

## THE ROLE OF TRANSLATION IN FOREIGN LANGUAGE TEACHING

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Translation, as an effective teaching tool and a traditional teaching method, plays a positive and crucial role in promoting foreign language teaching. This paper analyzes the role of teaching translation in promoting language teaching by recapitulating the definition, role and advantages of the method of pedagogical translation. The purpose of paper is to demonstrate that the utilization of pedagogical translation as a method in foreign language education can have a significant impact on language acquisition. And in the process of teaching foreign language, pedagogical translation can be employed as an effective approach to enhance the effectiveness of foreign language instruction.

**Keywords:** translation; pedagogical translation; language teaching; foreign language teaching; language acquisition; foreign language classroom.

The role of translation in foreign language learning and teaching has been a topic of debate among language educators. While some theories of language teaching have overlooked the significance of translation, others have emphasized its value as a pedagogical tool, particularly in communicative language teaching. More and more researches has shown that translation can be effectively used in higher education to improve language proficiency and translation abilities. And translation teaching has been recognized as a method that promotes foreign language teaching and positively impacts students' cognition and writing motivation. It has also been suggested that translation plays a necessary part in language teaching and learning by aiding in the comprehension of grammatical and lexical elements. Furthermore, the integration of translation in the classroom has been found to facilitate language skills and contribute to the development of intercultural communicative competence.

In addition, the application of translation in foreign language teaching not only helps improve students' language proficiency, but also cultivates their thinking ability and cross-cultural communication skills. Through doing more translation practices, students can better understand and master the grammar, vocabulary and expressions of the target language, thereby improving their language application abilities. And translation teaching can also stimulate students' interest in the target language and culture and encourage them to participate more actively in the learning process.

In general, the crucial role of translation in foreign language learning and teaching cannot be ignored. Educators should fully understand the value of translation teaching and rationally use translation activities in classroom teaching to improve students' language proficiency and cross-cultural communication skills. At the same time, educators also need to explore and grasp the methods and strategies for translation teaching in order to achieve better results in foreign language teaching.

In the process of foreign language teaching, teachers tend to use a method called pedagogical translation. It is a method that uses translation as a teaching method to help students understand and master the knowledge and skills of the source language and the target language. It is a valuable tool in language teaching, contributing to improved language proficiency, comprehension, and engagement in educational settings. It has been recognized as a beneficial and increasingly accepted practice, supported by theoretical and empirical studies [1, p. 267].

It has also been highlighted that translation as a pedagogical tool in the foreign language classroom can have a positive impact on attitudes and behaviors, contributing to

the effectiveness of language teaching [2, p. 150]. Furthermore, the role of pedagogical translation of English for science and technology has been acknowledged, emphasizing the importance of the mother tongue in the language learning process [3, p. 37].

Vivina Carreira determined the main objectives of the pedagogical translation. They are: 1) learn to avoid interference by providing confrontation between the two languages which allows us to recognize and identify similarities and differences between the two linguistic systems; 2) achieve language improvement through the use of cognitive and communicative strategies already developed in the mother tongue; 3) understand historical and socio-cultural differences [3, p. 46].

Pedagogical translation as a teaching method is more important for teachers. Because it gives teachers an insight into the best practices for a classroom setting. It allows them to understand how different students learn so they can tailor their lesson to suit these needs. As a result, this will improve the quality of their teaching as it will be well received by students.

There is growing evidence that pedagogical translation has a positive effect on language acquisition. Firstly, it has proven to be effective in enhancing students' language skills and understanding. Some studies have demonstrated that the use of pedagogical translation tasks can lead to deeper levels of engagement and enduring discussions compared to monolingual tasks, thereby enhancing the overall learning experience. Additionally, pedagogical translation has been found to have a positive effect on promoting foreign language teaching and learning, particularly in vocabulary and grammar learning, as well as the cognitive basis of language acquisition.

Secondly, pedagogical translation has the potential to enhance students' enthusiasm for English translation and advance their proficiency in this skill. Scholars propose that an English translation teaching approach rooted in interactive reading theory can enable students to effectively grasp the rules of English-based memory, leading to improved translation capabilities and increased motivation.

Furthermore, incorporating pedagogical translation tasks can support the cultivation of essential 21st-century skills in English language education, thus facilitating a pedagogical transformation that enhances learners' acquisition of the English language.

Thirdly, the application of pedagogical translation can play a significant role in fostering the growth of translation skills and linguistic flexibility. It has been observed that the incorporation of translation as an educational tool can boost students' mastery of language and precision, especially at higher proficiency levels, while also fostering an increased awareness of language through the study of contrasting stylistic elements. In summary, pedagogical translation in teaching English offers advantages such as improving language proficiency, stimulating interest in translation, promoting 21st-century skills, developing translation talents, and enhancing linguistic agility and accuracy.

In order to develop students' writing skills and vocabulary retention, teachers usually regard translation as a useful tool to use in the classroom. There are some examples about how teachers use translation in the actual classroom. In the activity of translation practice, teacher can select a brief piece of writing or paragraph in the desired language that corresponds to the students' level of skill. This could entail extracting a segment from a textbook, a news article, or a snippet from a literary work. And provide the students with copies of the text and instruct them to read it attentively, highlighting any words or phrases that they are unfamiliar with. And then instruct the students to translate the text into their native language and encourage them to use dictionaries or other resources to ensure accuracy. And after completing the translation, the students should engage in a comparison of their translations either with a partner or in small groups. This allows them to engage in a discussion regarding any variations or difficulties that arose throughout the translation endeavor. Teacher also can conduct a class discussion to review the translations in order to address any questions, doubts, or alternative translations that students may have, then discuss the reasoning behind certain translation choices and explore different nuances of

meaning. And it is important to ask the students to rewrite the translated text back into the target language. This strengthens the correlation between the two languages and motivates students to engage in the thought process of the target language. And it is vital for students to collectively review the original passage in class and engage in discussions about any discrepancies that may arise between their translations and the original version. Students should be encouraged to reflect on the choices they made in their translations and how those choices may have influenced the overall meaning.

By engaging in this translation activity, students have the opportunity to improve their writing skills, expand their vocabulary, and deepen their understanding of the target language. The activity also promotes critical thinking, analysis of language structures, and cultural awareness.

However, as for teachers, it's important to note that translation activities should be supplemented with other communicative and task-based approaches to provide a well-rounded language learning experience. The specific texts and translation tasks can be adjusted based on the students' proficiency level, interests, and the learning objectives of the lesson.

The analysis allows us to come to the following conclusions: the translation for learning any language is an indispensable part, not only can consolidate the knowledge content of language learning, but also can promote language use. And it is often used to test language level or as a form of exercise to consolidate learned knowledge. By analyzing the role of translation on foreign language teaching, this paper aims to reveal that pedagogical translation, as one of foreign language teaching methods, has a certain effect on language learning. Pedagogical translation can be used as a teaching method to effectively improve the effect of foreign language teaching.

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## **PATHS FOR PRIMARY SCHOOL ENGLISH TEACHERS' PROFESSIONAL SELF-GROWTH**

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The proficiency of teachers in their profession influences the enjoyment and outcomes of students' learning. With positive personal attributes teachers form the foundation for enhancing teaching effectiveness. Primary school English teachers should constantly pay attention to the improvement of their own professional abilities and comprehensive qualities. By reviewing their own teaching abilities, expanding their knowledge, updating their concepts and applying advanced teaching methods, teachers form their own professional teaching style, so that they can better carry out teaching and achieve self-growth.

**Keywords:** primary school; English teachers; professional abilities; comprehensive qualities; self-growth.