

## From Traditional Grammar Translation Method to Translation Teaching: the emergence of an independent didactic discipline

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**Abstract:** the present paper purports to explain the roots of grammar translation method and its relations to translation teaching as practiced today. In the first part, the discussion unfolds with an overview of grammar translation method, its principles, advantages, weaknesses and its revival later on. In the second part, the evolution of grammar translation method into translation teaching per se is brought to the fore and Cay Dollerup's model of generational development of teachers is introduced to explain the development of assumptions about translation in general and translation teaching in particular. The two parts are related in that both serve as a thread to link between the two disciplines and draw certain logic in the explanation of the multifarious information available on this history that is felt to be scanty at times and scattered at other times.

**Key words:** grammar translation method, historical roots, teaching translation, generational progression.

مستخلص:

الجذور التاريخية لمنهجية تعليم اللغات عن طريق النحو والترجمة للوصول إلى أصول تعليمية الترجمة تهدف هذه الورقة البحثية إلى رفع الغطاء عن منهجية تعليمية اللغات التي كانت تعتمد على النحو والترجمة، وعلاقة هذه المنهجية بتعليمية الترجمة كما تُمارس اليوم. في الجزء الأول من هذه الورقة ينطلق النقاش من الحديث عن ماهية الطريقة النحوية التقليدية ووصف خصائصها وإيجابياتها ونقائصها وسبب نبذها ثم عودتها إلى الوجود في مراحل لاحقة من تاريخ تعليمية اللغات. في الجزء الثاني من هذه الورقة، نسلط الضوء على تطور هذه الطريقة وأصل اعتمادها في أقسام الترجمة، وفي خضم ذلك نعرض نموذج كاي دولراب الذي يتمحور حول التطور الجيلي لأساتذة الترجمة لفهم كيف تطورت الآراء حول الترجمة عموما وتعليمية الترجمة خصوصا. وكلا القسمين من هذه الورقة البحثية متعلقين ببعضهما البعض لأنهما بمثابة الخيط الذين يربط تاريخ الحقلين ويساهم في استيعاب المعلومات المتنوعة المتوفرة عن هذا التاريخ الذي يعد شحيحا في بعض المواضع ومشتتا في مواضع أخرى.

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## الكلمات المفتاحية: طريقة النحو والترجمة، الجذور التاريخية، تعليمية الترجمة، نموذج دولراب، التطور الجيلي

1. **Introduction:** Grammar translation method (nowadays revised and better known as pedagogical translation) constitutes the historical root of translation didactics. We cannot understand the emerging controversies in respect to translation teaching and how this field was made distinct from language teaching without due recognition of its origin as part and parcel of language teaching. Language teaching and translation teaching were so tightly linked, as may be assessed by theorists of language teaching methods, that it is impossible not to deal with the place of translation in the language classroom and vice versa and not to deal with why it was outlawed as a teaching method in the language classroom and how it was resuscitated and brought back to cope with the needs of training future translators. The unfolding discussion is about the roots of grammar translation methods in both contexts of language and translation classes, and about different other surrounding factors that may be seen to have shaped thinking about translation. Cay Dollerup's model, though very hypothetical in nature, helps perceive the logical development of the discipline to understand one's present position and draw further expectations consequently.

2. **Historical background about grammar translation method:** Grammar translation or the classical method, also known as the Prussian method as it began in Prussia historically a German state- is the oldest and most conventional method used in teaching foreign languages. It is described by one of its less fervent critics as the method which aims to make you "know everything about something rather than the thing itself" (in Richards & Rodgers, 2001: 5). It first emerged by the late 18<sup>th</sup> century to help learn Latin and Greek, and dominated language teaching from the 1840s to 1940s. It is based on explicitly teaching the rules of grammar then applying them in use by translating passages dealing with those rules from one language to another. Grammar is also sustained by teaching a list of vocabulary items translated directly from the native language. In using this method, the teacher opts for a variety of activities such as text translation, comprehension questions, exercises on antonyms/synonyms, deductive applications of rules, filling the gaps, memorizations, constructing sentences, composition, etc. But overall, this approach is characterized by the following features that summarize its underpinning philosophy (Howatt, 1984 ; Freeman, 2000; Brown, 2010; Celce-Murcia et al, 2014):

- The mother tongue is the medium through which teaching is done. The use of the target language is kept to a bare minimum.
- Vocabulary is taught in isolation in terms of lists of words to be practiced and memorized.
- Grammatical rules are explained at length.
- Teaching grammar focuses on how to put words together and not on how meaning is constructed.
- Difficult classical texts are tackled right at the beginning.
- The texts used are meant for illustrating grammatical points tackled and are never discussed for their content.
- Learners are invited to recreate artificial situations of use to put in practice the grammatical knowledge they have learnt.

**3. Advantages of grammar-translation method:** Having explained the basic principles on which grammar-translation method reposes, it is important to sort out its academic and pedagogical merits. Although criticized and deemed unsatisfying for language learners especially in such era characterized by mass communication, grammar translation method did not fail to have some merits (Freeman, 2000; Hago Eisa, 2020) even if they were not considered enough to ensure its survival at that time. Among these merits, we can particularly stress the following:

- It raises learners' awareness of distinctive features of each language. This can help explain the structure of language, especially for beginners, who would want to have a yardstick against which to measure the difference in grammar between the language they are learning and their own, and thus come to grasp complicated concepts.
- As this method focuses on reading rather than on speaking or listening, learners are liable to develop their reading skills, which is very important for their intellectual growth.
- From a psycho-pedagogical point of view, learners feel relaxed to learn at their own pace. They are all the time provided with grammatical explanation in their native language and are given enough time to assimilate and practice what they learn before they are required to write.
- Still from a pedagogical point of view, this method is rather practical not requiring much materials and preparation. Probably the only thing the teacher needs is his textbook which explains the steps he has to go through and the exercises he has to use.

#### **4. Disadvantages of grammar-translation method**

By the beginning of the 20<sup>th</sup> century, grammar-translation method was confronted to a societal needs striving for oral communication and fluency. Thus, it was finally deemed unsatisfactory, anti-pedagogical and unfulfilling higher objectives to which the educational system aspires. The following are the most important pedagogical and academic objections raised against this method (Brown, 2000; Richards and Rogers, 2001):

- When communicative skills have started to impose themselves as a priority in language learning, grammar translation method started to be grudged by learners as being situated outside the scope of their interests. As class time is spent on grammar, learners have little chance to practice their oral skill or to develop their fluency in the foreign language.
- Learners have problem understanding language in its real context of use as they are not offered the possibility to actually exercise their communicative potential.
- Culture is implemented through reading passages which are used solely as an illustration of grammatical rules, and for this reason little confrontation with foreign elements is ever allowed.
- Language is seen as a collection of words tied to each other perfectly corresponding with their equivalents in the other language.
- In focusing on grammar drills and monotonous exercises, this method kills the learners' enthusiasm and prevents them from taking an active part in the process of learning.
- The translation used does not focus on how meaning is expressed which hinders the learner's acquisition of knowledge related to this foreign language. In this respect, Bloomfield states that, "[t]ranslation into the native language is bound to mislead the learner, because the semantic units of different languages do not match, and because the student, under the practiced stimulus of the native form, is almost certain to forget the foreign one." (in Marquès-Aguado & Solis-Becerra, 2013: 40)
- From a purely pedagogical point of view, the ease in preparation for teachers stated above as an advantage is in itself seen to be affecting the teacher's development. As pointed by Hago Eisa (2020), grammar translation method does not require a teacher to speak good English or to strive for better preparation of his lessons, and this is favorable for intellectual laziness.

5. **The emergence of the direct method:** As a consequence of the subsequent social changes and in regards to the drawbacks set above, grammar-translation method was banned from the classroom in favour of the direct method which was thought to be more

appropriate and more liable to help the learners learn the foreign language in a natural way, offering them the opportunity to exercise their competence in communicative situations of use and to acquire the speaking skill they needed for communication and which the traditional method failed to sustain.

The direct method which replaced the traditional grammar translation method reposited, in fact, on four essential assumptions related to language use, learning and pedagogy, and these same assumptions anticipated its decline later on as we may easily deduce. These 'untested' premises on which the new method is based are referred to by cook (2010) as monolingualism, naturalism, native-speakerism and absolutism and they are briefly explained below:

**Monolingualism:** believing in the positive effect of total immersion, the teacher is trying and insisting to use the foreign language in instruction without resorting to the learners' native language or any other language they know.

**Naturalism:** the method is seen to be an attempt to recreate a natural environment of language acquisition similar to infants' linguistic situation that helped them acquire their mother tongue.

**Native-speakerism:** the aim of this method is to help the learner reach as closely as possible the competence of a native speaker in using his language.

**Absolutism:** The direct method was believed to be the most successful method of teaching a foreign language without testing this hypothesis or even trying to objectively assess its efficiency.

It is easy to draw the fallacy of these assumptions such as bilingualism as opposed to monolingualism and the conditions it triggers (naturalism and native-speakerism). Translation is deemed to be more natural as a phenomenon imposing itself in the pedagogical setting defying any form of ban. Moreover, the direct method is seen to have been imposed without solid scientific evidence sustaining its efficiency.

**6. Grammar-Translation method reconsidered:** These fallacious assumptions as stressed by cook (2010), especially the one related to absolutism, led gradually to the reconsideration of translation and to the rethinking of its utility in the pedagogical environment. Despite being previously outlawed as a pedagogical method for foreign language learning, translation was revived as an efficient pedagogical tool to be used along other methods at different stages of language learning. According to Newmark, "translation is a brief time-saver in initial stages, a means of control and consolidation of basic grammar and

vocabulary in elementary stages, a mechanism to deal with errors and to expand vocabulary in intermediate stages, and a fifth skill and the essential skill to foster communication in advanced stages” (in Marques-Aguado and Solis-Becerra, 2013: 39). Cook (2010) asserted that translation was banned not because of intrinsic factors dealing with the classroom itself, but for some extrinsic factors having to do even with politics. According to him, the rehabilitation of translation is a recognition of bilingualism which is imposing itself as a natural phenomenon. Researchers in L2 teaching (Lee, 2012) revealed learners’ preference for diversity in the language of instruction. Although translation was banned from the classroom, some teachers continue to use it unofficially to help learners understand some linguistic items they are required to grasp and they are failing to explain using the foreign language. Most students were found to use translation by themselves when learning a foreign language although advised not to do so (they use bilingual dictionaries at home or in class to check the meaning of some words and they whisper to one another in class to seek reassurance about the meaning of words, etc). Thus, translation was felt to be a natural process that no learner and no teacher involved with a foreign language could escape. Furthermore, translation was even felt to help acquire a foreign language. According to Cummins, “L1 and L2 literacy skills are seen to be interdependent (manifestations of a common underlying proficiency) where high level of L1 proficiency help L2 acquisition and, conversely, high proficiency in L2 has a positive effect on L1. This relationship takes place in any learner’s mind through a mental process known as “translation”” (in Leonardi, 2011: 17).

**7. Towards teaching translation for its own sake:** At the same time language teaching was being revised and translation reconsidered, translation was paving its way as an autonomous discipline especially with the natural development of world communication. It started to emerge in university programmes in the west, at the beginning as part of the study of foreign languages and literatures (Snell-Hornby, 1988). Then later, with the reshuffling of the traditional university departments, language departments were set apart and translation started to be offered as optional courses that was gradually attracting more students. This new interest in translation was motivated by the vivid nature of the activity that stimulated learners’ thinking and curiosity. According to Sewell (1996: 13):

1- Translation offered students the possibility to verbalize the differences in the way the two languages and cultures express the world.

2- Translation acts on other people's texts and does not involve the translator's persona (the translator is not emotionally committed as the original author is).

3- It is felt to be a self-contained exercise which involves the full attention of the student.

This new interest is transcendental in nature and goes beyond the linguistic aspect of translation. Translation was felt to be a cornerstone of a new kind of intellectual curiosity never experienced before in language class, and activity reposing on a hybrid of many other disciplines. With this ardent interest, new methods were suggested and adopted like translation commentaries which draw heavily on the findings of comparative stylistics. Thus, translated texts were analysed to formulate hypotheses about the differences between languages. For example, French prefers nouns and noun phrases where English prefers verbs or verb phrases: The gate to the Jewish cemetery is chained shut/ Une chaîne interdit l'ouverture de la grille à l'entrée du cimetière juif; or French needs lexical support to express the semantic weight of English prepositions: From Anna/ de la part de Anna (Sewell, 1996: 141). Vinay and Darbelnet's *Stylistique comparée du français et de l'anglais* (1958) laid the foundation for more comparative works and more translation textbooks stressing different types of contrast between languages.

However, comparative stylistics was judged to be deficient in some respects as pointed out by many translation researchers like Shadrin (1984), Ballard (2006). The most important points we raise against this approach are:

- All examples used seem to confirm the hypothesis formulated. Thus, once a remark about a linguistic aspect is made, the researcher proceeds to looking for examples that may confirm the hypothesis thus formulated without thinking of possible exceptions.
- The approach gives the impression that there is always one way to translate any linguistic item.
- The emphasis is on the word not the message. No attempt is made to analyse the text as a whole, as an entity liable to produce meaning beyond the sentence level.
- The aim is to highlight differences between languages not similarities.
- The approach does not take into account the process of translation as it deals with already produced examples (product).

More importantly Ballard (2006: 130) draws the attention to its failure to serve translation studies. In his criticism to Vinay and Darbelnet's comparative stylistics, he noted

its limitation towards achieving an academic objective worthy of translators' aspirations "l'objet de la traductologie n'est pas le langage mais la traduction, c'est-à-dire une activité de paraphrase synonymique interlinguistique dont l'objet est la reconstitution donc l'écriture d'un texte équivalent pour un public d'une autre culture. »

The adoption of translation commentaries along the development of comparative stylistics and critical stylistics explain the development of ideas about translation. Translation is no more tightly related to grammar, but to style and language genius and mechanics. These are the ingredients that contributed to the shaping of the new discipline which started to be marked from language competence per se. Yet, it still needs one more step to go before it can be recognized as an independent curricular discipline.

**6.1. Towards a didactics specifically designed for translation:** Any discipline to be taught needs knowledge in didactics, which is an educational field interested in teaching and all factors contributing to its success (Arnolds, 2012). Thus, learning, curriculum design, evaluation, teaching methods and approaches, educational aims and objectives are all aspects included in this field. Very often, people tend to use other words to speak of this field like pedagogy or teaching although these words mean slightly different things in the jargon of specialists. Didactics aims to make the learning experience more profitable by accounting for every single step in the process from aim to evaluation. For teaching/learning to be successful, we should account for the educational aims behind any programme (Soifer et al, 1990). Thus, a programme designed for English students at the university, for instance, aims to cope with the requirements of international communication and train a population of people to use English efficiently for those purposes. A curriculum is thus designed to devise a number of subject matters that are supposed to help achieve the aim set before. To teach English is so vague and one needs to divide this subject into sub-components: grammar, oral expression, written expression, phonetics, English culture,...etc. Every component, then, needs to have a precise objective that can help students reach a given stage of achievement. For instance, first year students are taught grammar to be able to write accurate utterances in English and deliver a comprehensible message. At a more advanced level, students are supposed to write essays and grasp the content of longer texts and articles. In the course of devising specific objectives, teachers need to decide on what methods to use to better attain their objectives. Should they rely on a communicative method? Should they act authoritatively and deliver



and use the traditional method of spoon-feeding the students? During and at the end of the process, teachers should evaluate their students and assess to what extent they have reached the objectives set in the syllabus. If everything proves to be successful, they move to the upper grade, otherwise they fail and repeat the same level. Meanwhile, a teacher gains a better view of his syllabus and can decide on what aspects to change in the programme for a better achievement next time the curriculum is implemented.

Obviously many aspects contribute to the success of this process. These are aspects pertaining to the teacher, the learner, and the subject matter. To understand the educational loop described above, we should understand the role of the teacher in the process, the nature of the subject matter to be taught and the contribution of the learner in the process. This is in sum what didactics is about.

As language teaching was at the origin of translation teaching, obviously this latter had to draw its guidelines from this ingrained discipline, yet it had to adapt its aims and procedures to the specific nature of the skill. Thus, the aim of a translation course is not to develop learners' linguistic competence, although this is an essential competence on which translation reposes, but rather to develop students' awareness of the extended use of such competence taking a larger and more profound pragmatic and cultural dimension. As such, pedagogical procedures needed to achieve this aim should be thought of differently. Grammatical and vocabulary exercises are likely to detract students from reaching the outcome expected of them. Cultural immersion through reading, discussion, criticism, comparison, and research fueled by scientific curiosity, is more important for translation to develop and awareness to emerge. The development of translation theories testifies in itself this attempt to extend the subject of translation beyond the mere linguistic boundaries. Thus, translational views of earlier scholars like Nida, Taber, Catford, Newmark were soon substituted by more promising views from scholars of the cultural turn movement, and the more recent semiotic trend, or from cognitivists.

## **6.2. The essence of translation didactics**

Having explained didactics in general and the specific aims of translation didactics, it is now easy to understand what translation didactics is entitled to offer exactly. Teaching, according to Dollerup (1995: 21), "above and beyond anything else believes fervently, ardently and intensely in the idea of progression. [It] involves a triad of pupil, teacher and subject matter." Translation didactics aims to explain how translation can be acquired. To learn how to translate, a learner needs to know what translation is, what factors are

contributing to its success, how it is evaluated, how a translation product is criticized, how it can be explicitly deciphered and decorticated into its compounding parts so that it can be grasped holistically. In translation the aim is to become a translator, and for this we need to define translation operationally so we can gauge our progress. According to Tatillon (1986 : 7) in Encarnación (2008: section 1.1, paragraph 7 ), to translate is to reformulate a text in another language while preserving its content or better imitate a source model to fabricate a target text which has information as close as possible to the original in terms of referential, pragmatic, dialectal, and stylistic meaning. In his own words «traduire c'est reformuler un texte dans une autre langue, en prenant soin de conserver son contenu, [...] Traduire est une opération qui a pour but de fabriquer, sur le modèle d'un texte de départ, un texte d'arrivée dont l'information soit –dans chacun de ses aspects : référentiel, pragmatique, dialectal, stylistique – aussi proche que possible de celle contenue dans le texte de départ ». Such a fluid definition, though motivating and discriminating needs further details to highlight the role translation can play in discovering a new linguistic and cultural universe by inviting us through other cultures and thinking modes to discover the essence of humanity, as the one suggested by Ladmiral (2004 : 12) (in Encarnación, 2008: section 1.1, paragraph 6) ). « La traduction sert à avoir une vision constructiviste de l'Universel en nous invitant, par le biais d'autres cultures et d'autres pensées, à connaître l'humanité dans ce qu'elle a d'essentiel. » In this latter definition, we clearly see the profound dimension of language itself. Translation, in other words, is a profound discovery of a new language as contrasted to the language we already know or the language we had acquired as a mother tongue. This transcendental nature of translation researchers emphasized need steps to draw and follow of which educators should be aware.

**6.3. Dollerup's model of generational progression:** Teaching translation is a recent field in comparison to language teaching. That is why the educational loop described above is not easily applied for translation especially that ideas about translation are still being nurtured and need times to reach gradually a full conception. Translation belonged originally to language departments and was understood to be logically tied to language competence. This explains the emergence of grammar-translation method as a supporting methodological tool to help student acquire a second or foreign language. However, with the scientific advancement and the industrial revolution, an increasing need for education was felt. People were gradually gaining a better understanding of translation and its role in

society. Using Dollerup's words (1995: 25) "teachers of translation have not invented translation theory, but they have forced it to take a firmer stand [...] before there was a massive societal need for translators, there was no need for moving beyond belletristic wanderings." This also explains the rise of translation studies as an independent discipline.

A more or less thorough understanding of the emergence of translation as an independent discipline to be taught is offered by Dollerup (1995) in his article "the emergence of the teaching of translation." According to Dollerup, "translation teaching is a natural evolution of a foreign language teaching tradition at a national level". Foreign language teacher goes normally into about four generations of teachers before turning into a translation teacher. The idea of generation is just meant to explain the progression we undergo in our thinking about translation and about language to gain a firm stand in our approach to them. The first generation learns the foreign language and passes their knowledge to their learners who will be better than them. The second generation will learn the language by advocating better methods by travelling abroad, for instance. The third generation will be better equipped and develop an ability to study in the foreign language. The fourth generation will reach a much higher stage in being able to deal with full-fledged research in issues related to language including translation.

Teacher Background	Teacher attitude to language and translation	Teacher reliance on
First generation	Uncertain	Tools (grammar, dictionaries)
Second generation	Uncertain (certain)	Tools (dictionaries, word lists)
Third generation	Certain (Uncertain)	Tools (Dictionaries, LSP, native speakers)
Fourth generation	Certain	Critical use of tools

**Table 01: The four generations of language-translation teachers (Dollerup, 1995: 22)**

First generation teachers may need to practice translation (translation here being a mere linguistic exercise), and in this case their translation will be done word-for-word. They will tend to rely on authoritative tools such as dictionaries and grammar books, and will be careful to stick to the source text.

Second generation teachers will develop a better awareness about the limitation of the dictionary and will be ready to prepare their own glossaries and wordlists. Their translation, however, is still tending to be a literal reproduction.

Third generation teacher will learn from their teachers the inadequacy of their translations and will understand the importance of freeing oneself from the blind authority of the dictionary and develop their own approach to equivalence of meaning according to the contextual situation. Their translation will strive for more fluency and may develop into a sentence-by-sentence rendition.

Another dimension that helps us see this progression is the teachers' willingness to engage in discussions about translation and the background that sustain their discussions.

Teacher	Priority	Wish to discuss	Focus in teaching
First generation	Survival	None	Lexis, syntax
Second generation	Survival	Some	Syntax, lexis
Third generation	Improvement	More	Syntax, fluency, lexis
Fourth generation	Improvement	Much	Fluency, syntax

**Table 02: The four generations of teachers' involvement in discussions (Dollerup, 1995: 26)**

First generation teachers, being still uncertain about their knowledge, prefer to discuss nothing yet and strive to save their face and not to lose their authority. As they go on in their progression, second generation teachers start to shift their focus and extend their scope; they no more stick to words but think of the structure of language. Third generation teachers start to gain confidence and they feel more open to discussion. Discovering their fallibility and accepting it, they start to focus on fluency. Fourth generation teachers are still more certain about their knowledge and are much more open to discussions.

The development goes on until the translator is better aware of the importance of achieving a balance between the use of tools and the analysis of the different factors contributing to the success of his translation. This is somehow the same route we tend to take when choosing to become a translator. We first learn the languages, and then we start to be interested in areas beyond language itself. We start very prudent with translation, sticking to the original text and making little bold decisions, and then little by little we become more daring and adopt a risk-taking attitude. We start by being restricted in our discussions of translation issues, and then gradually we widen our horizons and become more confident to voice out our decisions and opinions. We start at the level of the word;

we end up at the level of discourse and culture. We start practicing it blindly and helplessly, and we end up teaching it wisely.

Thus, this evolution of translation teaching we reviewed above translates the progress made by individual learners and teachers each according to his own pace. A learner may find himself making a big leap from second to fourth generation. In the same vein, a teacher may feel reluctant and situate himself among second or third generation and strive to make progress ahead.

7. **Discussion:** As far as the development of grammar translation method is concerned, we may raise the following points:

- Grammar translation method was outlawed from the language class as a natural reaction to the immediate societal need calling for a sound mastery of language in communication and opening new horizons for international relations. This means, banning translation from the classroom and giving this ban a fabricated pedagogical justification is too exaggerated as a measure and attitude to adopt by the teacher. Obeying this ban without a conscious understanding of its results brings more harm than good. It is the teacher who can decide when to resort to translation and when not. As seen above, translation is time saving sometimes.

- Grammar translation method underpins two intermingling approaches one related to the use of grammar and the other to the use of translation. There are probably more objections raised against the teaching of grammar as such, than there are objections towards the use of translation. When trying to update with the requirements of educational system, a teacher should be alert to what should be banned, what should be adapted and what should be preserved.

- The fate reserved to grammar translation method (its ban then its revival) is a lesson for the teacher to trust his intuition and be critical to new developments in education.

As far as Dollerup's generational progression model is concerned, we can retain the following points:

- Although the author admits that progression differs not only from one individual to another but also from a society to another according to specific societal needs, the idea of progression itself is universal and thus interesting to ponder over. The state of confusion and turmoil witnessed by some translation teachers at any stage of their own development can be attributed to a failure to perceive this progression and to situate themselves within it.

- Admitting the idea of progression helps the teachers gauge their own progress and set criteria for the measurement of this progress. For instance a teacher who is sticking to the authority of the dictionary or inculcating this authority to his students should understand that he is still lagging behind. A teacher/learner who lacks critical ability to analyse translation theories and understand their use and limitation has still a long way before him to reach an understanding of translation and of his role in teaching translation.

- A teacher/ translator should be alert to societal factors affecting learning/teaching translation. The educational development we discussed above was not brought in vacuum and was clearly a reaction to the immediate environment of both teachers and learners. In her discussion of why language teaching methodology was subject to swinging in history, Celce-Murcia, 2014:3) recalls the importance of grasping the historical events behind every change for a better preparation for any probing future action:

One reason for the frequent swings of the pendulum is that very few language teachers have a sense of history about their profession and are thus unaware of the linguistic, psychological and sociocultural underpinnings of the many methodological options they have at their disposal.

The historical reshuffling of language teaching methodology explained in this paper, though limited to grammar translation method, the direct method and the rebirth of the former, is of a considerable importance to translation teachers to methodologically build and forge their discipline by understanding the nature of change in educational settings. As for Dollerup's generational model of teachers, it is seen to be a hypothetical reconstruction of the progress made in respect of translation teaching, to adopt a thoughtful approach to this development when actually designing a translation curriculum.

8. **Conclusion:** This paper was an attempt to explain the logic behind actions and assumptions in the educational context of translation of which both learners and especially teachers should be aware. Grammar translation method was banned then resurrected out from its ashes for a pedagogical reason responding to the immediate need of the society for which the pedagogical change was meant. The teacher should be alert to the need of his own society and be ready to assess his own progression which will not necessarily coincide with the progression of the people for whom the theory or the change was meant at the first place. This progression of events underpinning the changes in the profession and in the practitioners is of paramount importance for teachers to monitor their own development and

contribute to the development of the discipline in their own sphere. Whatever approach the translation teacher adopts in his class, it describes a stage of progression we explained above. For example, a too prudent linguistic approach which does not find its justification in the immediate context of use, may mean the teacher is still at a lower stage of development and needs to delve in the world of practice to enrich his experience and widen his scope. On the other hand, a daring and flexible teacher opening the door for discussions and longing for a diversification of texts and materials is likely to be categorized as more advanced in his progression. The approach, as its name indicates, is understood to be the philosophy behind a teacher's action. It does not offer in itself a procedural scheme to execute, but rather a nurtured hunch at what to do. Thus, a hunch gradually nourished and thoroughly grasped will certainly guide the teacher in his endeavour and why not help institute for new approaches to translation teaching.

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