

Translation in Language Teaching

Guy Cook

OXFORD

Contents

Acknowledgements – ix

Prelude - xi

Introduction -xv

How the book is organized - xvii

Matters arising - xviii

Controversial terms - xxi

PART ONE History

1 The rejection: 'Reform' and Direct Method - 3

The outlawing of translation - 3

Self-proclaimed heroes: the Reform Movement - 4

Self-proclaimed heroes: the Direct Method – 6

The villain: Grammar Translation - 9

Sweet words - 15

2 The long silence: From Direct Method to meaning focus - 20

The first revolution: form-focused Direct Method - 22

The second revolution: focus on meaning - 26

Task-based language teaching - 28

Relativity of outcomes - 31

Dissenting voices - 33

3 A climate for revival: The recognition of bilingualism -37

The academic climate - 38

The political climate – 39

Globalization - 43

Extent of multilingualism - 43

Code-switching and code-mixing - 44

Identity - 45

Own-language use in the classroom - 46

From own-language rehabilitation to translation - 51

viii Translation in Language Teaching: History

4 What is translation? - 54

Rationale for the chapter - 54

Definitions of translation - 55

The quest for equivalence - 56

Beyond equivalence: making the issues overt - 74

Overt versus covert translation, foreignization versus domestication – 76

The translator and the learner - 79

PART TWO Arguments

5 Evidence-based arguments – 85

Values and technologies - 85

SLA assumptions – 88

Evidence outside SLA - 91

Negative and positive views of influence - 95

Word-for-wordism - 97

'Improvement' - 99

6 Educational arguments - 104

Curriculum philosophies – 105

TILT as technological education - 109

TILT as social reform - 112

TILT as humanistic education - 120

TILT as academic education - 121

7 Pedagogical arguments – 125

Grasping the nettles - 125

Which teachers? - 126

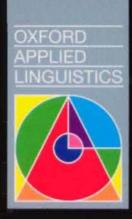
Which learners? - 129

What types of activity? - 135

Conclusion - 155

Bibliography - 157

Index - 171



Translation in Language Teaching

An Argument for Reassessment

Translation has been the outlaw of language teaching since the end of the 19th century. In this book, Professor Cook argues that it is time for a change. He presents translation as a natural and effective means of language teaching and learning, and as a widely needed skill in today's multicultural societies and globalized world, as well as a force for intercultural understanding, language awareness, and the maintenance of identity. The book answers a widespread demand from researchers, teachers, and learners alike for an approach to language teaching and learning that meets the needs of the contemporary world.

Guy Cook is Professor of Language and Education at the Open University, Chair of the British Association for Applied Linguistics, and former co-editor of the journal Applied Linguistics 2004–2009.

OXFORD UNIVERSITY PRESS

