

THE IMPACT OF TRANSLATION STUDIES ON LANGUAGE LEARNING AND TEACHING

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Abstract: *This article explores the ways in which Translation Studies, a discipline traditionally focused on the analysis and practice of translation, can positively influence language learning and teaching. It examines how translation techniques and theories can enhance learners' linguistic competence, cultural awareness, and critical thinking skills. Additionally, it discusses how translation can be integrated into language classrooms to create engaging and meaningful learning experiences. By drawing on research and practical examples, this article demonstrates the potential of Translation Studies to enrich language education at all levels.*

Key words: *translation, linguistic competence, education, learning, teaching, cultural awareness.*

Introduction

Translation, traditionally perceived as a specialized field, has increasingly intersected with language learning and teaching. This convergence has led to a growing recognition of the potential benefits that translation studies can offer to language education. By exploring the intricate relationship between these two disciplines, this paper aims to illuminate the multifaceted impact of translation studies on language learning and teaching.

Translation studies, with its focus on linguistic analysis, intercultural communication, and textual interpretation, provides a rich framework for understanding language in its diverse contexts. By incorporating translation

concepts and methodologies into language pedagogy, educators can enhance learners' linguistic competence, critical thinking skills, and intercultural awareness.

This paper will delve into the ways in which translation studies can contribute to language learning and teaching. It will examine the cognitive benefits of translation exercises, the potential of translation-based tasks in developing language proficiency, and the role of translation in promoting cultural understanding. By exploring these areas, we aim to demonstrate the synergistic relationship between translation studies and language education, and to highlight the potential of translation to empower language learners and teachers alike.

A number of scholars (Davies & Kiraly, 2006; Holmes, 1994, 2004; Vermes, 2010) have agreed on a clear demarcation between pedagogical translation and translation pedagogy as they differ, mainly in function and audience. Firstly, the former kind of translation is a means of enhancing foreign language knowledge and skills and is a well-known concept in language teaching, while the latter equips students with knowledge, skills, and principles of translation as a profession and relates to professional translator training. Secondly, students who do pedagogical translation do not have to deal with any client or reader who needs to understand the target language (TT); the teacher, however, may use translation to assess students' comprehension and/or translation ability. This kind of translation is not a communicative activity in which a translator should fulfill the task of linguistic and cultural mediation, taking into account the needs of their readers or clients.

Some researchers advocate that translation in language teaching should reflect the principles of professional translation and enable learners to translate rather than just develop L2 competence (Carreres, 2014; Carreres & Noriega-Sánchez, 2011; Colina, 2002; Cook, 2010; Duff, 1989; Klein-Braley, 1996; Suparmin, 2003). Cook (2010, p. xx) argues that language learners need to be able to translate because translation is "part of everyday bilingual language use" both personally and professionally. Klein-Braley (1996, p. 24) adds that the aim of

language courses "must be to enable all-round language professionals to tackle translation themselves for in house and informal purposes, and also-and importantly-to supervise the translation of texts for public and formal purposes". Similarly, according to Duff (1989), who sees that translation is natural and necessary in the real world, when learners are introduced to a variety of oral and written text types, registers, and styles in translation, they will also develop the skills necessary in second language acquisition and the multilingual world.

Literature review

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translation themselves for in house and informal purposes, and also-and importantly-to supervise the translation of texts for public and formal purposes". Similarly, according to Duff (1989), who sees that translation is natural and necessary in the real world, when learners are introduced to a variety of oral and written text types, registers, and styles in translation, they will also develop the skills necessary in second language acquisition and the multilingual world. The separation of translation as a means to teach languages and translation being taught as an end or a skill/profession is a result of diverging views about translation. Advocates of pedagogical Translation see translation as a linguistic activity in which learners learn language features by comparing and contrasting the first language (L1) and the second language (L2).

On the other hand, through translation pedagogy, learners should learn to translate an ST, keeping in mind the target reader and the purpose of the translation. This means that translation is seen as an act of communication in translation pedagogy. In an article titled "Translation as a means and as an end: Reassessing the divide", Carreres (2014) maintains that if we consider translation as a means to language learning and as a skill as two independent activities, we seem to acknowledge the "disconnection of translation from its natural goal of communication, which characterized the grammar-translation method" (p. 130). Carreres 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 in itself" (p. 130). Meanwhile, Carreres indicates that the training of professional translators should also take into account the improvement of learners' knowledge of the languages involved.

In agreement with Carreres, who sees no difference between translating in language teaching and translation education, Colina and Lafford (2018) argue that the dichotomies, including pedagogical translation vs. translation pedagogy and language learning vs. translation learning, have "prevented fruitful interaction between these fields [translation studies and language acquisition], as the areas of

overlap have been minimi(s)ed by prescriptivist and over-simplistic approaches" (p. 3). Therefore, I maintain that teaching translation in a language teaching context should not be only limited to pedagogical Translation (Translation as a means), but teaching translation should promote language learners' ability to translate (Translation as an end), adopting the view of translation as a communicative activity. The argument is supported throughout the rest of the paper. It will be first consolidated by a description of the similarities between language learning and translating, given the two activities are naturally part of communication. The next section compares language learning and translating before presenting the impact of language learning on translating.

Conclusion

Translation as a means of language teaching has had a resurgence in recent decades. Concurrently, there has been a demand for training in translation as an end or a skill by itself to meet the need for translation services. The paper reported that the dominant view of translation among teachers and learners in language courses in language programs was a linguistic one. When compared to other language exercises, translation has a limited impact on the learner's linguistic understanding. Some of these studies' authors have not provided sound techniques (such as conclusions derived from raw data or anecdotal data) or adequate justifications for the study's restricted findings. The meaningfulness of linguistic items—which can only be attained by placing them in contexts—was generally not the focus of most studies. Due to the limited view of translation and similarities between translation and language learning, a number of scholars have advocated for translation both as a means and an end in language teaching and indicated similarities between language teaching and translation studies based on communicative views of language and translation. In tertiary language programs, it is necessary to broaden students' view of language in English classes so that by the time they enter translation courses, they will have an understanding that a range of factors influences all language use. Language and translation learning should be driven by a common communicative view of language and translation,

and the two should be mutually informative. Students will then be less focused on the idea of language as a linguistic code than they are now. This will facilitate the teaching and learning of translation in subsequent translation courses. It is the role of a language program to enable students to broaden their views of language and translation. Language teachers can be first introduced to diverse evidence for the resurgence of translation in language teaching so that they consider adopting a translation component in language classes. They should then be made aware of the role of a communicative view of translation in the teaching of translation before discussing the selection of texts for translation and the planning of effective translation activities in language teaching. More empirical research is needed to justify the usefulness of a communicative view of translation in yielding satisfactory results in teaching a language as a means and an end. Studies that adopt this view of translation can be carried out in a larger scope and in greater depth. Comparison of the results of translation with those of other language learning activities in different contexts can be useful in enhancing the role of translation in language learning and teaching. This may help promote language proficiency in Vietnam, where foreign languages, particularly English, are used for different purposes (Truong & Le, 2022).

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