

Pedagogical Translation in English Language Teaching: its Model and Research Design

(Dissertation: Using Pedagogical Translation in English Language Teaching)

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Overview

Theoretical framework

Aims

Research design

Sampling

Measure

Data analysis

Pedagogical Translation Model

Key Terms

Pedagogical translation (PT)

Pretest-posttest control group quasi-experiment

Quantitative research

Communicative Approach

Challenge

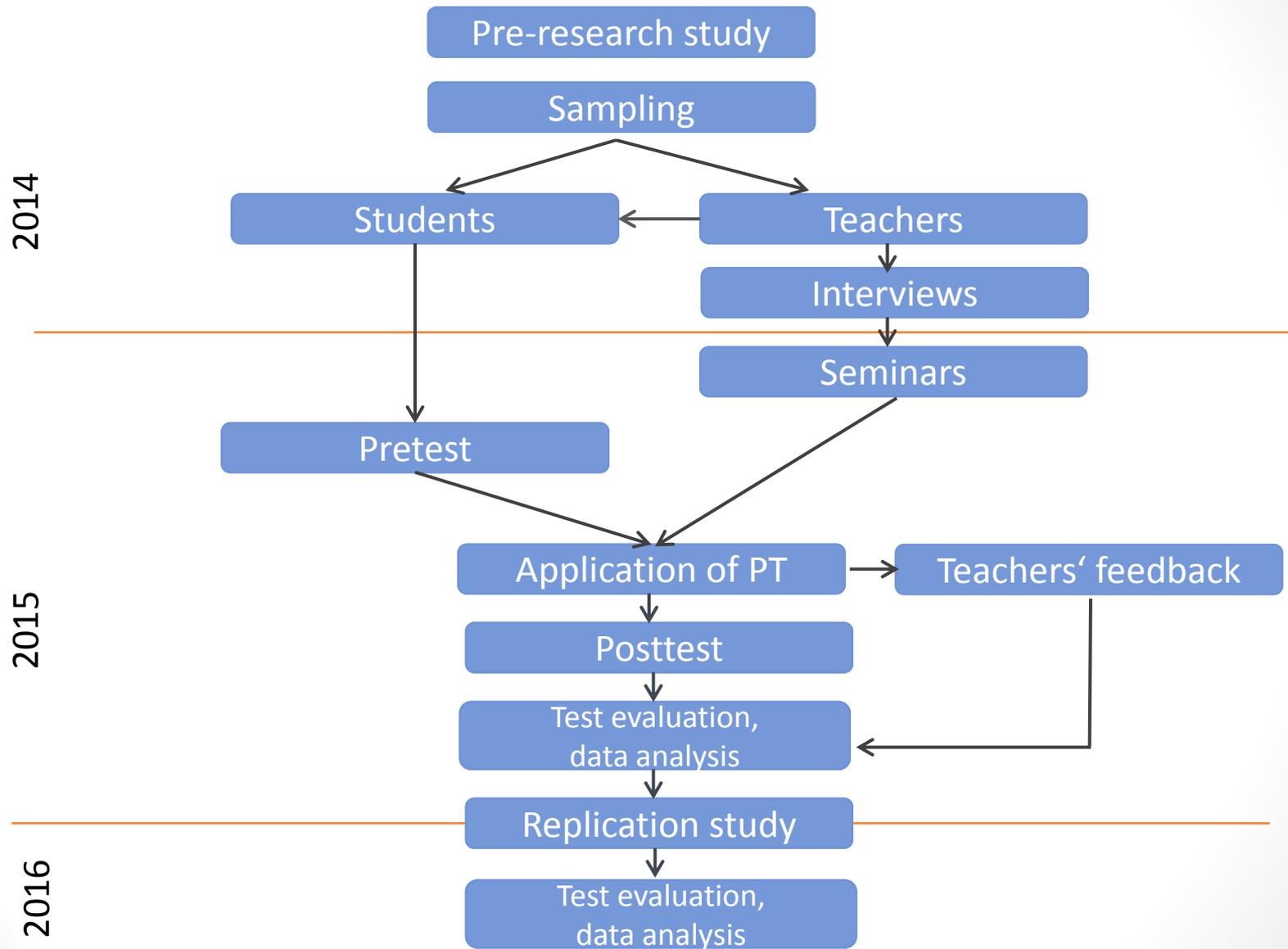
'Translation has been too long in exile, for all kinds of reasons which... have little to do with any considered pedagogic principle. It is time it was given a fair and informed appraisal.'

Widdowson 2003: 160

Aims

- **Determine the influence of pedagogical translation on learners' language skills**
- Establish new understandings of the application of pedagogical translation in English language teaching

Research Design: Pretest-Posttest Control Group Quasi Experiment



Sampling & Procedure

150 – 180 learners

5 – 6 schools

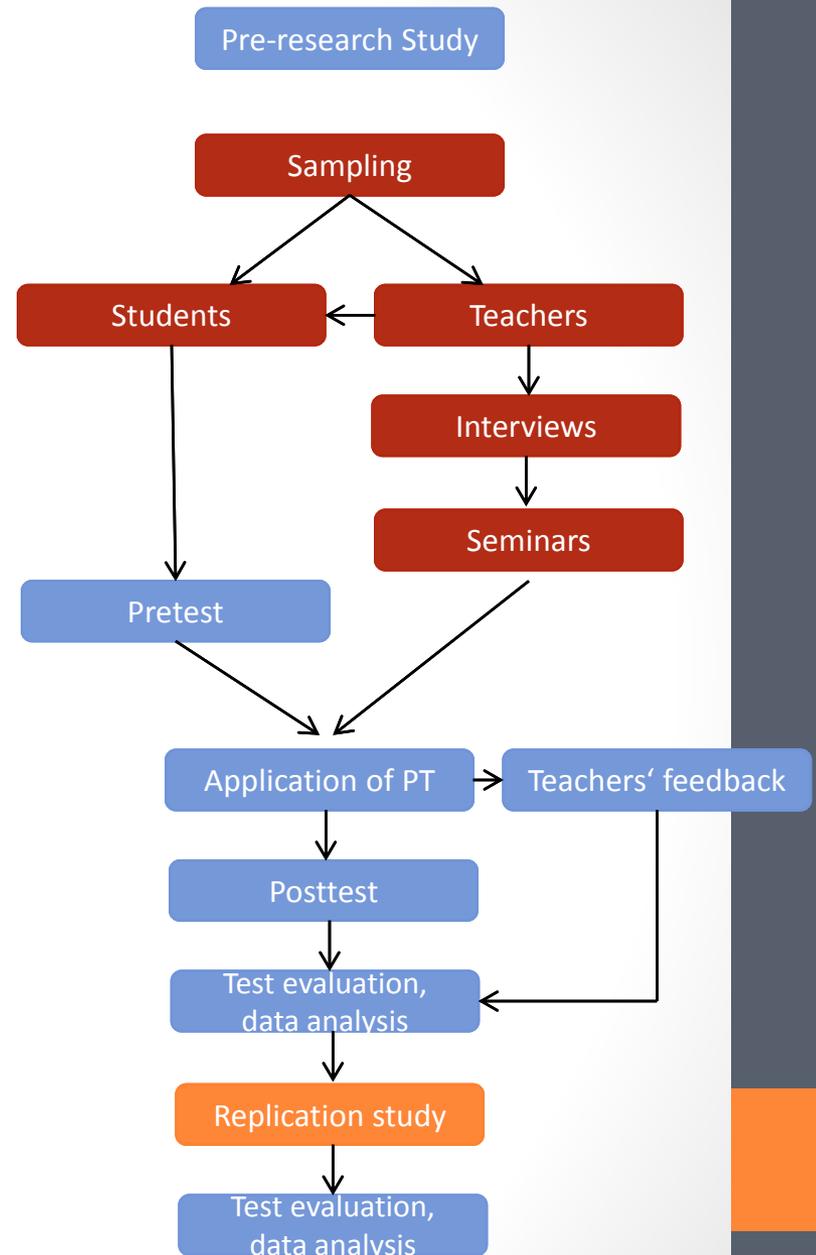
Controlled extraneous variables

- Type of school and year of study
- Level in English (CEFR A2-B1)
- Textbook
- Teachers

Experimental vs. control group

Non-random assignment

Replication study



Application of PT

Experimental group

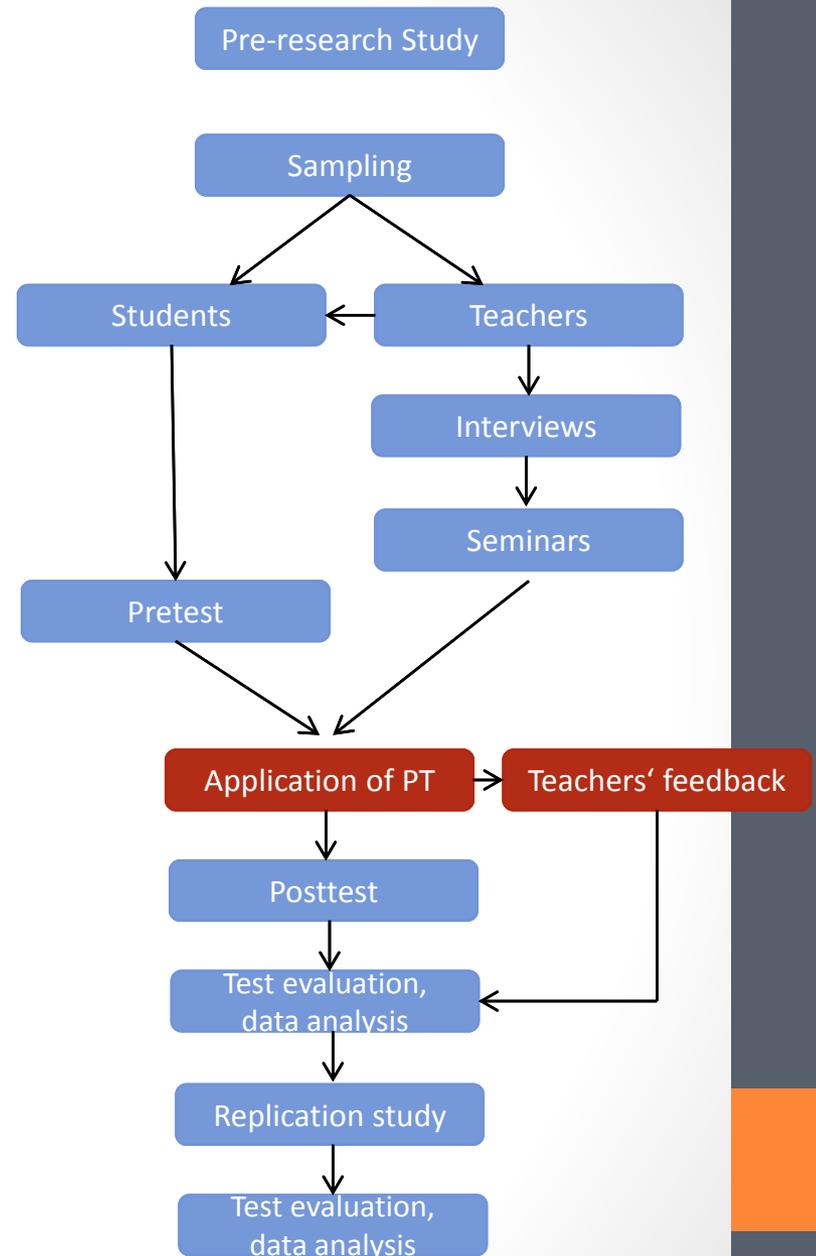
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Control group

Feedback

- Reflective diaries

In-class observations



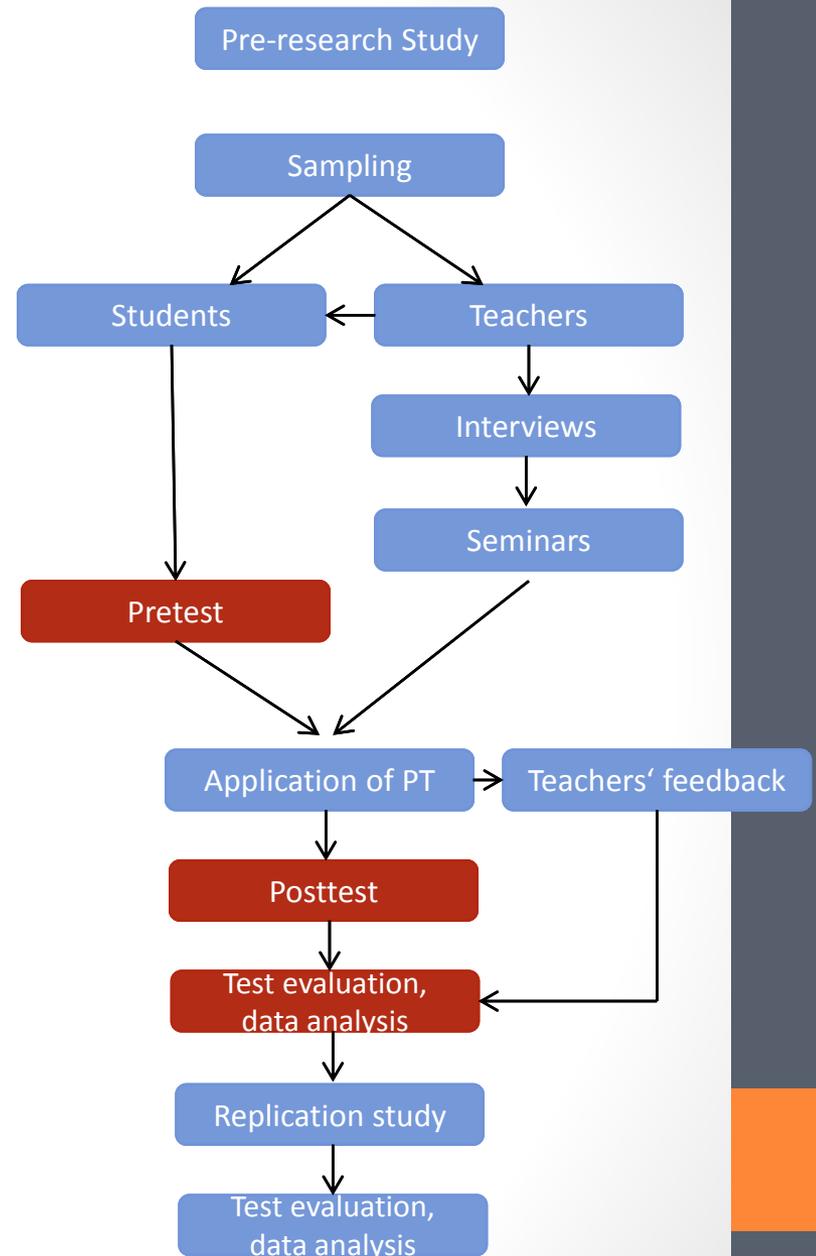
Measure & Data Analysis

Pretest

Posttest

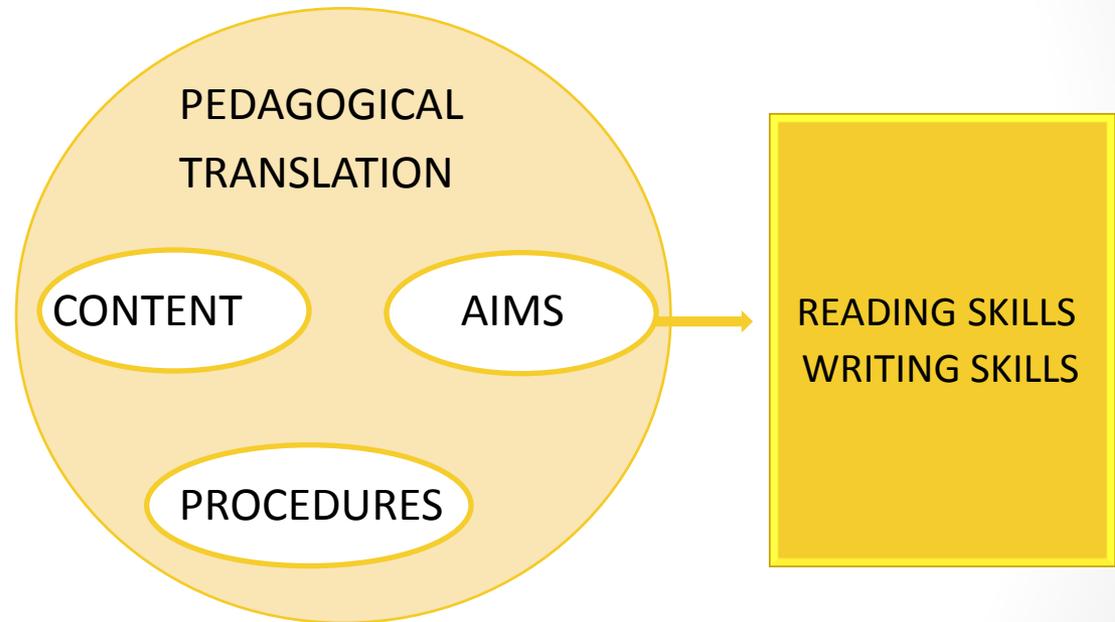
Standardized language tests

Teachers' feedback



Translation and the Communicative Approach?

Pedagogical Translation: Past



Contemporary Pedagogical Translation: Theoretical Foundations

Belief that learner's mother tongue influences the process of second language acquisition (SLA)

Contemporary theories of SLA

Cross-Linguistic Influence (Terence Odlin)

Cross-Linguistic Similarity (Hakan Ringbom)

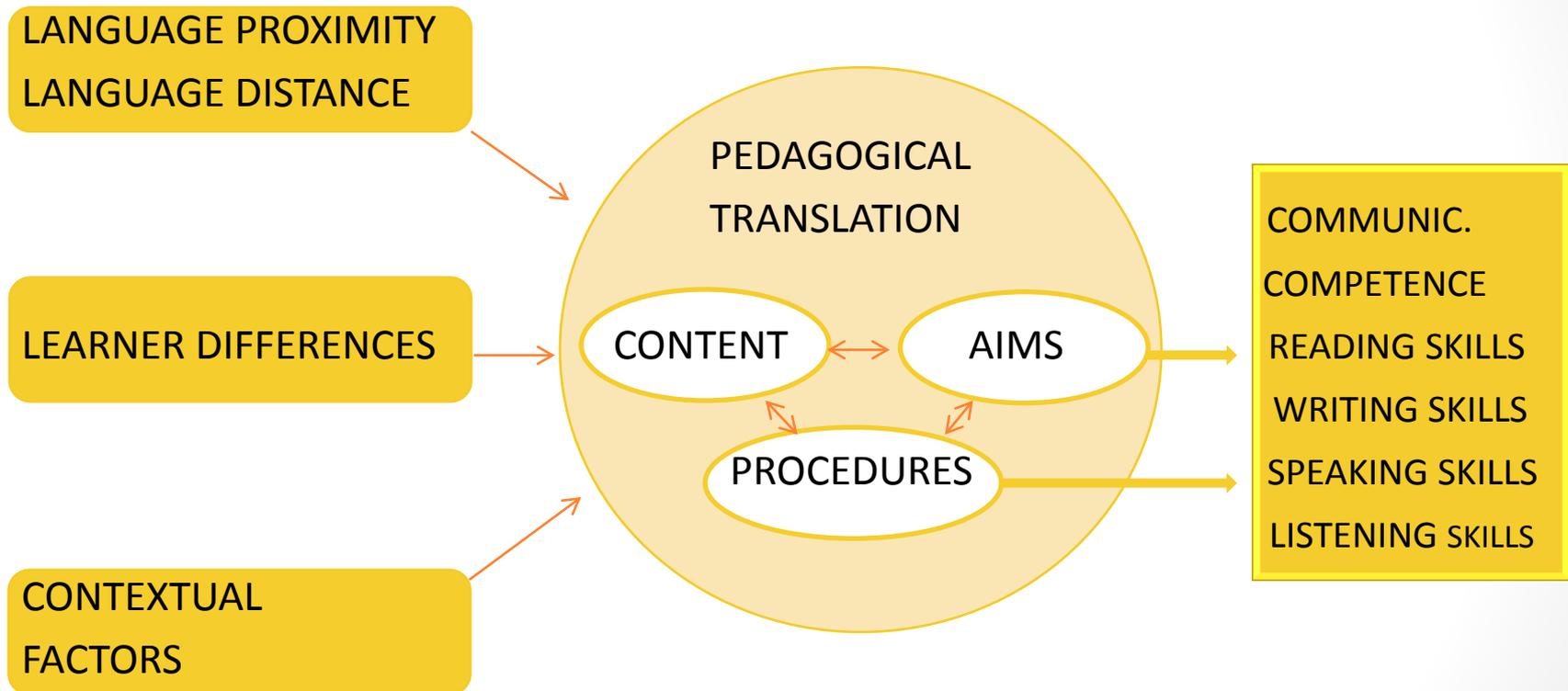
Communicative Approach

Contemporary goals of foreign language instruction

Framework Educational Programme

External influences

Pedagogical Translation



External influences

Language proximity × language distance

Learner differences

Relative learner's proficiency in L2

Preferred learning strategies

Previous experience with learning a L2

Motivation, personal traits, etc.

Cognitive processes

Interlingual identification

Learner's subjectivity

Contextual factors

Summary

'Modern translation activities have clear communicative aims and real cognitive depth, show high motivation levels and can produce impressive communicative results.'

Kaye, 2009

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Thank you

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