

THE ART OF LEARNING LANGUAGE THROUGH TRANSLATION: A NEW PARADIGM IN LANGUAGE PEDAGOGY

*** Dr. Sachin Namdev Chavan**

Associate Professor, Department of English, Rayat Shikshan Sanstha's Mahatma Phule Mahavidyalaya, Pimpri-Waghere, Pune-411017

Abstract:

This paper primarily focuses on the art of learning language, particularly English through translation as a language pedagogy, it also asserts the importance of inclusion of translation as a pedagogical tool in language classrooms to enhance the skills of language and communicative proficiency of the students, required in the era of globalization. It systematically integrates the theoretical foundations from translation studies, second language acquisition (SLA), and sociocultural theory, and presents practical classroom methodologies, assessment models, teacher-training guidelines, and a research framework for evaluating effectiveness. The main focus is given on multilingual and resource-constrained educational contexts where learners' first language can be used to accelerate the development of second language without compromising communicative competence.

Keywords: *Art of language learning, translation pedagogy; second language acquisition; classroom translation tasks; teacher training, multilingual, communicative proficiency*

Copyright © 2025 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

Introduction:

Translation (the Grammar-Translation Method), was one of the effective language instruction tools that was strategically used in the language classroom to teach language to students that really worked to support the students for comprehension, vocabulary growth, grammatical awareness, and critical thinking.

The conventional Grammar-Translation Method, that placed a strong focus on memorizing vocabulary, translation tasks, and grammatical rules, dominated English language instruction before the independence. Over the years, approaches to teaching and learning English has undergone a radical change. This paper explores how translation can be re-integrated as a principled, evidence-informed teaching tool in the language classroom.

After India's independence in 1947, the Grammar-Translation Method continued to be widely used in English language classrooms. However, efforts were

made to incorporate more Indian literary works and cultural elements into English curriculum, reflecting the changing socio-political landscape.

This paper primarily deals with the translation as a pedagogical tool, it is, therefore, necessary to define the term 'translation'. The word 'translation' which consists of two Latin words- *trans* means 'cross' and *lation* means 'to take' that is derived from the Latin verb *transfere*, *transfere*, *translatum*. To put it simply, translation means transferring or taking across to or expressing in one medium or language what has already been said in another language.

Aim of the Study:

The primary aim of the research paper entitled, *The Art of Learning Language Through Translation: A New Paradigm in Language Pedagogy* is to explore, establish and examine translation as an effective, innovative and learner-centered pedagogical tool in language teaching.

Objectives of the Study:

This paper has been prepared according to the following objectives:

- To make use of translation for learning language in classroom effectively.
- To employ translation as a language pedagogical tool in language classroom.
- To analyze the effectiveness of translation as a language pedagogical tool used in language classroom.
- To frame the outline for practical translation-based classroom activities across proficiency levels.
- To propose assessment strategies and teacher-training models for implementing translation pedagogy.
- To give a research design for evaluating the impact of translation-based instruction on language learning outcomes.

Hypotheses of the Study:

1. The use of translation in language classroom as a pedagogical tool remarkably strengthens students' comprehension, vocabulary acquisition, and grammatical accuracy in the target language.
2. Translation based activities significantly cultivate greater cultural awareness and contextual understanding compared to traditional teaching methods.
3. Incorporating translation into language pedagogy notably enhances students' confidence and motivation by bridging the gap between students' mother tongue and the target language.
4. Teachers and students who adopt translation as an effective pedagogical tool and as a creative and reflective language learning strategy demonstrate considerably improved communicative competence.

Problem Statement:

Despite the increasing importance of English and demands of translation in the present context, students from rural and urban background often lack adequate exposure of translation, quality instruction in terms of different theories of translation, and essential resources for effective language learning through the translation as a pedagogical tool. This study seeks to identify the primary obstacles and struggle of the students, mastering with their mother tongue and the target language effectively. They face difficulties during translating the original text into the target language and suggest practical solutions to improve their translation skills in English.

Research Methodology:

This study employs a mixed-methods approach, integrating both quantitative and qualitative research methods. Data were collected from selected high school and junior college students as well as English faculties from high school, junior and senior colleges under the jurisdiction of Pimpri-Chinchwad Municipal Corporation.

Sample Selection:

Population: High school and junior college students were selected from Pimpri-Chinchwad Municipal Corporation area.

- **Sample Size: 140 students, 10 English teachers.**
- **Class-wise collection of data of high school and junior college students from Pimpri-Chinchwad Municipal Corporation area is given below in the table.**

High School Students	Junior College Students	English faculty members from high schools, Junior and Senior Colleges	Total
55	85	10	150

Data Collection Techniques:

1. Structured questionnaires for high school and junior college students and English teachers.
2. Focused group discussions with faculty.
3. Observational analysis of classroom practices.

Data Validation and Limitations:

Limited Geographic Scope: The study is confined to selected high schools and junior colleges in Pimpri-Chinchwad Municipal Corporation area, limiting its generalizability to other regions with different socio-economic and educational conditions.

1. **Self-Reported Data and Bias:** As the study relies on questionnaires and interviews, responses may be influenced by personal perceptions and social desirability bias.
2. **Sample Size Constraints:** Due to logistical limitations, the study covers a limited number of high school and junior colleges, affecting the diversity of perspectives and comprehensiveness of the findings.

Data Analysis:

Quantitative data were analysed using statistical tools, pie charts, graphs and tables, while qualitative data were examined through thematic analysis to identify trends and patterns in student and teacher responses.

Learning Language Through Translation: A New Paradigm in Language Pedagogy

Translation plays a significant role as a bridge between the first language and second language and has considered as famous discipline of academic study and lucrative profession.

Teachers employ the different teaching methods in the language classroom that provides valuable insights into the pedagogical approaches to facilitate language learning. A brief overview of this is given below.

1. Grammar-Translation Method:

Earlier, Grammar translation method was prominently employed by the teachers in the language classroom. It was considered one of the

effective methods of teaching language and literature. The brief description of this method is given below:

- a. **Focus on Grammar and Translation:** This approach focuses a lot of emphasis on teaching vocabulary and grammar rules explicitly. In addition to learning grammar rules by heart, students also gain proficiency in sentence analysis and translation between target and native languages.
- b. **Rote Memorization:** Students often engage in rote memorization of vocabulary lists and grammatical patterns. Learning is primarily passive, with little opportunity for meaningful communication or interaction in the target language.
- c. **Text-Centered Education:** Education typically revolves around reading and translating literary texts, often from classical or canonical literature. Grammar exercises and translation tasks dominate classroom activities.
- d. **Limited Emphasis on Communication Skills:** While students may gain a deep understanding of grammatical structures and vocabulary, their ability to communicate orally or in writing may be limited. There is little focus on developing speaking and listening skills.

In addition to this, there are different theories of translation put forward by the different theorists and scholars of translation. Eugene Nida, one of the famous modern theorists of Translation, explains in his famous book 'Towards a Science of Translating (1964)' that translation is process of breaking down the source language text into units of basic meaning through transferring these basic units to the target language. To put it in simple words, translation, according to Nida, gives first the stress on the reproduction of the meaning and later on the style of the original text.

Along with this, there are several major approaches to translation that are considered noteworthy to teach in language classroom in the contemporary times and a brief overview of these approaches is given below.

The Sociolinguistics Approach:

The Sociolinguistics Approach undoubtedly gives the significance to the sociocultural background of the text. In this context, it is necessary to understand Lev Vygotsky's sociocultural theory in relation to translation. This theory highlights the importance of social interactions, collaborative learning environments, and cultural context in the language acquisition process. It also suggests that social and cultural context have a substantial impact on language learning. Through the development of a collaborative, peer-oriented, and relevant English language learning environment in the classroom, teachers can integrate the Sociocultural Theory into their pedagogy. By implementing the Sociocultural Theory into language classroom, teachers can create inclusive and culturally sensitive English language learning settings that promote students' sociocultural and linguistic competency at the secondary and higher secondary levels.

The Communicative Approach to Language Teaching:

The Communicative Approach to Language Teaching is also very important in language classroom. Communicative Language Teaching aims to improve students' communicative competence by having them participate in role-plays, meaningful tasks and real-world language usage. Teachers can incorporate the concepts of Communicative Language Teaching into their educational strategies by creating communicative activities that encourage student engagement, interaction and teamwork. By providing students with opportunities to utilize English in real-world conversation contexts, teachers may help them develop

the language skills needed for effective communication. Teachers may create dynamic, student-centered English language learning environments that better prepare their students for the real world by including Communicative Language Teaching.

The Hermeneutic Approach:

The Hermeneutic Approach is one of the significant methods that is strategically employed for interpretation and understanding of the uncovering the meaning of a text, action, or communication by considering its context. This approach highlights primarily on translation as an exact art and considers that translator becomes a writer of the text during the process of translation of the text and captures the exact intention of the original author.

The Linguistic Approach:

Learning English requires sophisticated cognitive processes that is impacted by linguistic variables. Understanding how people acquire languages, including their cognitive processes, motivation, and sociocultural effects. Linguistics sheds light on the phonetics, syntax, semantics, pragmatics, and other aspects of language structure and function. In short, Linguistic Approach asserts that all translation should be done from the perspectives of the basic units of the language: the word, phrase/clause and sentence.

Literary Approach:

Literary Approach places importance on literary appreciation and analysis. Through the study of literary texts, students are exposed to different literary genres, styles, and themes that help broaden their understanding of language and literature. Analyzing literature encourages critical thinking, interpretation, and reflection, fostering a deeper appreciation for the aesthetic and artistic dimensions of language. The literary approach to translation seeks the reproduction of the cultural energy and spirit of the original work.

The Semiotic Approach:

In this approach, teacher needs to understand how language structures create meaning and how these systems interact. During the process of translation of the text, semiotics provides a theoretical framework to understand how a teacher decodes the source text and re-encodes it in the target language. For getting the exact translation of the text, it is required to understand the cultural and social dimensions of meaning.

Principles for Teaching Translation:

- **Purpose of the Translation:**
Purpose of the translation should be clear, explicit and to the point. Teacher needs to know the purpose of the translation and should adhere to meaning of the original text and give the justice to it.
- **Authenticity of the Translation Task:**
Authenticity of the Translation Task is one of the important maxims of teaching of translation. Teacher should stick to the meaning of the original text that should be reflected in the translation task. The care should be taken not lose the meaning and beauty of the original text while translating it in his/her own words.
- **Emphasis on Meaning:**
This principle focuses more on meaning of the original text than words. In this principle, word-to-word translation is not expected for translating the text. Teacher should convey the intended meaning of the original text while teaching in language classroom.
- **Balance between the Source Language and Target Language:**
This principle demands the balance between the **source language and target language**. Teachers of language should give more stress on students' **linguistic accuracy and cultural awareness**.
Above stated important principles of translation should be strategically applied by teachers in the language classroom for teaching the language

through translation.

Classroom Activities for Teaching Language through Translation:

A teacher is the center and backbone of the entire education system and plays a significant role in shaping the personality of students by carrying out different innovative and engaging classroom activities specially for teaching of translation to develop students' language proficiency and a brief description of these classroom activities is given below.

- **Word-Pair and Sentence Transformation for Strengthening Vocabulary and Reading Skills:**
Teacher should perform this classroom activities to strengthen the vocabulary and reading skills of the students through teaching translation. Teacher should introduce thematic vocabulary with first language and incorporate vocabulary-building exercises into daily lessons and provide tools for students to independently expand their vocabulary in source and target language.
Apart from this, teacher should encourage extensive reading by providing access to a variety of reading materials, including storybooks, newspapers, and magazines in the target language.
- **Task-Based Translation Projects:**
Real-World Tasks:
Task-Based Translation Projects and structured lessons around authentic and real-world should be distributed to small groups of students under the guidance of the teacher. Students need to accomplish this assigned task. These tasks are designed to be challenging, relevant, and engaging, requiring students to use language creatively to achieve a specific goal of translation.

Problem-Solving and Critical Thinking:

Task-Oriented Students' critical thinking and problem-solving activities should be assigned to the students for gaining competency and fluency in language through translation task in the language classroom.

Language Fluency and Accuracy Through Translation:

In language learning process, task-based learning seeks to strike a balance between accuracy and fluency among the students through translation task. Teacher has to assign such tasks to students for language fluency and accuracy.

Student-Centered Learning: Task-Based Learning promotes student autonomy and responsibility for learning language through translation. Students take an active role in task completion, decision-making, and reflection, leading to a deeper understanding of language and increased motivation.

Need of Teacher Trainings and Workshop for Translation:

In the era of globalization and modernization, translation has undoubtedly become indispensable - a vital means of transferring information and knowledge. It covers diverse and wide-ranging fields such as education, governance, trade, commerce, tourism, media, international relations, the judiciary, the film industry and so on. Translation, therefore, is a highly dynamic and fast-growing industry today and is also considered a fascinating career. However, literary/academic translation is considered to be one of the highest and most challenging forms of translation because it requires the translation of various literary genres and diverse subjects. Teacher, therefore, should possess an in-depth knowledge of translation for accuracy.

Hence, Teacher Training for translation need to be continuously organized to improve teaching methods, enhance pedagogical approaches, and update subject knowledge to meet the evolving needs of translation and students' knowledge for adapting ongoing changes to achieve commendable knowledge in the field translation.

Such professional training programmes support teachers in staying current with emerging field of

translation. Teachers are also provided the knowledge of technology and different apps for translation in the workshops and professional training programmes.

Challenges of Translation:

As already mentioned, that translation is one of the most challenging tasks as it requires in-dept knowledge and clear understanding of the diverse subjects. Translation is not a mere substitution of words from one language to another. It is a structured and creative task. The following are the major challenges faced by teachers in language classroom:

Languages are different in terms of grammar, syntax, and sentence construction. Every language has its own systems and mechanism. Teachers, therefore, must reorganize the basic ideas of language. Teachers must be aware of certain words or sentences that carry multiple meanings in the source language, therefore, the care must be taken while translating the original text.

Teachers should have a deep understanding of sociocultural context while translation as there are many expressions which are culture-specific and cannot be directly translated without losing meaning. Social context may be one of the sensitive points, teachers must know the customs, beliefs, traditions of the society, and historical references while interpreting and translating in the target language.

The care must be taken while making the translation by using online tools like Google Translate that cannot capture idiomatic or cultural nuances accurately. Teachers always need to go through the machine-generated drafts extensively to ensure accuracy in the translation task.

Findings of the Study:

1. The study revealed that translation is an effective pedagogical tool that significantly improves students' overall proficiency in the target language. This pedagogical tool certainly helps students to

develop a deeper understanding of grammar, vocabulary, and sentence structure.

2. Translation activities really helped the students to comprehend meanings more accurately and express ideas effectively in both languages.
3. Proper practice of translation makes the students able to analyze and appreciate cultural nuances, idiomatic expressions, and contextual meanings.
4. Translation served as a bridge between theoretical language learning and practical application.
5. Students who engaged themselves in translation tasks showed good performance and analytical and problem-solving abilities.
6. Teachers who adopted translation as a pedagogical tool and strategy, played a vital role in guiding students to interpret texts meaningfully.

Recommendations:

1. Create frame again for translation as an authentic, evidence-based pedagogical tool rather than an outdated teaching method.
2. Engraft translation tasks intentionally within communicative curricula and align them with evaluation.
3. Make an adequate financial provision for organizing teacher trainings on translation and such training programmes will definitely help teachers to use translation as pedagogical tool creatively and communicatively in the language classroom.
4. **Implement strategy to encourage** students to discuss translation task and its challenges in the classroom.
5. **Make use the reliable and authentic study materials for the translation task.**
6. **Implement assessment practices effectively based** on translation activities for accuracy and cultural sensitivity.

Conclusion:

In the contemporary world, translation is considered one of the most popular disciplines of academic study

and a fascinating profession, however, it remains a challenging task to gain accuracy in translation without losing meaning and beauty of the original text. Teaching translation, therefore, is a structured, goal-oriented task that can enhance language learning process in the classroom.

When translation is used prudently, it significantly enhances the linguistic proficiency, the cultural understanding, and the cognitive skills of the teachers as well as students. The argument that it is an outdated teaching method is therefore rejected; instead, translation emerges as a dynamic pedagogical strategy that connects languages, cultures, and students' lived experiences. Considering National Education Policy (NEP) 2020 and the present scenario of multilingual classrooms, translation not only facilitates comprehension but also empowers teachers, students, and translators to negotiate between linguistic worlds with confidence and competence.

References:

1. *Questionnaire for Students and Teachers on The Art of Learning Language Through Translation: A New Paradigm in Language Pedagogy. Conducted in High Schools and Junior Colleges under Pimpri-Chinchwad Municipal Corporation Jurisdiction, 2025.*
2. Cook, V. (2010). *Translation in Language Teaching: An Argument for Reassessment.* Oxford University Press.
3. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes.* Harvard University Press.
4. Leila R. Smith, Roberta Moore. 2009. *English for Careers: Business, Professional, and Technical.* USA. Pearson College Div.
5. Eugene A. Nida. (1964) *Toward A Science. of Translating. Subar. Gide. Jb. Pallas.Coperched Mars. Copyright 1964 By E. J. Brill, Leiden, Netherlands.*

6. Savitribai Phule Pune University T.Y.B.A. (SEC English) Skill Enhancement Course (SEC 1-C & SEC 1-D) Enhancing Employability Skills Prescribed Text- Aspirations: English for Careers (Board of Editors- Orient Black Swan). Syllabus 2021-22. Savitribai Phule Pune University, Pune.

7. Data collected from surveys and interviews conducted across in high schools and junior colleges under Pimpri-Chinchwad Municipal Corporation Jurisdiction,

Cite This Article:

Dr. Chavan S.N. (2025). *The Art of Learning Language Through Translation: A New Paradigm in Language Pedagogy.* In **Aarhat Multidisciplinary International Education Research Journal**: Vol. XIV (Number VI, pp. 24–31). Doi: <https://doi.org/10.5281/zenodo.18058459>