure (Leonardi, 2010, p. 88)

In her next work, Leonardi (2011) further continues trying to fix the misconception about the term 'pedagogical translation' as well as endorsing the use of translation in SLA context by examining the benefits of using translation in FL classroom as an attempt to implement "bilingual approach" through the article. It is elaborated in the article that translation in pedagogical context is not necessarily implementing GTM and absolutely does not refer to the traditional activity for translator trainings. In this work she once again delivered her argument that prohibiting the use of translation in language learning process should be avoided because translation can actually be used to reach maximum language learning potentials if used correctly. She further adds "the fifth skill which supports and complements the other four language skills" in her own definition of 'pedagogical translation' (Leonardi, 2011, p. 22). This notion that translation must be treated as the fifth skill in language skills can be inferred as an attempt to highlight the importance of translation in language teaching environment, that it is on the same level with and is

complementary for the four language skills that have been long established.

3. RESEARCH METHOD

This article is a non-experimental study with qualitative approach. Qualitative approach is an approach which hugely emphasizes on the researcher's role in making interpretations using qualitative strategy (Creswell, 2013). This approach is deemed suitable to this article since there is no experiment conducted in this article and the data used is in the form of secondary data. The data are taken from studies and references which are relevant to the discussion of this article.

As for the data selection, the writer chose studies and references from language teaching, translator, and computer-assisted language learning (CALL) journals which discuss about translation for pedagogical use. Because this article aims to investigate pedagogical translation in the present context of SLA, the data selected are mostly published in the last five years so that the result would be relevant. Moreover, because this article seeks to investigate the development of pedagogical translation, most of the studies selected are case studies which report their findings in a specific context but still show connecting line between one another which is translation in language learning settings.

After performing the selection process, the secondary data collected are six pre-existing studies and references from journals of mentioned area of study. To achieve effectiveness in performing data analysis, the studies were initially grouped based on the similarities in terms of the main premise or theme of discussion regarding pedagogical

translation in use. For the data analysis itself, the data summarized and reviewed critically in order to answer the formulated research questions. Last but not least, the writer made a conclusion from all of the findings from the data analysis result.

4. RESULTS AND DISCUSSION
4.1 Theoretical Position of Translation in SLA and in Translation Studies

The negative view on the interaction among SLA, language teaching, and translation studies are obvious and thus elaborated in Colina (2002). It is further discussed that the alienation towards each other from both SLA classroom and translation classroom is shared mutually. Translation is perceived negatively in SLA classroom because of its connection with GTM. Meanwhile, language learners are excluded by translation trainers and teachers. This said mutual alienation is derived from the misinformation about the nature of both language teaching and translation studies field. Many perceive them as very distinct and/or separate from each other, even to the extent that the dichotomy 'translation as a means' and 'translation as an end' as discussed in Carreres (2014) continues to exist, while actually they are far more connected than assumed.

The historical connection between the use of translation in SLA classroom and GTM has become the major factor of the elimination of translation from language classroom. The problem is that translation in this sense is different from translation that is done professionally, but it is still often mistaken as translation training as discussed in Leonardi (2010). The combination of this issue plus the heavy association between translation with GTM lead to the negative reaction

towards translation from language teachers. On the same misunderstanding premise, translation professionals and trainers react negatively toward language teaching and language students. Language students often bring inappropriate skills and behavior to translation classroom which can be a major learning barrier. However, regarding this matter Colina (2002) argued that it should be noted that this case might be caused by the particular language teaching methodology, not necessarily because of the inherent shortcoming of the students.

In order to challenge the dichotomy 'translation as a means' and 'translation as an end', Colina (2002) attempted to assess the connection and relationship between language teaching and translation studies. The results show the shared goals in both fields concerning reading comprehension and writing. Shared goals concerning reading comprehension revolves around the importance of comprehending text as a whole, while those concerning writing are related to the task-environment, the writer's long-term memory, and writing processes. Supporting this argument, Carreres (2014) stated that even though translation in language teaching context and in professional translation context are independent activities, ideally both fields can learn from each other. She further argues that "translation as a means is at its most effective and stimulating when learning objectives and pedagogical design are brought as close as possible to the realities of professional translation - that is, to translation as an end itself" (Carreres, 2014, p. 130). For this reason she suggested a 'rethinking' of such dichotomy for the sake of development of both fields in the future.

4.2 The Current Practice of Pedagogical Translation

The negative attitudes toward the use of translation in language teaching is still reported by studies, including Kelly and Bruen's work (2014). Their study aims to see whether this negativity is reflected in the attitudes and behaviours of university lecturers engaged in language teaching, considering the background of the lecturers and the contextual factors. The result shows that the association of translation in language teaching is inevitable in this case. However, translation in language teaching is regarded by the language teachers as a useful tool to complement the existing pedagogical approaches, even though the use is covert rather than overt. This indicate that even though many theorists still do not approve the use of translation for language teaching purposes, teachers and policy-makers in education think the otherwise for this matter.

New trends in the use of translation in language teaching show attempts to gain the benefits of translation in SLA context trough a more modern way. As McLoughlin and Lertola (2014) put it, attempts are tried to find ways of integrating translation into methodologies distinct from those of GTM, in which one of them is by subtitling. Their study is driven by the notion that translation is gradually regaining importance as an effective task in foreign language teaching, thus they seek to explore the use of subtitling in foreign language classroom. This study also considers the student's feedback about the experience of using subtitling method. The result shows that subtitling does benefit the students in language learning process and is highly appreciated and enjoyed by them.

Besides in the form of audiovisual as in subtitling, recent trend shows the use translation as the basis of language learning applications following the development of Computer-Assisted Language Learning (CALL). One of the most popular language learning application in the market is Duolingo. Duolingo is a translation-based gamified language learning application. It can be accessed through its website and through its mobile phone application. The study conducted by Rachels and Rockinsan-Szapkiw (2018) revealed that Duolingo is a useful tool in learning Spanish as L2 among elementary students. Another study about this language learning application by Ahmed (2016) showed that Duolingo, even though with limitations, can be used to promote the acquisition of two languages simultaneously among beginners. The findings of these two studies are in line with Leonardi (2011) literature review that points out that the use of first language in SLA is most beneficial for language learners in the early stage of SLA.

5. CONCLUSION

Based on the discussion of the findings, it can be concluded that translation is theoretically divided into pedagogical translation (translation as a means) and real translation (translation as an end). Both are regarded as different and independent activities, but they are actually connected and related at some levels in the practice. As for the current issues of pedagogical translation, GTM continues to give a huge impact on the negative attitudes toward the use of translation in SLA. This is the main challenge of the development of translation in language teaching until now.

However, the innovation of translation as pedagogical tool in language teaching by using integration with other method such as audiovisual and technology as shown in the studies discussed can be useful for language learning as well as reducing the negative image of translation due to the traditional GTM. Besides, the use of innovated versions of translation is proven to be beneficial for the students. Therefore, such attempt of integrating translation with media is significant for the development of pedagogical translation, thus should be strongly supported.

An important note from the writer is that most of the studies that are used as secondary data are case studies. Therefore, empirical studies are needed in the discourse of translation in SLA. Current research on pedagogical translation can be said limited in terms of number, hence the small number of studies used as data. However, translation is gradually regaining importance as an effective task in foreign language teaching, thus opportunities are many for future research on this area. It is hoped that there will be an increasing interest for the study for pedagogical translation as a way to promote the use of it to gain the maximum benefits translation can offer in SLA.

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