

Research Article

**An Approach to English as a Second Language Acquisition Through the Use of
Translation Among Students at University of Tetova**

Isa Spahiu¹, Naim Kryeziu*², Arburim Iseni³, Lirak Karjagdiu⁴

Abstract

Translation has long played a significant role in teaching and learning a foreign language. Aside with that, translation as a learning technique is considered to be of a great importance. Students tend to use translation in order to learn new English vocabulary words and grammar, to learn phrases as well as idioms, and also to read and write in English. They also use it to make clarifications on the similarities and differences that the English language and their mother-tongue language have.

Keywords: *translation, experimental classroom, course book classroom, second language.*

¹ Associate Professor of English Literature, University of Tetova – Department of English Language and Literature Str. Ilinden, nn. 1200 Tetova Republic of North Macedonia, isa.spahiu@unite.edu.mk, <https://orcid.org/0000-0002-6362-9856>

² *Corresponding author, Assistant Professor of German Literature, University of Prishtina – Department of German Language and Literature Street Nëna Terezë, 10000, Prishtina, Kosovo naim.kryeziu@uni-pr.edu <https://orcid.org/0000-0002-1501-6617>,

³ Associate Professor of English Literature University of Tetova – Department of English Language and Literature Str. Ilinden, nn. 1200 Tetova Republic of North Macedonia arburim.iseni@unite.edu.mk <https://orcid.org/0000-0002-8980-0682>

⁴ Associate Professor of English Literature University of Prishtina – Department of English Language and Literature, Street Nëna Terezë, 10000, Prishtina, Kosovo, lirak.karjagdiu@uni-pr.edu, <https://orcid.org/0000-0001-8372-2372>

Received: 01.05.2021, Accepted: 01.30.2021

Introduction

Within the scope of this research study, translation will be discussed as a technique in a second language teaching and learning rather than a method itself and it will examine the translation use in the thought of gaining proficiency in English so as to be a more knowledgeable user of it. When it comes to learning English as a second language, translation is considered to be the main tool in helping learners to acquire, develop and strengthen their knowledge and proficiency in the English language. While exposed to translation activities, learners are more likely to communicate in two ways: from and into the language and this is because they are incited to notice the various differences in structure as well as in vocabulary, to reinforce grammatical expertise, to sharpen their way of thinking and to be able to correct the unnoticed mistakes. If students are heartened to use the translation skills accurately, they can bring the best out of their language. Rashid&Sipahi (2021) are to know the advantages and disadvantages of using statistical research methodology for language measurement and evaluation. Focusing on ethical considerations, this study also found some strong points in the use of grounded theory for language assessment and research testing, such as the generation of more in-depth insights into the design, management, and interpretation of assessment and testing; and the exploration of behaviour, perceptions, feelings, and ability to understand of test subjects.

In accordance to all of the above-mentioned, the main purpose of this study will be the investigation of Albanian English learners' use of translation as a technique to learn English as a second language (ESL) and the activities and strategies used by the teacher in the language classroom related to translation. Therefore, it will survey the role of teachers in ESL learning through the use of translation. And last but not least, this study will tend to examine the learner's views and experiences with being part of a class where English language acquisition is being taught through translation. Thus, this study will have as its aim to address several questions in relation to the use of translation as a learning technique in English as a second language (ESL).

The study took place in the department of English language and literature at the University of Tetova, and it surveyed 25 students of different classes from the first to fourth academic year. The students were picked randomly. Apart with that, this study interview 4 English professors in order to make clear of the strategies used by them whilst teaching English through the use of translation. Last of all, in order to complete the research, there will be an observation as well, to see whether the questions answered by both participants (learners and teachers) lead us to exact true statements.

This will lead the conclusions derived from this thesis to being field-based conclusions and will contribute to the more succeeding studies in the similar fields. Permission from the school directors will be asked for. Furthermore, there will be a piloting part to see whether the questions asked are clear enough and understood by the participants, or are there any needs to make changes in order to get the desired results.

Research aims

Translation was strictly forbidden from the foreign language classroom for a long period of time. Nevertheless, this denial only shed light to the various benefits that its implementation provides students with (Cook, 2010; Calis & Dikilitas, 2012; Liao 2006).

The purpose of the research study is going to be to portray the current role of translation in foreign language. Today, the importance of translation in learning and teaching a foreign language is undeniable. Thus, this research study aims in finding out the role that the use of

translation has in the learning strategy aspect from the English as a Second Language (ESL) learner's perception in North Macedonia. The broad aim of this study therefore, is to find out whether translation is being used as a necessary and valuable tool for learning ESL in schools.

The major objectives of the study

The objective of this study is going to be the use of translation as a learning instrument for improving second language in advanced learners who feel the necessity to conceptualize the target language from a different point of view, in order to learn more or enlighten what has already been learnt by comparing and contrasting the second language with their mother tongue. Translation will be deliberated as an activity for advanced learners in the ESL classroom, where they use translation to acquire and where the communicative aims have been taken into consideration.

Taking into account the aforementioned matters in the literature above, this research study will have set the following objectives:

1. Discussing translation as a compulsory technique in EFL/ESL teaching and learning.
2. Knowing how to effectively use translation as a teaching technique to help learners to acquire, develop and strengthen their knowledge and proficiency in the English language.
3. Advantages and disadvantages of using translation as a teaching/learning technique in an EFL/ESL classroom.
4. To find out how to encourage learners to make proper use of translation in an EFL/ESL classroom.
5. Exploring some of the strategies of translation use in the context of teaching/learning EFL/ESL.

Research Questions

Having left the purpose of this study clear, this research study will tend to give answers to the following research questions:

1. What are the teachers and learners' attitudes and beliefs with respect to translation?
2. How can teachers affect the use of translation to be more effective in language teaching and learning?
3. What type of translation related strategies are employed by The English department to learn English in an EFL/ESL classroom?
4. To what degree do learners' background variables relate to acquire English in an EFL/ESL context?

Methodology

In order to achieve the objectives, this study carried out with field-based research. To make clear whether the learners use translation as a learning technique in learning EFL/ESL, the study investigated learners' opinions about it. The data for the completion of the study will be obtained during this academic year (2020/2021). A combination of the quantitative and qualitative approaches is used in this study. Hence, questionnaires and interviews were selected instruments to collect the data from both teachers and learners. To finalize the research with the more accurate data, there will be an observation in EFL/ESL classrooms where English is being acquired through translation, which will help us notice any unsaid or forgotten information by the participants.

A quantitative research method will be employed to examine the use of translation in acquiring English as a second language. the instrument that will be used in this research method

are going to be questionnaires, as they provide a relatively economical, quick and efficient way of obtaining a great amount of the information needed. The questionnaires will be compiled in accordance to the research questions of the study, as so the study itself will accomplish the objectives set in the very beginning. Before handing out questionnaires to the learners, permission will be asked for by the schools' councils. Next, there will be a verbally information that the participation is going to be completely voluntary and under their will and took only maximum ten (10) minutes from their time.

Participants

The students were from different years, and they are going to be chosen randomly, and there were total 25 participants. The questionnaires will be comprised of the learners' demographic data as well, but reminding them always that they will remain anonymous. The questionnaires will then be followed by open and closed-ended questions and the tables at the end that will contain of statements where they will have to claim whether they agree or not with it.

Another instrument for the quantitative approach is going to be the class observation. This instrument will help a lot in the finalization of the research study as it gives the opportunity to be closer to how translation is truly being used in an EFL/ESL classroom, and likewise will help remark the unsaid or forgotten information by the participants.

Data Collection Instruments

As for the qualitative method, the instrument to be used will be interviews. This study tempts to interview seven to ten 4 English professors which lead to better conclusions in relation to the strategies used by them whilst teaching English in an EFL/ESL classroom. They will be previously informed what the interview is mainly about and that it is all due to their will, it is not mandatory for them to participate if they do not feel like doing so. The interviews will mainly contain of open-ended questions as so to get more of teachers' opinion according to the use of translation as a teaching technique and its strategies used by them.

The final stage of the research will be the collection and analysis of the data from the questionnaires, interviews and observation and the statistics will further on be displayed in a graphical and analytical form. Besides this presentation, in accordance with the data collected, the study will give conclusions and suggestions to the improvements that need to be taken into consideration regarding the use of translation as an acquiring tool in an EFL/ESL classroom in order to have a more efficient use of it.

Also, to make sure that the questions are well-structured, comprehensible for the participants and give the right information needed to complete the research study, there is going to be a piloting stage to see whether there is or not a need for changes in the questions asked.

Discussion and Conclusion

The results contain of analyses and discussed answers from the qualitative and quantitative approaches and they are associated to the results of the previous work in this paper. The findings are to reveal various information in relation to the use of translation as a teaching or learning technique; the strategies used by the teachers in respect to translation; their attitude towards translation as an acquiring tool in learning English as a second/foreign language; the motivation to learn English through the use of translation. The results from the instruments used are thought to be supportive of the idea that learning EFL through the use of translation has its own benefits towards learners, as they become more mature, independent, proficient

and fluent English speakers by expanding their vocabulary through the use of everyday translation as a learning technique.

Furthermore, the findings from the aforementioned instruments, as well as other materials that will be included, tend to give answers to the research questions cited at the beginning of the study. The study has the tendency of revealing whether the use of translation in EFL/ESL classroom helps learners in becoming more proficient and advanced in English, or the techniques is not being used in a proper way, resulting in a lower outcome for learners who tend to learn English as a second language. Understanding the scale of this issue is the very first step towards change. Many researchers worldwide have paid special attention to examine the importance of learning English as a second language through the use of translation. Moreover, the results are expected to make clear of the fact that learning EFL/ESL through the use of translation is the key role in becoming an advanced English speaker. Engaging translation in foreign language classrooms is not about becoming a proficient translator but rather to support learners in acquiring and developing their language knowledge and capability. The objections to using translation as a learning technique in a foreign language refer to a limited understanding of translation. This is to say that translation is considered a procedure of communication rather than structure operation. Klaudy (2003) deliberated pedagogical translation as an instrument of enhancing learners' proficiency; making use of such translation with the aim of teaching a foreign language is associated with Grammar Translation Method.

Translation is well-known as a long-lived technique in learning and teaching foreign or second languages. Prior to developing Grammar-Translation Method (GTM) in the nineteenth (19) centuries, grammar had been emphasized in language teaching through translation techniques (Bowen, Madsen, & Hilferty, 1985). While GTM was prevailing, translation was employed for better comprehension and acquiring of grammatical use of the target language, i.e. the meaning was provided through mother tongue translation. Formerly, it resulted in a misguided perception that led to word to word or even phrase to phrase translation which was possible between first and second language. Granting, several language teachers have ignored the role of L1 in second or foreign language teaching, most of language learners lean towards to the use their L1 in learning a new language (Chamot, O'Malley, Küpper, & Impink-Hernandez, 1987; Naiman, Frohlich, Stern, & Todesco, 1978). For the period of 1970s and 1980s, in communicative approaches using learners' mother tongue weakened, so the association of translation with the language learning stonewashed for years (Kavaliauskienė & Kaminskienė, 2007). Subsequently, using L1 was slowly excluded in foreign language learning classes.

Translation may well be a beneficial learning technique through which learners are capable to acquire vocabulary, knowledge grammar, and in the long run comprehend a text. El-Shafie (1992) deliberated the efficacy of some methods to clarify translation at schools of education. Alternatively, Zohrevandi (1992) well-defined a communicative activity assimilated with translation. In that activity, learners were alienated into groups, and each group was given words and phrases in their mother tongue language. Following that, the learners had to complete a short English dialogue by making use of the assigned words and phrases in their first language. Teachers asked the learners to study their dialogue in spite of syntax, semantics, and pragmatics. In the meantime, Zohrevandi suggested other communicative activities containing of having learners perform movies in English or to do a translation of the movies into English. In addition, accomplishments associated with translation prepared learners to make use of tool. Levenston (1985) thinks of translation as an efficient teaching and evaluation tool in communicative language teaching and recommends that teachers use translation in role-play activities.

A couple of studies examined learners' perceptions of using translation in their foreign language classroom. For instance, Horwitz (1988) found translation dominant in Taiwanese students' learning of the English language. In such settings, teachers ought to be conscious of the use of translation as an approach by learners and they might not inhibit learners from assimilating translation to their learning process. Translation must be altered to the aim of language teaching and learning in its suitable framework and be presented in a way to shed light to the similarities and differences between first and second language procedures.

References

1. Atkinson, J. K. (1987). A Fourteenth-Century Picard Translation-Commentary of the *Consolatio Philosophiae*.
2. Alawawda, M., & Hassan, A. (2021). Impoliteness in only drunks and children tell the truth by drew Hayden Taylor. *Linguistics and Culture Review*, 5(1), 195-202. <https://doi.org/10.37028/lingcure.v5n1.1307>
3. Bagheri, M. S., & Fazel, I. (2011). EFL Learners Beliefs about Translation and its Use as a Strategy in Writing. *Reading Matrix: An International Online Journal*, 11(3).
4. Bhatti, A., Pathan, H., Tabieh, A., & Hassan, A., (2020). Impact of Learner-learner Rapport on L2 Learning: A Study of Public Sector Universities in Sindh, Pakistan. *The Asian EFL Journal*, 27 (4.6), 204-226.
5. Bowen, J. D., Madsen, H. S., & Hilferty, A. (1985). TESOL techniques and procedures.
6. Newbury House Pub
7. Calis, E., & Dikilitas, K. (2012). The use of translation in EFL classes as L2 learning practice. *Procedia-Social and Behavioral Sciences*, 46, 5079-5084
8. Derlina, A., Bukit, N., Sahyar., & Hassan, A., (2020). Blended Learning in English and English-Medium Physics Classes Using Augmented Reality, Edmodo, and Tinkercad Media. *TESOL International Journal*, 15(3), 111-136.
9. Hassan, A., Kazi, A. S., & Asmara Shafqat, Z. A. The Impact of Process Writing on the Language and Attitude of Pakistani English Learners. *Asian EFL Journal*, 27(4.3), 260-277.
10. Hassan, A. (2017, April 9). Is Paninian grammar a Dependency grammar? Why or why not? *DIMENSION Journal of Humanities and Social Sciences*.
11. Hassan, A., N. D.-e.-A. (2015). Language planning and language policy dilemma in Pakistan. *International Journal of Linguistics, Literature and Culture (Liqua- LLC)*, 2, No 4
12. Hassan, A., Mitchell, R., & Buriro, H. A. (2020). Changes in uses of salutations in British English. *International research journal of management, IT and social sciences*, 7(1), 197-204
13. Hassan, A. (2018, January 5). Allaboutcorpora. Retrieved from <https://allaboutcorpora.com>: <https://allaboutcorpora.com/rising-star-ahdi-hassan-pakistani-languages-corpora>
14. Husain, K. (1995). Assessing the role of translation as a learning strategy in ESL. *International Journal of Translation*, 1(2), 59-84.
15. Itmeizeh, M., & Hassan, A. (2020). New Approaches to Teaching Critical Thinking Skills through a New EFL Curriculum. *International Journal of Psychosocial Rehabilitation*, 24(07), 8864-8880
16. Laviosa, S. (2011). Translation in Second Language Learning and Teaching: Arnd Witte, Theo Harden and Alessandra Ramos de Oliveira Harden (Eds). *The Interpreter and translator*

trainer, 5(2), 362-365.

17. Levenston, E. A. (1985). The Place of Translation in the Foreign Language Classroom.
18. *English Teachers' Journal*, 32, 33-43.
19. Liao, P. (2006). EFL learners' beliefs about and strategy use of translation in English learning. *RELC Journal*, 37(2), 191-215.
20. Machida, S. (2011). Translation in teaching a foreign (second) language: a methodological perspective. *Journal of Language Teaching and Research*, 2(4), 740-746.
21. Mahmoudi, H. M., & Hassan, A. CHALLENGES AND ISSUES OF LANGUAGE USE BETWEEN MONOLINGUAL AND MULTILINGUAL SOCIETIES. *Dimension Journal of*
22. *Humanities and Social Sciences*, 1-19.
23. Manel, M., Hassan, A., & Buriro, H. A. (2019). Learners' Attitudes towards Teachers' switching to the mother tongue (The Case of Secondary school learners in Algeria). *Indonesian TESOL Journal*, 1(1), 9-26.
24. Malmkjar, K. (Ed.). (1998). Translation & language teaching: Language teaching & translation. *Saint Jerome Publications*.
25. Mirza, Q., Pathan, H., Khatoon, S., & Hassan, A., (2021). Digital Age and Reading habits: Empirical Evidence from Pakistani Engineering University. *TESOL International Journal*, 16 (1), 210-136.
26. Karimian, Z., & Talebinejad, M. R. (2013). Students' use of translation as a learning strategy in EFL classroom. *Journal of Language Teaching and Research*, 4(3), 605-610.
27. Rashid, M. H., & Sipahi, E. (2021). The importance of quantitative research in language testing and assessment: in the context of social works. *Linguistics and Culture Review*, 5(S1), 317-330. <https://doi.org/10.37028/lingcure.v5nS1.1413>
28. Séguinot, C. (1991). A study of student translation strategies. *Empirical research in translation and intercultural studies*, 79-88.
29. Supriyatno, T., Susilawati, S., Hassan, A., (2020). E-learning development in improving students' critical thinking ability. *Cypriot Journal of Educational Sciences*, 15(5), 1099-1106. <https://doi.org/10.18844/cjes.v15i5.5154>
30. Us Saqlain, N., Shafqat, A., & Hassan, A. (2020). Perception Analysis of English Language Teachers about Use of Contextualized Text for Teaching ESP. *The Asian ESP Journal*, 16(5.1), 275-299.
31. Zohrevandi, Z. (1992). Translation as a resource: Teaching English as a foreign language. In R. De Beaugrande, A. Shunnaq & M.H. Heliel (Eds.) *Language, Discourse and Translation in the West and Middle East* (pp. 181-187). Amsterdam/Philadelphia: John Benjamin.