

TRANSLATION AS A TEACHING STRATEGY: TEACHER'S PERCEPTIONS

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ABSTRACT

This paper aims to evaluate and discuss how translation is perceived and if it is used as a teaching strategy by foreign language (LE) teachers, with emphasis on the English language. Through Roman Jakobson's (2013) theories on types of translation and Christiane Nord's (2018) functionalist approach and teaching, linguistics and translation theories, an interconnection among different approaches was developed to construct the theoretical background and data analysis. Data collection was achieved through an open and closed question survey which involved respondents' sociodemographic data, their perspectives and views on the use of translation in the language classroom. Generally, it was concluded that the educators use translation frequently when teaching. In approximately 10% of the analyzed cases, it is perceived as a negative strategy that affects the learning process; however, according to 90% of respondents, translation is seen as a positive strategy, especially as a facilitating learning resource for lower levels. To amplify the concepts of translation, Jakobson's three types were highlighted: intralingual translation, interlingual and intersemiotic. These were considered within the teaching context in consonance with Nord's functionalist approach, that considers translation as a natural and intuitive practice

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with a social purpose. Translation can therefore be used in different levels with different objectives according to each context.

Keywords: Translation. Teaching Strategies. Teaching Practices. Foreign Language. Mother Language

INTRODUCTION

Throughout History, the necessity of foreign language learning was constant. For different reasons, according to the historical context, at times reading comprehension and text translation was prioritized (during the Ancient times, for instance), the oral and conversational competence (during the Great Navigations) or the listening skills (during the Second World War). Many approaches and methods were conceived according to the language perspectives of each era, as well as its respective purposes and learning objectives. Translation was constantly present as a leading question among teaching methodologies, either being distanced or excluded from use, or incorporated into use (RANDACCIO, 2012).

Therefore, it is noticeable that there are negative takes on translation use in teaching a foreign language in Brazil. On multiple occasions, translation is perceived as artificial and prejudicial in daily language use, as it is considered a word-to-word transposition from one language to another. Hence, this paper aims to demystify the negativity upon translation use during lessons and to amplify the concepts of translation beyond word equivalency, considering structures and contexts from one language to another in educational environments.

The theory of translation and translation as a teaching methodology are discussed by many authors, such as: Scrivener (2011), Harmer (2001), Baker (2018), Jakobson (2013), Randaccio (2012), Lightbown and Spada (2013), among others. Such a basis is used to comprehend some of these theorists' concepts and apply them to the foreign language teaching context in Brazil to integrate them, with the purpose of using translation interconnected to writing, speaking, listening and reading, as a fifth ability.

To execute such a purpose, the definition of translation was investigated, as well as its types and how they are used pragmatically. The divergences in the use of translation within teaching contexts, how teachers and students develop linguistic conscience to deal with the transition from mother language (L1) to foreign language (L2) were also analyzed, with emphasis on Portuguese as L1 and English as L2. Questions revolving around the selection of didactic aspects of foreign language teaching were also considered (to enable teaching to a variety of levels – from beginner to advanced).

Thus, the main objective of this research is to pragmatically analyze translation concepts in teaching practices and to investigate how teachers perceive translation in foreign language classrooms. The specific objectives relate to developing the diversity of theoretical translation perspectives applied in language teaching, considering its multiple concepts, types and pedagogical strategies.

1 THEORETICAL BACKGROUND

1.1 FOREIGN LANGUAGE TEACHING

In foreign language classrooms, an important aspect to consider to trace learners' profiles are their ages: young learners, pre-teens and teenagers, adult learners and elders. They all share a common trait, though they are very different audiences: they can learn a second language. Lightbown and Spada (2013) mention another common characteristic among these groups: they all have already acquired a first language, the mother language, which may be advantageous or not, depending on the point of view. On one hand, previous knowledge of one language may be an advantage, due to the learners' perception of already having an idea of how languages work. It might also be a disadvantage because this same knowledge, according to the authors, may lead to mother language-induced errors, which do not occur during first language acquisition.

Lightbown and Spada (2013), besides commenting on the similarities, also describe some differences among the younger and older learners. When a first language is learned, the child is yet to gain the cognitive maturity or linguistic conscience that the older audiences have already developed. Initially, it is learned how to speak intuitively, in a natural way, while a second language acquisition generally occurs in an educational environment. Cognitive maturity and linguistic conscience allow the learner to engage in language-related discussions, an important aspect for someone who is learning in an educational setting, with limited exposure to the target language. At the same time, these cognitive abilities (maturity and metalinguistic conscience) may interfere with the process of second language acquisition. Thus, the process of acquiring a new language is based on different mental abilities specific to the learning process.

There also are, as Scrivener (2011) comments, multiple aspects which reflect on learning-teaching dynamics, for instance: the gender differences, the classroom size, the number of students in a classroom, the social reality and the context of each student. The latter may affect the process due to, for example, having the possibility or not of owning courseware. Other factors that weigh in are the position and posture of the student on the desk, their behavior and their gaze. The author also raises questions about the teaching environment: do the students know each other? Do they like one another? Are they happy? Such affection and relationship-related questions affect the way a teacher and the students may portray themselves. The environment in which the teacher works affects their way of thinking about language teaching, exactly because the process of learning-teaching depends on the interpersonal relationships on many levels.

Other than the students' feelings, the way teachers feel also interferes with the teaching process. Many educators may want to be loved by their pupils. Without this demonstration of affection, the teaching practice seems to lose meaning for some educators. Scrivener (2011) mentions that, generally, this necessity happens on different levels according to the amount of experience in teaching practice. Newer, more inexperienced teachers tend to be more worried – sometimes excessively – about their feelings and their students' feelings about their teaching choices. In time, more experienced teachers tend to consider their students' and their own emotions, but they are more focused on the learning objectives they need to accomplish rather than the affective aspects (which on many occasions may fatigue the educators).

Lightbown and Spada (2013) mention that in addition to the cognitive and emotional characteristics there also are behavioral and cultural differences among children and adults. Even with limited proficiency, children generally tend to not feel ashamed to use the language. Meanwhile, adults and teenagers tend to feel more frustrated when they cannot express themselves in a clear and correct way. There are also individual differences: there are children who want to chatter in L2, while others are shyer and would rather listen. This same effect may occur among teenage and adult groups, and their ways to express themselves must be respected and included by the educator.

When a new language is learned in a formal educational context, there is a tendency for students to be exposed to fewer ranges of discourses. A more formal register of the language is learned, while other more informal language registers are set aside or excluded. When emphasizing English as a Foreign Language, for instance, it is known that it is taught in a more technical way, and Portuguese is used to explain more specific aspects of the language, depriving the students from a bigger contact with L2. Another aspect which may interfere is, in general, in teaching adults, the hesitation to correct what the learner has said. The same scenario occurs in natural situations: many people consider it rude to interrupt someone when they speak. One wrong word or intonation in the inappropriate context may cause unwanted effects and the native speaker cannot know if what the person is attempting to say is purposely rude or if they just did not use the appropriate sets of language skills to get their message across. Also, it is not always, in language classrooms, that feedback is given in a consistent manner, which may aggravate the difficulties in expressing oneself in the language.

In other cases, as Lightbown and Spada (2013) argue, some English errors may indicate progress in the learning process. For instance, when the student learns the regular simple past structure, which ends in -ed and generalizes the rule with words such as "I thought" or "I bought", instead of using "I thought" or "I bought", this indicates

that they learned a general rule and are attempting to apply them functionally to the language. This suggests an evolution in the way the students systematically perceive the target language.

When learning a second language, the individual creates their own sentences, which demonstrates learning is also a creative process. Something similar occurs in L1 acquisition: the learner utilizes mother tongue resources to create their own sentences, which might be comprehensible to other speakers of this language. This suggests there is an internal cognitive process which organizes language in distinctive ways of expressing oneself by different speakers. While there is the collective aspect of a language, there also is – simultaneously – the subjective one and each speaker selects one vocabulary or another to communicate (SAUSSURE, 2012). In time, the foreign language learner will develop this ability and choose the words in a proper linguistic-grammatical logic to express their experiences, feelings and thoughts their own way, inserted in multiple contexts.

According to Harmer (2001), appropriate contact with a foreign language in a prolonged period of time outside the classroom is fundamental to enable linguistic competence development in foreign language learners. There can be a multilingual group (speakers of different mother languages) and a monolingual group (in which learners' mother tongues are the same).

Martins and Gallo (2018) discuss the process of teaching-learning pragmatically and highlight plurality in learning. The quality of how each student learns modifies itself according to each individual and the teacher. Even when there is a systematic methodology used in class, the extent to which learning is significantly effective to the learner is unknown. The way in which educational experience is felt by the learner cannot be felt the same way by the educator.

When considering the divergence of perspectives inside the classroom, Martins and Gallo (2018), fundamented in French philosophers such as Deleuze, Foucault, Guattari and Derrida, discuss the concept of the philosophy of differences. Each human being thinks differently – this may be molded by the arts, science and by philosophy in distinct ways. The arts stimulate and trigger emotional responses; philosophy leads to reflection and science leads to systematization and researching the truth. Through these three fields of knowledge, the educator may develop both their students' creativity and their own.

Language teaching depends on science, art and philosophy to unlock thought processes and reflections on the practices, considering classrooms are diverse by nature. The educator does not know precisely what the purpose of each student is, nor how

the alliance of meaningful language links will be created. What is known, through the philosophy of differences, however, is that different thoughts construct new ideas, education and communication being the bridges among the differences.

Something similar occurs with translation: translation always is the amalgamation of differences, different languages, cultures, situations and contexts. Such as education, translation can be interpreted as a bridge between different people, connecting logics which can express the same idea in distinct ways, through the transposition of the message in such a way that sender and receiver understand each other within a context.

1.2 TRANSLATION PERSPECTIVES

To establish translation concepts is a complex task, making it necessary to consider different approaches to conceptualize such a practice. Nord (2018), based on Functionalism, describes translation initially as a human activity of interpretation. Therefore, it is possible to incorporate translation theories into theories of action. An action is executed by agents which perform depicted types of social roles. One of the roles is of the sender which aims to express communicative purposes through text or spoken speech.

Another important role is the receiver, an individual who interprets the purposes emitted by the sender. This communicative process occurs in a determined space and time frame which contains limitations – its means of functioning. Each means determines “what” and “how” communication processes. Then, each situation is not universal, but rather conditioned by culture. Language and, hence, communication are also products of culture and are conditioned by a situation within a cultural context.

Another role of the translator, according to the author, is the mediator. When different languages exist in the same communicative process, the translator must know the two languages and assumes the role of the mediator, the bridge between sender and receiver. In professional environments, the translator’s work is solicited by the sender, the receiver or a third party. When the theory of action is considered, the third party assumes the role of commissary, while the sender and receiver are the clients. The translator’s action has, thus, a practical purpose conditioned to the situation in which it is found.

Nord (2018) highlights that an integrated translation performance involves considering equivalency of content, linguistic form and communicative function of a source text to formulate the target text. In practice, such equivalency (in many cases)

does not occur and is not aimed for; these exceptions are named ‘translation briefs’ (Übersetzungsauftrag). For instance, to translate Shakespeare’s prose into theater or as adapted children’s literature for secondary school students demands cultural and linguistic adaptations according to the forms of language used by each target audience. This way, translation is the passage from the source text to the target text, considering – other than perspectives of context – the purpose of production directed to each type of audience.

According to Vermeer (2013 apud NORD, 2018), translation involves not only linguistic aspects, but also cultural, demanding a cultural theory for the translator to reflect on the target text to a specific audience. In the author’s perspective, translation is the transference of verbal and nonverbal signs of communication to another language’s verbal and nonverbal signs, be them images, songs or verbal texts. Translation, as is human action, is filled with intention or purpose under a given circumstance. Due to this, Vermeer names their approach as Theory of Scope (*Skopostheorie*). Scope is a technical word which indicates the purpose of translation to the receiver, being considered by Nord (2018) as a general translation theory which embraces other approaches, such as Katharina Reiss’s.

Nord (2018) also uses Justa Holz-Mänttari’s ideas in order to clarify translation as a translational act. In other words, not necessarily does a text base itself off of the source and target texts, but also in transmitted messages through any media, such as texts, body language, sound and other systems of communicative signs, also being considered a complex action with a particular purpose.

The author considers all prior approaches to elaborate on the Functionalist Theory of Translation, which revolves around the pragmatics of a language, considering situations of pragmatic equivalency when it occurs or not. As a resource, both intratextual and extratextual aspects were considered through comments and notes, for example. Translation is the relation among the communicative purposes of a situation 1 in contrast with a situation 2.

1.3 TYPES OF TRANSLATION

Translation as a practice and semiotics theory expresses itself in different types, according to Jakobson (2013): intralingual translation or reformulation; interlingual translation or translation itself and intersemiotic translation, also named transmutation or transposition. Intralingual translation (rewording) indicates an interpretation of verbal signs through other signs of the same language system. For instance, dictionaries with their respective word definitions represent a type of intralingual translation. Another

example may be taken from educational practices: when a student does not comprehend a concept explained by the teacher and asks for a new explanation, other words may be used to clarify the same idea, still using L2, and therefore the educator performs an intralingual translation.

Interlingual translation refers to translating a system of verbal signs in another system of verbal signs, such as from Portuguese to English and vice versa. In daily life, this type of translation became the most popular one. The translator's work, on many occasions, is identified as nearly exclusive to this practice and aims to comprehend how another language perceives the same phenomena and words in different languages, such as the experience of studying. How do English people and North Americans study? What is the concept of studying for Brazilian and British people, for instance? Bilingual dictionaries (online or printed) and automatic translators, such as Google Translate, DeepL and Linguee are highly used tools by students and translator specialists to translate one word to another language – they are resourceful tools even for translators.

Intersemiotic translation is the transposition of a system of signs in another type of system of signs, for instance, words translated into images or even spoken speech (oral system) into written speech. This translation seems to be the most present one in reality, be it at schools or outside of them. The most part of bilingual teaching materials shows images which represent the context of a given context which must be learned. Body language is another resource used to demonstrate what is meant to be said in a second language, as well as objects inside the classroom itself. It is very practical to say 'eraser' and to show the object to the students. It is possible to translate experiences, feelings, thoughts and perspectives into words, being the external and internal worlds decodified into a system of languages. This type of translation is used in different art forms, such as poetry, cinema, theater, among others. A movie adaptation of a book is a type of intersemiotic transposition. It requires the translator's creativity to recreate one work of art into another form of expression or media format.

Roman Jakobson (2013) comprehends translation as an expression of different types of logical thinking, a cognitive ability used pragmatically which allows oneself to think there are different ways to say the same thing or even to say different things in diverse situations. Translation occurs naturally: people interpret and recodify what someone has told them through their own lens of experience. For instance, the TV show 'Sense8' has a fluidity in English spoken speech, due to the link between the final vowel 'e' and the same vowel in the beginning of the word 'eight'. In other languages, this phonetic-phonological wordplay may be broken, and a different effect is created. It is the translator's creative choice to keep the original title, translate it, or create an entirely different one which emulates the same wordplay as the original.

The TV show received this title because eight people are interconnected emotionally and cognitively, sharing all their experiences with one another. People who were born on the same day and hour are part of their cluster and what one feels, the others feel just as much. There is no correct way to translate this series' title, so other names may be created depending on the creativity, intention, purpose and background of the translator.

1.4 LANGUAGE TEACHING METHODOLOGIES AND THE ROLE OF TRANSLATION

Language teaching has been molded and reshaped in many forms, according to the predominant teaching methodologies throughout time. It is possible to depict two major tendencies, both radical: for many years, the most popular theory was based on written language, to enable literature reading and translation; then, completely opposite methodologies argued that the necessity lied on emphasizing spoken language only, setting written language aside (SANTORO, 2011).

Amongst the various methodologies and approaches which emerged, the main ones are: Grammar Translation Method (GTM), Natural Approach, Direct Method, Conversation Method, Audiolingualism, the Communicative Approach and the Post-Method. What follows are the contexts which precede and characteristics of some of said methods and approaches, as well as the role of translation within each one.

Randaccio (2012) mentions, along with Santoro (2011), that the oldest methodology is the Grammar Translation Method. It was used to teach Latin and Greek in schools, and consisted on the idea of striving for equivalency between meanings of words from one language to another. With the aid of a dictionary, learners would translate especially religious and literary texts word for word, aiming for exact semantic correspondence on each word. In Europe, this method was an important landmark. Specifically in Germany, Johann Valentin Meidinger developed a course in French grammar in 1783, the *Praktische französische Grammatik*. Ten years later, Johann Christian Fick (1793) adapted one version to the English language – *Praktische englische Sprachlehre*.

The methodology was based on extracting grammatical sentences with the objective of teaching grammatical aspects of the target language. This way, grammar was taught systematically and the examples could be divided into growing levels of difficulty. In England, at around 1858, this practice was highly acclaimed. The Universities of Oxford and Cambridge, as Randaccio (2012) comments, utilized GTM to fixate modern language teaching firmly on their curriculum, alongside classical languages. This was how English and French were taught, just as Latin and Greek were, all four being respected equally in the academy.

During the 20th Century, GTM began to be questioned in its efficiency, mainly by the adepts of the Protestant Reformation. These religious entities were one of the main defenders of esteeming orality in language teaching. They understood that, in order to colonize the peoples of countries who spoke mother languages unknown to them, it was necessary to learn them, understand them and communicate through them. The use of orality would facilitate and quicken the colonization process, and make it more effective. Therefore, the Natural Approach movement was based on three principles: 1) spoken speech is the most important; 2) the important of texts related to learning and teaching and 3) the priority was spoken practice in a language classroom and, therefore, the target language should be the most utilized during the lessons (SANTORO, 2011).

All practices that came after Grammar Translation had a common philosophy, as Randaccio (2012) mentions: the understanding that learning a language did not solely involve rationally transmitted language aspects, but also involved intuitive and contextual aspects in which the human being should earn the natural capacity to comprehend the subject within the given communicative context. Among these methods, the Direct Method originated as a branch of the Natural Approach, and began in the context of the 20th Century, in which orality gained more importance. In this context, spoken speech was the facilitating element which granted access to information and commercial transactions (SANTORO, 2011).

During this time period, Randaccio (2012) shows that Maxmillian Berlitz (1852-1921) was the one who applied the Natural Approach in large scale in the USA. He built schools for European immigrants to learn English. Berlitz created sixteen schools in the US and thirty in Europe, in which, regardless of teaching English as a second or a foreign language, the same method was used. Translation, according to Berlitz, should be excluded from the learning process, as it is considered to be artificial.

The following one was the Audiolingual method, which originated during the Second World War. Its ideas derived from behavioral ideals, whose principles revolved around imitation, repetition and automatization of language habits, in order to learn a foreign language in an efficient manner. Audiolingualism utilized, when considered to be necessary, translation in the learning process. This occurred mainly in moments of contrasting analysis between the mother tongue and foreign language the student aimed to learn. Afterwards, the Communicative Approach was developed. This is one of the most used methods in language teaching to this day (SANTORO, 2011).

During the 1960s, translation was increasingly portrayed as negative, mainly by authors such as Lado and Gatenby. Translation, according to these authors, did not replace the practice in language use and could not contribute to speaking, listening, nor reading or writing. Translation was the most complex and unnecessary practice to

learn another language, and should only be executed with the full domain of the target language. The objective was to develop students' capacity to speak foreign languages without thinking in their mother language, as in, not causing linguistic confusion between L1 and L2.

Randaccio (2012) clarifies that in the 1980s translation began to reappear as a positive practice in language classrooms, with the view of it being used as a communicative activity, due to the influence of linguistic theories and new theories of translation. Among the conceptual aspects which defend translation use, Randaccio (2012), based on Kopczynski and Danchev, comments that the claim of learning a second language is not the same process as learning the mother language. At the same time, it is natural for a human being to use their previous knowledge to comprehend other problems – the same occurrence is seen in language learning. This way, students will translate either way, as it is a natural process, so teachers should exploit this practice to amplify it, and not cause frustrations onto the learners.

It must be assumed that translation is a cognitive process which occurs simultaneously as the student learns a second language, and conscious learning does not prohibit automatic habits. When a learner becomes an expert in a foreign language, it is common to observe automatic reactions which may be compared to the use of mother language in natural situations. This comparison, alas, allows the control of negative transferences from one language to the other. It is known that, for instance, Brazilians need to organize a sentence in a certain order, while English and North American people use a different linguistic knowledge to communicate. Such analysis is only possible through a traductory logical thought process between languages. Before being perceived as something negative, translation can be used as a tool for development and language improvement, for both the mother language and the target language.

The current main method is the Post-method. It is the least radical, as it understands that “[...] language teaching includes, and does not exclude [...]”⁴ (SANTORO, 2011, p. 157). Therefore, in teaching, the differences, objectives, necessities and individualities of every individual involved (both teachers and students) are considered and prioritized, the student being the main focus of the entire process. Essentially, the post-method allows a mixture of previously cited methods and their branches, as long as they are helpful to the student's knowledge development of the foreign language they aim to learn.

⁴ “[...] o ensino de línguas inclui e não exclui [...]” (SANTORO, 2011, p. 157).

2 METHODOLOGY

The target audience for this research is composed of foreign language educators, adults who teach in primary schools, secondary, universities, language schools in private and public institutions, one-to-one lessons and teacher training courses. Besides this, the respondents must have taught a foreign language to Brazilian students. The only considered contexts were the ones in which both teachers and students speak Brazilian Portuguese as a mother language, with emphasis on the national territory of Brazil.

The investigation is exploratory-explanatory, based on the mixed method (both quantitative and qualitative). To collect data, a survey was created on Google Forms and shared via email and other means of communication. The questions focused on sociodemographic data of respondents, as well as their personal conceptions of teaching and the way they perceive mother tongue use and translation when teaching foreign languages. The sample consisted of teachers from the entire country, with a total of 50 respondents.

To analyze the results, a comparative study was conducted, which involved educational and translation theories, classifying the teachers' responses according to the existent translation concepts designed by Jakobson (2013). To interpret the teachers' views, Nord's (2018) Functionalist Approach was also used.

The survey was divided into four sections: Section 1 – Opinion: The role of mother tongue in language teaching, with overall information about the form and the email collection from consenting respondents; Section 2 – Informed Consent Form, which contained the possibility of accepting or declining the participation in the research. After accepting it, the respondent was then directed to Section 3 – Respondent's Profile, with sociodemographic-related questions and Section 4 – Language Teaching and the Use of Mother Language, with questions which revolved around the use of translation as a teaching strategy.

Therefore, once the respondent accepted the Informed Consent Form, they would have access to the thirteen question-survey. All questions, except one, were compulsory. In Section 3, the first eight questions aimed to identify the sociodemographic profile of respondents. Section 4 aimed to comprehend what their perception of mother tongue use in foreign language classrooms was, with emphasis on the English language. This section is composed of five questions in total, two of them being open.

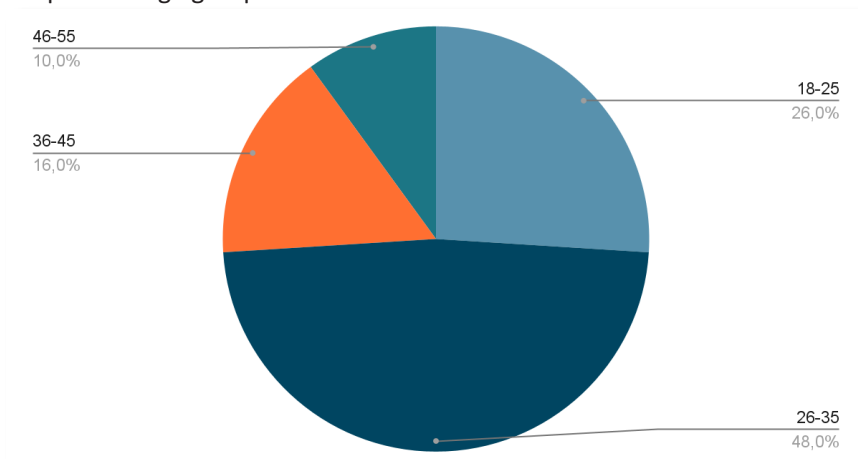
3 DATA ANALYSIS

In total, the collected sample data consisted of fifty respondents. What follows are the teachers' answers, organized according to each section, as well as their respective analysis.

3.1 SECTION 3 – RESPONDENT'S PROFILE

Among the fifty respondents, the majority belongs to the age group of 26 to 35 years old (48%). The second biggest group ranges from 18 to 25 years old (26% of the sample). In third and fourth places, respectively, there are 36 to 45 years old groups (16%) and 46 to 55 (10%).

Graphic 1 – Age groups



When it comes to gender, the female audience was the most present, being 84% of the total, followed by the male (16%). No respondent identified themselves as non-binary or other gender identifications (the option Others was available for this question).

It is interesting to notice that, according to data from Brazil's *Censo Escolar* 2020 (School Census 2020) and the *Censo da Educação Superior* 2019 (Higher Education Census 2019), reported by the Instituto Nacional de Estudos e Pesquisas Educacionais (INEP)⁵, in October 2021⁶ women corresponded to the majority in general teachers.

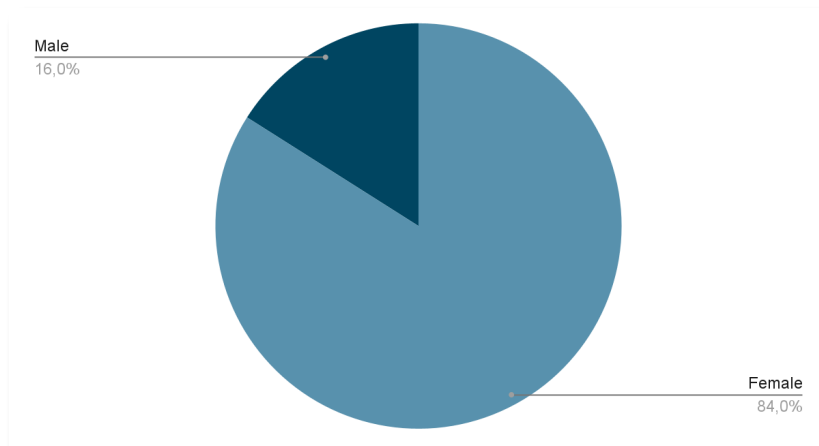
⁵ National Educational Studies and Research Institute (INEP)

⁶ Conheça o perfil dos professores brasileiros. Available on: <https://www.gov.br/inep/pt-br/assuntos/noticias/institucional/conheca-o-perfil-dos-professores-brasileiros#:~:text=No%20ensino%20m%C3%A9dio%2C%2057%2C8,docente%20%C3%A9%20composto%20por%20mulheres>. Published on: 14 Oct. 2021. Accessed on: Mar 04, 2022.

According to this document:

Female teachers are the majority in all stages of elementary education. They make up 96,4% of kindergarten teachers, 88,1% of elementary school teachers and 66,8% in the final years of elementary school (secondary school), respectively. In high school, 57,8% of teachers are women. (INEP, 2021).

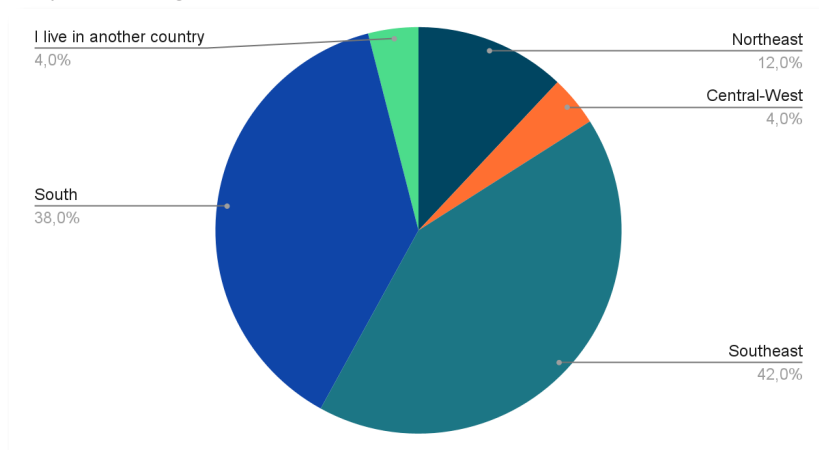
Graphic 2 – Gender



SOURCE: The Authors (2022)

Concerning the regions of Brazil, the most predominant quora consisted of, respectively, were the Southeast (42%) and the South (38%), followed by the Northeast (12%), Central-West (4%) and 'I live in another country' (4%). The respondents who live in another country taught one-to-one lessons before emigrating and currently offer online one-to-one lessons to Brazilian students.

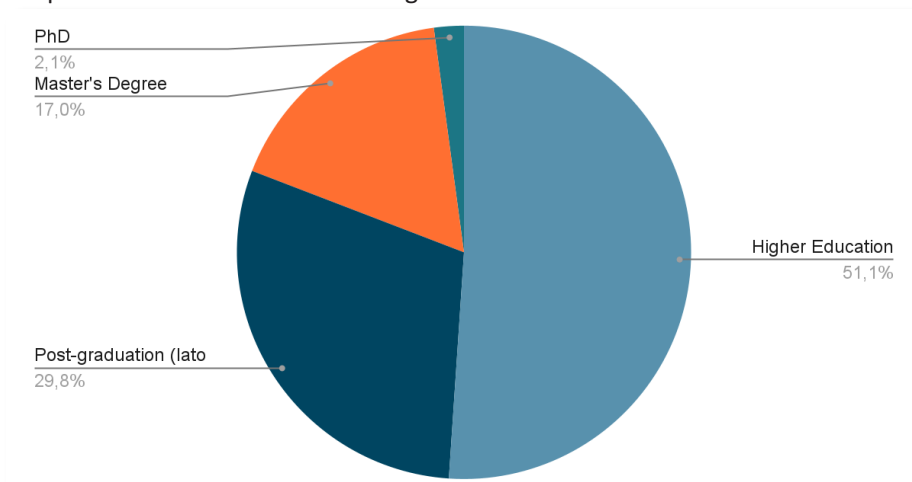
Graphic 3 – Regions of Brazil



SOURCE: The Authors (2022)

When concerning academic backgrounds, 48% of respondents have concluded higher education; 28% are specialized, 16% are Masters, 6% have graduated high school and 2% are Doctors.

Graphic 4 – Current Academic Background



Source: The Authors (2022)

It is noticeable that, in general, to teach foreign languages, the educator has at least graduated basic education, being strongly recommended to continue their studies in their field of work. On question 5, “For researcher teachers: what is your field of research?”, the answers were exposed on Table 1 below:

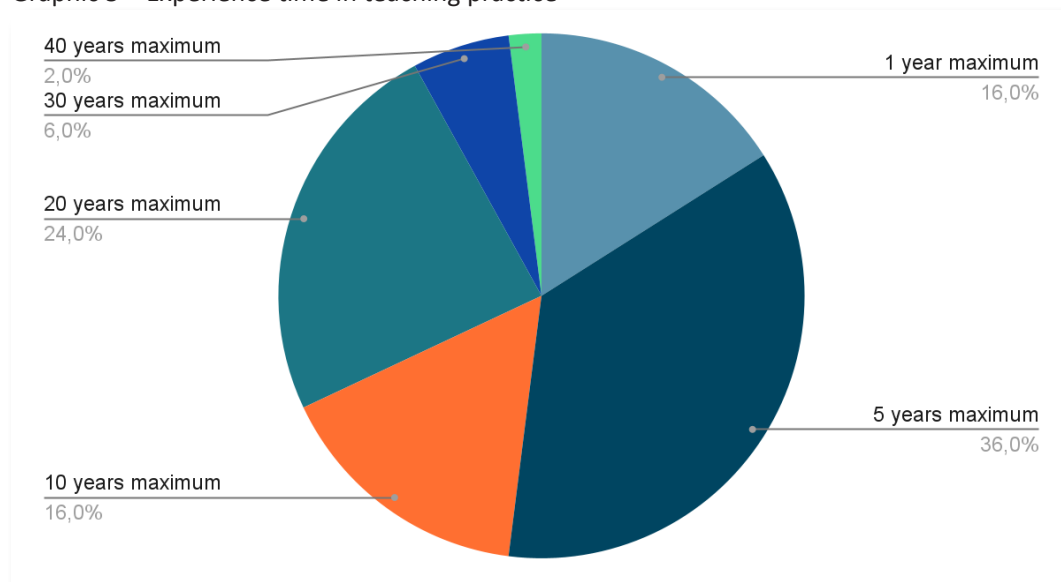
Table 1 – Fields of Research

1. Language Acquisition
2. Infantojuvenil Literature
3. Languages – Linguistics – Language, teaching and society
4. Education
5. Culture
6. Discourse Analysis and Translation in Sociocultural Contexts
7. Human Communication Disturbances
8. Linguistics
9. Contemporary Brazilian Literature; Orality; Performance; Literary Soarré; Peripheral Marginal Literature.
10. Comparative Literature
11. Applied Linguistics
12. Applied Linguistics
13. Literature
14. Decolonial Teaching
15. Narrative Research

SOURCE: The Authors (2022)

In general, the research backgrounds are within three grand fields of Linguistics and Literature, with one researcher being focused on the field of Education, all being fields of knowledge which contribute to the language teacher formation. When considering the amount of experience of respondents, 36% have up to 5 years of experience and 16% up to 1 year. This totalizes 52% of the sample, which suggests that the majority of respondent teachers were in the beginning of their career. Besides this, 24% had up to 20 years of teaching practice, while 16% had up to 10 years, which corresponds to an average medium-high of experience (it totalizes 40% of the complete sample). The ones with 30 years of experience represented 6% and the ones with up to 40 years were 2% of respondents, totalizing 8%.

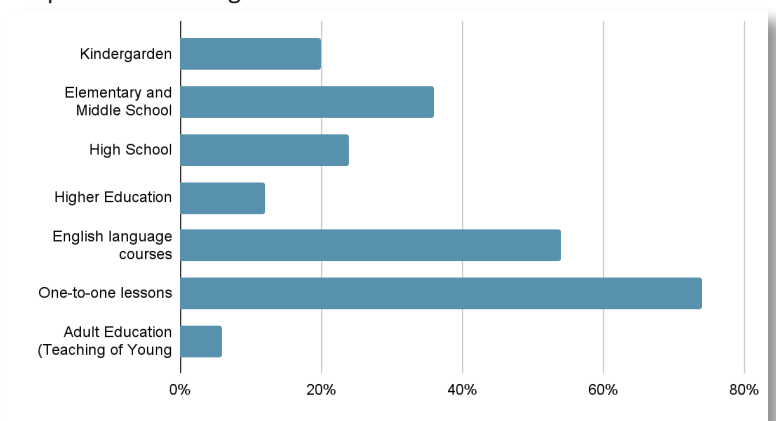
Graphic 5 – Experience time in teaching practice



SOURCE: The Authors (2022)

When considering the teaching environments in which the respondents teach, the most expressive were one-to-one lessons (74%), followed by English language courses (54%), Elementary and Secondary School (36%), High School (24%), Kindergarten (20%), Higher Education (12%) and *Educação de Jovens e Adultos* or EJA – Teaching of Young Adults and Adults – (6%).

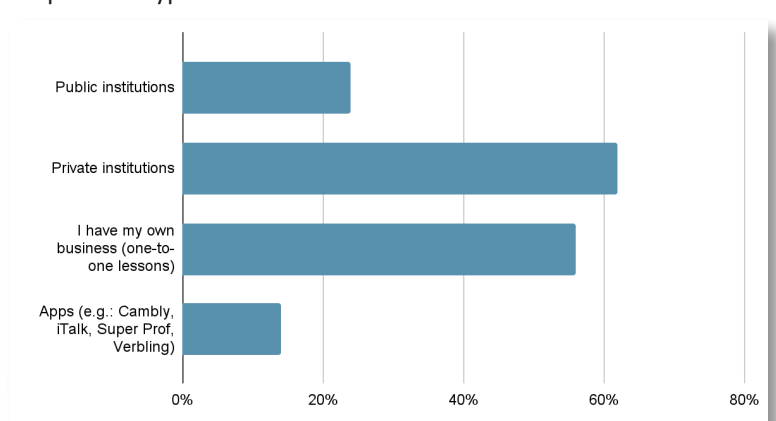
Graphic 6 – Teaching environments



SOURCE: The Authors (2022)

In the following question, respondents were able to check more than one alternative. It involves the types of institutions in which they taught. It is depicted that private institutions were the majority, with 62% participating in this group. Then, 56% of respondents had their own business (with one-to-one lessons unlinked to institutions). Finally, 24% taught at public institutions and 14% taught using apps (such as Cambly, iTalk and others).

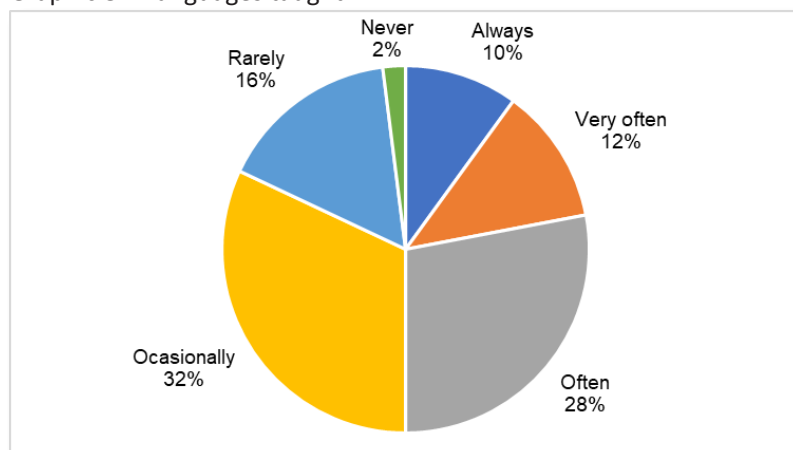
Graphic 7 – Types of institutions



SOURCE: The Authors (2022)

Considering the languages the educators taught, 90% taught English, 12% French, followed by Spanish, Italian and Arabic, with 2% of representation for each language. This question offered the possibility to add “Other” languages that they taught, but were not contemplated by the survey.

Graphic 8 – Languages taught

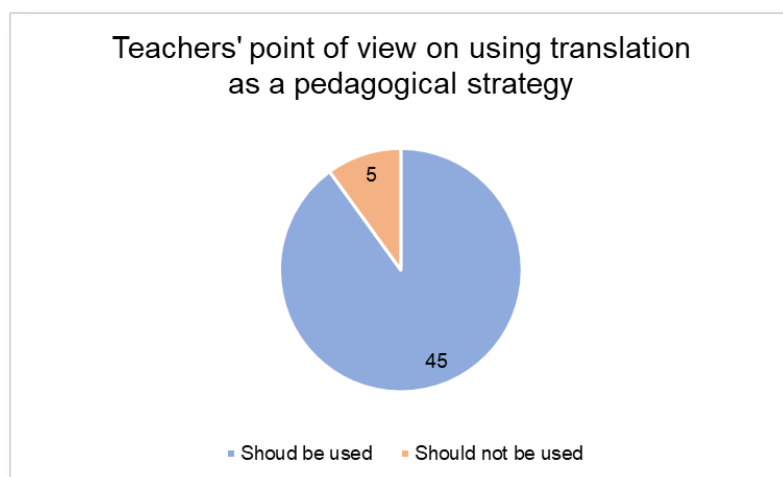


SOURCE: The Authors (2022)

3.2 SECTION 4 – LANGUAGE TEACHING AND MOTHER LANGUAGE USE

When answering the first question, “With what frequency do you use translation (mother tongue) in your lessons?”, 32% responded that they use it eventually, 28% frequently, 16% rarely, 10% always and 2% never, as shows the graphic below:

Graphic 9 – Frequency of use – mother language

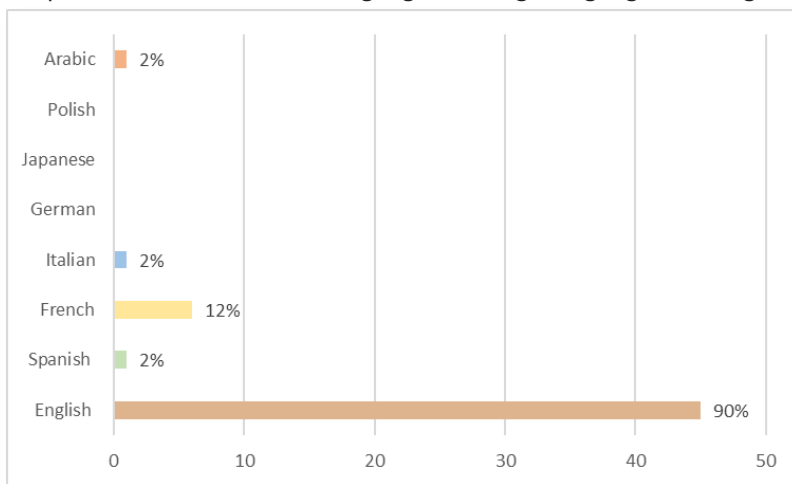


SOURCE: The Authors (2022)

It was noted that, in general, translation has a significant presence in the respondents’ lessons. With varying degrees of intensity of use, but present in the daily teaching processes of foreign languages. Therefore, according to Santoro (2011), Nord (2018) and Baker (2017) present, although subconsciously, it is evident that translation is used to some degree constantly by educators.

Question 2 referred to: “In your opinion, can translation (mother language) be used as a language teaching strategy?”, 90% of teachers answered “Yes”, while 10% believes “No”. Graphic 10, below, illustrates this comparison:

Graphic 10 – Use of mother language in foreign language teaching



SOURCE: The Authors (2022)

It is verifiable that, considering the sample, the majority of teachers considered that translation could be used as a pedagogical strategy in language teaching. When taking into account the different types of translation, such as intralingual and intersemiotic, other than the already mentioned interlingual, translation can be amplified in the ways it is used.

Below (Table 2), about the reasonings given by the respondents on their previous answers – of whether they use translation as a teaching strategy or not –, the responses were categorized in groups: those who considered it to be positive, those who believed it could be used, but with restrictions and those who did not believe translation could be used whatsoever as a teaching strategy.

Table 2 – Analysis: mother language use in foreign language teaching

Translation used as teaching strategy	Translation used as teaching strategy with restrictions	Exclusion of translation in the teaching process
26 (52%)	21 (42%)	3 (6%)

SOURCE: The Authors (2022)

Those who answered that translation could be used in a positive way mentioned that it could be very beneficial mainly to initial years and children, as it also is a way of teaching grammar and using L1 as basis for acquiring new L2 knowledge. Another relevant aspect that was mentioned was that, on certain occasions, due to students having already lived in a certain culture, translating a term to the mother tongue

facilitates their understanding of a specific context. When it is understood, it can be recapitulated and explained in L2. An example of such these teachers' views on translation as a teaching strategy is:

I believe we translate everything automatically. To “think in English” is something that takes time and, even then, we still translate a lot of the information when we are in contact with the second language. Also, the mother language is essential in moments in which there is the possibility that we are not being completely understood and that this lack of understanding disturbs some didactic process, like in instructions for important tasks (especially for beginners). Another important aspect of the mother tongue is that it brings interculturality to the pedagogical experience, since not even in Portuguese do we know all words and their variants. Hence, in discussions about personal experiences, an ‘intraductable’ word will always come up to the second language, and with this also comes an interesting challenge of finding an equivalent term in the second language (RESPONDENT-1, 2022)⁷.

The teachers who mentioned there should be restrictions of use mainly highlighted the learner's level of English and age: with adults that have not had contact with L2, it is important to include them in the learning process, and translation has a role to provide this connection. The main restriction was the objective or purpose in which translation could be used. For instance:

Actually I believe it depends on the language learning objective. If the objective of learning a foreign is more academic and the meaning of specific concepts is very important, I believe translation is important and even necessary. If the objective is to acquire fluency in a language with purposes of communication, work or study in other countries, I believe translation will interfere rather than help. It is important, on those cases, to have a bigger agility when formulating and producing sentences, and when we are occupied translating terms or expressions we communicate in a much slower way (RESPONDENT-2, 2022)⁸.

⁷ *“Para mim, traduzimos tudo automaticamente. “Pensar em inglês” é algo que leva tempo, e, mesmo assim, continuamos traduzindo grande parte das informações quando estamos em contato com a segunda língua. Além disso, a língua materna é essencial em momentos nos quais existe a possibilidade de que não sejamos completamente entendidos e que esse não entendimento atrapalhe algum processo didático, como em instruções para atividades importantes (principalmente em turmas básicas). Outro aspecto importante da língua materna é que ela traz interculturalidade para a vivência pedagógica, já que nem em português sabemos todas as palavras e suas variantes. Sendo assim, em discussões sobre vivências pessoais, sempre irá surgir uma palavra “intraduzível” para a segunda língua, e com isso também um desafio interessante de encontrar um termo equivalente na segunda língua”* (RESPONDENTE-1, 2022).

⁸ *“Na verdade, creio que depende do objetivo do aprendizado da língua. Se o objetivo de aprender uma língua estrangeira é mais acadêmico e o significado de conceitos específicos é muito importante, creio que a tradução seja importante e até mesmo necessária. Caso o objetivo seja a fluência em um idioma com propósitos de comunicação, de trabalho ou estudo em outros países, creio que a tradução mais atrapalhe do que ajude. É importante, nesses casos, uma agilidade maior na hora de formular e produzir sentenças, e quando estamos ocupados traduzindo termos ou expressões nos comunicamos de maneira muito mais lenta”* (RESPONDENTE-2, 2022).

Teachers who fully excluded translation from their teaching practices, generally, believe that translation is negative, as the example which follows: “No language is the same as another, it carries history, sociopolitical system, customs, traditions, past, different verbal tenses along with it. It is inefficient and infeasible to teach a language using our own or any other language” (RESPONDENT-3, 2022). In this case, the teacher believes that mother tongue would interfere negatively in the student’s understanding of another culture. For comprehension to be full, it must be done and understood only through the target language, which suggests a more radical approximation to the Direct Method and even some branches of the Communicative Approach.

Overall, the teachers seem to comprehend translation as a transposition from the source language to the target language, according to the exemplified citations. Other types of translation do not seem to be part of their repertoire so far, which suggests that the theory of Jakobson (2013) was not yet fully incorporated by the respondents. When using as basis the presumptions of Nord (2018), translation has a purpose revolving around a specific context and appears as a human action. In some of the teachers’ perspectives, even those who believe in translation use with restrictions, translation does not seem to make sense, even being prejudicial to the learning process.

On question 4, related to the translation-related practices used by teachers, the Table below was crafted, with a general synthesis of the respondents’ answers, considering the similarities among resources and strategies they used, followed by a theoretical correlation classified with the types of translation proposed by Jakobson (2013) and Nord (2018).

Table 3 – Teachers’ practices

Original Text	Translation (interlingual, intralingual, intersemiotic)
Dictionaries, images/figures, flashcards, mimics, non-verbal language, drawings, bilingual books/glossaries, movements, mother language use and concept translation.	Intralingual, intersemiotics and interlingual translations
Asks student to explain	Emphasis on interlingual translation
Uses more simple words	Emphasis on intralingual translation
Stories	Reading, in this case, is used to offer a relevant learning context, serving as a way for the student to know a culture different than theirs.
Students share what they perceived from the text	Emphasis on intralingual translation
Listen in L2 and answer in L1.	Emphasis on interlingual translation

SOURCE: The Authors (2022)

As an example, to demonstrate many teachers utilize different types of translation without explicitly knowing so, a teacher’s comment is highlighted:

I hardly ever use translation, I attempt to explain terms or expressions using the foreign language itself. When I offer text reading (poetry, prose, dramaturgy) in French, I almost never require translation. Maybe because my degree was in Licentiate, not Bachelors (RESPONDENT-4, 2022).

In this case, the teacher affirms they rarely ever use translation, however they use the own L2 terms to explain the lesson topics, which can be classified as intralingual translation. It also proposes that the reading of L2 texts (in French, in this case), which can be related to Nord’s (2018) ample concept of translation, in which the individual is exposed to a different culture, with comprehension translation being intuitive and natural, from one culture to another.

Table 4 – Resources used by teachers

Resources	Translation (interlingual, intralingual, intersemiotic)
Videos (15 times)	Intersemiotic/intralingual
Images (13 times)	Intersemiotic
Music (11 times)	Intralingual
Text (9 times)	Intralingual
Audio (8 times)	Intralingual
Games (8 times)	Intersemiotic
Google Tools (7 times) Citadas: Apresentação, Docs, Jamboard, Forms, Powerpoint	Intralingual, predominantly
Movies (4 times)	Intersemiotic/intralingual and interlingual (if there are subtitles)
TV Shows (2 times)	Intersemiotic/intralingual
Didactic material (2 times)	Intralingual/intersemiotic
Websites (1 time)	Intralingual/intersemiotic/interlingual

SOURCE: The Authors (2022)

It must be outlined that each teacher mentioned they use more than one resource, therefore the total count does not totalize 50, but it corresponds to the number of times each resource was cited by each educator. Overall, videos were the most mentioned resources by the teachers, and they involve a conjunction of image, spoken speech and even, sometimes, writing on one same media.

Question 6 was about: “Do you use body language to give examples during the lessons?” – 100% of teachers answered they did, while the other two responded yes, but with restrictions. One of the teachers wrote: “In face-to-face lessons, yes, but in

online lessons it is much more limited, that is why I use the examples and explain with simpler words” (RESPONDENT-5, 2022)⁹. The other said: “Moderately, especially online, I notice that sometimes the student is always taking notes or with a presentation on a bigger screen, minimizing or not even observing my video during the lesson. When I taught face-to-face lessons, I did not use it much, too” (RESPONDENT-6, 2022)¹⁰. Both answers, to a certain extent, also fit the “Yes” category to answer the question, which indicates that every respondent uses body language.

Nevertheless, when evaluating these two teachers’ considerations, the evident difficulty in the usage of body language as a means of communication in online lessons demanded the use of other activities, such as giving examples and using simpler words, which can be related to intralingual and interlingual translations. Also, Nord’s (2018) theory about the functionalist translation also comprehends translation as a purposeful activity. In this context, intralingual and interlingual translations are used to achieve the aim of teaching the meanings of events, objects, words, among others.

Question 7 asks: “Do you compare the target language with the mother language?”. The answers were divided on table 5, below, to better visualize the opinions of all participants. The responses were affirmative in their majority (within the category “Yes”, there also were variables such as: “definitely”, “whenever possible”, “always”, “sometimes”, “on some occasions”, “eventually”, “moderately”, “rarely”). The other answers, which refer to the “No” category, include answers such as “normally not” and “under no circumstances”.

Table 5 – Comparison between target language and mother language

Yes	No
43	7

SOURCE: The Authors (2022)

Question 8 asks: “Do you use images to teach?”. It was observed that 49 (98%) out of 50 respondents answered affirmatively, while 1 (2%) said they did not. Such a result suggests a very strong presence of intersemiotic translation as part of teaching didactics. Considering intersemiotic translation as the transposition of a system of signs to another, images may be interpreted as spoken or written words, being transformed cognitively into another type of sign, the linguistic one. It can be noted that the presence of intersemiotic translation was considered a form of facilitating the learning process,

⁹ “Nas aulas presenciais sim, mas nas aulas online isso seria muito limitado, por isso uso os exemplos e explicar com palavras mais simples” (RESPONDENTE-5, 2022)

¹⁰ “Moderadamente, principalmente online, percebo que às vezes o aluno está anotando ou com a apresentação em tela maior, minimizando ou nem observando meu vídeo durante a aula. Quando dava aulas presenciais, não usava muito, também” (RESPONDENTE-6, 2022).

due to its offering of a visual aid which contextualizes the meaning of a word and a sentence. The following table was structured with the main responses:

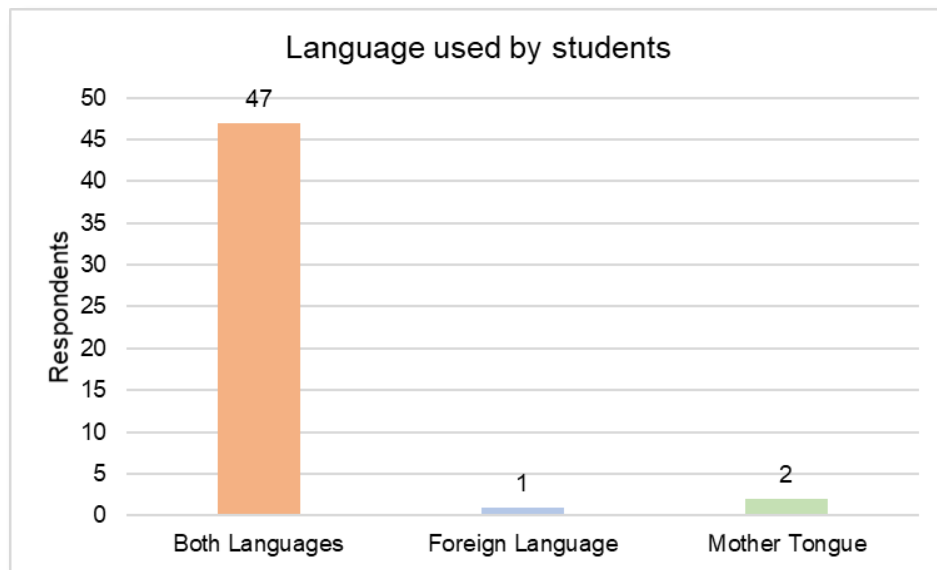
Table 6 – Use of images in lessons

Yes, a lot.
Yes, always.
Yes, most of the times I use it for immersion in content to allow students to think, talk and guess what we are going to talk about.
Yes, frequently.
Yes! It's essencial
All the time... Images, miming, flashcards, drawings
A lot. I believe colorful tables of vocabulary help assimilate the content, for example.

SOURCE: The Authors (2022)

Some educators, while also responding affirmatively, specified the types of visual aids they would use, such as miming, which is a type of body language. Others incorporate colors to get the teaching points across, so the content is more attractive and facilitates capturing attention of students. Again, it is noticeable that there is a strong presence of intersemiotic translation in classes, which indicates translation has an essential role in teaching didactics of additional languages. It is possible to deduce that the presence of interlingual translation is significant in lessons, due to the fact that teachers use both languages when necessary.

Graphic 12 – Students' questions in class

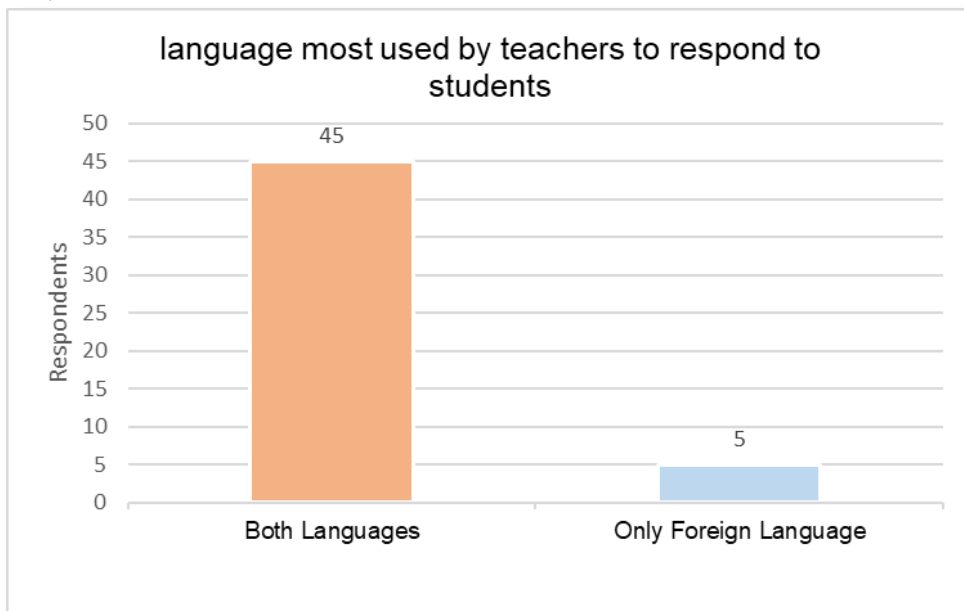


SOURCE: The Authors (2022)

Question 10 asked: “How do you respond to students’ questions? With the mother language, foreign language or both?”, in which 45 (90%) of the teachers responded they use both languages, but they highlighted that, overall, they privilege the foreign language. In case learners do not understand, educators attempt to use other resources, such as visual aid, and if nothing works, as a final alternative, they use L1.

If learners are closer to beginner levels, teachers tend to use L1 more and in more advanced levels, L2. Four teachers mentioned they solely used the target language. If students still do not understand, they use other resources or show how the question should be asked in the additional language. The other 5% responded they only use the foreign language. Graphic 13 illustrates the language in which educators tend to respond to their students.

Graphic 13 – Teacher’s answers in class



SOURCE: The Authors (2022)

When the teachers responded, it was noticeable that their preference is to attempt using intralingual translation, with the explanation of a foreign language being provided with the L2 itself, such as English-English or French-French, or even intersemiotic translation, with the aid of images.

CONCLUSION

The aim of this study was to comprehend the perceptions language teachers had on the use of translation as a teaching strategy nowadays, as well as their knowledge on the existing types of translation. Through data analysis and comparing the theoretical background, it was observed that teachers expressed some knowledge of interlingual translation, in other words, translation itself. It seems, also, that considering the discussed terminology, some teachers did not consider in their answers the natural process of translating and translation as an action with purpose in a determined environment. However, in their practices, it was observed that educators utilize translation, mainly, through the use of images and body language in the classroom.

Translation, on many occasions, was considered as a sort of ‘cheating’. For instance, a student who uses digital tools to translate does not perceive the way a language functions in reality. In those cases, translation was considered a process which hindered the learner’s process of foreign language acquisition. The mother language was considered as an interference in the process of ‘thinking as a native’ in LE. A major part of this perspective derives from the Communicative Approach of language teaching, which considered translation as artificial and removed it from the learning process, believing that it would accelerate the students’ L2 learning.

It was noticed that, through the theoretical studies done up until this moment in time, the translation process was always connected to language teaching methodologies (either incorporating it or excluding it). It was also noted that, generally, translation nowadays is outlined, amplified and renewed in teaching, being considered as a natural attitude which occurs intuitively in educational environments or others, in the context in which the language is used.

The post-method era is characterized by the blending of possibilities within foreign language teaching, and it can develop concepts and teaching practices. Reflections revolving around education and translation can be valuable to improve and refine language teaching, with the possibility to offer better didactic resources to teachers.

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