

transformation and translation. Chinese-English translation also can serve as a writing activity. In CLT, “ translation may be used where students need or benefit from it” (Richards & Rodgers, 1986, p.67). In order to incorporate Chinese-English translation into CLT, this study attempts to investigate translation as communicative skills in language teaching and to recommend using the contextualized activity to make Grammar-Translation method variable and virtual to life. In other words, by means of translation we can integrate mechanical, meaningful, and communicative drills to facilitate English learning in a holistic way.

## **1.2 Research Method and Limitation**

This study adopts the method of literature review and content analysis to introduce the theory of translation and explore how to use it as a strategy to promote learning in the foreign language classroom. Basically, translation is a thinking process to translate the source language (SL) into the target language (TL). In the process, the deep structure is transformed into the surface structure through a componential analysis between L1 and L2. The inner speech is decoded into the outer speech through verbal thinking. Translation is now used as much to share knowledge and to bridge the gap between groups and nations, as to transmit culture. Through a review of literature about the concept of

translation, the study tries to construct a cognitive model and revive its importance in language teaching.

With the economic prosperity and the development of a global village, oral interpretation and translation acquire a greater importance in cultural intercourse. Practice of translation, in the form of writing, may extend from sentence level to discourse level. But the scope of this study is limited to the materials of Chinese-English translation. The examples are cited from *the China Post*. Besides, this study would analyze the content of the bilingual magazine called *Sinorama* (Kuang-hua magazine) to see Chinese writing and Chinese-English translation moving closer to writer-responsibility. *Sinorama*, a bilingual text with twenty-five-year history, making the transition from reader-responsible writing to the tendency of writer-responsible writing, reflects its striving for perfect translation in a way more communicative. This serves as a case study for us to trace an outline on Chinese-English translation. In fact, the Joint College Entrance Examination since 1980 has prescribed the questions of Chinese-English translation as test items, which occupy about 20 percent of the total scores. This study tries to offer a model of Chinese-English translation to avail English teachers of using translation as a bilingual, cognitive, or communicative approach to help students have a better command of English.