A Pedagogical Approach to Emancipate Second Language (L2) Learners and to develop Second Language Reading and Writing Skills

Ana Cristina Sanchez
West Chester University Pennsylvania
PA, USA.

Abstract

This paper explores the benefits of using translation as an approach to develop micro and macro reading and writing skills and to empower L2 learners. Since the sociocultural turn in translation studies in the 1990's, many scholars have started to re-examine the benefits of using translation to develop second language competency and also as a tool to emancipate second language learners (L2). The benefits of translation in second language learning are supported by many second language acquisition theories. The process of decoding and encoding a source text to a target text can help L2 learners develop reading and writing competency by using micro and macro skills through a bottom up and top down approach. At the same time, translation can be a tool to empower and emancipate L2 learners as it gives them agency. The translation process requires the L2 learner to make decisions as s/he attempts to transfer the ideas from one semiotic mode to another, from one natural language and culture to another. Translation is a natural process that all language learners do consciously or unconsciously as they try to use their background knowledge to understand and make sense of the target language linguistic and cultural conventions. It is a natural, student-centered, creative, and emancipatory process that facilitates language learning by using authentic and comprehensible input for language production.

Keywords: translation, native, language, target, skills, empower, reading, writing,

Translation
A pedagogical Approach to emancipate second language (L2) learners and to develop second language reading and writing skills. The use of the mother tongue and translation in second language (SL) learning has been a controversial issue among language scholars. Some practitioners advocate for a monolingual approach where the use of the mother tongue should be reduced or banned and the target language (TL) should be the only language used in the classroom. Others argue in favor of a bilingual method where the first language (L1) and the target language (L2) can successfully be used to develop linguistic and cultural competence. However, the benefits of using the L1 in second language acquisition (SLA) have been neglected and language scholars should reassess the advantages of using the L2 learner's native language and translation in the classroom. Second language learners are cognitively shuttling from L1 to L2, and this is a process we cannot stop. There is no denying the fact that "learners are constantly filtering and translating information through their L1" (Leonardi, 2012, p.2). Therefore, it makes sense to make the most of this cognitive shuttling between L1 and L2 and use translation as "a valuable and empowering strategy in L2 writing pedagogies" (Leonardi, p.57). We live in a globalized world; multiculturalism and multilingualism are the norm. We are constantly communicating with people from other countries who speak different languages and have different cultures.

Translation has become part of our daily lives, "it happens in the home life of mixed-language and immigrant families, on visits to friends and relatives, in business with partners abroad, and in international diplomacy. Thus, translation is a supremely useful skill personally, socially, professionally, and politically" (Cook, 2012, p.10). Since the cultural turn in translation studies in the 1990's, translation has become an authentic, meaningful, communicative and empowering approach to L2 learning. Therefore, this paper will explore the evolution of translation studies and how, from the perspective of various second language acquisition theories, it can be a successful pedagogical approach to develop reading and writing skills and overall second language competency. This study will also analyze how translation can become a powerful tool to empower and emancipate L2 learners from the prescriptiveness of the traditional approaches to language learning.

Evolution of Translation Studies. Translation from L1to L2 or vice versa has been with us since the 15th century, when it was mostly used for political and religious propaganda. In terms of language teaching, the Grammar Translation Method became a very popular method to teach Latin. "Children entering "grammar school" in the sixteenth, seventeenth, and eighteenth centuries in England were initially given a rigorous introduction to Latin grammar, which was taught through rote learning of grammar rules. (Richards & Rudgers, 2001, p.3,). However, this type of translation, word for word, was then replaced by the Descriptive approach to translation. The replacement represented a new turn in translation from literal, word for word to a focus on equivalency between languages, since it was impossible to have two identical languages. Jakobson (1959) states that "No lack of grammatical device in the language translated into makes impossible a literal translation of the entire conceptual information contained in the original" (p.235). The translator may have to look for equivalent phrases, words to interpret from TS into the TL. However, there were some scholars who criticized the approach stating that by not doing literal translations, there was a loss of the structure and stylistic characteristics of the text. Despite the opposition by many scholars, word to word translation shifted to a more descriptive approach to translation in the middle of the 20th century. Another approach that emerged was the Functional Approach, which focused on the function of language and not so much on equivalency. One of the proponents of functionalism was the German scholar Hans. J. Vemeer, who also formulated The "Skopos Theory to translation" (p.7, 2015).

This theory was born in Germany in the 1970's and even though the main focus is on the target text (TT), it does not ignore the significance of the source text (ST). One of the main contributions of the functional approach was its focus on both culture and linguistics. The main difference between the linguistic approaches to translation and the functionalist approach is the way they view the source text. For the former, the source text is the focus, the model of the translation; so that any translated text is rendered validity in so far as it is a replica of the source text. On the other hand, functionalists focus is the target text, and based on the target text, the translator decides which aspects of the source text can be discarded. The socio cultural turn in translation studies evolved in the 1990's and it put the focus and the emphasis of translation on the cultural, social and historical environment. This socio cultural turn meant that translation is now a "micrographic cultural shift with the studying focus shifting from the source text to translated text, from the author to the translator and the source culture to the receptor culture" (Yan & Huang, p. 291, 2014). Translation and SLA Translation is a cognitive process L2 learners naturally use as they transfer the knowledge of their mother tongue to learn the target language. Witte et al. (2012) state that "translation is intrinsically inherent in foreign language learning since the foreign learner normally has already acquired a comprehensive lexical, conceptual, syntactical, grammatical, communicative and phonetic competence in his or her L1 when beginning to learn the other language". (p.5) Nonetheless, translation in the language classroom continues to be undervalued due to the strong criticism against the grammar translation method, which was very popular in the 18th and 19th centuries. However, translation studies have evolved from an emphasis on the lexical and word for word translation to the sociocultural approaches. Therefore, translation studies now consider other factors such as pragmatics, style, genre and community discourses. Students need to understand the sociopolitical situation of the source text, so that it can be properly transferred into the target text.

The translator needs to make choices at all times, at the micro and macro level. At the micro level, students decide which words are the best equivalent to the target word, and at the macro level, he/she needs to focus on the social, cultural, political and discourse context of the source text. In addition, the translator goes through a cognitive process to be able to successfully communicate the message to the target audience. Overall, translation as a pedagogical tool pays attention to the forms, the semantics and the pragmatics of language.

Contrastive Analysis Hypothesis The Contrastive Analysis Hypothesis developed towards the end of the 19th century and the beginning of the 20th century. This hypothesis emerged as a way to compare two languages, the L1 and the TL in order to predict which areas might present difficulties in learning the target language. There was a strong and a weak version of this hypothesis, Glass et al., (2013) say that "In the strong view, it was maintained that one could make predictions about learning and, hence, about the success of language- teaching materials based on a comparison between two languages". (p.86). Translation can help determine which aspects of L1 will mostly likely interfere with L2 acquisition. It can help by reducing the effects of negative transfer and capitalize on the similarities of L1 and L2 to make the learning process easier and more successful. Translation can also prevent fossilization of certain aspects of the TL by providing the most adequate practice to correct them. Fossilization is a phenomenon in which adult second language learners stop learning.

L2 learners continue to make the same mistakes in the target language over and over despite having been corrected by the professor several times. Translation sets the platform for comparison among texts, words, sentences, languages and cultures. The comparison is made at the micro and macro levels, which allow for analysis of the syntactic, morphological features as well as the social and cultural aspects of the ST and TT. The weak notion of the Contrastive Analysis Hypothesis state that there are mistakes learners can make that have no explanation by comparing the L1 and the TL, or that there are instances of negative transfer from the learner's L1 to the TL. However, even the weak notion of the Contrastive Analysis Hypothesis can prevent fossilization, "which generally refers to the cessation of learning" (2013, Glass et all, p. 11) in the learner's interlanguage. The interlanguage is the L2 learner's own idiolect which is "linked to both NL and TL by interlingual identifications in the perception of the learner" (p.747, Tarone, 2006). When some of language features the learner's interlanguage stop the learning process, they are said to have fossilized. Cunningham, in her article on 'Translation in the classroom'(2000), acknowledges that " If students are encouraged to analyze the L2 language and consciously compare it to their own language, they may notice patterns that make sense to them, thus better understanding the structures and uses of the language; hence early L2 fossilization may be prevented" (p.7) .The use of translation can minimize negative linguistic interference (negative transfer) experienced by the learner that is dissimilar to his/her L1.

Meaningful Input The Monitor Model Theory was developed in the 1970's (Glass et al., 2013, p.131-132), Karashen's theory states that L2 learners need to receive input that is comprehensible and meaningful for learning to take place. Translation uses authentic, meaningful material which gives "learners the opportunity to 'relate the translated text to a larger framework of reference in order to stimulate further conversation on the topic as it normally occurs in foreign language classes"(Lombardi, p 20, 2010). In fact, there is nothing more comprehensible and meaningful for students than their mother tongue. The use of authentic and meaningful input is one of the principles of the communicative approaches to language teaching. The communicate approach arose in the late 1990's and it is still one of the preferred approaches in second language teaching. According to this approach, students need to be involved with authentic, real life situations and within contexts in which they can practice their language skills. Literary translation uses authentic real world texts, written by real people in the learner's L1, which are read, re-written in the target language, revised and polished, to convey a target text for the target audience. Translation uses authentic, meaningful material that affords the learners to connect the text to other related themes, which in turn provide for further conversation, which is what normally happens in real life situations

Translation and affect Krashen developed the "affective filter hypothesis" (Glass et al., 2013, p.133). According to this theory, if a student is anxious and stressed, learning will be blocked. Glass et. al. (2013) refer to affect in the context of language learning as "feelings or emotional reactions about the language, about the people who speak that language, about the culture where the language is spoken, or about the language-learning environment" (p. 459). Translation in the classroom can help lower these negative emotions by using the L1 as the main input to produce a target text. Meyer (2008) in his article 'Pedagogical Implications of L1 Use in the L2 classroom, acknowledges that "the primary role of the students' L1 in the language classroom is lowering affective filters."(p.147) Translation allows learners to be in contact with their L1, hence, facilitating second language production by lowering anxiety and stress.

Translation and micro and macro skills in reading and writing. When the L2 learner is involved in translation activities, he/she already possesses lexical, grammatical, syntactical, phonetic competence as well as knowledge about genres, discourses, and sociocultural aspects that are present in his/her L1. The teacher needs to take advantage of the whole system of L1 and incorporate it in the learning process of the TL. The process of translation needs to embed the linguistics concepts of the language into "culturally influenced forms of thinking, into cultural ways of symbolizing and into sociocultural concepts" (Witte, 2008, p.6). Translation involves an active participation of the learner as he/she communicates with the source text. It is through this communicative act that the translator begins a process of decoding the ST paying attention to various elements such as syntax, semantics as well as all pragmatics, such as intent, purpose, style and background knowledge among others. The first stage in the translation is the reading comprehension process, which is a dialogue between the TS (L1) and the translator. This dialogic process involves understanding and decoding the message which requires analysis of the words at the semantic level and then proceeding to connect the words to larger syntactic units such as expressions, clauses and how they all relate to sentences.

The syntactic analysis of the ST is vital because it helps the L2 learner make connections with other concepts in the text. Li (2006) refers to reading as a process that involves bottom up and top down analysis of the text. The bottom up analysis occurs at the letter, word and sentence level. The learner starts with the grapheme and phoneme correspondence, then, he/she moves to the syntax, sentence level, and then meaning. The top down analysis, on the other hand, relies on the translator's background knowledge and the inferences or expectations he/she makes. The two processes aforementioned are necessary to analyze the TS from a linguistic and discourse level, so that the message can be transferred using the target language to create a target text for the target audience. The dialogue between the translator and the source text continues as s/he attempts to summarize, make inferences of the message that will be encoded into another language and culture.. There are many skills at the micro and macro level that translation helps to develop. For instance, at the micro level, L2 students learn to differentiate between graphemes and morphemes and how they relate to words, and how words are put together to form sentences and paragraphs. They also learn about the word order and parts of speech, such as nouns, adjectives and verbs. In addition, learners can identify grammar rules for tense, gender, and pluralization among others. The micro skills are necessary to have access to the written text; however, these skills alone are not sufficient for comprehension. The student's world knowledge and the knowledge about the theme are important as well. Therefore, micro and macro skills are both necessary to transfer meaning from the ST to TT.

Types of translations This study will focus on interlingual and intersemiotic translation since they involve the participation of two natural languages that can be translated from the TS to the TL by means of various semiotic modes such as verbal, written, use of gestures, music as well as visual modes.

Interlingual Translation. One type of translation is "interlingual or translation proper" (Jacobson, 1959, p.233), which is interpretation of a text in a language (ST) into another linguistic code or language (TT). Vasallo (2015) says, that interlingual translation "is a transferring of sense from one natural language to another. (p. 1). This type of translation requires the learner to use the ST, analyze it by using micro and micro skills, and transfer the text into the TT using the target language. This type of translation can be used at all levels as long as the ST is carefully selected to meet the student's language proficiency level, needs and interests. The interlingual translation is seen as a communicative activity in which the L2 learner converses with the ST using the micro and macro skills aforementioned. The communication is situated within a specific L1 linguistic and discourse context which the learner needs to decode in order transfer the message to a target audience using another L1 linguistic code and discourse. The processes of decoding and encoding the message involve brainstorming, drafting, revising, writing and evaluating. The learner can always shuttle from L1 to L2 to make revisions and changes if necessary before producing the final target text. The interlingual translation, as Lofredo and Perteghella (2014) acknowledge, is "an activity where creativity occurs and there-fore where new meanings, also at intercultural level, are created as a result of dialogic engagement between languages."(p.60) Translation can certainly be considered a creative activity since the learner is in constant dialogue with the source text (L1) and the target text (TT) in order to negotiate and communicate a message in written form for the target audience. The translation activity can be more interactive by asking students to work in groups where they can interact with their peers and share their texts. This is a great opportunity to learn about other languages, if students don't speak the same language, and how their native languages operate to make meaning. Learners can translate for each other, and this in turn becomes a great communicative activity, where multilingualism and multiculturalism take center stage. Furthermore, students can learn and develop skills to understand their own L1 better as well as develop L2 language skills. The following poem, Legal Alien, by Pat Mora (2002, p.330) may serve as an example of how a source text can be used for interlingual translation with Spanish speaking students learning English as a second or foreign language:

Bi-lingual, Bi-cultural able to slip from "How's life?" to "Me'stan volviendo loca," able to sit in a paneled office drafting memos in smooth English, able to order in fluent Spanish at a Mexican restaurant, American but hyphenated, viewed by Anglos as perhaps exotic, perhaps inferior, definitely different, viewed by Mexicans as alien, (their eyes say, "You may speak Spanish but you're not like me") an American to Mexicans a Mexican to Americans a handy token sliding back and forth between the fringes of both worlds by smiling by masking the discomfort of being pre-judged Bi-laterally. The poem is a representation of the multilingual and multicultural society of the 21st century. It offers a rich linguistic and cultural knowledge that can be exploited in the language classroom as students translate it to their first language, which will be the target source.

This poem is bilingual already since it has a sentence in Spanish Me'stan volviendo loca," which means: 'They are driving me crazy'. Prior to the translation, students can be assigned to briefly scan through the text to determine what genre they think it is. They can also do some research on the writer, Pat Mora, and what a 'legal alien' is. Then, they can have a discussion in class prior to the decoding process. The discussion can be done in groups and guided by the teacher. Then, students can begin to decode the TS at the micro level in order to gain access to the ST, for instance, students can start analyzing the morphology and semantics of the text. The can see how morphemes combine to make new meanings and words. For instance, a) {bi} is a prefix that means two , b) {ly} is added to words to form adverbs ,c) {pre}is a prefix that means prior to, d){al}means " having a charactistic of" , {dis} means apart, away. These morphemes appear in the poem in the words bi-lingual, bi-cultural, bi-laterally, pre-judged and discomfort.

They bound to other words to make new words and meanings. There are some other morphemes that will determine plurality, such as the {s} in the words Mexicans, Americans, Anglos, worlds and eyes, and the {ing} at the end of the words drafting, sliding, masking, smiling, that show the action of the verb. Also, the {ed} to show a past participle in words like "viewed' and 'hyphenated', in lines 9, 11, 21. Students can also underline, maybe with different colors, the nouns, verbs, adjectives, adverbs, to better identify and differentiate parts of speech and word order in a sentence. Students also need to make connections between words, sentences and paragraphs. At the macro level, students can use their background knowledge; some of them may be immigrants, so they can relate to the content and theme of the poem. All the aforementioned steps can be done with guidance from the teacher as they go through the process of doing a bottom up and a top down approach using micro and macro skills. The teacher can provide some questions so that students can get the main ideas of the source text before they start the encoding process. Some questions such as: what are some of the characteristics of people who have two cultures, speak two languages?,

How are Mexican-Americans viewed by Anglos?, How are they viewed by Mexicans?, What adjectives does the author use to express her feelings?. Students can answer the questions and write a summary before encoding the ideas from the source text to the target text. They need to follow the linguistic and cultural conventions of the target source and interpret them into another linguistic and cultural code with different conventions. They may need to be creative and make choices if there is not direct equivalence between ST and TL. For instance, the expression 'How is life' in English cannot be literally translated to Spanish because it doesn't make any sense within the context of the poem. Therefore, students may have to choose among several Spanish expressions such as: ¿Cómo te va?,¿Cómo va todo?, ¿Qué hay de nuevo? among others. Likewise, the expression 'to slip from' in the second line of the poem, does not have direct equivalents and the meaning of the text source needs to be preserved. Therefore, students will have to find an equivalent expression in order to retain the idea given by the poet, for instance, 'capaz de cambiar de un ¿Cómo te va?' Likewise, students will have to negotiate in order to make choices in their target language to express 'sliding back and forth' in line 17.

The verb 'slide' is reflexive in Spanish and requires a reflexive pronoun attached to the gerund 'deslizándome", and back and forth can be expressed by either 'de un 'lado a otro' or 'de aquí para allá', or 'hacia adelante y atrás'. Also, the expression 'handy token' in line 16 of the poem, can be interpreted in many different ways by Spanish native speakers, ('una muestra, un comodín un objeto/ práctico/ útil/) who depending on their own dialects would choose one expression over another without losing the meaning of the original source. It is the learner's creativity, the negotiation process, the fact that they make the choices and have a final saying on which word(s), expression(s) to use that empowers and gives them agency. Santoyo, in his article about 'Translation and Cultural Identity'(2010) says that "It is not surprising then, that the text becomes "another text", after all the swaps, changes, adaptations, substitutions and omissions, in short the work of a translator in freedom" (p. 30). However, the new text for the target audience produced by the L2 learner as a translator, should always try to keep the meaning and message of the source text.

Intersemiotic translation. The "intersemiotic translation or transmutation" (Jacobson, p.233), will be viewed, for purposes of this paper, as the process of translating from a linguistic code to another semiotic code or vice versa. Loffredo and Perterhella (2014) state that "The change in modality (from written text to image, for example), brings into play other channels in the 'reinvention' of, and response to, the source text: a learner can respond to an L2 poem for example with the creation of a poster – perhaps overlapping images and text – or with the pro-duction of a recording – mixing sounds and words. (p.65). Intersemiotic translation in the language classroom can be a pedagogical tool to develop learner's reading comprehension skills and writing competency.

The L2 learner as a translator needs to use micro and macro skills to read and decode the source text and encode the meaning into the target source (TS). The translator needs to remain faithful to the TS and respect the linguistic and sociocultural conventions of the TS. Unlike the interlingual translation, the intersemiotic translation allows for the use of different modes to convey the message. The translator can use a source text and transfer the meaning by means of a poster, a song or a painting or reverse the process by transmuting a poster, a song, or a painting as the TS and transfer the message into the TS by means of a text. This multimodality allows students to develop skills to communicate through the various modes that have evolved in today's linguistically and culturally diverse world. We are more interconnected than ever before due to globalization and technology, and it is of vital importance for students to develop multimodal communication skills so that they can understand and construe meanings using a wide range of semiotic modes. Furthermore, multimodality provides an opportunity for the learner to use his/her creativity, imagination, background knowledge to transpose a message from one sign system to another. This is certainly a way to empower and emancipate L2 learners.

The poem by Pat Mora, Legal Immigrant, mentioned in the interlingual translation section, can also be an example to do an intersemiotic translation. Students can decode the poem using micro and macro skills and transpose the ideas into a poster, or a picture that will represent the main ideas in the poem. Once they do a bottom up and top down analysis of the poem, they can transmute the feelings expressed in the poem, which are shared by many immigrants who may be legal or who may have been born in the United States, but still feel a sense of being caught up between two worlds, two cultures, and two languages. The student's creativity, and the decisions they make as they decide how to transpose the ideas into a visual mode is what empowers and gives them voice.

Empowering L2 learners through translation. In the article, The Ignorant Schoolmaster: Five Lessons in Intellectual Emancipation (1991), Ranciere writes about a French teacher and philosopher, Joseph Jacotot, who taught French to a group of Flemish students. Jacotot did not speak Flemish and the students did not speak French, the only link between the students and Jacotot was a bilingual edition of the novel Telemaque; which was about Odysseus's son Telemachus and his voyage to find his father. Jacotot gave the book to the students and asked them to learn the French in the book by comparing it to the Flemish translation and to analyze the order of words within the sentences, and to memorize the words and sentences in the book to the point of being able to recite them. In response to the students' success to learn French, Ranciere states that "the intelligence that had allowed them to learn the French in Télémaque was the same they had used to learn their mother tongue: by observing and retaining, repeating and verifying, by relating what they were trying to know to what they already knew, by doing and reflecting about what they had done" (p.36). Jacotot's experiment of teaching Flemish students to learn French successfully through his unique pedagogy became the basis for his method of 'Intellectual Emancipation'. Jacotot's experiment concludes that the Flemish students learned French without the need to have a schoolmaster prescribe to them explanations or grammar rules which only serve to alienate and disempower students.

Transltion can indeed become a tool to emancipate L2 learners from the prescriptiveness that has been part of many traditional methods. Prohibiting students to use their native language in the classroom, and banning translation is, according to Cook (20 to ask "students to artificially give up their identity and adopt a new one. It turns the adult back into a child, makes the wise appear ignorant, and the articulate suddenly lost for words" (p.29). With the sociocultural turn of translation studies, the process of transferring the message form a ST or semiotic mode to a TT or mode, involves linguistic and sociocultural knowledge and skills of both, the native language and the target language. Accordingly, translation is the result of multiple processes of mediation and negotiation of cultural differences. Being in contact with the mother tongue is a way to empower L2 learners who feel a loss of their voices and identity. As Spiro (2014) states in her article "Learner and Writer voices: "Distancing from the mother tongue can lead to a profound sense that "the inner voice" is lost (p.23). Translation is a pedagogical tool that validates the learner's identity and prevents feelings of displacement due to the prescriptivism that characterizes the monolingual approaches to language learning. In fact, learner's L1 becomes an authentic, meaningful input to learn the target language. In addition, translation, interlingual or intersemiotic, is a creative student-centered task, and it is precisely the creativity involved in the translation process that emancipates L2 learners.

It is this condition of otherness that allows the translator to find ways to convey a message from the ST to the TT when there are no equivalents between the two languages. Jakobson, in his article on Linguistic Aspects of Translation, states that "Whenever there is deficiency, terminology may be qualified and amplified by loanwords or loan-translations, neologism or semantic shifts, and finally by circumlocutions"(p.234).

Therefore, the L2 learner as translator has a very active role in the translation process, s/he is a creative and dynamic interpreter who is able to take charge of the learning process by becoming a decision maker about how to best interpret and transfer the message from the TS to the TL. The translator actively participates in the process to make meaning and knowledge as they produce a final product from L1 to L2. This process is emancipatory and gives agency to the L2 learner. According to Witte et al.,(2012) in the introduction of the book 'Translation in Second Language Learning and Teaching" translation exercises "do not only have positive effects on the improvement of language skills, but also have emancipatory functions, as students will, ideally, become masters of the language and not feel mastered by it" (p. 9) In addition, translation in L2 learning can be seen 'as a contact zone', (Pratt, p. 3, 1991), a safe place where languages, cultures and community discourses meet, and L2 learners are able to work with the voice of others as well as their own voices in a truly authentic context to create a final product .

The student needs to make choices, which can be a subjective process, as s/he chooses from the linguistic and sociocultural conventions of the TS to give the best and most accurate representation into the TL by means of a semiotic mode, which can be through gestures, visual, verbal, and written among others. In general, translation can be an empowering tool in the second language classroom because the student's native language is part of the process and they do not have to assume a new culture and language at the expense of denying their own. Also, the focus is shifted from the teacher to the students, who actively participate in the learning process. Furthermore, students need to negotiate, make choices when there is not a direct equivalent between the two languages. This freedom to make a choice is liberating and empowering. Translation is also a process that develops critical thinking skills, which are necessary to make learners more independent and in control of their own learning. Independence and autonomy also empower second L2 learners. Overall, translation is a tool that helps L2 learners to develop lifelong solving problem skills. the latest shift to a sociocultural turn in the late 1980's and early 1990's, have revived many scholars' interest in the pedagogical benefits of translation in the field of second language learning.

Conclusion

It is important to re-evaluate the benefits of the use translation in the second language classroom as it can be an excellent pedagogical tool to develop linguistic and cultural skills in the target language, while enhancing the learner's linguistic and cultural knowledge of their L1. Translation is a student-centered process that uses authentic and meaningful input to facilitate the learning process. The texts and material that are used as input can be selected based on learner's language proficiency and interests, and the teacher is a facilitator of the learning process, and his/her involvement and guidance in the process will be determined by learner's language mastery levels. Translation also empowers and emancipates L2 learners by allowing them to negotiate, to make decisions, to be creative as they transfer a source text to the target text using one semiotic mode, like in interlingual translation, or multiple semiotic modes as it is in the case of intersemiotic translation.

In addition, by allowing L2 learners use the mother tongue in the classroom, translation is a means to lower the affective filter, which has been proven to facilitate learner's communicative skills in the target language. Besides, translation is a tool that offers authentic, meaningful and comprehensible input in the classroom, which has proven to be vital for learning to take place. Also, by comparing the mother tongue to the target language, students and teachers are able to determine the aspects of the TL they may have difficulty with and practice on those linguistic patterns to prevent fossilization in their interlanguage. Furthermore, the multimodality in the semiotic translation allows students to be able to communicate through all the semiotic modes that have emerged due to technology and globalization. Multimodal communication skills have become one of the goals of education in today's multilingual, multicultural and multimodal world. There are many scholars who oppose the use of translation in the classroom and they support a monolingual approach to SL learning. However, other scholars have been looking into the value of using translation as a valuable pedagogical tool in the L2 classroom, especially with all the developments regarding the sociocultural turn in translation studies that have shifted from a pure linguistic approach to one in which the social, and cultural issues of both languages need to be considered.

This is a seminal study that can serve as the basis for further research on the use of translation as a useful approach in the field of second language learning. Translation can be a tool to better prepare L2 learners for the challenges they face in a multimodal, multilingual and multicultural world.

References

Brandl, K. (2008). Chapter 1: Principles of communicative language teaching and task-based instruction. In Communicative Language Teaching in Action: Putting Principles to Work. Pearson Prentice Hall. ISBN 0131579061, 9780131579064

Cook, G. (2012) Rebuilding bridges: Translation, literature, and English language teaching. In N.A. Zidjaly, Building Bridges: Integrating Language, Linguistics, Literature and Translation Studies. (pp. 27-39). Cambridge Scholars Publishing. Doi:ISBN(10)14438-4009-2 ISBN(13):978-1-4438-4009-5 Cunningham, C. (2000) Translation in the classroom: A useful tool for second language acquisition Module 2- PG/01/ 03 http://www.birmingham.ac.uk/Docuemnts/college-artslaw/cel/essays/secondlanguage/cindyc2. pdf

Glass, S. M., Behney, J., & Plonsky, L.(2013). Second language acquisition: An introductory course. New York, NY: Routledge. Fourth edition

https://web.stanford.edu/~eckert/PDF/jakobson.pdf. ISBN (10): 1-4438-1989-1, ISBN (13): 978-1-4438-1989-3

Jackobson, R. (1959). On linguistic aspects of translation. In On translation (pp. 232-239).

Jiao, D. (2015). An Overview of German's Functionalist Skopos Theory of Translation Cognition. Studies in English Language Teaching , 3(3), 1-12. Retrieved from www.scholink.org/ojs/index.php/selt. ISSN 2372-9740 (Print) ISSN 2329-311X (Online)

Leonardi, V. (2011). Pedagogical translation as a naturally-occurring cognitive and linguistic activity in foreign language learning. In Role of Pedagogical Translation in Second Language Acquisition : From Theory to Practice (Vol. 1-2, pp. 17-28). Annali Online di Lettere .

Li, Z. (June 2006). The psycholinguistic schema theory and ESL reading methodology. CELEA Journal, 29(3) (p. 65). Loffredo, E., & Porteghella, M. (2014). Chapter 4: Literary translation as a creative practice in L2 writing pedagogies. In Exploring Second Language Creative Writing : Beyond Babel (Vol. 19, pp. 57-74). John Benjamins Publishing Company. doi: ISBN: 9789027234087. 9789027270351. Accession Number: 798225

Meyer, H. (march 2008). The pedagogical implications of L1 use in the L2 classroom. Retrieved from https://gair. media.gunma-u.ac.jp/dspace/bitstream/10087/7250/1/2008-meyer1.pdf. Mora, P. (2002) Legal alien. Herencia: The Anthology of Hispanic Literature of the United States. Ed. Nicolás Kanellos et al. New York: Oxford UP, 330. Petrilli, S. (2016 by de gruyter). Semiotics and education, semioethicperspectives. Semiotica, (213), 247-279. doi:DOI 10.1515/sem-2016-0078 Pratt, M. L. (1991). Arts of the contact zone. Modern Language Association. Retrieved July 19, 2016, from http://www.jstor.org/stable /25 5 95469 Ranciere, J. (1991). The ignorant schoolmaster. Five lessons in intellectual emancipation. Standford   University Press.

Richards, J., & Rudgers, T. (2001). Approaches and methods in language teaching. 2nd edition Cambridge University Press. New York, Melbourne, 100-11 42-11 doi: https://doi.org/10.1017/CBO9780511667305 ISBN: 9780511667305 Santoyo, J. C. (210). Translation and cultural identity: Competence and performance of the author-translator. In Translation and Cultural Identity: Selected Essays on Translation and Cross-Cultural Communication (pp. 13-32). Cambridge Scholars Publishing.

Soler Pardo, B. (2013, March 11). Translation studies: An introduction to the history and development of (audiovisual) translation. (B. Rodriguez, Ed.). Linguax. Revista de Lenguas Aplicadas, 4-29. ISSN: 1131-9999

Spiro, J. (2014). Learner and writers voices: learners and writers and the search for authorial voice. In Exploring Second Language Creative Writing : Beyond Babel (Vol. 19, pp. 23-40). John Benjamins Publishing Company. ISBN 9027234086, 9789027234087

Takimoto, M., Hashimoto, H. (2011). Intercultural language learning through translation and interpreting: a study of advanced-level Japanese learners. Babel, 45(2-3), 11 Tarone, E. Interlanguage. (2006) In Keith Brown (Editor in Chief), Encyclopedia of Language and Linguistics, 2nd Ed., Vol. 5. (pp. 747-752). Oxford: Elsevier. (refereed) Treiman, R. (2001). Reading. In M. Aronoff & J. Rees-Miller (Eds.), Blackwell handbook of linguistics (pp. 664–672). Oxford, England: Blackwell Vassallo, C. (2015). What's so 'proper' about translation? Or interlingual translation and interpretative semiotics. Semiotica, (206), 161-179. doi:10.1515/sem-2015-0022

Witte, A., Harden, T., & Ramos de Oliviera Harden, A. (Eds.). (2009). Translation in second language learning and teaching (Vol. 3). Peter Lang. Yan, C., & Huang, J. (2014). The culture turn in translation studies. Open Journal of Modern Linguistics, 4(4), 487-494. doi:10.4236/ojml.2014.44041