

Using translation as a pedagogical tool: A case study in a writing class at preparatory school

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Abstract

There has always been a controversy around the use of translation in language teaching. When the word “translation” comes to one’s mind, grammar-translation method is echoed at the same time. It is criticized as an old-fashioned approach in language teaching. Nowadays, most English language teachers agree that the teacher-centred grammar-translation method does not make much pedagogical sense and only raises passive learners in terms of creative thinking skills. Some scholars feverishly argue that translation should be totally banned in language teaching. However, the grammar-translation method and translation as a pedagogical tool in language classes should be differentiated. Translation is a communicative activity as it takes place in the real world. Students can think upon how they are saying something and can promote their thinking skills when translation is used as a classroom practice. In this case study, 23 B1 level students were asked to translate Turkish songs and subtitle film scenes into English as a task in a writing class for a month. Students regarded translating task into L2 as a valuable class activity in their writing classes. In the semi-interviews conducted with the students, it was seen that it helped them to expand their vocabulary knowledge and consider pragmatic factors while translating. Moreover, it increased their awareness of L1 and L2 differences. Therefore, there is a need for further research on the effects of translation tasks on language learning and how it can be used in the best way in language teaching.

Key words: Translation, language teaching, language learning, preparatory class, writing class.

Çevirinin pedagojik bir araç olarak kullanılması: Hazırlık sınıfında yazma dersinde bir durum çalışması

Öz

Çevirinin dil öğretimindeki kullanımını hep tartışmalı bir konu olmuştur. Çeviri kelimesi akla dilbilgisi-çeviri yöntemini de getirmektedir. Dilbilgisi-çeviri yöntemi, modası geçmiş bir yöntem olarak eleştirilmektedir. Günümüzde pek çok İngilizce öğretmeni, öğretmen merkezli dilbilgisi-çeviri yönteminin pedagojik açıdan pek bir anlamı olmadığını ve yaratıcı düşünme becerileri açısından pasif öğrenen yarattığını kabul etmektedir. Bazı araştırmacılar da çevirinin dil derslerinde tamamen yasaklanması gerektiğini savunmaktadır. Halbuki, dilbilgisi-çeviri yöntemi ile çevirinin dil dersinde pedagojik bir araç olarak kullanılması birbirinden ayırt edilmelidir. Çeviri, gerçek dünyada gerçekleştiği için özünde iletişimsel bir aktivitedir. Çeviri, sınıf aktivitesi olarak kullanıldığında öğrenciler, bir şeyi nasıl söyleyeceklerini düşünebilir ve düşünme becerilerini geliştirebilirler. Bu durum çalışmasında, B1 seviyesindeki 23 öğrenciden bir ay boyunca yazma dersinde bir görev olarak Türkçe şarkı sözlerini İngilizceye çevirmeleri ve bazı film sahnelerinin İngilizce altyazı çevirisini

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yapmaları istenilmiştir. Öğrenciler, bunu değerli bir aktivite olarak kabul etmiştir. Yapılan yarı-röportajlarda çeviri aktivitelerinin öğrencilerin kelime bilgisini geliřtirmelerine yardımcı olduđu çeviri yaparken pragmatik faktörleri de göz önüne almaya yönelttiđi ortaya konulmuřtur. Ayrıca, anadilleriyle öğrendikleri yabancı dilin arasındaki farklara dair farkındalıkları artmıştır. Bu sebeple, çeviri görevlerinin dil öğretimine etkileri ve çevirinin dil öğretiminde en iyi şekilde nasıl kullanılacağı ileriği arařtırmalarda daha ayrıntılı bir şekilde irdelenmelidir.

Anahtar kelimeler: Çeviri, dil öğretmek, dil öğrenmek, hazırlık sınıfı, yazma dersi.

Introduction

Language teaching has undergone a great change in recent years. Translation used to be at the heart of teaching Latin and Greek while in this post-method era, it has been left aside to teach modern languages and there has been a shift from grammar-translation method of teaching to more communicative approaches. As Ur (2013, p. 470) indicates “the method predominant in the literature today is task-based language teaching (TBLT), an implementation of the communicative approach”. Teaching approaches and methodologies vary throughout the years as teachers are always trying to find a way to enhance students’ learning in the class. The focus on language teaching methodologies is understandable as they determine the “common practical classroom issues such as the giving and checking of homework, monitoring participation, lesson planning, classroom management, dealing with weak learners” (Ur, 2013, p. 270). However, it should be noted that a teaching methodology has ups and downs and cannot be valid in all contexts.

When translation comes to one’s mind, grammar-translation method (GTM) is echoed at the same time. Translation is generally associated with GTM. GTM has been vilified by theorists and researchers as it was blamed for being teacher-centred and creating passive learners. Therefore, the prevailing understanding of translation tends to be total dismissal or scepticism. There is a dogma claiming that a foreign language is best learned without reference to native language of learners. As Liao (2006, p. 192) puts the argument from the perspectives of supporters of communicative language teaching approach, “the best way for learners to achieve native-like control of the target language is to think in that language rather than to translate or reprocess the target language into their mother tongue”. Therefore, GTM is considered as an old-fashioned approach and teachers who use this method are frowned upon. Pym et al. (2013, p. 18) argue that “anti-translation views are often motivated by a fear that having the native language present in language lessons will detract from a concentration on the new language”. Similarly, Pekkanlı (2012, p. 955) pinpoints that “with the rise of communicative and natural approaches to foreign language teaching, classical language teaching methods, notably the grammar-translation method, comprising of tasks and techniques based on translation were criticized simply because of the assumption that the first language can interfere with the second language and that language learners should focus on form rather than function”.

From the extremist side, because of its close association with GTM and focus on students’ native language, the notion of translation is totally excluded from language teaching and Kaharuddin (2018, p. 232) further clarifies that “the grammar-translation method has become the child nobody loves or wants to acknowledge since this method has been considered out of date and ineffective to be used in modern language teaching”. Partly because of grammar-translation method’s bad reputation, translation has been regarded as malign in language teaching. As Popescu (2013, p. 1076) argues, “translation was entirely left to some specialist courses in translation theory and practice, particularly in curricula

destined for the formal training of translators and interpreters”. Yet in this global world, translation is a natural part of daily activities. Carreres and Noriega-Sánchez (2011, p. 295) underlined that “the objections levelled at the use of translation in language teaching are not necessarily relevant to translation itself, but rather arise from the transmissionist approach applied in the grammar–translation method”.

This extremist dismissal of translation is a reflection of monolingual view, but in this multilingual global world where all identities should be cherished rather than the superiority of one over others, translation is so valuable and referred as the “fifth skill” in addition to reading, writing, listening and speaking by some scholars (Kavaliauskienė and Kaminskienė, 2007; Sheffler, 2013). In a similar vein, Karoly (2014, p. 90) notes that “translation is becoming increasingly important particularly in non-English speaking countries, where it plays a crucial role not only in intercultural communication but also in expressing and preserving national identity”.

In today’s global world, translation is all around us and we can see various examples of translation from transportation to theatre stages. When one gets on a subway in Turkey, one can hear the instructions both in Turkish and English. At the restaurants, menus and dishes are translated in different languages. Food labels are both in English and Turkish at the supermarkets. When one goes to the cinema, one can watch foreign films with subtitles. When one goes to the theatre, translated plays are performed on the stage. In all spheres of life, we face daily necessities of some kind of translation. It facilitates communication among speakers of different languages.

As for classroom context, Sheffler (2013, p. 255) states that “foreign language (L2) teaching methodologies of the twentieth century were dominated by the principle of monolingualism”. Although ELT mainstream books target monolingual classrooms where L2 is spoken all the time to monopoly the market, in non-native contexts, the role of mother tongue or to what extent L1 (first language) should be used in a language class is being discussed. As Al-Musawi (2014, p. 1) pinpoints, some educators are feverishly against L1 in language classes “considering it as a serious barrier to effective language learning”. However, L1 is not something that should be banned totally but it is something that teachers and learners can benefit from. Sheffler (2013, p. 255) points out that “teachers can utilise their learners’ L1 (mother tongue) to explain meanings of new lexical items, to provide grammatical explanations, and to conduct the business of classroom management”. It can be seen that translation is considered as “more of a teaching tool than a learning tool” (Brooks-Lewis, 2009, p. 219). Translation is restricted to “outside the sphere of teaching” (Brooks-Lewis, 2009, p. 219). However, in Karolyn’s (2014) words, we can consider translation as “a communicative activity, which can develop not only students’ translation skills, but also their communicative competence in the native and foreign language”. In Al-Musawi’s (2014, p. 1) terms, “translation is not just a mechanical reproduction of the text but also a creative process, in which the text is “re-localized,” so to speak, within the boundaries and specific features of the target culture”.

Marqués-Aguado and Solis-Becerra (2013, p. 39) make a distinction between real translation and pedagogical translation and define pedagogical translation “as a mere tool to improve students’ second language (L2) proficiency. Hence, it is not an end in itself, but a means”. It is likely that students develop awareness of their native language and target language while translating between languages. In line with this thought, Popescu (2013, p. 1079) states that “translation tasks may be interspersed in the language class, and it is particularly important to choose authentic and relevant texts to be translated from and

into the mother tongue, so as for the students to understand the real usefulness and efficiency of good translation skills”.

There are a number of studies that analysed the role of translation in language classes. Liao (2006) explored the role of translation in Taiwanese college students’ English learning, particularly in terms of their learning beliefs and learning strategies about using translation to learn English. It was seen that most of the participants reported positive feelings towards the role of translation while “foreign language majors and more proficient learners tended to report negative beliefs about translation and less use of translation” (Liao, 2006, p. 208). Based on his study, Zanettin (2009, p. 220) suggested “language learners may benefit from using corpus tools and resources for translation activities in the second language classroom”. Students enjoyed writing an English translation of a text and considered it as a real communicative activity. Carreres and Noriega-Sánchez (2011, p. 281) gave the reasons why they believe “language teaching can benefit from engaging in dialogue with the discipline of translator training”. Pekkanlı’s study (2012, p. 259) attempted to show that “translation is a natural response of many students and that language learners still persist to use translation as a means for learning and understanding the new language”. In her study, in the 2010-2011 academic year at the ELT department of Uludag University, Faculty of Education, she used a questionnaire to get the perceptions of 60 teacher candidates in their fourth/final year of education about using translation as a language activity. The common suggestions from those studies is that translation activities should not be undermined in language classes. Kelly and Bruen (2014) explored whether vilification of translation in the literature is reflected in the attitudes and behaviours of university lecturers engaged in language teaching. Twelve language lecturers participated in this study, six taught German language and six Japanese and the opinions of students were also elicited. It was seen that teachers’ perceptions were unexpectedly positive towards translation and they further underlined the importance of balance in terms of translation in language teaching. Lertola (2018) studied “audiovisual translation”, subtitling and dubbing tasks in language teaching. Chirobocea (2018) conducted a survey to ESP students from four academic programs, both first and second year and assessed their perceptions of translation activities as language learning devices and their feedback was positive. Kuluşaklı et al. (2018) conducted a research with 159 EFL students about the use of translation as a learning strategy and found out that learners considered it quite useful but it was also seen that the more proficient a learner was, the less s/he used translation as a learning strategy. These studies are interested in classroom context and have dealt with the question “how can translation contribute to language learning?”. As Pym et al. (2013, p. 135) suggested, “translation can be used as scaffolding in initial L2 learning, and as a complex multi-skill communicative activity at higher levels. These two kinds of activity are quite different, and have different relations to language learning”.

To add to the growing bulk of research on this ongoing debate, advantages and disadvantages of translation in foreign language teaching, this study proposes that translation as a useful pedagogical tool can be utilised in language classrooms.

Method

In this case study, 23 B1 level students were asked to translate Turkish songs and subtitle film scenes into English as a task in a writing class for a month. At the time of the study, all the participants in this study were B1 level students who were studying at preparatory (prep) school for two consecutive semesters to reach the level of English proficiency and start in their departments. They were supposed to end the term with B1+ level. B1 level students had 19 hours of English lessons, four hours of which

were writing lessons. In their writing lessons, they learnt how to write opinion and cause-effect essays through process approach. The researcher of this study was also their writing teacher. This study is context-specific and descriptive in essence. To discuss the pedagogical role of translation in language teaching, some extracts from students' translated texts and student comments from semi-interviews were used. Although the findings cannot be generalized, the conclusions drawn from this study can illuminate and remind educators the role of translation in language classes.

Results

The participants were asked to translate some lines from Turkish songs and Turkish film scenes into English working in pairs, and then they were asked to swap their translated versions with other groups' translated versions to assess their translation and suggest what their classmates needed to work on more. They were reminded that their translated texts would not be graded. The chosen texts for translation were not random and not to keep translation tasks boring, songs and film scenes were chosen accordingly. As Dolean (2016, p. 641) underpins, "listening to music can also have an impact on the affective variables that shape human behaviour by evoking strong emotions and thus, have the potential to change the mood valence (i.e. negative vs. positive emotions)". Therefore, one of the given tasks was to translate lyrics from Turkish into English. This sort of activity is valuable as "it requires not only getting the message but also conveying its meaning appropriately in target language" (Bozok and Bozok, 2014, p. 3913). It also activates students' higher order thinking skills. The first chosen song was Tuna Kiremitçi and Sena Sener's song "Birden geldin aklıma". At the time of the study, it was a popular song among university students. As Dolean (2016, p. 641) notes "music can contribute to the general well-being of people, as well as an effective strategy to decrease anxiety". In pairs, the students were asked to translate some lines from this song from Turkish into English. Before this activity, conjunctions and relative clauses had been studied so this would be an opportunity for students to practise them. What is more, this sort of activity gives students the chance to see new grammatical features in a meaningful context. The following extracts from different groups were selected for discussion.

Extract 1.

| Turkish song | English translation |
|---|--|
| Sen yağmuru çok seven küçücük şey, Ben kendine geç kalan bir adam. Beni sevmesen de, görmesen de hayat sürerdi yine Ama kendimi sevmezdim şimdiki kadar Beni seçmesen de, yok desen de güneş doğardı yine Ama gülmeyi bilmezdim şimdiki kadar Birden geldin aklıma yakıverdin ışıkları Song writer: Tuna Kiremitçi | Suddenly you came to my mind You who like rain little thing I am a man who is late myself Even if you don't love me, see me, life is go on But I didn't use to love myself until now Even if you don't choose me, you say no, sun rises again But I didn't know to smile until now Suddenly, you came to my mind, you turned the lights |

Extract 2.

| Turkish song | English translation |
|---|---|
| Sen yağmuru çok seven küçücük şey, Ben kendine geç kalan bir adam. Beni sevmesen de, görmesen de hayat sürerdi yine Ama kendimi sevmezdim şimdiki kadar Beni seçmesen de, yok desen de güneş doğardı yine | You little thing who loves rain Me, a man who gets late to himself Even if you don't love me, see me, life goes on But I wouldn't like myself as well as now |

| | |
|--|---|
| Ama gülmeyi bilmezdim şimdiki kadar Birden geldin aklıma yakıverdın ışıkları Song writer: Tuna Kiremitçi | Even if you don't choose me, told me "no", sun would rise But I wouldn't know smiling as well as now Suddenly, you came in to my mind, turned the lights on |
|--|---|

From the students' extracts above, it can be seen that there are many grammatical errors evident in their translations, but students were quite successful in transferring the meaning of the song. There are some instances in terms of problematic grammar points. For example, there are errors evident in the use of simple present tense such as "life is go on" or errors in the use of prepositions such as "I am a man who is late myself" or in the use of articles such as "sun would rise". In this sense, this sort of exercise provides valuable insights to teachers as in Abbasi and Karimnia (2011, p. 527)'s terms, error analysis is useful as it "can give information about learners' difficulties during L2 acquisition and the way he learns and develops his language learning".

Another song was Teoman's song "İstasyon insanları". It was chosen as the sentences were short and not too linguistically complex when students' grammatical knowledge and lexis were considered and also not to mention the fact that Teoman is one of the most popular singers and composers among young people in Turkey.

Extract 3.

| Turkish song | English translation |
|--|--|
| Ruhidir benim adım hiç çıkamam evimden dostlar uydururum hayali mutluyumdur bu yüzden bir çiçek dürbününden insanlara bakarken bir gün bir istasyon gördüm trenleri geciken Song writer: Teoman | My name is Ruhi I never go out Friends, I made up in my dreams So that I am happy From a flower binoculars While looking to people One day, I saw a station Which its trains get late |

In the above extract, there are some errors in the use of relative clause such as "I saw a station which its trains get late" or in the use of conjunctions such as "...so that I am happy". "Relative clause" was a previously studied grammar issue in the classroom, but most students couldn't internalize it much. This sort of tasks makes students understand that grammar issues are learnt not only for the completion of mechanic exercises but the real world.

Another chosen song was Ajda Pekkan's popular song "Ya sonra" which was covered by many famous singers in Turkey. Translating these lines helped students to practise "that clauses". While translating the lyrics, the researcher had them listen to the songs and they had a lot of fun while they were crooning their English versions.

Extract 4.

| Turkish song | English translation |
|---|--|
| Ya Sonra Nedir derdin söyle diye Bir gün bana sormadın Yüzüme bakmadın Bilsen nasıl acı çektim kendim Kimse görsün istemedim Candan seven birini bekledim Sen yoktun ki o kara günlerde Başkası vardı gönlünde Gerçekleri gördüm yeter dedim Ah bugünün bir de yarını var Mutluyduk belki bugüne kadar Ya sonra | And then What is your problem You haven't asked me one day You haven't looked at my face You know how have I suffered myself I haven't wanted to see anybody I have waited love me from my hearth You were absent on dark days There was somebody in your heart I saw facts and I said enough Ah, today have tomorrow Maybe we have been happy by today And then |
| Song writer: Fikret Şeneş/ Vito Pallavicini | |

The extract above shows that students had problems in the use of noun classes such as “you know how have I suffered myself”. After spotting this problem, post-discussion with the students helped them to develop awareness of word order and sentence structure when using noun clauses. Students also discussed about interjections such as “ah, ya” in Turkish and how they could be substituted in English but couldn't agree on the right interjections.

The students enjoyed discussing idiomatic expressions while translating Kayahan's song “Bir aslan miyav dedi”. Students had the opportunity to perceive other aspects of language such as animal sounds in different languages.

Extract 5.

| Turkish song | English translation |
|--|--|
| Bir aslan miyav dedi Minik fare kükredi Fareden korktu kedi Kedi pırr uçuverdi Yalan mı? Tuhaf mı? Yoksa İnanmadın mı? | One lion said meow Little mouse roared The cat scared of the mouse The cat fled suddenly Is it lie? Is it strange? Else, didn't you believe? |
| Song writer: Kayahan | |

The students in this study were also asked to translate some film scenes from Turkish into English. “Hababam Sınıfı” is a popular film in Turkish cinema history which depicts the funny and dramatic story of a high school class. They translated famous script lines from the character “Mahmut Hoca” in the film. He is a fabulous teacher and vice principal whose priority has always been his students. He is a sort of teacher who is generally admired and respected by Turkish students. Therefore, this film scene was considered as one of the translation tasks which would be of interest to students. In line with this idea, Lertola (2013, p.199) pinpoints that “subtitling practice is a motivating activity, its time and space

constraints challenge learners to avoid word for word translation and, importantly, to identify the core message to be translated”.

Extract 6.

| Turkish lines from a film scene | English translation of the film scene |
|---|---|
| <p>Mahmut Hoca: Okul sadece dört yan duvarla çevrili, tepesinde dam olan yer değildir. Okul her yerdir. Sırasında bir orman, sırasında dağ başı. Öğrenmenin, bilginin var olduğu her yer okuldur.</p> <p>Tulum Hayri: Allah aşkına hocam, bu okulda insan ne öğrenir?</p> <p>Mahmut Hoca: Yaşamayı, mücadele etmeyi, doğa ile savaşmayı öğrenirsiniz. Bilgili olmayı, en önemlisi kendinize karşı saygıyı öğrenirsiniz. Bu saydıklarım eğer bir okulda yoksa, orada sadece bir taş yığı vardır.</p> <p>Writers: Rifat Ilgaz (writer), Sadık Şendil (script)</p> | <p>The school is not only a place which is surrounded by walls and has a roof above the hill. Everywhere is a school. Sometimes a forest, sometimes a mountain top. Everywhere is school which is containing knowledge and learning.</p> <p>Hodja for God's sake, what does person learn at this school?</p> <p>You learn to live, to survive, to fight with nature. You learn to be wisdom, the best important to learn is respect against to yourselfs. If there is no which I counted, there is only a building.</p> |

As can be seen from the extract above, students found a chance to practise “relative clause” again. They did their best to give the meaning of the lines. They also practised the use of infinitives such as “to live, to survive, to fight with nature”.

Perceptions of students are of higher importance in task implementation. Therefore, students' views about translation tasks were asked. In the semi-interviews conducted by the participants, it was seen that the participants held positive attitudes towards these translation tasks in writing lessons. One of the students responded:

It helped me to expand my vocabulary. I learnt new words (P. 3).

Another student underlined the positive classroom atmosphere and gave the following response:

It was fun to find a correspondence with my partner. We laughed together. In the class, everybody was thinking about idioms and the music helped us to feel outside the school (P. 17).

Other students gave similar responses:

We interacted with our teacher. We laughed together (P. 16).

I felt myself as a part of this class (P. 11).

We were discussing about the differences between two languages. It made me realize that I shouldn't translate word by word (P. 17).

I felt as if I was a song writer (P. 9).

We were looking forward to that writing hour every week (P. 6).

There were also some student comments that underlined the difficulty of learning a language and expressing oneself in another language.

I felt that I should learn more vocabulary (P. 22).

I can't write and express myself even in Turkish so it was difficult for me to express someone else's words in English (P. 18).

In line with the students' comments aforementioned, the advantages of translation are numerous. It can be argued that translation can be a good support for language teaching, but it should not be overused or misused. It wouldn't be a good idea to include translation activities in every lesson plan as the amount of L1 use in a language class is a controversial issue. This study tries to provide justifications for translation activities, but it should not be forgotten that translation tasks can be one of the possible class activities teachers can choose from but not the only one. While implementing translation tasks, teachers can follow the following criteria. First, teachers should consider their lessons' objectives and select translation tasks that serve their teaching aims, such as practice of certain vocabulary, grammar issues, styles and registers, etc. In addition, teachers can ask students to work in pairs or groups as group activities can foster discussion of the meaning and use of language at the deepest levels while they are trying to understand and find a correspondence in another language. Exchanging their ideas with each other also helps students to build a classroom community and is also a good opportunity for students with low academic achievement to learn something from their peers. What is more, discussion of differences and similarities between their native language and target language helps learners to be aware of two language systems and prevents them from translating word by word. Activities based on authentic texts can play a positive role in improving the student's L2 cultural awareness and authentic texts such as songs, recipes, film scripts and so on are stimulating as they find their place in real life. It also helps learners understand and become aware of "cultural, grammatical and/or communicative aspects" in L1 and L2 discourse (Pekkanlı, 2012) and evokes cultural awareness for example in the comparison of idiomatic language such as metaphors, proverbs. This translation process can create an active classroom interaction. Overall, it improves learners' cognitive awareness of L2 since it is a creative, learner-centred, challenging and natural communicative activity. For many learners translating from L1 into L2 is natural and highly motivating as it is likely that they are going to pursue their careers in globally operating companies in the future.

On the other hand, there are some issues that should be taken into consideration. Firstly, it is necessary to plan carefully before implementing translation tasks in the classroom. Teachers should ensure that their source material really focuses on the objectives they want to reach. Also, learner perception of this activity is the key and just asking students to translate a text may not be a good way to motivate students. It is useful to explain the aims of translation tasks and discuss any possible concerns that learners may inquire; teachers should use materials that can have positive impact on motivation and dynamics. It doesn't make much sense to ask students to translate scientific long texts. Teachers can ask learners to bring different kinds of texts for comparison and translation, for example menus, recipes, tickets, advertisements, e-mails, graffiti, technical texts, post-its, etc. Learners can work in groups on short texts and this can be part of a writing lesson every week. As Balboni (2017, p. 285) warns, it should not be forgotten that "the aim of translation must be language learning and language/culture awareness, not translation in itself". It should not be forgotten that it is not a professional translation assessment but a tool to enhance language learning.

Conclusions and suggestions for further research

Many years have been spent with the debate about the place of translation in a language class. From extremist refutation to feverish support of translation, there can be a third place where translation can be useful. What is meant with translation in this study is not the training for professional translators or the vilified notion of decontextualized translation in grammar-translation method. From this study, it

can be concluded that translation as a pedagogical tool in a language class can contribute to prep school students' language development and positive atmosphere in the classroom.

From this case-study, one can gain some insights into the role of translation as a pedagogical tool in a writing class at prep school:

1. The focused use of translation in a language class can provide content for practice (conjunctions, passives, adjectives).
2. Teachers can spot problematic usages and this activity can trigger post-discussions/student conferences to enhance students' writing.
3. It can allow teachers to pinpoint errors stemming from the mother tongue.
4. Students can understand how something is said may sometimes be more important than what is said.
5. Students can be happy to talk about how idioms, proverbs, etc. are used differently in each culture. We should not forget that "language is the main vector of culture, and that the evidence of cross-cultural difference is found in communicative practices" (Campbell, 2002, p. 70).
6. It can allow raising learners' awareness of vocabulary, grammar, style, and language transfer.
7. Translation process can be time consuming, so shorter texts may be preferred instead of long texts.
8. Using songs and film scenes in a language class can foster students' motivation and act as an affective factor. This sort of activity can help students to build a classroom community.

The important question is how to reach a balance of L1 in the learning process. It can be suggested that four factors can be considered for using translation as a pedagogical tool, namely, the students' previous experience, the students' level, the stage of the course, and the stage of the individual lesson (Atkinson, 1993). As Dagilene (2012, p. 128) emphasizes "translation should not be overused and should be integrated into language teaching at the right time and with the right students". Each class is a different learning community, so one cannot attempt to generalize these findings to every class. This sort of research can be replicated in different teaching contexts with different levels of students. Another limitation of this study is that the number of participants is quite restricted, future research can target more enlarged sample. The actual effects of translation as a pedagogical tool on students' writing and speaking skills can be evaluated with pre and post-tests indicating its concrete results more effectively.

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