

Language Teaching and the Importance of the role of Translation

A'oa'oina o se gagana ma le taua o le galuega faaliliu (gagana).

A. Language teaching theories and methods

In schools, many students are involved in language learning. Indeed, they study one or more languages, other than their native one. [Foreign language teaching](#) refers to the teaching of a language that is not native.

I a'oga, e toatele tama ma teine a'oga e auai I le a'oina o se gagana poo ni gagana. Latou te su'esu'eina se tasi pe tele foi ni gagana e le masani ai. O le a'oa'oga o se gagana ese e faatatau lea I le aoaoina o se gagana e le I fanau mai ma se tagata.

Firstly, it is important to make a distinction between foreign language and [second language](#), especially if we think about English language teaching. The terms English as Second Language (ESL) and English as Foreign Language (EFL) are not synonymous.

Muamua, e taua ona manino I le eseese o le gagana ese ma le gagana lona lua, aemaise I le faavaa o le a'oa'oina o le gagana Peretania. O le upu Igilisi o se gagana lona lua (ESL) ma le Igilisi o se gagana ese (EFL) e le tutusa.

Indeed, the difference between ESL and EFL lies in the environment in which it is taught.

O le eseese e iloa lea I le siosiomaga e a'oa'oina ai.

We refer to ESL when we learn English in a country where it is spoken. In this case, students can practice it outside of the scholastic context.

Tatou te talanoa I le ESL I le siosiomaga o se malo e faaaoga ai le Igilisi. Lona uiga, e mafai ona tautatala ai I fafo atu o potu a'oga.

EFL, instead, is taught in countries where it is not spoken outside of the scholastic context, with little chance of practising it. This is true also for the teaching of other languages.

A o le EFL, e masani ona iloa I siosiomaga o malo e le faaaogaina ai, e le gata I totonu o a'oga a o fafo atu foi I aiga ma le siosiomaga lautele.

However, as English is increasingly becoming an international language and is used as a [lingua franca](#) in countries that do not speak it, the distinction between ESL and EFL is so blurred that it is not always easy to differentiate them.

Ui I lea, a o aga'l ina avea le Igilisi ma gagana faavaomalo a le lalolagi, ma faaaoga foi o se gagana e fesootai ai tagata o gagana ma aganuu eseese (lingua franca), ua tauau e le manino ai le eseese i le va o le lua. Ft. I Farani, o le gagana muamua o le Farani, ae toatele foi ua avea le Igilisi ma gagana e lua ai (SL), lona uiga e faaaoga foi e I latou I le fale ma nofoaga I fafo atu o a'oga.

B. Language teaching methodologies

1 O auala e a'oa'o ai se gagana

Over the years, different theories of language teaching have emerged, resulting in different [language teaching methodologies](#).

I le tele o tausaga na faatutu mai ai pitofilo eseese o gagana ma lo latou aoaoina, e tula'i mai ai le vao auala faalesuesue se tele.

We can think of the innatist theory, according to which children have an innate ability to discover language rules. This would explain why we are able to learn complex grammar rules.

E iai le innatist theory, faapea mai e fanau ai le tagata ma se mafaia poo se tomai e iloa ai e ia lava tulafono o se gagana.

If we shift to the behaviourist theory, instead, we discover how external factors are responsible for language acquisition.

A o le behaviourist theory e finau mai, e mafua ona poto se tama poo se teine e pu'e se gagana ona o mea e vaai ma faalogo I ai. Ma taofi I lona mafaufau.

Consequently, schools implemented different teaching methods.

E tofu a'oga ma ni auala e aoao ai se gagana poo ni gagana.

The audio-lingual and grammar-translation methods were among the first ones.

E iai metotia nei e lua - o le audio-lingual ma le grammar-translation.

The audio-lingual method consisted in listening to and repeating words or sentences.

O le audio-lingual e faavae I le faalogo ma faata'ita'I (rote learning). E faalogo le tamaitiiti a'oga I le faia'oga ma faata'ita'I le upu poo le fuaiupu seia maua.

In the grammar-translation method, teachers explained grammar rules, and then students had to apply them by translating sentences containing that rule.

A o le grammar-translation, e faamatala e le faia'oga tulafono o le kalama, ona taumafai lea o le tamaitiiti a'oga e faaaoga e ala I lona liliuina o fuaiupu o na Tulafono.

However, these methodologies focused more on the teaching process than on the learning one and students had no opportunity to practise.

Peitai o na auala poo metotia e taula'I I le faia'oga ma lana a'oa'oga, ae le I le tamaitiiti a'oga o loo taumafai e a'o le lesona; I lea faiga e matele I le faamatala ae le lava le faaa'oa'o.

Over the past few years, the learning process has shifted from a teacher-centred method to a learner-centred one.

Alu a'I tausaga ua sui foi le taula'iga, e iai ona tatou talanoa I le tamaitiiti e faaogatonu, suia le tulaga ogatonu o le faia'oga na sau ai.

Students are no longer mere notion holders. They are the protagonists in the acquisition of a language and they need to be involved in the learning process.

Ua le toe nofonofo vale le tamaitiiti a ua aveva foi ma se tasi e auai I lona a'oa'oina.

It is for this reason that new methodologies have emerged. Among these, the communicative learning approach or the direct method, whose aim is to encourage students to speak more in the language they are learning.

O lea ua faatutu mai ai ni auala/metotia fou. E iai le CLA (communicative learning approach), o lona sini ina faamalosia le faaava e fanau o se gagana o loo latou a'oina.

2 Monolingual and bilingual contexts

Faavaa o se taumuatasi ma taumualua

When it comes to language teaching, it is important to consider the monolingual or bilingual context.

I nei aso, a talanoa I le a'oa'oina o se gagana (muamua pe lona lua), e taua le manino I le faavaa o se aiga poo se malo e tasi sa latou gagana (monolingual), pe lua foi (bilingual).

With the advent of the [direct method](#), the idea emerged that teachers and students should only use the language they are learning in the foreign language classroom. In this way, they banished the use of the L1.

O le direct method e faavae I le taofi e tatau ona a'o se gagana I le potua'oga e aunoa ma le faaogaina o se gagana muamua (Ft.)

There are some contexts in which we cannot avoid this situation, due to various factors. One of these is when the teacher does not share the same L1 as the students.

E iai faavaa e le alofia ai se tulaga faapea. E pei o lenei, o le faia'oga e le tutusa lana gagana muamua ma lena a tamaiti a'oga.

Another could be when the teacher deals with a class of students with different L1s for example.

O le isi tulaga, o lena o se vasega e tofu tamaiti ma ni a latou gagana 1.

Nevertheless, when teachers and students share the same L1, we are in a bilingual context where the use of L1 can have its advantages.

Ae a fai loa e tutusa gagana 1 a fanau ma faia'oga, ona tatou talanoa lea I le faavaa o a'oga taumualua. I lea tulaga e aveva ai le G1 o se meafaigaluega taua mo le 'aua'o'oga.

C. L1 usefulness in language teaching

O le aoga o le G1 I le feau o le a'oa'oina o se gagana

Firstly, even if a teacher demands to speak only in the foreign language, as soon as there is a distraction, students communicate with each other in their L1.

Ua iloa lenei mea, pe tautala le faia'oga I se gagana ese, e talanoa lava tamaiti I la latou gagana.

Moreover, especially in a low-level class, giving instructions to students in their L1 can be far more useful than giving them in a foreign language.

Ua iloa foi le taua o le faaoga o le gagana a tamaiti e fai ai faatonuga na I lo le gagana ese, ua malamalama lava lea tulaga.

They could misunderstand what they have to do and consequently feel stressed and uncomfortable about the task.

Aua e le aoga se nanu pe afai e le malamalama, pau le mea e tupu o le le fia faalogo – musu.

Another reason why the use of the L1 should not be banned is to make comparisons between the two languages. The word is translanguaging.

O le isi mafuaaga o le tatau ona faaoga le G1 aua o le auala lena e mafai ai e fanau ona faagaoioi le faasoaga o le poto mai le G1 I le gagana o loo a'oina. Translanguaging o lona uiga, o le mafaia ona fetufa'I ma fesootai mafaufauga e ala I ni gagana se lua pe sili atu foi.

Bilingual students will always translate what they are learning into their heads. This is a natural process for any language learner.

O soo se tama lava ma se teine e lua ana gagana, e na te mafai ona faaliliu ni mea o loo a'oina I lona mafaufau. Ft. O le tasi lea itu lelei o se tagata e lua ana gagana.

D. The role of translation in language teaching and learning

O le sao o le galuega faaliliu i le a'oa'oina ma le a'oina o se gagana

So why is translation important nowadays?

O le fesili, aisea ua avea le galuega faaliliu o se fe'au taua tele I nei aso?

The answer lies in its facilitatory role in transmitting and sharing information. Times have changed and translation has proved to be a powerful tool in language teaching.

O le tali e maua I lena galuega o le faafaigofieina ona molia ma fetufai faamatalaga. Ua sui le taimi ma ua iloa le taua o le galuega faaliliu o se meafaigaluega malosi I le galuega o le a'oina o gagana.

So the role of translation in education has become pivotal. It's not just about language conversion; it's about building bridges between cultures, enhancing learning experiences, and paving the way for students from classroom to career.

Lenei ua avea le galuega faaliliu o se mea taua tele; faaliliuga e le na o se liliuina o upu mai le tasi gagana I le isi, leai, Peitai o se auala e fesootai ai aganuu ma gagana, ma nanea ai le olaga a'oa'oina, ma saunia se tasi mo le lumana'i manuia I galuega ma tulaga faapena.

Firstly, we should clarify that the process of translation in language teaching has little to do with professional translation.

Muamua, e ao ona faamanino, e ese le galuega faaliliu e manaomia ai tomai faapitoa (PT) ae o loo tatou talanoa i tomai faaliliu e ao ona maua e faia'oga uma, e fesoasoani ai I le fanau a'oga.

The use of translation within language classes became more popular with the [lexical approach](#).

I le fa'aaogaga o tomai faaliliu e a'oa'o ai se vasega i nei aso, ua iai le aga lena e ta'u o le lexical approach.

Here, students learn a language through inputs, made up of lexical units. In this case, grammar is of little importance. The purpose of learning a language was communication, achieved through the learning of the [lexical chunks](#).

I lenei, e a'o e tamaiti se gagana e ala i ni iunite o upu – e pei o fuiupu, poo fuaiupu faigofie.

E ta'u nei o lexical chunks – O le sini o lenei auala o le talanoa (communicative), ina ia fesootai gofie e ala i le gagana. Manatua o le auala tuai, o le a'o o se gagana e ala i upu ta'itasi, faatasi ma Tulafono o le kalama, ae ua manatu foi le aufaitofa i nei aso, e lelei ona a'o se gagana I ona fuiupu, ma fuaiupu faigofie. Ona faaopoopo atu lea i ai ma Tulafono o le kalama e faatonutonu ai seia atoatoa le tino o le gagana ma lona faaaogaga.

E. Transliteration

Faaliliuga o upu o isi gagana e avea ma ni upu fou.

Ref. Aukuso PhD thesis – p. 93 www.ola888.com (menu Suesuega – Education)

Table 13. Foreign Sounds and Samoan Equivalent

examples Foreign Sounds Example Samoan Equivalent

Example A /a/ Albert A as in ask Alapati, 'apu

B /b/ Barbecue P as in pillow papakui

C /c/ or /tʃ/ Christ, K as in card, Keriso 2 Chinese, chowmein S as in sigh Saina, siaumeni

D /d/ David T as in tea Tavita

E /e/ England, English E as in elephant Egelani, elefane

F /f/ Frying pan F as in father falai, fulū

G /g/ or /dʒ/ Galilee, 2 Germany K as in garden Kalilaia, Koliata; S as in summer, Siamani, Siaosi

H /h/ or /e/ Herod, Hebron, Henry, herring H as in Herod OR E as in everything Herota, Enele, elegi

I /i:/ or /aɪ/ India, Island, Ireland I as in India, Israel OR Ireland Initia, Isaraelu, Aealani/Aielani

J /j/ James, Jack I as in Yes Iakopo, Iesu, Or S as in Simon, Siaki, Semisi
K /k/ Karate, key K as in Korea key, karate
L /l/ London L as in Latin Latina, Lonetona
M /m/ mile, Mark M as in Mother, Maila, Mareko
N /n/ newspaper N as in nugget Nusipepa, Noue
O /ɔ:/ Short, port O as in Otto oloto, opera
P /p/ paper P as in pudding Puligi, pepa
Q /q/ Queensland K as in keep Kuiniselani
R /r/ rose R as in rabbit rapiti, rosa
S /s/ Solomon S as in song Solomona, siliva
T /t/ time, tiger T as in time taimi, taika
U /u:/ or /ju:/ book, Luke, ute U as in took OR As in you Luka, Ulisese iuni, iunivesitē
V /v/ van, violin V as in village veni, violini
W /w/ what, quick, wool wheel, watch V as in village OR U as in winger Viliamu, vulu; uili, uosi
X /x/ Xena S as in sand Sina
Y /j/ York I as in Yard Ioka, loane
Z /z/ zone, Zion S as in sorrow sone, Siona

Adapted from Hough (1923).

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