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## TRANSLATION AS A TOOL FOR GRAMMAR AND VOCABULARY DEVELOPMENT IN ENGLISH CLASSROOM

**Abstract.** The effectiveness of the translation method against the traditional direct instruction method for enhancing vocabulary and grammar in eighth-grade EFL students is investigated in this study. 54 students were divided into two groups using a quasi-experimental design; one group received direct instruction, while the other group received translation. Teachers took part in semi-structured interviews, and both groups completed pre- and post-tests. According to the results, the translation technique group improved by 25% while the traditional method group improved by 16%. Students in the translation group shown greater motivation, confidence, and involvement, according to qualitative data. These results indicate that translation can be an effective teaching tool in EFL classes, improving students' vocabulary and grammatical knowledge and usage.

**Key words:** translation method, traditional method, grammar, vocabulary, EFL.

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## ПЕРЕВОД КАК ИНСТРУМЕНТ РАЗВИТИЯ ГРАММАТИКИ И СЛОВАРНОГО ЗАПАСА НА УРОКЕ АНГЛИЙСКОГО ЯЗЫКА

**Аннотация.** В данном исследовании изучается эффективность метода перевода по сравнению с традиционным методом прямого обучения для улучшения словарного запаса и грамматики у учащихся восьмых классов, изучающих английский как иностранный. В рамках квазиэкспериментального исследования 54 ученика были разделены на две группы: одна обучалась с использованием метода прямого обучения, другая – с использованием перевода. Учителя приняли участие в полуструктурированных интервью, а обе группы прошли предварительные и последующие тесты. Результаты показали, что группа, обучавшаяся с применением переводного метода, улучшила свои показатели на 25%, тогда как у группы традиционного метода улучшение составило 16%. Качественные данные свидетельствуют о том, что учащиеся из группы перевода показали более высокую мотивацию, уверенность и вовлеченность. Эти результаты указывают на то, что перевод может быть эффективным инструментом обучения в классах английского языка как иностранного, способствуя улучшению словарного запаса, грамматических знаний и их практического применения.

**Ключевые слова:** метод перевода, традиционный метод, грамматика, словарный запас, Английский как иностранный язык.

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## АҒЫЛШЫН ТІЛІ САБАҒЫНДАҒЫ АУДАРМА ГРАММАТИКА МЕН СӨЗДІК ҚОРДЫ ДАМЫТУ ҚҰРАЛЫ РЕТІНДЕ

**Аңдатпа.** Бұл зерттеу ағылшын тілін шет тілі ретінде оқитын сегізінші сынып оқушыларының сөздік қоры мен грамматикасын жақсарту үшін дәстүрлі тікелей оқыту әдісімен салыстырғанда аударма әдісінің тиімділігін зерттейді. Квази-эксперименттік зерттеу аясында 54 оқушы екі топқа бөлінді: біреуі тікелей

оқыту әдісін, екіншісі аударманы қолдана отырып оқытылды. Мұғалімдер жартылай құрылымдық сұхбаттарға қатысты, ал екі топ алдын-ала және кейінгі тестілеуден өтті. Нәтижелер аударма әдісін қолдана отырып оқыған топтың өз көрсеткіштерін 25% - ға жақсартқанын көрсетті, ал дәстүрлі әдіс тобының жақсаруы 16% - ды құрады. Сапалы деректер аударма тобындағы оқушылардың жоғары мотивация, сенімділік және белсенділік көрсеткенін көрсетеді. Бұл нәтижелер аударма ағылшын тілін шет тілі ретінде оқытудың тиімді құралы бола алатындығын, сөздік қорын, грамматикалық білімді және олардың практикалық қолданылуын жақсартуға ықпал ететіндігін көрсетеді.

**Түйін сөздер:** аударма әдісі, дәстүрлі әдіс, грамматика, сөздік қор, Ағылшын тілі шет тілі ретінде.

## **Introduction**

Over the years, a variety of strategies have been used and discussed in an effort to find efficient methods for teaching foreign languages. Among these, the translation method remains a controversial topic in terms of how successful and efficient it is for language acquisition. Historically, translation has been criticized for encouraging reliance on the mother tongue, potentially impeding the development of English thinking skills without continuous translation support (Brown, 2002). Additionally, its focus on translating single words and phrases has been seen as an obstacle to enhancing communicative skill in English. As a result, instructors mostly disregarded the translation approach until recently.

Despite its criticisms, there has been a resurgence of interest in translation as a pedagogical tool for language acquisition. Supporters of the approach contend that it makes grammar and vocabulary more approachable and relevant for learners by establishing meaningful connections between the target and native languages. However, its impact remains underexplored, particularly in comparison to more widely accepted methods such as direct instruction.

By examining how the translation technique affects EFL learners' vocabulary and grammatical development, this study seeks to resolve the continuing controversy. Through a quasi-experimental design, it compares the translation method with traditional teaching techniques, examining both quantitative test performance and qualitative aspects such as student involvement and motivation. The project aims to advance knowledge of how translation might be included into contemporary language classrooms to promote successful learning outcomes by examining these processes.

## **Literature review**

There have been differing views on the usefulness of translation in language instruction for a long time. According to some critics, translation interferes with the normal process of learning a second language (L2) and prevents learners from being able to express themselves in the target language with confidence (M. Payne, J.P. Contreras, 2019). Over-reliance on translation—whether by teachers or learners—can foster dependence on the first language (L1), discouraging students from interpreting meaning through context and potentially weakening their language skills (M. Payne, J.P. Contreras, 2019). Translation reduces important exposure to L2 input, which is crucial for language learning, according to proponents of an L2-only classroom, especially those who support the Communicative Language Approach. Furthermore, they believe that reliance on L1 detracts from authentic and communicative activities that are pivotal for fluency development (M. Payne, J.P. Contreras, 2019).

However, it would not be feasible or advantageous to completely reject translation in language training, especially for adult learners with lower competence levels. Adults may use their prior cultural and linguistic information to comprehend L2 material since they have better developed cognitive capacities and a wider range of life experiences than youngsters (M. Payne, J.P. Contreras, 2019). Translation might be a useful tool for these learners to help them connect new language structures with topics they already know.

In his book *Translation*, Alan Duff emphasizes the importance of translation as a deliberate and communicative endeavor. He points out that translating real materials for certain objectives is frequently more interesting and useful than making up classroom activities. Translation also encourages discussions about linguistic and cultural nuances, as achieving a

"perfect" translation is rarely possible. To encourage cooperation and active engagement, both written and oral translation projects can be modified for solo, couple, group, or classroom activities (T. Asha Priya, B. Jayasridevi, 2017).

Nigel J. Ross emphasizes the educational value of translation by comparing the grammar, vocabulary, word order, and other linguistic components between the students' native language and English (T. Asha Priya, B. Jayasridevi, 2017). This can help learners understand complex language concepts by simplifying them, and translation can also help students feel less anxious, especially when speaking, as many learners feel more at ease expressing their ideas in L1 before translating them into L2 (M. Payne, J.P. Contreras, 2019).

Additionally, translation has useful benefits for education and classroom management. Instructors frequently discover that providing concise L1 explanations may guarantee clarity and save a lot of time. For instance, a brief explanation in L1 may clear up misunderstandings more successfully than a lengthy explanation in L2, which increases the possibility of misunderstandings (M. Payne, J.P. Contreras, 2019). Many students report that key points explained in their native language help them stay focused and better understand lessons (M. Payne, J.P. Contreras, 2019).

Despite the fact that it is frequently criticized in communicative education frameworks, translation is a useful teaching method due to its cognitive and practical benefits. With careful use, translation may increase understanding, reduce anxiety, and boost productivity in the classroom. Teachers can assist students without sacrificing their exposure to L2 material by integrating translation into a diverse approach to language instruction.

### **Methodology**

The efficiency of the translation approach against the traditional direct instruction method in enhancing eighth-grade students' vocabulary and grammatical development was assessed using a comparative quasi-experimental methodology. A total of 54 students from two intact classes were chosen to take part. One class was taught using the translation method, while the other class received instruction via traditional teaching

methods.

A pre-test and post-test, created with Google Forms, were completed by both groups to evaluate their vocabulary and grammatical development during the research. These tests were aligned with the curriculum and included multiple-choice, fill-in-the-blank, and sentence correction tasks to assess grammar accuracy, as well as word-matching and contextual usage tasks for vocabulary development.

To investigate student participation and engagement during classes, semi-structured interviews with the instructors were used to generate qualitative data in addition to the quantitative data from the tests. The purpose of these weekly interviews was to learn more about the behavior, excitement, and engagement of the students with the teaching methodology. Each interview lasted approximately 20 minutes and was recorded for further analysis.

The teachers' responses were transcribed and analyzed using thematic analysis to identify patterns of student engagement and interaction across both instructional methods.

The following is an example of an interview question that was asked of the teachers:

"In your opinion, how did the students respond to the activities in today's lesson? Were they more engaged when asked to translate material, or when working directly on grammar and vocabulary exercises without translation?"

The intervention lasted for 6 weeks, with both groups receiving instruction for a total of 18 sessions, each lasting 50 minutes. While the traditional approach group employed drills, practice exercises, and direct instruction without translation, the translation method group concentrated on translating materials from English to their native tongue and vice versa.

### **Results**

The research showed that the two groups' improvements in vocabulary and grammar differed significantly. The pre- and post-test scores of the group that received instruction using the translation method improved by an average of 25%, but the group that received instruction using traditional methods only had a 16% improvement (table 1). This indicates that the translation method had a more substantial impact on students' language development.

Table 1. The average scores of the two groups before and after the intervention

Group	Pre-test average score (%)	Post-test average score (%)
Traditional Method	57%	82%
Translation Method	59%	75%

Several important topics related to student participation and engagement were identified through thematic analysis of the teacher interviews:

**Engagement with Tasks:** Students in the translation method group were more actively involved in class, especially when translating between English and their mother tongue, according to teachers. In contrast, during repeating activities, some pupils in the conventional approach group seemed disinterested.

**Participation and Confidence:** Teachers noted that students in the translation method group were more willing to engage in class activities and respond to inquiries, demonstrating a higher level of confidence. The conventional method group's engagement, on the other hand, was characterized as “sporadic and dependent on a few high-achieving students.”

**Motivation:** Both teachers observed that students in the translation method group appeared more motivated to learn vocabulary, as they could see its practical application when translating between languages. “The translation activities seemed to make vocabulary more meaningful for the students,” said one educator. This was less noticeable in the group using the traditional method, as pupils frequently relied on memory rather than fully understanding word meanings.

Overall, it was discovered that the translation approach outperformed the traditional direct instruction method in terms of improving students' vocabulary and grammar. Students that received instruction using the translation method showed better test results, more involvement, and more regular attendance. Furthermore, according to instructor comments, translation exercises gave students a better comprehension of language usage, which enhanced motivation and classroom dynamics.

### Conclusion

According to the study's findings, EFL learners' grammar and vocabulary may be

improved more effectively using the translation approach than through traditional direct instruction. Along with increased interest and involvement in the classroom, the translation group had noticeably larger gains in test scores. Based on teacher interviews, translation exercises promoted engagement and gave learning greater significance. These findings suggest that using translation as an additional tool in EFL training can improve student retention and understanding. Future studies might examine how translation-based learning affects total language ability and its long-term impacts.

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