

ADAPTATION AS A TOOL IN SECOND LANGUAGE LEARNING IN
PRE- INTERMEDIATE ENGLISH LEARNERS AT CAMBRIDGE
ACADEMY - PASTO.

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UNIVERSITY OF NARIÑO
SCHOOL OF HUMAN SCIENCES
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2020

**“Las ideas y conclusiones aportadas en el siguiente trabajo
son responsabilidad exclusiva del autor.”**

**Artículo 1ro del Acuerdo No. 324 de octubre 11 de 1966 emanado del Honorable
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Nota de aceptación

Firma del presidente del Jurado

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San Juan de Pasto, 26 de enero 2021

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*A la luz que me acompaña y me brinda el amor, apoyo,
y vida necesarios para seguir adelante, mi madre.*

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Nicolas D. Kahn

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Nicolas D. Kahn

RESUMEN

Este artículo analiza la relación entre la traducción y la enseñanza de idiomas; así como, cómo la adaptación, una de las técnicas de traducción se puede aplicar con fines educativos. Todo esto no se aplicará a ninguna población, ya que es una visión teórica. Es bien sabido que un solo tipo de traducción no se puede aplicar a todos los idiomas existentes en el mundo, ya que cada uno de ellos entrega una definición que coordina consigo mismo y con sus aspectos culturales. Esto podría representar un factor importante a tener en cuenta al considerar su uso a lo largo del curso de enseñanza y aprendizaje de idiomas.

Los idiomas son diferentes y también sus reglas, por ejemplo, los métodos y técnicas de enseñanza implementados por los profesores en la clase deben proporcionar las herramientas necesarias para que este aprendizaje se lleve a cabo de la manera más diversa, adecuada y amplia posible. La traducción siempre ha participado en la adquisición de una segunda lengua, por consecuencia, las técnicas de traducción como la adaptación, podrían acercar a los estudiantes a la comprensión y el manejo del vocabulario, el significado y la practicidad que tiene la lengua extranjera. Todo esto mientras se brinda a los alumnos un apoyo y un refuerzo significativos durante su proceso de aprendizaje.

ABSTRACT

This paper discusses the relation between translation and language teaching; as well as, how adaptation, one of translation's techniques can be applied for educational purposes. This all will not be applied to any population, since it is a theoretical view. It is well-known that one type of translation cannot be applied to all the existent languages in the world, since each one of them delivers a definition that coordinates with itself and its cultural aspects. This might represent an important factor to take into account when considering using it all along the teaching and language-learning course.

Languages are different and so are their rules, for instance the teaching methods and techniques implemented by teachers in the class need to provide the necessary tools for this learning to be carried out in the most diverse, appropriate and widest way as possible. Translation has always taken part into second language acquisition by consequence translation techniques such as adaptation can bring students closer to the understanding and management of vocabulary, meaningfulness and practicality the target language has. All this while giving the learners significant support and reinforcement during their learning process.

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INTRODUCTION

The process of learning a foreign language involves much more than just the action of memorizing and repeating. There is a special need on truly understanding what a language communicates and what words in various circumstances might mean. The Environment, context and population by whom it is spoken affect a language; this makes the approximation to these patterns during its study important in a way that learners can acquire a more accurate fluency, confidence and knowledge in the target language. Translation has been used for accomplishing those goals for centuries and has been criticized and praised for it in some aspects more than in others, but it is impossible to say that its use is unacceptable. This paper studies translation and its techniques, as a useful tool in language learning based on the way it helps students to gain a valuable perspective on the intricate ways in which the language works and the clue for making a better use of it. By means of research the authors taken into account for this paper are the ones that originated the use of translation as communication and are also the ones that studied the translation field in its beginning in a more extensive way; therefore, this paper goes to the roots on the subject matter and together with more actual resources and works in this field, aims to be as more accurate as possible on the matter of the research.

Emphasis is made on the adaptation technique which is going to be presented as a useful tool for language learning, in a theoretical view which would not be applied to any population but that is going to be purposed to be beneficial for the improvement of learners' understanding and management of a more accurate and contextualized L2.

CHAPTER 1

PROBLEM DESCRIPTION

This study evaluates the usefulness of adaptation in an educational environment, its influence in the effective comprehension not only of the vocabulary but also from a context closer to the reality to experience in native-speaking countries of the target language. The decision of studying this problem was taken after understanding and finding a common pattern in language learners, whom still have difficulties on communicating in the target language when it comes to real situations that involve more than what the academic environment provides from the L2. This, together with a weak comprehension of meaning makes learners unable to properly express themselves in a more natural way. Thus, this research paper focuses on the strengthen of these abilities. This research is going to focus in a specific level of proficiency which is going to be in Pre- intermediate level students, with the purpose of getting those students who already have a good background on the target language to get to a higher level of proficiency in the language while improving their skills in the same. translation technique, adaptation in the L2 course.

PROBLEM STATEMENT

Numerous students in the pre-intermediate stages of language learning go through this process without getting close to realistic scenarios in which their target language is put into use. Consequently, this might affect their future interaction, confidence and understanding when using what it has been taught to them.

Classical educational systems have worked with translation along the years, but this does not fulfill the needs scholars might have, the same way grammars' attempt to make the learning

experience to be as more actual and accurate as possible would always be delimited. As a result, this paper theoretically evaluates a way in which the translations' adaptation technique, can serve as a tool for complementing learners' needs in language learning.

Understanding that language learning involves much more than only structured rules, leads to the comprehension of the learners' necessity for a contextual learning no matter what their mother and target language is. Overcoming the gap, that grammar by itself cannot cover, might improve learners' skills in different aspects and be beneficial for them and for their confidence to produce in the L2, which is something students struggle with in the pre-intermediate stages of the learning process.

The adaptation technique is going to be studied as a possible tool for providing learners with the supplementary knowledge they require for achieving a full comprehension of their target language; as well as, of its culture and context.

People preparing on a language academy as in this case, are mostly involved with the learning process and feel motivated along it. However, not all of them have the same possibilities of using the language in real settings, nor to interpret it as the whole it is.

This means that even though aspects such as culture and significance are pivotal in language learning, they are both not always fully explained nor understood or used by learners. Which can finally take them to feel unsure when using it or can in some circumstances irrupt meaning and the fluent use of the L2.

Consequently, the research questions that guide this study are as follows:

RESEARCH QUESTION

How can adaptation be implemented in Foreign Language Learning as a tool for enhancing comprehension and fluency in the Pre-intermediate stages of Language learning?

SUBQUESTIONS

1. What is the relation between translation and pedagogy?
2. What are the general assumptions about translation and its techniques?
3. What use can adaptation in second language teaching in the Pre-intermediate stage of learning have?

RESEARCH OBJECTIVES

GENERAL OBJECTIVE

- To analyze adaptation worth in Second Language learning for raising learner's comprehension and fluent manage of the target language.

SPECIFIC OBJECTIVES

- To identify student's perception of translation in SLA.
- To analyze the relationship between translation and pedagogy in LA.
- To find out if adaptation is to be used for improving learning of a L2

JUSTIFICATION

In language classrooms it is usual to study the normal grammatical rules and certain specific aspects of the language. Nonetheless, in the actual educational environment, some students do not get enough information for what they might need to include into their speech and knowledge of the target language. As a result, several language learners do not get to fully understand the language when being overseas, even though their grammar and performance is appropriated there is always an existing gap between their current level and the higher stages of comprehension and usage of the target language.

This socio-cultural gap cannot be fulfilled by the mere acknowledgment of grammatical rules and grammar cannot either be enough for fulfilling the gap without the adaptation of certain patterns that can only being assimilated by ways of contextualization and in certain cases of culturalization. Things such as the culture and the context are pivotal for a language learner, since they provide him/her with a closer perspective of the population who speaks it as a mother tongue, at the same time that provides learners not only with various approaches for fluent communication with native speakers but also for getting well along with the new experience this foreign environment offers to them.

For this reason, this paper makes a theoretic vision of the pertinence of providing pre-intermediate stage learners with a wider view of the aspects the L2 has, so that they can get more fluency and a better apprehension of the target language itself and besides this of the situations they might confront when doing an active usage of it. All this in order to get L2 students to go beyond the superficial meaning of the words.

This document, takes a positive, theoretical position in the issue that there is a remarkable contribution for learners in their comprehension, assimilation and appropriation of the topic that is being studied through the use of translation and its' adaptation technique as a key point in second language learning, especially in terms of avoiding the gap that keeps learners from getting a real understanding of meaning and use of the target language.

DEFINITION OF TERMS

- Adaptation: Technique or method of translation used to transmit meaning from one language to another when there is not an equivalency in the target language, it is a shift in cultural environment.
- Lexis: the level of language consisting of vocabulary, as opposed to grammar or Syntax.
- Learning: Continuous process of gaining knowledge.
- Technique: a particular method of doing an activity, which usually involves a method with practical skills.
- Learner: someone who is learning about a particular topic or how to do something.
- Process: set of steps that show how something works and how it is done.
- Pedagogy: discipline, process and ways of teaching.
- Pre- intermediate stage/level: In this research it refers to learners who have some knowledge or skill but are not yet on an intermediate nor advanced level in the use of the target language.
- Enhancing: for this paper, this term addresses the improvement of learner's comprehension of meaning and fluency in the target language.
- Culturalization: The process of adapting to one's cultural environment; the acquisition of values and behavior compatible with a foreign society by means of influence or exposure to it.

- L1 and source language: Mother / first language.
- Contextual learning: It states that learning can take place when teachers present information in such a way that students are able to construct meaning based on their own experiences.
- Dichotomy: a very great difference or opposition between two or more things.
- SL and L2: Second/ target or foreign language.

CHAPTER 2

The relation between translation and language pedagogy; as well as, how one of translation techniques can be applied for educational purposes are main ideas in this paper, therefore it is necessary to make a review about the general aspects that comprise translation work.

Translation & pedagogy, Translation & Translation procedures or techniques and Adaptation technique are the principal components to be explained and seen in this chapter.

TRANSLATION IN PEDAGOGY

When talking about translation in pedagogy, it is vital to check some scholar's opinions about the topic, and to recognize in those the main reasons why translation can be considered as something useful or not in this area. According to Delisle (1980), "translation pedagogy" refers to the type of translation that can be implemented in educational environments; it can be recognized as a proficiency test in the source language, serving as a tool that fits into a larger educational package. On the other hand, the second term last as the referring term to the literal or professional translation. By understanding those terms, we are provided with a broader view from the manner in which we would see translation. Being aware of the similarities and dichotomies between the types mentioned before, we can make a deeper study from the subject that concerns us in this research work, which is the translation for educational purposes respectively. Carreres A. Noriega M. (2011) "Pedagogical translation and translation pedagogy, a necessary dialogue." Provide clearer ideas about the uses translation and its techniques have, they also analyze the ways in which those have been used.

Translation has been worldwide used and its importance in class stills being recognized, in some aspects more than in others. The communicative achievements students show by using a translation technique or method when learning a second language represent its own relevance and effectiveness. Despite this, the subjective idealization of the right way in which learning a foreign language has to happen and the change in priorities when teaching it, led to translation being considered as something wrong and little productive in the learning process, but not to its complete discontinuity. The fact that translation has already been used in educational environments is, in itself, a great strength for developing this work, since it provides us previous processes and experimentation about the matter, from which we can analyze the strengths and possible future failures we would have to lead during the research process.

Finally, when referring to the use of a translation techniques for learning and teaching foreign languages it is possible to misunderstand what the focus of the class or the process is. Paradoxically, this research work provides, somehow, a clearer idea to teachers and students on how translation, hence adaptation, can be used and implemented in teaching a foreign language. It might also create trained speakers of a second language that can be prepared enough to effectively impart their knowledge about language.

Certainly, this purpose is different from what the training translators process might be; as well as, its methodology and use of patterns. A strict differentiation has been made according to these two purposes and emphasis. It is for that same reason that providing concise ideas about them is so necessary for understanding what differentiates or relates one to the other.

WHAT IS TRANSLATION?

Foster (1958) Affirms that “Translation is a mental activity in which a meaning of given linguistic discourse is rendered from one language to another. This act takes place by transferring linguistic entities from one language equivalence to another’s. Translation is an act through which the content of a text is transferred from the source language in to the target language” (p.1) In the other hand Souter (1920) claims that, “our ideal in translation is to produce on the minds of our readers as nearly as possible the same effect as was produced by the original on its readers.” (P:7) Other authors tend to consider translation as something that requires a contextualization between both, L1 and L2, Belloc (1931) for instance, believes that a good translation must possess the potential of being evaluated “like a first-class native thing”. He maintains that translation must “consciously attempt the spirit of the original at the expense of the letter” (p.153).

As seen before, translation can be understood as the process to pass a text in a target language to a source language conveying the message as faithfully as possible. The translator usually translates from a target language into the translator’s mother tongue since his/her curiosity in nature, provides him/her with a wide culture, flexibility of mind and a better knowledge of its working languages and writing skills. In addition, his/her mastered languages as well as his or her origin condition the work of the translator.

Translation and its techniques have been defined as part of a dichotomous, cumulative and interactive process, which involves different sorts of cognitive activities relating to language, communication, and culture. By dealing with two languages that have different linguistic rules, cultural norms and patterns that can be dichotomously while

helping to express language and the cultural reality implicit in itself. Darwish, (1989, 1995, 2003)

Translation is done in theory only from a source language that the translator must master to a target language that is in most cases the professional's mother tongue, assuring the quality of what is being communicated. By translating into one's mother tongue, it is easier and feasibility to adapt the text or communicated idea of the target language to all the cultural references, styles and uses of it in the first tongue, providing clearer ideas and nuances of the source adapted to the L1 region where the information is intended. Munday (2001).

When referring to the general parameters of language learning, not only in its use but also in its study for academic or professional purposes, translation can also be meaningful for language learners in different stances of knowledge and fluency. All along the years this has been used for educational purposes, it is a useful tool for making clearer emphasis in meaning and application of both L1 and L2. Language learner's curiosity in the nature of the language, communication and culture provides them with a great flexibility of mind, critical use and analysis of knowledge; while positively intervening for a more fluent apprenticeship of the target language.

According to H. Ghazala (1995), "translation is generally used to refer to all the processes and methods used to convey the meaning of the source language in to the target language" (P.1.). When translating, understanding the meaning of the source language is pivotal to have the appropriate equivalent in the target one. Translation notability has caused it and its techniques to be viewed and used differently for centuries, focusing on the

notion of meaning as an essential element, in relation to not only grammar, style and sounds but also in practical- educational situations.

In short, translation has a wide range of uses and purposes, it requires at the same time, much more than just lexis but also a deeply understanding on cultural and environmental gaps; so that it can be implemented in the analysis of the foreign language structures and real life situations usage.

TYPES OF TRANSLATION PROCEDURES OVERVIEW

L. Venuti (1998:240), indicates that translation strategies "involve the basic tasks of choosing the foreign text to be translated and developing a method to translate it." He employs the concepts of "domesticating" and "foreignizing" referring to translation strategies". Another idea about what translation general concept can be is as stated by P. Newmark (1988b), who classifies translation procedures as the ones to be used for sentences and the smaller units of language" (p.81). Together with the concepts named before, it is possible to get an expansive idea of translation's wide appliance and complicity, the existing difference P. Newmark, (1991:10-12), mentioned, between "semantic" and "communicative" translation. Newmark states that any translation can be "more, or less semantic—more, or less, communicative—even a particular section or sentence can be treated more communicatively or less semantically. Both seek an equivalent effect." Adaptation seeks to appease language differences through a matching process.

This shows us how extensive this process can be. Being translation very extensive, it requires of various divisions in the interest of covering in a most accurate way the language

and audience's needs and expectations. Thus, there are some classifications translation has.

S. Hopwood. (2016), mentions that translation nuances can be organized as follows:

1. Direct Translation Techniques: Used when structural and conceptual elements of the source language can be transposed into the target language, some direct translation techniques are:
 - Borrowing: Myers, Blackwell (2006) define it as a process that takes words or expressions from one language and uses it in another without translating it to the L1. He describes that language borrowings happen everywhere, in various fields not only in scientific and technological domains. This happens very often and some examples of this can be:
 - Chip – Chip (from English to Spanish)
 - Iceberg = Eisberg. Berg = mountain. Mountain of ice (from German to English)
 - Calque, (Loan translation): Vinay and Darbelnet (2013-2014), Explain this process as language having words or expressions being borrowed from another, these are going to be literally translated and used.
 - Moment of truth = Momento de la verdad. (from English to Spanish)
 - Intelligenzquotient = Intelligence Quotient (I.Q.) (from German to English)
 - Literal Translation: Vinay and Darbelnet (2013-2014) Explain that literal translation Converts SL grammatical constructions to their nearest TL equivalents. Its lexical words are translated singly, out of context but strictly attached to the

meaning it is required to convey, the syntactic structure in the target language can be affected because of the distinctness between one language to another.

- We need energy for Europe = Necesitamos energía para Europa. (from English to Spanish)
- Before using the printer close the main cover of the printer. = Prima di usare la stampante chiudere il coperchio principale della stampante. (from English to Italian)

2. Oblique Translation Techniques are defined by Hopwood (2016) as the ones to be used when the source language's structural or conceptual elements cannot be directly translated without amending the grammatical, meaningful and stylistics elements of the target language.

- Transposition: Vinay and Darbelnet (2013-2014) consider that this technique introduces (often involuntarily) a change in the grammatical structure, though attempting not to alter the meaning of the idea when moving it from one grammatical category to another.
 - Let us go after he comes back = Vamos despues de su regreso. (from English to Spanish)
 - We like swimming = Wir schwimmen gerne. (From English to German)
- Gerunds and infinitives work differently in English, German and Spanish; Consequently, transposition is needed in the examples.
- Modulation: Hardin and Picot (1990) describe modulation as a way of translation for expressing the same meaning or phenomenon in a different

but more comprehensible way. Since it changes structure but imparts an accurate signification of what is being expressed in the TL to the SL.

- I have not heard a word from him = Non ho avuto sue notizie. (Back translation from Italian: I have not had news from him) (from English to Italian)
- Te lo dejo = You can have it. (It can be literally translated to: I leave it to you, but it is better to use modulation to make it sound more natural)
 - Reformulation or Equivalence: Umamaheshwari, (2017) states that for the purpose of not losing meaning in the translation process, the equivalence changes a message literal structure to make it more suitable to the L1 context.
- Writers block = Falta de inspiración. (from English to Spanish)
- To bite off more than you can chew = Avoir les yeux plus gros que le ventre. (from English to French)
 - Adaptation: Umamaheshwari (2017) states that this technique purpose is to find an equivalent to describe the meaning of the word or expression with the view to replace it for something similar that exist in the target language. Thus, this is the freest form of translation since it expresses something specific to the source language culture, in a very different way so that it is more familiar or appropriate to the target language audience and context. It is widely used in cultural contexts such as idioms; as well as, in literature translation.

- Alles hat ein Ende nur die Wurst hat zwei = all good things have to come to an end at some point. (Literal translation from German to English: Everything has one end, only the sausage has two)
- Yours ever > Le saluda atentamente. (Literal translation from English to Spanish: Siempre suyo)

Compensation: Umamaheshwari (2017) explains that this procedure is commonly used when some terms cannot be translated by lack of equivalency causing a loss in the translation process. Changes are suffered in both, cultural essence of the L1 and in its lexis. This is widely seen in languages which use honorific particles, words or expressions. Some examples of it can be found in Japanese and Korean formal manners for speaking.

- Sorry = 죄송합니다 (Jwesonghamnida) From the numerous ways of apologizing that Korean language has, this is the most formal one, English might also have different ways of expressing the same, but the idea of whether using sorry, excuse me or pardon me, will not have the same cultural repercussion that it has in Korean language and context.

- お疲れ様です (otsukaresama desu) Japanese = Thank you for your effort/
hard work

수고하셨습니다 (Sugohasyeosimnida) Korean = Thank you for your effort
/hard work

“Thank you for your effort” is the English compensation from both, Japanese and Korean language expressions, those do have change on meaning according to the context in which they are used and their use is so relevant in the culture that are daily use expressions which also express a certain level of appreciation and respect. It is necessary to clarify that even though they can be translated there is not in English a perfect equivalent, either in significance nor in cultural context.

Taking into consideration the previous Translation techniques overview, this research is going to study the implementation of Adaptation technique for Second language learning.

ADAPTATION TECHNIQUE IN SLA

This paper makes an emphasis on adaptation technique and its usefulness in language teaching since it replaces a situation of the SL by an analogous situation of the TL, it helps learners when communicative situations are difficult to understand in the culture of the target audience, when the situation of the SL does not exist in the TL. In this kind of situation, a reasonable equivalence is created for facilitating the comprehension of what has been said. Adaptation continues with what translation by itself cannot reach, therefore it complements the idea and concepts of the cultural gap that in so many cases affects learning, fluency and, consequently, the advances that a foreign language student can present.

Vinay and Darbelnet (1958) explain this technique functioning as a procedure, which can be used whenever the context referred to in the original text does not exist in the culture of the L2. Thereby, its implementation helps fulfilling information gaps by means

of re-creation and achievement of equivalent situations wherever cultural mis-matches are encountered, for example: ST: Está lloviendo a cantaros differs through adaptation technique to TT: It is raining cats and dogs. This paper pretends to focus on finding ways of helping students at increment on fluency and understanding of the L2 through ways of contextualization between both languages and contexts.

Although most translation techniques are used for pedagogical purposes, these might not be both individually nor generally explained and specifically applied. Even though teachers do not usually tell students that, they are making use of adaptation this does not mean that the technique itself is not helping them fulfilling some areas of the L2 that learners by simply means of lexis study and translation cannot acquire.

There is a reciprocal relationship between languages and situations. Both can recognize one another, and they do need from each other for upgrading their performance. Thus, language brings clear ideas and concepts to our minds from what surrounds us and this environment pushes us to make use of the language in diverse ways. There is a need of contextualization in language performance, and learning; “Organisationen lernen Identität: Alltäglich produzieren, sichern und riskieren sie ein spezifisches Wissen der Identität und übersetzen dieses “(“Organizations learn identity: They daily produce, secure and risk a specific knowledge of identity and translate it.”) (Engel, 2014, p.4). The translation Engel mentioned has a lot to do with cultural concepts of individual’s perception and processes of thinking which are very much entangled in the way we communicate. Adaptation technique works directly with those concepts; it is the bridge between meaning accuracy and communicative purposes. For this reason, its employment can possibly help L2 learners expressing themselves more naturally in that language, not having to worry by the

discrepancies that may occur when interchanging information and knowledge in real life situations.

TYPES OF ADAPTATION

Adaptation permits its users to get a wider acknowledge of meaning by its different styles and the uses they might represent. Based on the paper “Adaptation as a Means of Translation” (2013) by Dr. Eadaroos, T. four different types of adaptation can be found. When thinking in adaptation as a whole it is possible to recognize on it several types of uses and the information it is able to provide guide us to differentiate it as follows: Collocation adaptation, cultural adaptation, literary adaptation and ideological adaptation. These all aim to show us a clearer translation and meaning of both, the linguistic situation; as well as, the contextual situation.

COLLOCATION ADAPTATION.

Collocation can be defined as the way in which words are used together regularly. (Richards, et. al. 1992). Language learning requires to study each language articulation and organization of structures and words, since they are not ruled by a world-common pattern, but articulate their own. Indicating certain restrictions on word use. Collocation might be a difficult aspect in language learning, for this reason exists on this aspect a clear need for adaptation.

This is visible on a verbs’ meaning and use, the verb “perform” for example collocates with the operation of something more than with the significance of a discussion, for which “held” or the use of the verb “have” would be more appropriate to use.

The student performed the presentation of the book.

Literal translation is not correct to use in this context since it would perplex the target language by not accurately communicating the real significance of what is being said. This can be clearly seen on Idioms such as “It is raining cats and dogs” from English that would eventually turn to “Está lloviendo a cantaros” in Spanish.

In addition, the rely on adaptation is directly proportional to the use of languages belonging to different family languages.

CULTURAL ADAPTATION

A bilingual person cannot fulfill its abilities in the target language without being at some point bicultural, this due to the very close relation language and culture have. This means that when getting to the upper levels of profanely, students, translators and general bilingual language users are not only between two languages but also between two cultures.

This need of adapting meaning to the cultural context is well seeing in the contrast between oriental culture and the western culture. Some expressions as showed before in the Translation section, cannot have a direct translation, nor their significance would not be completely comprehended since the formality in certain countries varies in terms of age or experience and so does the treatment between peoples. To illustrate this, we have the following situation.

Due to certain cultural subtleties, some Korean phrases can be confusing to foreigners studying their language, things such as the use of “us/our” 우리, in various utterances when the real meaning is the one of “I, my” in English respectively.

There is a cultural explanation for this to happen. The Korean history, has be full with wars and invasions, what made people to think of themselves as one collective group of people, boosting the feeling of patriotism and unity. Therefore, instead of saying “my house”, “my country”, “my mother”, Koreans say “our house” (우리 집), “our country” (우리 나라) and “our mother” (우리 엄마) to show they share this with all Koreans.

An interpreter and learner of the language should have this in mind during the learning process as well as during its active use. This is pivotal for avoiding the so called cultural shock, in a manner that can adapt the knowledge not to the logic rules of grammar but to the actual uses and significances the target language has.

LITERARY ADAPTATION

This type of adaptation is seen on texts, literature and poetry mostly, though this last is believed to be untranslatable, but this translation technique is knowable of the variations between cultures aesthetic traditions, so that the use of certain expressions or words can be better appreciated and understood by the target reader, meanwhile achieving the required effect on it.

This is often found on books or movies titles, which cannot always be literal translated and use instead adaptation in order to communicate the same emotion or idea in both, the original and the target language.

IDEOLOGICAL ADAPTATION

Ideology is composing of numerous aspects but all these can be summarized in two specific ones that have to do with sexual and religious concerns.

According to cultural aspects the ideology of a country can vary from an open-minded one to a conservative one. This means that not only translators or interpreters need to pay attention to written and oral language but also learners from a L2. When communicating something that touches some ideological patterns of the society it is necessary to know these very well and be cautious about the implications that a word or concept may have. Adaptation softens the original tone and expression of the L1, hoping not to offend the L2 ideological guidelines and escapes censorship in a more effective way as other techniques might do.

CHAPTER 3

RESEARCH METHODOLOGY

This research paper is going to be worked through a scientific methodology, since it is a merely theoretical study of how the adaptation translation technique can be put into use as a tool for enhancing language learning of a target language; this scientific methodology which consists in systematic observation, formulation, and modification of hypotheses might be the most appropriated for this paper. Furthermore, this research paper is based not only in the language learning and improvement of skills but also in the cultural and contextual comprehension of L2 learners. Undoubtedly, translation and its techniques, adaptation specifically as being the one put into analysis in this document can be an advantageous resource when learning a foreign language. With aim on attaining this goal a qualitative design will be carried out. In this way, the collected information would be easier to follow and understand.

METHOD

Survey is the method for this research paper, which studies the implementation of translation and one of its techniques in the process of language learning, especially in students with a Pre- intermediate English level. The translation technique to be studied will be adaptation with the main focus of helping students in their comprehension and use of the target language by making it closer to the real use they would have to make of it in the future.

The purposed method states that finding an “equivalent effect” in meaning for communication can be something useful and applicable in language learning and teaching.

A procedure application can guide the meaning and operation a person gives to the L2 in the source language. For the purpose of implementing this adaptation technique in the class students can do activities that involve the comparison between languages, leading to more accurate understanding of meaning and distinctions between ways of expressing, the context and cultural aspects. Students can suggest words in L1 that other students can translate to L2 if there's a lack of vocabulary. All this, along with the topic's explanation and the teacher's support and creativity, would eventually guide learner's future practical and mental processes to get to the higher stages of fluency and knowledge in the target language.

Factors such as accurate comprehension and fluency have been widely studied, therefore, this research pretends to narrow it until the point where the research can be developed and results studied. As an advantage of the research topic and guided on the technique itself and its flexibility, a better observation, analysis and portraying of the usefulness of it for educational purposes can be explained in a more organized and substantial way.

POPULATION

The population for this case study would be the eight students who are currently involved in the *Fourth English Phase in the Cambridge Academy of Languages in Pasto (Colombia)*. This phase (division in which the language academy organizes students courses) has been chosen due to the focus this research paper has in the pre-intermediate level of proficiency in English. This population is formed by students with different levels of proficiency in English, who are currently studying and acquiring communicative,

cognitive, interpretative, argumentative and proactive competencies for specific personal purposes to develop in future and individual situations.

SAMPLE

Since the research intends to be more specific, there is a need of taking a sample from it, which will be three students who are randomly chosen among the other students who are currently involved in the Fourth English Phase in the academy. The population's average age is 20 years old and the population of students are both, female and male with a Pre-Intermediate English level, the student's social strata division according to Bushnell and Hudson (2010) varies from the lower-low to the upper low levels of the socioeconomic stratification system in Colombia which was Implemented in the 1980s to classify urban populations in the country. (p.102).

DATA COLLECTION INSTRUMENTS

Gathering, analyzing and organizing information can be very difficult when not using an accurate, well focused and specific tool. For the sake of getting punctual responses to the unknown presented in this document, the use of surveys has been chosen as the most appropriate one. Once that this research questions have been answered by the population, getting to know how feasible it is to implement translation and its technique in the teaching process would be possible and in consequence the proposal would be ready for being applied.

For this paper, a Survey will take part. The collection of data attained in this case, would be conducted through primary research, which is the gathering data first-hand from its source and in a physical printed presentation. The information collected from every

participant may be individual and authentic while the questionnaire to be used will contain the same questions and elements. Surveys are well-known for their simplicity and excellent resource for working with a numerous group of participants making of it an appropriate material for organizing, relocating and analyzing the received information. This data is a key stone in the development of this paper, and so is the process on how the data collection and its scrutiny are going to take place. (See appendix 1gloz).

DATA COLLECTION PROCEDURES

With the intention of achieving the research goals in this paper, the following data collection instrument has been chosen. Its use would provide a coherent order for rendering information and getting conclusions from the research problem stated before. The data collection procedure would take place through a survey and it develops as follows.

SURVEY

The type of survey to be used will be a paper-printed survey. Its content would be of seven questions, 6 yes/no questions and 1 open question. The format will include three extra questions for asking personal individual information such as gender, social status and age. The 3 students will be asked to fulfill the questioners voluntarily before their academic schedule. In order to apply the survey, the researcher is going to explain the nature of the study taking place and the general information about the functioning of the survey and the way it will be. Instructions will be given of how the questionnaire is formulated and the time needed for completing it.

The time for the questionnaire is constructed for no taking longer than 10 minutes. (See appendix 1).

DATA ANALYSIS

“A basic descriptive analysis of data involves the calculation of simple measures of composition and the distribution of variable by sex, and for each sex that facilitates straightforward gender-focused comparisons between different groups of population. Depending upon the type of data, these measures may be proportions, rate, ratios or averages”. Zheng, S. (2015).

Understanding the studied research purposes and feasible application possibilities might be easier through a data analysis description which would provide mean worthy and interesting aspects to be analyzed and amalgamated. The research would be enriched with wider and apprehensive ideas of the research topic.

Surveys are highly relevant for this study since this one and the collected data obtained from it would serve as a future supporting tool for further researching and study whether in the same ambit of adaptation being implemented as an SLA tool or in a different but related one.

ANALYSIS OF DATA PROCEDURE

This research addresses adaptation being used on a L2 educational environment, for instance the implementation of qualitative data analysis seems to be appropriated for the data collection to be applied.

This last would be done by using qualitative data analysis, it does not need universally applicable techniques since its work presents analytical and critical thinking skills that play a significant role in data analysis and studies. This is the main reason why

results in this type of procedure cannot be repeated neither copied because they vary according to the subject of study, the situation, time and circumstances.

The identification of common patterns, ideas and usages of concepts are going to be coded, tabulated and categorized in a descriptive and elucidated way for the data to be amalgamated and for this production to be reliable.

PILOT STUDY

This pilot study will be conducted through a paper printed survey with interrelated questions, six yes/no questions, 1 open question and 3 extra questions for asking general information such as gender, age and socioeconomically status. The questions in the survey intend to get information about the learner's knowledge of the main aspects and concepts of this research, which are translation and its techniques, translation in pedagogy, the importance of cultural context and study in language learning, this all oriented for students to get a better, more proficient understanding and use of the target language. These also address student's concepts and perception of the possible use and impact that translation and its adaptation technique might have in their learning process. This procedure will be held at the Cambridge languages Academy, with the participation of 3 students in the fourth phase of the Pre-intermediate English course.

After results from the survey have been studied, compared and released, a better understanding from the research would be obtained, while providing specific and reliable information which might answer the research's question as well.

PILOT STUDY RESULTS

A survey with 6 yes/no questions and 1 open question, was used for the development of the pilot study. A sample of three students in the pre-intermediate level of proficiency in the English language academy Cambridge were the ones selected as sample for the research.

The develop of this survey was presented to the participants in a paper printed format, since this would be more practical for its conduction; as well as, for carrying the analysis process afterwards. The participants and the researcher met before the beginning of their English class in the language center and due to the student's personal preference the sample application of the survey took place in a different location from the one expected at the beginning, which was the same academy were they are taking their language course.

This was done so as to take into consideration the participant's preferences, by doing it this way it was possible to get students to complete the survey process in a more spontaneous and concise way. The process did not take more time than expected, the indications for the completion of the survey were given, and before starting the conduction of the survey the researcher asked the participants if they had any inquiry about both, the process and the survey, question to which the three of them responded negatively, giving way to start with the application process. After 10 minutes, all the participants were done completing the surveys. This is how the application process finished, leaving pivotal material to be analyzed and organized so that it can be for a good use for this research.

CONCLUSION

Since adaptation is a simple technique to be put into practice, it would be extremely advantageous for the teaching and learning processes. Even if through this translation technique some addition, contextualization, loss of information, or re-creation is to be found, it definitely makes it easier to apply and to explain in various circumstances the wide variations the L1 from the L2 might have. This technique addresses to help learners get closer to the context of the target language and of the audience where it is spoken. Pre-intermediate students can get a huge advantage from the implementation of this cultural gap since it would provide them with a more natural and easy way to develop communication in the foreign language. By means of translation and its techniques, language learning can be reinvented at any time, the same way as it with customs, traditions, people's needs and the language itself happens. For instance, while this technique is carried out, the students will have to analyze the structures of the text parts, know the meaning of the base words, and finally, interpret the global meaning for the correct transmission of the message, guarantying effective, more confident and fluent communication in the target language.

RECOMENDACIONES

Es destacable el uso de diferentes herramientas en las aulas, especialmente por sus resultados positivos, de esta forma la técnica de adaptación puede resultar muy ventajosa; por lo tanto, es recomendable implementarlo en entornos educativos en los que los alumnos puedan poner en uso su idioma de destino y tener una mejor comprensión del idioma.

Que los profesores actúen en clase al observar y utilizar las diversas ayudas que la traducción y sus técnicas pueden tener para el aprendizaje de idiomas es fundamental para el desarrollo continuo de las habilidades y la fluidez de sus estudiantes en el idioma de destino.

ADVICE

It is remarkable the use of different tools in classrooms, especially due to its positive results, in this manner the adaptation technique can be a very advantageous one; therefore, it is recommendable to implement it in educational environments in which learners can put their target language into use and have an enhanced understanding of the language.

That teachers take action in class by looking and using the diverse aids translation and its techniques can have towards language learning is pivotal for the continuous development of their student's skills and fluency in the target language

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APPENDICESS

Adaptation as a tool for Second Language Learning

Survey N.1

This survey is focused on analyzing Pre-intermediate second language learner's perception about the translation and its techniques, this survey also intends to find out what the learners of a L2 actually think about the cultural and contextual aspects taking active role in learning process.

1. Is translation useful for language learning?

Agree

Neither agree nor disagree

Disagree

2. How often do you use translation?

Frequently

rarely

Very rarely

3. Are you aware of the eight techniques that translation has?

Yes

No

4. would you consider using a translation technique as a tool for enhancing your language skills?

Definitely

Probably

not probably

5. Do you consider that learning more about the foreign context and culture might help you all along your foreign language learning process?

Yes

No

6. Adaptation is a translation technique that intends to replace a socio-cultural reality from the Second Language with a reality specific to the Target Culture in order to accommodate for the expectations of the Target Audience (Delisle)

For example:

- Dear Sir > Muy señor mío.
- Yours ever > Le saluda atentamente.

Have you ever heard about this technique?

Yes

No

7. Do you think adaptation can help you improve comprehension and fluency in language learning? If so, please explain why.

GENDER: M ___ F ___

AGE: _____

SOCIO-ECONOMICAL STATUS: 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___