

Students' Perceptions on Pedagogic Translation in Tertiary Writing Tasks

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Abstract – *The revitalization of translation as a pedagogical tool in recent literature shows teachers and applied linguists' attempt to recover translation's importance in both ESL and EFL instruction contexts. However, in the Philippines, translation remains marginalized in tertiary instruction, often occupying a safe location in listening and speaking, but completely obscured in reading and writing. This paper attempted to determine students' perceptions about pedagogic translation applied in a tertiary writing task. Results reveal that students find writing unified and cohesive, and intelligible outputs in English easier when they begin writing tasks using their L1 or L2 for a later translation in English. Likewise, this paper aims to open possibilities for pedagogic translation in writing instruction in English in tertiary education in the Philippines.*

Keywords – *ESL/EFL writing pedagogy, pedagogic translation*

INTRODUCTION

The contingency and utility of translation as a pedagogical tool has been a question for teachers and applied linguists for the last several decades. Translation was deemed “inefficient, unreliable, and irrelevant” [4] by some “experts” in the field of second and foreign language learning and instruction. This may have been because of some negative assumptions about translation: (1) it has limited value for students who have different first languages (L1 henceforth)/in multilingual contexts; (2) it promotes word-for-word translation that hinders students to learn the target language communicatively (artificial learning [2]; unnatural [4]); (3) it promotes resentment among learners by establishing a “structure of hierarchy” [3] among learners; (4) it creates negative interference between the L1 and the target language [2], [4] (though according to Brown, 1994 in [3], “... the native language ... is often positively transferred ...”); (5) it makes learners dependent on their L1 and inhibits free expression in L2 [2], [4]; and (6) it may be interesting for learners who have background in language and literature, but may be “unsuited”/less useful for average learners [2], [4].

Given these negative assumptions, there are likewise positive assumptions about translation (note that these statements do not necessarily disprove the previous statements, but are mere assumptions of experts in the field): (1) it serves as a transactional medium between L1 and the second language (L2 hereafter) [3]; (2) it provides a variety of activities for ESL and EFL learners; (3) it is effective for learners who prefer conscious learning with formal corrections [3], [4]; (4) it

helps/“oblige[s]” [3] learners to develop their vocabulary in the target language/“acquire new L2 resources” (especially among advanced learners who have learned to use circumlocution well thus “fossilizing” target language vocabularies acquired) [3], [4]; (5) it can promote peer support [3]; (6) it promotes learner independence [3] since students learn the basic structure/“fundamentals” [3] of the target language; and (7) it heightens linguistic awareness [4] through the comparison of the structures of multiple languages [5].

Although translation is quite widely used today despite “experts” ill advice against it [3], very few teaching methodologies are available to describe explicitly (or provide “empirical foundation” [2]) how translation can be a useful pedagogic tool.

In the Philippines, English teachers focus solely on the target language in writing instruction. No room is allowed for students' L1 (and L2, if students acquired more than one language at home other than English) in reading and writing, and code-switching between students' L1 and English is limitedly used in listening and speaking usually for pragmatic and not for instructional purposes. Furthermore, students' L1 is totally expelled in the English classroom in schools that enforce English-Only Policy. Curiously, this has been the trend in English language classrooms in the Philippines even if no scientific basis has been presented proving that using English as the only medium of instruction produces the best English output. In fact, Bernardo [1] claims that “there is strong evidence in the scholarly literature to suggest that the native language(s) of students may be effectively used as scaffolding for

developing good English language proficiency in many multilingual settings.”

This paper draws from Leonardi's [6] Pedagogic Translation Framework (PTF) to open possibilities for the conception of a teaching methodology that promotes translation in tertiary writing instruction in the Philippines. Pedagogic translation is the employment of students' first language in a series of preliminary writing tasks before outputs are translated into the target language. Leonardi's [6] PTF assumes that students will be able to produce better-written outputs in the target language once L1 is used as a springboard in writing. Specifically, this study chronicled tertiary students' perceptions regarding PTF as an intervention applied in a writing task where students were initially directed to write their outputs in their L1 or L2, or preferred language, and later were instructed to translate their outputs to English.

Translation and Translation Research

The communicative approach is more favored today compared with the then useful Grammar-Translation Method (GTM) [2]-[4], [6], [8]. It must be noted, however, that GTM focuses only on linguistic structure and written language taken out of context [2]. But in the recent years, communicative approach has started using GTM appropriated within the communicative framework. Carreres [2] postulates that “translation” has been a victim of the context-devoid GTM. Thus, it is important to understand that translation and GTM are two different terminologies that fall under the same taxonomical categorization.

Ross (2000 in [4]; similarly claimed by [6]) claims that translation is recognized as a “fifth skill” alongside and complementary with reading, writing, listening and speaking. It is an important (if not the most important according to Ross) social skill because it promotes communication and comprehension.

Moreover, Duff (1989, in [2]) claims that “translation happens everywhere, all the time” similar with any of the other macro skills. Leonardi [6] claims that learners are constantly “filtering and translating” information through their L1. It is beneficial, therefore, to teach students the fundamentals of translation, to encourage its natural use, to minimize interferences to develop students' communicative competence in any language.

Several studies have been written in both English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts reporting both positive and negative effects of translation as a pedagogical tool.

Zhao [10] investigated the benefits of using translation in ESL classes from the points of view of both English language learners and educators from six different countries in Asia through semi-structured interviews and journal writings. Zhao [10] found that using translation aids in teaching English. However, certain limitations must be implemented since translation may (1) “hamper ... the development of oracy,” and (2) “reduce student motivation.” On the other hand, Sanmuganathan [9] found that L1 creates a negative impact in undergraduate students' ESL writing performance. Specifically, beginning ESL learners supplement L1 rules to the target language's linguistic structure that are still unknown to them. Sanmuganathan [9] recommends that a writing pedagogy must consider learners' linguistic development (in both L1 and target language) and that sufficient feedback must be given to students regarding their writing outputs.

Some researches on translation target specific rhetorical elements in L1 and English. For example, Jabak [5] analyzed culture-bound elements of English such as proverbs, idioms, collocations, and metaphor, and compared equivalent counterparts in students' mother tongue (Arabic) using introspective and retrospective research. Jabak [5] found that students enjoy learning English especially when they find similar linguistic and cultural patterns (in proverbs, idioms, etc.) between their L1 and their target language. On the other hand, Mahernia [7] investigated how translation helps international students improve their ESL essay writing skills by comparing and analyzing direct and indirect (translated) essays linguistically. Contrary to Jabak's [5] findings, Mahernia [7] warns that there is a tendency for L1 lexis and syntax to dominate writing in English, thus teachers must always suggest systematic uses of translation in producing grammatically-acceptable and appropriate English discourses, especially in the ESL context.

Like the objectives of the present study, Mateo [8] aimed to reintroduce translation-based tasks in a Foreign Language Teaching (FLT) class to (1) identify calque errors committed by students when translating in their L2 (English), and (2) check students' awareness of cross-linguistic differences and similarities. Mateo [8] found out that translation is a valuable technique in teaching linguistic structures between L1 and English. Translation likewise develops students' metacognitive and metalinguistic skills.

These studies show that the clamor for the (re)introduction of translation as pedagogical tool has been an area of interest in both ESL and EFL contexts

during the last several years. While some studies report positive results in using translation as a pedagogical tool, there are some that state recommendations to address potential threats in integrating translation in the English classroom. However, it is still important to know how students, the end-users of the language taught in classrooms, feel towards using translation as a tool in teaching English. In the Philippines, a quick observation reveals how translation has occupied a safe spot in oral and spoken exchanges between teachers and students in English language classrooms. However, translation holds very limited, up to no value, in written activities in English.

OBJECTIVES OF THE STUDY

This study investigated tertiary students' perceptions on pedagogic translation as an intervention in ESL writing. Specifically, this study answered this following specific question: How do the students perceive their performance in writing in English when pedagogic translation activities are applied in the classroom?

MATERIALS AND METHODS

Pedagogic translation has transformed into a flourishing field of study in the last two to three decades, thus, providing ample support for its "rehabilitation as a language teaching tool" [2]. Translation activities were observed to be "conducive to learning" [4] since they forge a close relationship ("deeper insight") between the language learner and the materials taught [4].

This paper reconfigures Leonardi's Pedagogic Translation Framework (PTF) (see Appendix A) for tertiary instruction. While Leonardi [6] initially created PTF for young learners and for foreign language instruction, she explains that pedagogic translation may be successfully employed at any level of proficiency, and in any educational context (even in the university level).

Figure 1 shows this paper's reconfiguration of Leonardi's [6] PTF. Similar with Appendix A, this model follows the three-tiered sequence: pre-translation, translation, and post-translation. However, this model simplifies the original by providing very minimal tasks for each tier: pre-translation only includes the provision of anticipation guides. The second tier is composed of: reading activity (input), writing task (output), and translation (extended output). Finally, the simplified model ends with the teacher's (or other students') commentaries (post-translation) regarding the activities produced in the second tier. The rationale for the simplification is for PTF's application to tertiary writing instruction. Younger learners require extensive pre-

translation and translation activities (vocabulary preview, literal translation, etc.; see Appendix A) that are no longer needed by students with more advanced proficiency.

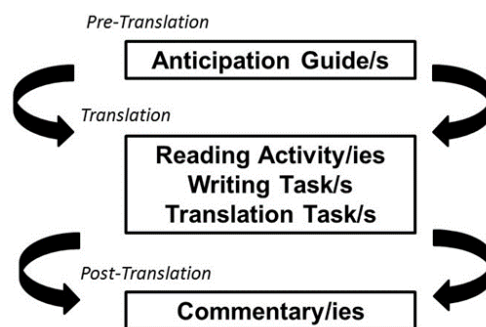


Fig. 1. Reconfiguration of Leonardi's PTF Basic Structure

This paper followed the model above by, first, providing details about the reading activity (anticipation guide): the text that the students read in class was a news article taken from Rappler.com (a Philippine online news bureau) about the homecoming of Miss Universe 2015 winner Pia Alonso Wurtzbach. This article was selected because it was one of the most controversial national news items during the period of gathering pertinent data for this research. Likewise, it is a general text that any student enrolled in any discipline can recognize easily (familiarity with the topic, level of language used in the news article, general structure of text, etc.). The students were given fifteen to twenty minutes to read the news article. Their copies were taken away after this period. Second, the students were instructed to write their reaction(s) about the text read using their L1 or L2 for the first group, preferred language for the second group, and English for the third group (the groupings are discussed in the succeeding subsection). Third, the students were directed to start translating their outputs to English (students who initially used English in the previous writing task were excluded from this third task). Finally, the students evaluated (1) their performance in the translation activity (self-evaluation; self-commentary) based on their outputs' unity, coherence, and intelligibility of language used/grammar – skills prioritized in basic English courses in university writing instruction in the Philippines, and (2) PTF as writing instruction intervention, by answering several open-ended questions (see Appendix B). The students were allowed to use any language that they prefer in writing their responses in the survey. Likewise, the questions were also explained in plain English and Filipino (the

national language) so that the students can better understand them.

After gathering the data from the students, the responses were tallied and themes (affirmative, negative, or unclear statement towards the translation activity) were extracted based on the students' responses to the open-ended part of the task so they may be presented using simple frequency and percentage distribution.

The Respondents

A total of 75 freshman students participated in this research. These students belong to two writing classes/courses (English 2 or Writing in the Discipline) in English in a state university in Manila, Philippines in the second semester of School Year 2015-2016. Consent forms allowing the researcher to analyze the responses of the students so long as their identities are kept confidential were distributed and signed prior to the actual data-gathering procedure.

The students were divided in two groups: one is called beginner English language learner (or beginner ELL), while the second, intermediate ELL. The groupings were based solely on the students' grades in their first English course in the university. The grouping was implemented to determine any striking difference between the perceptions of two groups of students who possess very different English language proficiencies based solely on their grades from a previous English course. The table below shows the distribution of the students based on their grades in English 1.

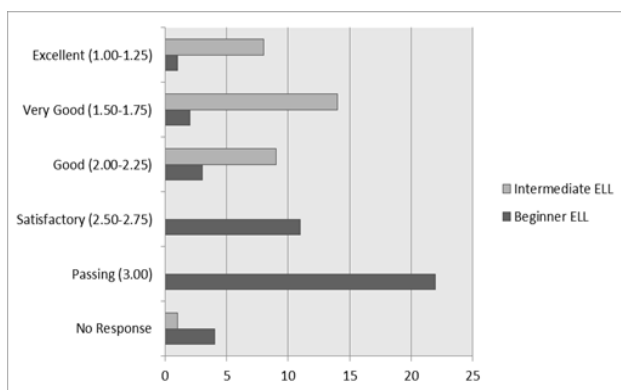


Fig. 2. Distribution of the Students Based on English 1 Grades

Furthermore, each group was randomly divided into three more smaller groups: the first group is composed of students who were expected (the word expected is used from here henceforth since almost all students, when prompted to write using their mother tongues from regions other than the Filipino/Tagalog-speaking areas

[see students' language profile in Appendix C], reported that they do not possess such ability; in fact, only one student wrote in Bisaya [one of the country's major regional languages], while all the rest insisted in using Tagalog/Filipino) to write in their L1 or mother tongue; the second was instructed to use any language that they feel most comfortable in writing paragraphs; while the third was instructed to write using English. The students from the first and second groups did not know that their paragraphs, written in L1 for the first group, and any language for second group, were to be translated in English. The small groups were also isolated from each other during the implementation of the simplified PTF model.

RESULTS

This section presents the perceptions of the students who underwent the implementation of Leonardi's [6] simplified PTF in a tertiary writing activity. The results are presented this way: (1) perceptions of students who were expected to write in their mother tongue (MT) or L1 from the beginner English language learner (ELL) group; (2) perceptions of students who were expected to write in their MT or L1 from the intermediate ELL group; (3) perceptions of the students who used their preferred language (PL) in writing from the beginner ELL group; (4) perceptions of the students who used their PL in writing from the intermediate ELL group; (5) perceptions of students who initially used English in writing from the beginner ELL group; and (6) perceptions of students who initially used English in writing from the intermediate ELL group.

MT/Beginner and Intermediate ELL Groups

Table 1 shows the perceptions of the students who were expected to write in their MT or L1 from the beginner ELL group.

Table 1. Perceptions on Pedagogic Translation (MT/Beginner ELL)

	Affirmative		Negative		Indefinite answer	
	f	%	f	%	f	%
Pedagogic Translation						
Unity and Coherence	9	56.25%	2	12.50%	5	31.25%
Grammar	4	25.00%	6	37.50%	6	37.50%
Writing Strategy	6	37.50%	4	25.00%	6	37.50%

The table shows that among the 16 students who belong to the MT, Beginner ELL group, 9 or 56.25% find pedagogic translation helpful in achieving unified and coherent outputs, while 6 or 37.50% find pedagogic translation as a helpful writing strategy or pedagogic tool. However, only 4 or 25.00% of the students find pedagogic translation helpful in achieving intelligible outputs in English based on grammar used in writing.

Table 2 below shows the perceptions of the students who belong to the intermediate ELL group.

Table 2. Perceptions on Pedagogic Translation (MT/Intermediate ELL)

	Affirmative		Negative		Indefinite answer	
	f	%	f	%	f	%
Pedagogic Translation						
Unity and Coherence	10	100.00%	0	0.00%	0	0.00%
Grammar	7	70.00%	2	20.00%	1	10.00%
Writing Strategy	8	80.00%	2	20.00%	0	0.00%

Table 2 shows that among the ten students who belong to the MT, Intermediate ELL group, 10 or 100% of the students find pedagogic translation helpful in achieving unified and coherent written outputs in English. On the other hand, seven or 70.00% of the students think that pedagogic translation helps in writing intelligible outputs based on the grammar of their output. Lastly, 8 or 80.00% of the students claim that pedagogic translation is a beneficial writing strategy.

Some of the students' statements to support their answers are as follows: (a) for the students who were affirmative in achieving unity and coherence in writing through pedagogic translation, they claim that their L1 output provided "patterns/clues/bases" through the "organization of words" in writing their English translations; one student narrated, "My high school teacher told me that I should write my thoughts using the language that I prefer to honestly express my feelings or emotions in the process," while another claim that this strategy is what s/he usually follows in writing in English; (b) for the students who were negative towards achieving unity and coherence in writing using pedagogic translation, most of the students claim that the tasks take a lot of time; another student said that s/he is not used to writing in his/her MT; (c) for the students who have indefinite answers (their answers do not explicitly lean towards the affirmative, nor the negative) towards achieving unity and coherence in writing

through pedagogic translation, students claim that writing in their MT is difficult ("Writing in Kapampangan [a regional language in the Philippines] is difficult."); another students stated that his/her MT is very different from English, therefore, his/her MT cannot be translated in English; and another claim that translation may be difficult if one's MT is not Filipino, the national language.

In terms of intelligibility of language used/grammar, (a) the students who were affirmative in achieving it through pedagogic translation said that the activity is a "new strategy in writing in English;" some students claim that they were able to use the "appropriate/perfect" terms for the paragraph they prepared and were able to arrange them correctly; another student explained, "*Napag-isipan na kasi nang mabuti 'yung pagbuo ng English sentence*" [The process of constructing English sentence[s] was better-thought (through the initial essay in MT)]; (b) the students who felt negative towards intelligibility of language used claim that they were not able to find "the right grammar;" another student experienced difficulty in translating "*malalim*" [or complex] words from MT to target language; many students answered that the task was difficult because they were not expecting that their essays in MT would be translated to English; (c) finally, some of the perceptions of the students were neither affirmative or negative, for example, one student said, "I am more proficient in writing in English that in Tagalog;" while another, similar with what was explained earlier, pointed out that s/he was not prepared for the translation task.

As a writing strategy, (a) one student who claimed that pedagogic translation was a good writing method explained, "You can easily write an essay in the language that you understand [the] most;" some students said that pedagogic translation enhanced their "grammatization" [or perhaps, using the correct lexical items needed in their outputs], helped in writing "expressive ideas," and provided support in preserving original thoughts from the MT (specifically, a student said, "*Mas naibigay at napanatili 'yung gustong sabihin*" [Meaning is better constructed and preserved]); most importantly, one student claimed that pedagogic translation gave him/her "less pressure;" (b) however, for the students who did not like the strategy, they said that they experienced difficulty in translating MT words in English; another claimed that, "Writing in Tagalog is a distraction to writing in English;" and again, the activity consumes time; (c) finally, for the students whose answers were neither affirmative nor negative, they said that translation was difficult.

PL/Beginner and Intermediate ELL Groups

Table 3 shows the preferred writing language in both the beginner and intermediate ELL groups.

Table 3. Preferred Writing Language of the Students

PL Group (Beginner ELL)			PL Group (Intermediate ELL)		
	f	%		f	%
Filipino/Tagalog	11	84.62%	Filipino/Tagalog	6	50.00%
English	2	15.38%	English	5	41.76%
			English and Filipino/Tagalog	1	8.33%
TOTAL	13	100.00%	TOTAL	12	100.00%

Table 3 shows that when students are given the freedom to choose the language they will use in a writing task in English, they will choose the language that they feel more comfortable with, that is Filipino/Tagalog. Among the beginner ELL, 11 or 84.62% wrote in Filipino/Tagalog, while only 2 students or 15.38% used English. Among the intermediate ELL, 6 or 50% wrote in Filipino/Tagalog, 5 or 41.76% wrote in English, and 1 or 8.33% used both Tagalog and English.

The succeeding tables show the perceptions of the students who wrote their initial outputs using Filipino/Tagalog. The responses of the students whose initial outputs were in English and mixed codes were no longer included in this section.

Table 4 shows the perceptions of the students who wrote their initial outputs using their PL from the beginner ELL group.

Table 4. Perceptions on Pedagogic Translation (PL/Beginner ELL)

	Affirmative		Negative		Indefinite answer	
	f	%	f	%	f	%
Pedagogic Translation						
Unity and Coherence	9	81.81%	1	9.09%	1	9.09%
Grammar	8	72.72%	2	18.18%	1	9.09%
Writing Strategy	9	81.81%	2	18.18%	0	0.00%

Among the 11 beginner ELL who wrote using their PL, as it can be seen on Table 4, 9 or 81.81% felt that pedagogic translation helped them in writing unified and coherent written outputs in English. The trend continues in other variables such as grammar and writing strategy:

grammar with 8 or 72.72% affirmative responses, and writing strategy with 9 or 81.81% affirmative responses.

Table 5 shows the perceptions of the students who wrote their initial output using their PL from the intermediate ELL group.

Table 5. Perceptions on Pedagogic Translation (PL/Intermediate ELL)

	Affirmative		Negative		Indefinite answer	
	f	%	f	%	f	%
Pedagogic Translation						
Unity and Coherence	5	83.33%	1	16.67%	0	0.00%
Grammar	5	83.33%	1	16.67%	0	0.00%
Writing Strategy	5	83.33%	1	16.67%	0	0.00%

Based on Table 5, from the six students who composed the intermediate ELL group who initially wrote their outputs using their PL, 5 or 83.33% recorded affirmative responses, and only 1 or 16.67% showed apprehension towards the writing strategy (specifically in achieving unity, coherence, and intelligible grammar, and in considering pedagogic translation as writing strategy).

Some of the responses of the students who thought that pedagogic translation helps in achieving unified and coherent written outputs in English are as follows, (a) one student said, "I'm not good in English, but it [pedagogic translation] makes me think in English;" another student claimed, "*Nakatulong sa'kin dahil mas may nalalaman akong new word na hindi ko akalaing alam ko pala ang salitang iyon sa English*" [[It] helped me because I realized that I know a new [English] word that I did not expect that I know in English (sic)]; interestingly, one student explained, "*May magandang naidudulot 'to kasi natuturuan tayo gumawa ng sarili nating opinion na 'di na natin kailangan kumopya sa iba*" [[The activity] brings a positive consequence because we are taught to make our own opinions and that we do not need to copy from others]; (b) on the other hand, some students felt negative towards pedagogic translation: one response says, "Not that much because I can wright [write] a sentences in both two languages;" (sic) (c) finally, some responses were a bit too safe that they do not conform with either the affirmative or negative trends, for example, "It was difficult to translate Tagalog to English. But it helped me think of English words that I can use to translate my Tagalog paragraph."

In terms of intelligibility of language used/grammar, (a) some students felt that pedagogic translation helped them in generating ideas to write (“[*Mas*] *madaming pumapasok sa isip ko kapag nasimulan ko na mag-English*” [More ideas come to my mind as soon as I started using English [in the translation task]), and helped them in making words more valuable (“*Mas naging makabuluhan ang mga salita kapag nasa English language na*” [Words become more valuable when they are [translated] in the English language]); (b) on the other hand, some students felt negative towards pedagogic translation because, as it keeps on recurring among the transcripts, they were not expecting the translation task.

In terms of pedagogic translation as a writing strategy, (a) students feel that it is a valuable writing methodology since, “*Mas matututo ng pagsulat ng sanaysay sa English language kapag pinagawa ng English teacher*” [[Students] will learn how to write essays in the English language if English teachers implement [pedagogic translation]]; “*Madaming estudyante ang tinatamad sa English. Pwede itong ipagamit para ma-improve at mas maging maganda ang pagtuturo*” [Many students feel lazy in English [classes]. This [pedagogic translation] can be used to improve and better instruction]; “*Nagkakaroon po tayo ng time para isipin or baguhin ‘yung word. ‘Di tulad ‘pag directly writing in English minsan naranasan po natin mamental block*” [We are given time to think and change the word [in the output]. Unlike when [outputs are] directly written in English, sometimes, we experience mental block]; and “*Mas madali ito kumpara sa pagsulat gamit ang English agad*” [This is easier compared with writing directly in English]; another interesting and important comment about pedagogic translation is that it helps students write everything they want to write without hesitation; (b) some student taught that pedagogic translation is not a good writing strategy “because when I was in high school we are trained to write [write] an English paragraph.” (sic)

English/Beginner and Intermediate ELL Groups

Surprisingly, even for the students who were instructed to write directly in English, they thought that pedagogic translation is valuable in tertiary writing tasks. Table 6 shows the frequencies and percentage distributions of both the beginner and intermediate ELL groups.

Table 6 shows that among the 14 students from the beginner ELL group, and ten students from the intermediate ELL group, majority reported affirmative

responses towards pedagogic translation even if they did not experience the writing strategy themselves.

Table 6. Perceptions on Pedagogic Translation (English/Beginner and Intermediate ELL)

	Affirmative		Negative		Indefinite answer	
	f	%	f	%	f	%
Beginner ELL	9	64.29%	2	14.29%	3	21.43%
Intermediate ELL	8	80.00%	2	20.00%	0	0.00%

Among the responses are as follows: (a) for the affirmative, students said, “It is better to teach students to understand what they are writing than forcing them to write directly in English but they don’t understand it;” (sic) “If they [teachers] let students construct their ideas that they want to express [using their MT], they may construct it better than writing them directly in English;” “Students will be able to express their thoughts more when allowed to write in a preferred language;” and “Translation trains us English;” (b) for the negative, the students said, “I prefer to write the essay directly in English because when you write the essay in mother tongue first and then translating it in English, some people translating word by word it will be a wrong grammar unlike direct in English you can easily construct (sic) a sentence;” “Students can be more creative and productive if drafts are in English;” and “It is easier to check/recheck grammatical structure when essays are written directly in English;” still, the comment, “The process of translating Tagalog/Filipino to English consumes too much time” recurs in these groups.

DISCUSSION

This study investigated tertiary students’ perceptions on pedagogic translation as an intervention in ESL writing. Based on the preceding section, it can be construed that pedagogic translation was perceived by more respondents from all the main and subgroups as a valuable strategy in achieving unified and coherent, and intelligible written outputs in English. Students commented that using their MT or PL in the initial writing stage allowed them to create patterns, clues, and bases in organizing their thoughts before they start writing in English. Likewise, students find more appropriate terms for their output since there was enough time to think about and review/re/organize what they really intended to deliver during the transition between

writing in MT or PL and translating the output in English. Tudor (1986, in [3]) noted that the production of “coherent presentation with appropriate language” may be achieved when students are exposed to materials that use both L1 and L2, allowing them to translate and cross-reference, compared to students who are restricted to using only one language in the classroom.

Furthermore, students also thought that their strong possession of their L1 allow them to shuttle to and understand the target language more. Cunningham ([3]; similarly seen in the works of Jabak [5], Sanmuganathan [9], and Mateo [8]) explains that learners can understand the structure of L2 (or target language) themselves if they are allowed (or encouraged) to compare “their own metacognition and metalanguage from their L1” towards L2. This confirms some positive assumption about translation, (1) that translation promotes learner independence (Odin, 1994 in [3]), and (2) it likewise heightens linguistic awareness [4].

However, there are some students who thought that pedagogic translation may not be a valuable writing strategy after all. Among the most recurring responses are, (1) the tasks consume a lot of time, and (2) students find their English vocabulary inadequate for translation. One student even commented that translation can be difficult for students whose MT is not Filipino/Tagalog. This comment confirms one negative assumption about translation: that translation has limited function for students who have different L1s (see students' language profiles in Appendix C). However, more than this, the comment also shows the learner's conflicted impression (even marginalization) towards his/her own L1 (that is not Filipino/Tagalog), that is, Filipino/Tagalog is the only language appropriate (or possible) for translation to English.

In the end, based on the perceptions analyzed in this study, following either Leonardi's [6] PTF or the simplified model presented in the preceding section, pedagogic translation is a valuable writing strategy in the ESL context. Nevertheless, it may be helpful to consider the recommendations of earlier literature [7], [9], [10] regarding the supervision and feedback required of teachers in implementing pedagogic translation in writing tasks. Furthermore, it is important to note that the results of this research may likely become different once applied in a different context.

CONCLUSION AND RECOMMENDATION

Based on students' perceptions on pedagogic instruction chronicled in this paper, pedagogic translation is a valuable writing strategy that English

teachers can implement in teaching writing to students in any level of proficiency: primary, secondary, or tertiary education; and in any context of instruction: either ESL or EFL. Teachers must always remember that students are the most important components of any educational system, and it is in students' best interest that writing strategies are conceptualized or revitalized based on what works best in any context.

Pedagogic translation may be a stranger to many educational contexts today, however, with continued efforts on researching how pedagogic translation may be applied in a variety of writing tasks and to groups of more diverse ELL, the strategy holds much promise as a writing pedagogy.

For future researchers, an analysis of the actual performance of students in writing activities where pedagogic translation is employed as a writing strategy will best show its effectiveness.

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translating the output in English. Please provide details to your answer.

APPENDIX A
PTF Basic Structure [6]

Pre-Translating Activities	Translation Activities	Post-Translation Activities
Brainstorming	Reading activities	Written or oral translation commentary
Vocabulary preview	Speaking and listening	Written or oral summary of the ST
Anticipation guides	Writing Literal translation Summary translation Parallel texts Re-translation Grammar explanation Vocabulary builder and facilitator Cultural mediation and intercultural competence development	Written composition about ST-related topics

APPENDIX B

Open-Ended Survey Questions

- Does the process of initially writing the essay in your preferred language/mother tongue and then translating the output in English help you in creating and organizing unified and coherent ideas? Please support your answer.
- Does the process of initially writing the essay in your preferred language/mother tongue and then translating the output in English help you choose grammatically functional/intelligible construction of ideas in English? Please support your answer.
- Do you think that this strategy in paragraph writing (writing essays in one's preferred language/mother tongue first and then translating the output in English) better than the usual practice (students write the essay directly in English) of English teachers? Why or why not?
- Describe the overall experience of initially writing in your preferred language/mother tongue and then

APPENDIX C
Language Profile of the Students

Frequency and Percentage Distribution of the Respondents: Mother Tongue/First Language

Group 1 (Beginner English Language Learners)			Group 2 (Intermediate English Language Learners)		
Language	f	%	Language	f	%
Filipino/Tagalog	37	86.05%	Filipino/Tagalog	32	100.00%
Bicolano	2	4.65%			
Bisaya	2	4.65%			
Kapampangan	1	2.33%			
Muslim	1	2.33%			
TOTAL	43	100.00%	TOTAL	32	100.00%

Frequency and Percentage Distribution of the Respondents: Second Language

Group 1 (Beginner English Language Learners)			Group 2 (Intermediate English Language Learners)		
Language	f	%	Language	f	%
English	31	72.09%	English	32	100.00%
Filipino/Tagalog	6	13.95%			
Tagalog and Ilonggo	1	2.33%			
Bicolano	2	4.65%			
Kapampangan	1	2.33%			
Ilocano	1	2.33%			
Waray	1	2.33%			
TOTAL	43	100.00%	TOTAL	32	100.00%

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