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## Translation as a Means of Teaching Intercultural Communication

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*Translation process is a complicated phenomenon, which involves human cognitive sphere and intercultural issues and, thus, requires interdisciplinary studies. Speculating about translation from methodological perspective helps to find new ways of using it as an effective technique for foreign language acquisition. The purpose of this article is to differentiate between professional translation and translation as an EFL teaching technique, prove the necessity and benefit of the latter for developing students' intercultural communicative competence at EFL classes.*

*Keywords: translation as a teaching technique, professional translation, Grammar Translation Method, Communicative Language Teaching, Intercultural Communicative Competence, close reading, authentic text.*

To define translation is rather simple; to explain what translation entails is quite another matter. Explaining this phenomenon has been the subject matter of translation theory throughout history.

Generally, translation is defined as a “multidimensional and multifaceted process determined by the system and norm of the two languages, the two cultures, the two communicative situations (the primary and the secondary), the referential situation, the functional parameters of the source text and the translation norm”. (Shweizer, 2009). So as the very nature of translation is not only a speech act but also an act of cross-cultural communication, translation studies have an interdisciplinary status. They have close links with contrastive and cognitive linguistics, socio- and psycholinguistics,

semiotics, didactics and methodology. Such an integrated approach helps to emphasize particular features and functions of a translation process and identify scope of application of this complex phenomenon.

This article regards translation from a perspective of language teaching methodology. Namely, it explores the innovative ways of using translation considering its cognitive and intercultural nature as a means of EFL teaching aimed at developing students' intercultural communicative competence.

Primarily, a distinction between professional translation and translation as teaching technique should be clearly noted.

Research shows that traditionally translation as a teaching technique is viewed in the following respects:

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