

Use of Translation With Secondary English Students: A Phenomenological Study

A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master's Degree in English Education

Submitted by
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Faculty of Education
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2023

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Declaration

I hereby declare that this thesis is original to the best of my knowledge. No part of it was submitted earlier for the research degree to any university.

Date: April 6, 2023

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Chandra Bahadur Lama

Recommendation for Acceptance

This is to certify that Chandra Bahadur Lama has prepared this thesis entitled “Use of Translation With Secondary English Students: A Phenomenological Study” under my guidance and supervision.

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Dedication

To
the Heavenly Father, Mother,
and
Guru Shree Shree Paramahansa Yogananda,
I offer my humble gratitude and dedication.
May Thy infinite love and guidance continue to illuminate my path and inspire my
soul's journey.

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Abstract

The use of translation has been a topic of much debate in current scholarship on English language teaching (ELT). Translation was once a dominant pedagogical tool but has since become a missing component in ELT. Although numerous studies on this subject have been conducted worldwide, only a limited amount of research has been carried out in the Nepalese context. This research gap led to the present study on the topic of "Use of Translation with Secondary English Students: A Phenomenological Study" to explore the lived experiences of English teachers in using translation in ELT classrooms. The research methodology employed in this study is the phenomenological method, using interviews to gather data from secondary English teachers in ten schools within the Kathmandu Valley. These schools include five institutional schools and five community schools. The study found that translation can be a versatile tool to teach grammar, vocabulary, critical thinking skills, and cultural understanding among secondary students as it allows them to analyze and interpret different language structures, meanings, and cultural contexts, promoting a deeper understanding and engagement with the target language, whereas overreliance on translation can have negative effects on language development by limiting exposure to natural language input, hindering effective communication, and inhibiting creativity and thinking in English. The research suggests that translation should be used wisely and balanced with other techniques to create an inclusive and effective learning environment for students.

The study is structured into five chapters. Chapter one provides an introduction to the research topic, statement of the problem, research objectives, research questions, significance of the study, delimitations, and definitions of operational key terms. Chapter two reviews relevant literature thematically and presents empirical findings and related theories along with implications for the study and a conceptual framework. Chapter three outlines the research methodology, including ontology, epistemology, research design, field of the study, sources of data, population, sampling procedure, sample size, data collection tools, procedure, analysis, interpretation, and ethical considerations. Chapter four presents the analysis and interpretation of the collected data. At the end, chapter five concludes the study with its implications and recommendations for ELT classroom practices followed by references and appendix.

Abbreviations/Acronyms

CA	: Communicative Approach
CGT	: Communicative Grammar Translation
CLT	: Communicative Language Teaching
EFL	: English as Foreign Language
ELT	: English Language Teaching
ESL	: English as Second Language
ESP	: English for Specification Purposes
EU	: European Union
FL	: Foreign Language
FLL	: Foreign Language Learning
FLT	: Foreign Language Teaching
L1	: First Language
L2	: Second Language
LTM	: Long Term Memory
MT	: Mother Tongue
S/FLA	: Second/Foreign Language Acquisition
TEFL	: Teaching English as a Foreign Language
TILT	: Translation in Language Teaching
TL	: Target Language
TPD	: Teacher Professional Development

Table of Contents

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Evaluation and Approval</i>	<i>iii</i>
<i>Dedication</i>	<i>iv</i>
<i>Acknowledgements</i>	<i>v</i>
<i>Abstract</i>	<i>vi</i>
<i>Abbreviations/Acronyms</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Figures</i>	<i>xi</i>
Chapter 1. Introduction	1
Background of the Study	1
Statement of the Problem.....	4
Objectives of the Study	5
Research Questions.....	5
Significance of the Study	6
Delimitations of the Study	6
Operational Definitions of the Key Terms.....	7
Chapter 2. Literature Review	8
Theoretical Review	8
The Space of Translation in the History of Language Teaching	8
The Grammar-Translation Method	8
The Reform Movement and the Direct Method.....	10
The Audio-Lingual Method	12
The Communicative Approach	13
Applying Translation in the SL/EFL Classroom as a New Approach.....	14
Translation as Fifth Skill.....	17
The Use of Translation in Teaching.....	18
Translation as a Technique	18
Translation as a Strategy	19
Arguments for and Against the Use of Translation in Teaching Language	21
Arguments for the Use of Translation in Teaching Language.....	22
Arguments Against the Use of Translation in Teaching Language.....	24
The Need to Incorporate Translation in Teaching Language	26

Humanistic Reasons.....	27
Practical Reasons	27
Technical Reasons.	28
Political Reasons.....	28
Cognitive Reasons.	29
Review of Empirical Literature	29
Conceptual Framework of the Study	34
Implications of the Reviewed Literature for the Study.....	35
Chapter 3. Methodology of the Study.....	36
Ontology	36
Epistemology	37
Axiology	37
Research Design.....	38
Field of the Study.....	38
Sources of Data.....	38
Sampling Procedure and Participants	39
Data Collection Tools	39
Data Collection Procedure	39
Data Analysis and Interpretation	40
Ethical Considerations	42
Chapter 4. Findings and Discussion.....	44
Functions of Translation	44
For Building a Rapport	44
For Enhancing Comprehension of Textual Content, Context and Language	47
For Clearing the Concept of Difficult and Challenging Texts.....	47
For Discerning Cultural Context/Contextual Essence.	49
For Enhancing Lexical Proficiency	51
For Explicating the Subtleties of Grammar Regulations.	53
Translation as Skills Supporting Tool.....	55
For Teachers' Comfort and Convenience	58
Teachers' Perceptions of Using Translation	61
Translation as a Technique	62
Translation as a Method.....	65
Teachers' Perceptions of Students' Preferences	69

Chapter 5. Conclusions and Implications	73
Conclusions.....	73
Implications.....	74
Policy-Related Implications.....	74
Practice-Related Implications	75
Further Research-Related Implications.....	75
Appendix I: Interview Guidelines for the Participants	84
Appendix II: Sample of Interview Transcription.....	86

List of Figures

<i>Figure 1.</i> Conceptual framework of the study.	34
<i>Figure 2.</i> Data analysis process.	41

Chapter 1. Introduction

The use of translation in English language teaching (ELT) class has been a long-debated issue among language teachers and educational practitioners. While some scholars like Ross, Leonardi, Ali, Pan and Pan etc. argue that translation can be a useful technique for language acquisition, others like Harbord, Carrer setc. claim that it can limit students' ability to think critically and creatively in the target language. Despite the widespread belief that translation should not be used in language classrooms, many teachers still use it for language instruction. However, there is a lack of research on teachers' lived experiences of using translation in secondary English classrooms. Therefore, the purpose of this research was to explore the lived experiences of English teachers towards the use of translation in secondary ELT classrooms and to analyze the potential benefits and drawbacks of its implementation. This chapter comprises the background of the study, statement of the problem, objective of the study, research question, significance of the study, delimitation of the study, and operational definition of key terms.

Background of the Study

The use of translation which refers to the use of the first language (L1) as a pedagogical tool in teaching the second language (L2) and its impact on second language acquisition is a highly debated topic in theory, but it is widely used in various forms in practice. The history of translation in second language education is marked by conflicting viewpoints (Adhikari, 2021b). Historically, Adhikari further says, the use of translation in instructing and acquiring a second language has a strong correlation with the Grammar Translation Method. "The Grammar Translation Method, for instance, equates study of a language with study of its grammar and vice versa" (Adhikari, 2017, p. 89). Nevertheless, at the dawn of the 20th century, the overreliance of second language educators on translation came under heavy criticism in favor of direct instruction in the TL, thereby prohibiting the use of translation as a mediator between the learner's L1 and L2. Despite its historical significance and widespread use, the Grammar-Translation method has been widely criticized for being too rigid and focused solely on grammar rules and vocabulary lists, without providing adequate exposure to authentic language use or communicative practices (Vermees, 2010). As a response to the limitations of the Grammar-Translation method, the Audio-Lingual method emerged in the mid-20th century, emphasizing oral

proficiency and aural comprehension through repetitive drills and pattern practice exercises. With the emergence of the Audio-Lingual Method, the criticism of translation reached its peak, with a complete ban on "translation at early levels" (Richards & Rodgers, 2001, p. 51). However, the efficacy and relevance of the Audio-lingual Method have been challenged, leading to the development of communicative language teaching approaches.

Later on, in the Communicative Language Teaching approach, as for translation, scholar like Duff (1989) believes that translation has a place in the communicative language classroom. He argues that translation, which involves transmitting messages across linguistic and cultural boundaries, is a communicative activity that has the potential to be used in a broader spectrum of educational settings than it presently is. Similarly, Richards and Rodgers (2001) propose that translation should be employed when students require or gain an advantage from it. Since then, translation has reappeared as one of the several techniques of teaching and learning a second language. Since then, translation has reappeared as one of the several techniques of teaching and learning a second language (Adhikari, 2021b). After this, translation was considered as one of the skills in learning second language. In this regard, Naimushin (2002) has asserted that teaching translation and interpretation as a fifth skill is crucial in foreign language instruction to enhance communicative competence and prepare students for real-life situations in today's globalized world. Similarly, the study by Ayachia (2018) concludes that translation should be considered as a fifth skill to be included in the 21st century foreign language classroom. Therefore, translation is now widely acknowledged as a fifth skill in teaching second language and can be integrated into the communicative language classroom to improve students' ability to communicate effectively.

However, the use of translation in the English as foreign language (EFL) and English as second language (ESL) classrooms has and will continue to be a controversial issue. Still the use of translation in ELT classes continues to elicit opinions from both proponents and detractors. There exists a divergence of opinion among educators and scholars regarding the efficacy of incorporating translation in L2 instruction. While some hold unfavorable views towards its usage, others maintain a positive outlook, positing that translation can aid in the facilitation of the teaching and learning process (Samardali & Ismael, 2017). The incorporation of translation-

based learning activities in foreign language classrooms has been a subject of ongoing discussion. Translation is widely recognized as a valid pedagogical tool, particularly in English as a Foreign Language (EFL) contexts, and therefore merits examination and use (Calis & Dikilitas, 2012). Regarding the use of translation in ELT, recent researches suggest that translation can have a positive impact on language learning. For example, Hsueh-Chao and Nation (2000) found that using translation exercises to teach vocabulary can increase learners' understanding of the target language. Additionally, Katan (2009) argues that translation can be a valuable tool for developing learners' intercultural competence, as it requires a deep understanding of both the source and target cultures. In the same way, Cook (2010) argues that translation can be used effectively to teach vocabulary and grammar, and that it can be a valuable tool for students to compare their first language with the target language. This way recent research has challenged the idea that translation should be excluded from language instruction.

Despite these potential benefits, translation remains a controversial topic in English language teaching. Some educators argue that translation can hinder learners' development of communicative competence, as it encourages them to focus on the form rather than the meaning of the language (Larsen-Freeman, 2000). Others suggest that translation can perpetuate linguistic and cultural hegemony, as it reinforces the idea that English is the dominant language and culture (Pennycook, 2001).

Given these conflicting views, it is important to explore teachers' lived experiences of using translation in the classroom. Applied linguistics, a field dedicated to the systematic investigation of language learning and teaching, has primarily focused on English language acquisition. However, translation, whether as a means or an end of learning English, has not received much attention in this field. Despite some notable voices in defense of translation, and recent discussions on its specific usage, it remains peripheral in both empirical research on language acquisition processes and sociopolitical research on English language teaching in a globalized world (Cook, 2007). Regardless of the growing interest in the use of translation in language instruction, there is a lack of research on teachers' lived experiences of using translation in secondary English classrooms. Most studies have focused on students' attitudes toward translation or on the effectiveness of using translation in language instruction. Therefore, this study aims to fill this gap by

exploring the experiences of teachers who use translation in their secondary English classrooms.

Although the use of translation in language instruction has been a controversial topic for many years, recent research has challenged the idea that translation should be excluded from language classrooms and has suggested that it can be a valuable tool for language instruction. Despite this, there is a lack of research on teachers' lived experiences of using translation in secondary English classrooms. Therefore, this study aims to explore this topic and contribute to the existing body of knowledge on the use of translation in language instruction.

Statement of the Problem

The use of translation in language teaching (TILT) has been a topic of ongoing debate, and the number of publications on this issue has been steadily rising since 1980s (Pym et al., 2013). Using translation as a teaching technique has had many ups and downs (Sankaravelayuthan, 2020). This ongoing debate reflects the continuing disagreement among educators and scholars on the effectiveness of TILT and the extent to which it can facilitate or hinder language learning.

Levenston (1985) postulates that translation can be considered an effective technique for both instructing and evaluating language skills in the context of communicative language teaching. Contrary to it, Harbord (1992) emphasizes that the use of translation may lead to the development of an excessive dependency on students' mother tongue. He argues so because he asserts that the use of translation in language instruction may have a detrimental effect on students' confidence in their ability to communicate in the target language. The author argues that excessive reliance on translation in language learning can lead students to believe they can only understand the material through their native language, which can undermine their confidence and motivation to communicate in the target language. Therefore, it is crucial to be aware of these limitations and explore alternative approaches that foster active engagement and internalization of the target language.

This way the use of translation has often been criticized as detrimental to the development of students' language skills, hindering their ability to think and communicate in the target language. However, as extensive research like Larsen-Freeman's (2000) and Cook's (2010) in the field of second language acquisition has

shown that translation can be an effective tool for facilitating language learning. Therefore, the use of translation in ELT classrooms is still the most widely practiced throughout the world.

As an English teacher in a school, I have encountered opposition from the school administration regarding the use of translation in ELT classrooms. Despite the criticism, I remained steadfast in my conviction of the benefits of incorporating translation into language instruction. This belief is supported by various studies and research such as Swain & Lapkin's (2000) and Cook & Singleton's (2014) conducted within the field of ELT, which have shown the advantages of using translation in ELT/FLT. With the aim of finding what reality is regarding this approach, I decided to undertake research to explore English teachers' lived experiences with using translation in ELT classrooms. In doing so, I have realized the importance of delving into the underlying aspects of this phenomenon through the lens of the teachers' everyday experiences in schools. As a result, a phenomenological study was deemed suitable for comprehending the lived experiences and subjective meanings that teachers attributed to the application of translation in secondary ELT classrooms.

Objectives of the Study

This study attempted to explore the lived experiences of English teachers regarding the use of translation as a pedagogical tool in ELT classrooms. This study had following objectives:

- To explore English teachers' lived experiences on using translation in ELT classrooms.
- To delve English teachers' sense making of their use of translation in ELT classrooms.
- To suggest some recommendations and pedagogical implications.

Research Questions

To meet the objectives, this study posed the following questions:

- How do English teachers experience the use of translation in the ELT classrooms?
- How do English teachers make sense of their use of translation in ELT classrooms?

Significance of the Study

The use of translation in foreign- language teaching, which had been disregarded for a considerable period, is currently gaining attention from educators in the discipline (Artar, 2017). The use of translation in language teaching is yet to be explored in the Nepalese context. There is limited literature available on the use of translation in language teaching within the Nepalese context.

Thus, this study is expected not only to contribute to the ongoing debate on the effectiveness of translation use in the ELT classes and will provide a better understanding of teachers' perceptions towards its use, but also by triggering interest in conducting new studies. The findings of this study hold a great significance to the policy makers of language policy and planning, policy makers and program designers of teacher professional development (TPD), informing language teaching practices, language instructors, teachers, learners, and student-teachers. This study will contribute to the ongoing debate on the effectiveness of the use of translation in language teaching and will provide a better understanding of teachers' perceptions towards its use. The findings of this study will be valuable in informing language teaching practices and in guiding future research on the use of translation in ELT classrooms.

Delimitations of the Study

I set the following delimitations for the present study:

- The research design used in the study was qualitative research.
- The methods of data collection were delimited to in-depth phenomenological interview and informal interactions.
- The tools were delimited to diary, interview guidelines and audio-recording.
- The focus of the study was on English language teachers teaching in secondary level schools.
- The participants were delimited to ten English teachers: five from institutional schools and five from community schools.
- The research area was delimited to the use of translation in ELT classes

Operational Definitions of the Key Terms

Translation: The process of conveying messages using Nepali across linguistic and cultural barriers to aid in learning and practicing in English. It appears to be monolingual on the surface. But using Nepali to teach English contents implies that there is a sort of transfer of information taking place between two languages.

Second language acquisition: The process of acquiring a second language or target language effectively by students. It involves using translation as a mediator between the learner's L1 and L2, which has been widely debated in language education.

Secondary English students: The term "Secondary English students" refers to individuals who are engaged in the study of English language as a secondary language at the secondary level of education. Specifically, these students are enrolled in 9th and 10th grades in community and institutional schools located in the Kathmandu valley.

Teachers' lived experiences: Teachers' lived experiences mean the first-hand and personal experiences of teachers in teaching English to secondary students through the use of translation, examining their subjective perspectives, challenges encountered, successes achieved, and the valuable insights gained.

Chapter 2. Literature Review

The purpose of this chapter is to provide a comprehensive review of existing literature related to teachers' lived experiences on the use of translation in ELT classrooms and to develop a conceptual framework that guides the study. Thus, this unit further subsumes thematic literature review, review of empirical literature, conceptual framework and implication of the reviewed literature for the study. The review of related literature serves to synthesize the current state of knowledge on the research problem. The conceptual framework provides a theoretical foundation for the study and outlines the key variables and relationships that will be investigated.

Theoretical Review

In reviewing the related literature, I focused on examining teachers' perceptions of the use of translation in the ELT classroom, specifically exploring the related issues surrounding this theme: The use of translation in teaching and arguments on the use of translation in teaching.

The Space of Translation in the History of Language Teaching

The traditional method of language study, prior to the 19th century, was known as the scholastic method and was widely utilized by individuals who sought to independently study written forms of language. Furthermore, this method was applied in the teaching of Latin and Greek in grammar schools. The scholastic method, as described by Malmkjaer (1998), involved the study of the grammar of a language, along with reading of texts, primarily religious or literary in nature, with the assistance of a dictionary and the previously acquired grammar. The student was expected to write down a translation of the text as a means of enhancing their understanding. This approach was deemed effective for those individuals who had a scholarly inclination and desired to learn to read.

The Grammar-Translation Method. The Grammar-Translation Method was a response to the challenges faced by educators in teaching modern languages in secondary schools in Prussia at the end of the 18th century. The Scholastic approach, which was prevalent at the time, was deemed inadequate in light of the new educational requirements posed by the growing student population and the need to accommodate students of varying learning abilities in a group setting. The Grammar-Translation Method was therefore developed as a means of addressing these

challenges, by providing a more structured and efficient approach to language instruction that could accommodate the needs of large groups of students. The method sought to emphasize the study of grammar rules and the translation of texts, as a way of helping students to develop their language skills in a more systematic and comprehensive manner. The Grammar-Translation method, which is widely recognized as one of the earliest and most prominent method of FLT, has a long and complex history that dates back to the 19th century. It was initially developed by German scholars (Howatt, 2000) who sought to create a more systematic and efficient method of teaching modern languages to students. This method was later popularized by influential linguists, such as Sears, who further established its principles and methodology through their works.

Despite its widespread recognition, the Grammar-Translation method has often been criticized for its shortcomings, which have contributed to a general negative perception of translation in FLT. This method inherited many of the tenets of other traditional teaching methods (Vermes, 2010), but it started to be used primarily with modern languages during the 19th century. Despite its historical significance and widespread use, the methodology of the Grammar-Translation method has been widely criticized for being too rigid and focused solely on grammar rules and vocabulary lists, without providing adequate exposure to authentic language use or communicative practices (Vermes, 2010). As a result of these shortcomings, many educators and scholars called for alternative approaches to FLT that could be more communicative and focus on developing students' abilities to use the target language in real-life situations. Despite this criticism, the Grammar-Translation method remained an important part of the history of FLT and continues to be used in some contexts to this day.

During the 19th century, the study of linguistics was centered on the idea that languages were governed by a set of rules, which enabled speakers to communicate effectively with one another. This belief was reflected in the widespread use of the Grammar-Translation method in language education. According to this method, the grammar rules of a language were viewed as a formal code that was guided by logic and was especially evident in literary or formal texts (Sánchez, 2009). The proficiency of a language learner was judged based on their ability to demonstrate lexical and grammatical accuracy in translations (Aranda, 2003). As a result, this method of

language instruction emphasized the use of deduction, memorization of grammar rules and vocabulary lists, translation, and contrastive analysis.

Translation certainly played a crucial role in language learning and teaching; however, it should be noted that it was not the sole method employed. Translation was primarily utilized to highlight the various structures and regulations of the target language (L2). Yet, it must be acknowledged that the sentences used for translation purposes were often artificial and lacked contextualization. This form of translation could be considered as "translation in a void" as stated by Vienne (Malmkjaer, 1998). This emphasized the fact that the primary aim of translation in language education was to exemplify the language points that had been taught, rather than to provide a practical, real-life application of the language.

The main criticism of this method was its disregard for oral skills or for interaction, due to the focus on form and on written texts. It was also taken to be scarcely motivating (Sánchez, 2010). Bloomfield (1983, p. 297), from his structuralist standpoint, stated that "translation into the native language is bound to mislead the learner, because the semantic units of different languages do not match, and because the student, under the practiced stimulus of the native form, is almost certain to forget the foreign one". The criticisms directed towards translation as a pedagogical approach have resulted in its disregard as argued by Vermes (2010) and subsequent condemnation as a viable teaching tool.

The Reform Movement and the Direct Method. The Reform Movement in language teaching and learning was a response to the principles that informed the Grammar-Translation method, which was prevalent at the time. This movement marked a significant shift towards a greater emphasis on oral proficiency and the use of spoken language as the primary means of communication. Additionally, the Reform Movement placed a high value on the use of connected text as the central focus of the learning and teaching process. This marked a departure from the Grammar-Translation method's reliance on memorization and isolated grammar drills, and instead promoted a more communicative and holistic approach to language instruction. The Reform Movement thus represented a significant moment in the evolution of language teaching and learning, and had had a lasting impact on the field (Howatt, 2000).

Following this reformist spirit, the Direct Method appeared as part of the so-called Natural approach, whose most distinctive feature was the belief that languages other than the L1 were best learned following the path of nature; that was, learning an L2 should resemble acquiring one's L1 as much as possible (Sánchez, 2009), although both processes (i.e. acquiring one's L1 and learning a FL) are very different, as explained by Lázaro (2004). As opposed to its predecessor (and according to the spirit of the Reform Movement), the Direct Method focused on oral communication, which prevailed over written expression (Sánchez, 2010). According to Sánchez (2009), this method was not based on any established linguistic theory, but rather on a series of assumptions derived from the way in which children naturally acquire their first language. This approach was unique in that it did not rely on any preconceived linguistic principles or theories, but instead was informed by a practical understanding of the processes involved in language acquisition.

The creators of the Direct Method observed the way in which children naturally acquired their first language and sought to replicate these processes in the context of second language learning. This was achieved by focusing on oral communication and teaching language through direct association with objects and context, rather than relying on written language or theoretical principles. It is worth noting that both the Reform Movement and the Direct Method sought to minimize the use of translation in the language learning process.

In essence, the Direct Method was an attempt to create a more natural and intuitive approach to second language learning, one that was based on the real-world experiences of children acquiring their first language. The Direct Method aimed to improve language education and made it more accessible and effective for students by emphasizing spoken communication, using visual aids and real-life situations, and encouraging learners to think and express themselves in the target language.

There were several reasons why translation was banned in this method. First, it was associated to written language, hence the clash with the focus on the oral one. Second, it was supposed to interfere in the direct association between concepts and word (Howatt, 2000). Finally, most teachers were native speakers of the language they were teaching and probably unable to translate into the students' L1.

However, the implementation of this approach in public secondary education encountered challenges due to the disparity between the naturalistic L1 learning and the formal classroom-based foreign language learning (FLL). “The practical realities of the classroom” was not adequately taken into account (Richards & Rodgers, 2001). Further drawbacks of the method may be found (Sánchez, 2010). The classroom environment in which the dialogues and situations were portrayed, while convenient for educational purposes, did not accurately reflect the language usage students would encounter in real-life scenarios. Furthermore, the lack of correction or feedback mechanisms in this setting could potentially contribute to the solidification of errors and impede language development.

The Audio-Lingual Method. The historical context in which the method in question arose was an important factor in understanding many of its defining characteristics. During the Second World War, after the United States entered the conflict, the government initiated a program in which American universities were commissioned to develop FL programs for military personnel. The goal of these programs was to enable students to achieve conversational proficiency in several FL (Richards & Rodgers, 2001). In order to achieve this goal, drilling and reinforcement techniques, either positive or negative, were frequently employed (Vermes, 2010). This approach was a departure from the Grammar-Translation method, which was deemed inadequate for this purpose due to the requirement for native-like pronunciation. Additionally, the direct method was not deemed suitable due to a lack of available pedagogical materials (Sánchez, 2009).

The method in question was founded on a combination of two distinct theoretical frameworks: structuralist linguistics and behaviorism. According to the structuralist linguistic paradigm, language was perceived as a set of structured systems of rules and conventions, which could be analyzed and described scientifically. On the other hand, behaviorism posited that learning was a result of the repetition and imitation of observable behaviors, such as sounds and grammatical structures, with the ultimate goal of establishing a permanent form of these behaviors in the learner (Sánchez, 2010). As a result, the approach to teaching L2 in this method was primarily centered on memorization and repetition. Students were expected to learn L2 sounds and grammatical structures by repeating and imitating them, with the aim of fixing these structures in their minds and behavior. The activities used in this

method were straightforward, often relying on the repetition of language forms, phrases, and sentences (Sánchez, 2009).

The Audio-lingual method, which was developed by Lado (1964) aimed to emphasize the significance of grammar in language learning. It employed a combination of inductive learning, utilizing exercises such as filling-the-gap and memorization, to achieve this goal. Additionally, the method incorporated contrastive analysis, as outlined by (Sánchez, 2010). A notable aspect of the Audio-lingual method was its deliberate exclusion of translation from language classrooms. Lado (1964) believed that translation was an insufficient substitute for actual language practice and should not be relied upon as a means of acquiring a second language. Instead, the method prioritized the acquisition of grammatical structures through exposure to authentic language and through the use of repetition and other language exercises.

Thus, the Audio-lingual method emphasized the importance of grammar within language learning and sought to foster this through a combination of inductive learning and various language exercises, while rejecting the use of translation as a means of language acquisition. Arguments supporting this principle were: (i) that few words if any are fully equivalent in any two languages, (ii) that the student may mistakenly assume that translated words are universally applicable in the same way as the original words, leading to errors in comprehension and application, and (iii) that word-for-word translations produce incorrect constructions.

This way the Direct Method and the Audio-lingual Method, which surfaced during the early and mid-20th centuries, not only raised doubts but also discouraged the use of the native language within the classroom (Adhikari, 2019).

The Communicative Approach. Marqués-Aguado and Solís-Becerra (2013) mentioned that the Communicative Approach in FLT was a broad term that encompasses various methodologies that place a strong emphasis on communication as both the goal and the means of language acquisition. This approach was often associated with the Functional-Notional approach, which focused on functional language elements such as time, location, travel, and others. The focus of this approach was not solely on the outcome of the learning process, but rather on the learning process itself (Lázaro, 2004). This approach aimed to recreate real-life social

and functional situations within the classroom setting to guide students towards achieving communicative competence. Communicative competence could be understood as a broad capability that encompassed various sub-competences, including grammatical competence. The ultimate aim of this approach was to promote the development of effective communicative skills in students, which would enable them to effectively use the language in real-life situations (Adhikari, 2011; Sánchez, 2010).

Hence, the Communicative Approach in FLT stressed the importance of communication as both the goal and the means of language acquisition, and sought to recreate real-life situations within the classroom to guide students towards communicative competence. This approach recognized the importance of both the outcome and the process of language learning and places a strong emphasis on the development of effective communicative skills. As a consequence, activities in the Communicative approach must:

- be on the basis of instruction that should focus on delivering pertinent information to the learners.
- subordinate form to content; and
- be participative and interactive (Sánchez, 2009).

As for translation, in contrast to the general belief that it had little to contribute Carreres (2006), scholar like Duff (1989) believed that translation has a place in the communicative language classroom. Acknowledging the potential value of translation in the communicative language classroom can provide opportunities for enhancing language learning and promoting effective communication skills among students.

Applying Translation in the SL/EFL Classroom as a New Approach. The current Connectionist view, as represented by the works of Cummins (1976) and Libben (2000), proposes that the knowledge and experience of a bilingual individual are stored in their long term memory (LTM) as nodes. These nodes are believed to contain a combination of ideational information, representations of words in their L1 and L2, and complex connections between these elements. The academic aspects of L1 and L2 are interdependent and that the development of proficiency in L2 is partially a function of the level of L1 proficiency at the time when intensive exposure to L2 begun. (Cummins, 1979; Skutnabb-Kangas and Toukomaa, 1976) as cited in

Cummins (1976). Cummins' theory of L1 and L2 interdependence highlights the importance of utilizing L1 as a foundation for L2 learning and emphasizes the need for strong L1 proficiency for the development of academic proficiency in L2.

Cummins (1979), therefore has argued that students' L1 should be used as a foundation for learning L2 and that the development of academic proficiency in the L1 is a necessary prerequisite for the development of academic proficiency in the L2.

The Connectionist view suggests that the knowledge and experience of bilingual individuals, stored in their long-term memory as interconnected nodes, emphasize the interdependence of L1 and L2 proficiency, highlighting the importance of leveraging L1 as a foundation for L2 learning and the development of academic proficiency in both languages.

Baker (2001), in this regard emphasizes that the use of translation in second language learning can assist in transferring already established concepts from the learner's first language. Additionally, the development of literacy skills in the first language is likely to support the acquisition of literacy skills in the second language. As described by Libben (2000), learners progress in their second or foreign language acquisition by establishing more direct connections between the meaning of information and the representation of words in the second or foreign language. This process evolves through repeated exposure to new and familiar lexical forms in the second or foreign language, leading to the development of intricate connections between them, including both language-specific and non-language-specific elements.

In essence, this view posits that the acquisition of a second language is an ongoing process in which the learner develops increasingly complex connections between the form of the language (i.e., the words) and the meaning behind it, and that these connections are stored in their LTM as interconnected nodes.

Translation activities offer unique opportunities for language learning as they require a strong focus on the form theory of language (Doughty & Williams, 1998). This is due to the nature of translation, which necessitates a meticulous attention to both form and meaning in the source language in order to accurately convey its meaning into another language. As learners engage in translation activities, they are able to identify what makes sense and what does not in their comprehension or production of the source language or the foreign language. In instances where they are

unable to make sense of what they are translating, they are then able to delve deeper into the intricacies of the language. This could involve exploring not only words but also sub-word level components such as morphology, or even beyond the realm of language to encompass non-linguistic cultural issues. Translation activities create learning circumstances that stimulate cognitive processes such as noticing, hypothesis formation and testing, and talking, thereby enabling learners to acquire new knowledge and reinforce existing knowledge (Swain & Lapkin, 1995). Translation activities foster deep engagement with the intricacies of language and culture, stimulating cognitive processes and facilitating the acquisition and reinforcement of knowledge.

In the context of using translation to teach English as a second language, Adhikari (2019) proposes a pedagogical approach and outlines procedures for effectively exploiting literary texts to maximize learning opportunities for students. The study explores how translation can be employed as a tool to bridge the gap between the students' native language and the target language, facilitating comprehension and language acquisition.

In the similar context, the uncertainty surrounding the core concepts in translation studies, specifically paradigms and turns, highlights the need for a preferred focus on the concept of turn. This preference stems from the recognition of memes as influential partners, along with travelling concepts like culture or role, which underpin the different turns within translation studies. However, understanding why scholars adhere to specific ideas, concepts, and academic directions within these turns requires further exploration. Here, the introduction of the concept of fashion emerges as a compelling argument, given its extensive history of academic analysis, to elucidate the driving force behind turns. Fashion, with its dynamic nature and inherent ability to explain the unfolding of a turn, offers a unique perspective to comprehend the utilization of translation in teaching English as a second language (Zwischenberger, 2022). The concept of fashion, with its dynamic nature and extensive academic analysis, provides a unique and comprehensive framework to understand the motivations and influences that drive the shifts and directions within translation studies, particularly in the context of using translation in teaching English as a second language.

Translation as Fifth Skill

Naimushin (2002) has stated that translation is a valuable skill that can be taught in the foreign language classroom as a fifth skill alongside listening, speaking, reading, and writing. While these skills require formal training, they are essential social skills that can benefit students in both their personal and professional lives. By incorporating translation and interpretation into language instruction, teachers can help students develop their linguistic and communicative competence, preparing them for real-life situations in their future careers and studies. It is important to avoid extremes such as the old grammar-translation method or modern communicative approaches. He has further mentioned that in the 1970s, some linguists predicted that language teachers would eventually re-evaluate the effectiveness of translation. Today, it is clear that teaching translation and interpretation as a fifth skill is more important than ever.

Similarly, Colina and Lafford (2017) have advocated for the inclusion of translation as a fifth language learning skill, and for its integration in the Spanish language curriculum in a systematic and informed manner, with a particular focus on the situation in the United States. The authors argue that limited views of translation, and a strict prohibition on the use of the native language, have hindered the effective integration of translation in second language teaching. By adopting a broader conceptual understanding of translation as cross-linguistic language mediation, the authors suggest that integration of translation could be more successful.

Correspondingly, the paper presented by Ayachia (2018) addresses the recent call by researchers to reevaluate the significance of translation in the foreign language classroom. The study examines the previous dismissal of translation during the method era and presents evidence that supports the adoption of translation as a fifth skill in the 21st century language classroom. The review of literature demonstrates that the previous criticism against translation was unjustified, and there is an abundance of research in favor of using translation in foreign language instruction.

This way scholars in present support for the use of translation in teaching English as a second language by emphasizing its value as a fifth skill alongside listening, speaking, reading, and writing. They argue that incorporating translation and interpretation into language instruction helps develop linguistic and

communicative competence, preparing students for real-life situations in their future careers and studies. They also suggest that a broader understanding of translation as cross-linguistic language mediation can lead to more successful integration of translation in second language teaching.

The Use of Translation in Teaching

Translation may be used for a variety of purposes within the classroom, such as an explanation, a clarification, a method, a technique, an activity or an exercise. Translation has been recognized as a longstanding approach in the pedagogy of foreign or second language learning, as noted by Mollaei (2017) in the study "Teachers and Learners' Perceptions of Applying Translation as a Method, Strategy, or Technique in an Iranian EFL Setting." The Grammar-Translation Method, which emerged in the 19th century, is considered an offshoot of translation techniques developed during the 16th century, which placed a significant emphasis on grammar in language instruction. While Grammar Translation Method was dominant translation was utilized for better understanding and learning of grammatical use of the target language, i.e. meaning was provided through mother tongue translation. Consequently, the notion that a direct, literal translation of words or phrases was feasible between the first and second language emerged, which was an incorrect assumption.

Translation as a Technique. Translation, as a technique in language teaching, has been a topic of interest among researchers who have explored its effectiveness and potential benefits. In this regard, El-Shafie (1992) conducted research on the use of translation as a teaching technique. In his study, he evaluated the effectiveness of various techniques for teaching translation in educational institutions. On the other hand, Zohrevandi (1994) described a communicative exercise that incorporated translation. In this exercise, students were divided into groups and each group was provided with words and phrases in their native language. They were then tasked with constructing a short English dialogue using these words and phrases. The groups then performed their dialogues, and the group that performed the best received a bonus. Furthermore, the teachers encouraged the students to analyze their dialogues in terms of syntax, semantics, and pragmatics. Additionally, Zohrevandi (1994) suggested other communicative activities such as having students

act out movies in English or translate movies into English. Through these activities, students were able to engage with and use translation.

Adhikari (2016) argues that translation can play a beneficial role in language learning when utilized with care and intentionality as a teaching technique, rather than as a standalone method. Historically, an excessive reliance on translation as a method has had adverse effects on language acquisition. Thus, it is crucial to approach the use of translation in language learning with caution.

On the contrary, Levenston (1985) presents an argument for the use of translation as a method for teaching and evaluating language proficiency in the context of communicative language teaching. He proposes that teachers utilize interpretation in various role-play activities, such as simulating a scenario where a student takes on the role of a foreign visitor who encounters a communication breakdown while shopping at a department store. In this scenario, another student could play the role of an interpreter, providing assistance to the foreign visitor and enabling effective communication. Through this authentic situation, he suggests that translation can serve as a communicative goal, promoting the development of language skills in a real-world context.

Translation as a Strategy. Translation, as a strategy, plays a crucial role in overcoming challenges and obstacles that arise during the process of translating a text from one language to another. Lörcher (1991) emphasizes that translation is a conscious strategy for solving problems. This means that when a text is being translated from one language to another, the translator must be aware of the challenges and obstacles that may arise during the process and have the necessary skills to overcome them. The first step in the process of translation is recognizing a problem. For example, the source text may contain words, expressions, or cultural references that are specific to the source language and have no equivalent in the target language. In such cases, the translator must identify the problem and determine its nature and significance. The subsequent stage involves identifying a resolution to the issue. This may involve using a variety of translation strategies, such as substitution, adaptation, or cultural equivalence, depending on the nature of the problem and the intended purpose of the translation. The choice of translation strategy is crucial as it can have a significant impact on the quality of the final product. The translator must take into account a variety of factors, such as the target audience, the intended

purpose of the translation, and the style and tone of the source text, when selecting a translation strategy. The goal of the translator is to produce a translation that is accurate, coherent, and culturally appropriate, while also preserving the meaning and message of the source text.

Séguinot (1991) states the use of translation as strategy. He refers "Strategy" as to both conscious and unconscious procedure. He asserts that translators can incorporate three general tactics into their teaching practices, including

- striving to translate uninterrupted,
- reserving any revisions for a later stage to address any stylistic or qualitative mistakes present in the text.
- correcting surface errors on the spot.

Krings (1986) defines translation strategy as an intentional approach taken by a translator to address actual translation issues within a specific translation assignment. Chamot and Kupper (1989) acknowledged that translation is among the cognitive learning strategies. This is to say that learners are capable of comprehending, acquiring, and conveying information in L2 by using their L1 as a basis. Husain (1995) reports that translation allows foreign language learners to quickly and efficiently comprehend and analyze complex structures in the second language. Various research studies have highlighted the efficacy of employing translation as a means to facilitate effective foreign language acquisition through multiple strategies such as affective, social, memory, and compensation. For instance, Karimian and Talebinejad (2013) investigated the use of translation as a learning strategy by Iranian students and found that it played a constructive and valuable role in enhancing their English language proficiency.

To consider translation as a memory strategy, (Liao, 2006) has claimed that EFL college students of Taiwan usually write Urdu translation in the margins of their textbooks as an assistance to remember the meanings of English words and phrases. Translation can serve as an effective strategy to reduce anxiety in learners of a foreign or second language. Wenden (1987) discovered in his research that adult learner experienced apprehension during English conversation interviews. However, when they were instructed to formulate their ideas in their first language and then translate them into English, the learners reported feeling more at ease. They expressed that

organizing their thoughts in their primary language and conveying them in the target language through translation helped alleviate their conflicting emotions.

Calis and Dikilitas (2012) have stated that translation serves as a beneficial tool for learners to compare and contrast their first and second languages, leading to positive outcomes in social and compensation strategies. Students feel more approval in learning process when they can find the equivalent of the target structure in their mother tongue and use them in communication. They have a tendency to incorporate translation into their FLL process without feeling anxious, and it helps them to enhance their self-directed learning skills, as well as develop their social and communication abilities. In addition to facilitating interaction among peers, the integration of translation into language learning also offers students valuable insights into the efficacy of translation as a tool for communicative language learning and teaching.

Horwitz (1988) found that translation was a commonly used method among Taiwanese students when learning the English language. In such settings, teachers ought to be aware of the use of translation as a strategy by learners and they might not inhibit students from integrating translation to their learning. Translation as a language teaching method should be contextualized according to the goals of language instruction and should emphasize the comparison and contrast of linguistic features between the first and second language.

Arguments for and Against the Use of Translation in Teaching Language

The use of translation as a teaching tool in language instruction has been a subject of extensive discourse and investigation for a considerable length of time. The monolingual approach stresses the importance of using only the target language in L2 classrooms, as it is believed to enhance the acquisition of the target language. In contrast, the bilingual approach posits that the use of translation can provide a one-to-one correspondence, thereby making the language easier to comprehend. However, this perspective also acknowledges that the exclusive use of translation may limit the amount of meaningful input that learners receive in the target language, thus hindering their overall development in L2. This disagreement between the monolingual and bilingual approaches continues to be the subject of ongoing debates and research, as both sides attempt to reconcile the advantages and drawbacks of each

method (Ellis, 1985). By critically examining the arguments for and against translation, we can strive to strike a balance that promotes meaningful input and facilitates learners' overall development in the target language.

Arguments for the Use of Translation in Teaching Language. Samardali and Ismael (2017) presents a compelling argument regarding the potential benefits of translation from a learner's L1 to their L2. According to the author, translation provides an opportunity for learners to apply their previous knowledge, including vocabulary and sentence structure, to a practical context. However, it is important to note that words, phrases, collocations, and grammar are not simply linguistic tools for learners, but rather, they serve as communicative tools that enable learners to effectively convey the original meaning of a text. In this sense, translation is much more than a simple linguistic exercise; it is a complex process that engages a variety of language skills, including listening and speaking. This is further reinforced by the fact that the translation process often involves interaction and discussion between the teacher and students. Through this interaction, learners are able to receive feedback, ask questions, and engage in conversation about the text, thereby enhancing their language abilities and further developing their communicative competence. That is why, Adhikari (2018) argues that translation encompasses both a procedure and its end result, with the overall excellence of the translated work primarily hinging on the method employed by the translator.

According to Leonardi (2010) the scope of a translation task can encompass not only the process of translating written text from one language to another, but also the act of sight translation and the practice of interpreting. Sight translation involves the oral translation of a written text in real time, while interpreting involves the oral translation of a spoken message in real time. Thus, the definition of a translation task is broadened to include both written and spoken communication, and the challenges that come with each type of translation. Additionally, when translation is approached with a comprehensive and well-thought-out design, it has the potential to significantly improve a range of language skills including reading comprehension, writing proficiency, listening ability, and speaking fluency. Furthermore, it can aid in the development of language accuracy, clarity, and versatility. This is because translation exercises demand a high level of attention to detail and require the learner to accurately comprehend the source language and accurately communicate the same

meaning in the target language. Thus, the cognitive and linguistic demands of translation can serve as a valuable tool for language learners seeking to enhance their overall language proficiency (Duff, 1994).

Some researchers such as Ross (2000) considers translation as the fifth essential skill in the development of communicative competence. Translation is not only an important aspect of language proficiency, but it also plays a crucial role in the enhancement of the other four language skills, including speaking, listening, writing and reading. By translating texts and documents from one language to another, individuals can expand their linguistic knowledge, cultural awareness and communicative abilities. Furthermore, the process of translation requires careful analysis, critical thinking, and precise execution, thus contributing to the improvement of cognitive and linguistic abilities. Thus, translation can be seen as an effective tool in promoting communicative competence, making it a vital component in language education and development. According to Cook (2011) a key aspect of bilingual communicative competence involves possessing the ability to translate effectively. Butzkamm and Caldwell (2009) propose that using the first language in educational settings constitutes an exceptional pedagogical tool, which can foster learners' self-assurance and facilitate their concentration on the intended message. Ali (2012) also highlights that the use of translation in language learning is a crucial aspect for foreign language learners as it stimulates them to view the L2 through their own native language. This means that the L2 learners have an inherent tendency to constantly compare both languages involved in the teaching-learning process, either consciously or unconsciously. The act of translating is essential for the development of the L2 learners, as it enables them to relate their knowledge of the native language to the target language, and thus to better understand and retain the L2. This phenomenon highlights the importance of incorporating translation into language learning as a means to support and enhance the learning process.

Disregarding the internal cognitive processes of L1 in learners, as well as their use of code-switching between L1 and L2, is deemed insignificant since such practices are viewed as a natural occurrence. Kavaliauskiene and Kaminskiene (2007) point out that translation does not necessarily cause negative interference by the native language and it does not hinder FL learning at all. On the contrary, it increases

students' awareness of similarities and differences between the two languages, it also promotes their acquisition of difficult structures and elements in the FL.

Pan and Pan (2012) highlight the importance of using translation as a tool to help learners overcome the influence of their first language during the initial stages of second language learning, thereby facilitating further progress in L2 acquisition. Despite teachers' efforts to maintain separation between the two languages, Widdowson (2003) notes that learners tend to keep their L1 and L2 in contact within their own thought processes.

Heltai (1989) proposes specific conditions under which the utilization of translation is appropriate, namely: as a primary objective rather than a means to an end; in the context of learning English as a foreign language rather than as a second language; with learners who possess advanced language proficiency; with adult students who prefer deliberate learning; when the attainment of formal accuracy is deemed important and the students demonstrate an active interest in achieving it; and when the teacher shares a common L1 with the students. In this regard, Adhikari's (2021a) finding also shows efficacy of direct translation in English classroom.

Therefore, translation can be a valuable and effective tool in language teaching and learning, as it allows learners to apply their previous knowledge, enhances communicative competence, develops language skills across multiple areas, and fosters critical thinking and cognitive abilities. The use of translation should be approached with careful design and consideration of learners' proficiency levels, interests, and specific learning goals to maximize its benefits in language education.

Arguments Against the Use of Translation in Teaching Language.

Although some teachers and scholars prefer the use of translation in L2 classroom, others reject that and consider it as not useful. Harbord (1992) emphasizes that the use of translation may lead to the development of an excessive dependency on the students' mother tongue. As a result, learners may experience a decline in their self-assurance to communicate in L2 and may perceive translating L2 into their native language as the only means to comprehend the teacher's instructions.

Moreover, students may opt for using their mother tongue even if they are capable of expressing the same idea in L2. This may reduce the students' opportunity to practice L2 and students may not realize that using L2 in classroom activities is

necessary for improving their language skills. Malmkjaer (1998) states that the use of translation encourages to think in one language as well as it does not allow achievement of generally accepted teaching aims.

Some other common criticisms to the use of translation in the classroom emphasize that translation has a specialized nature; it helps to have a narrow set of skills, and it ends with a false idea of “equivalence” between two languages. Newson (1998) criticizes the use of translation in the college classroom by arguing that it is an art that should be taught in specialized institutions. In addition, he mentions many reasons for why translation has to be excluded from the language syllabus: the interferences appear in thinking in one language and transferring the thought to another, the difficulty in dealing with two languages instead of one, the enforcement of the belief that there is a direct correspondence between languages as well as the minimization of practicing L2 in the classroom.

Carreres (2006) outlines several key arguments against incorporating translation in the modern language curriculum. One concern is that translation predominantly focuses on reading and writing skills, overlooking other essential language competencies. Additionally, it has been suggested that translation encourages students to view the L2 through the framework of their native language, hindering their ability to think and communicate directly in the L2. Moreover, critics argue that translation lacks practical application in real-world contexts, limiting its relevance for language learners. Furthermore, opponents claim that translation often results in more errors than accurate responses, potentially impeding overall language proficiency. Lastly, it is proposed that translation is better suited for literary and grammar-oriented students, rather than catering to the needs of the average language learner.

The negative opinions regarding the utilization of the first language are the primary issues in the domain of second language acquisition. Cook (2001) finds the use of L2 as positive and the use of L1 as negative in the environment where learners should be exposed to L2 as much as possible.

Duff and Polio (1990) also claim that the amount of L2 use in the L2 classroom is essential for the development of L2 mainly when there is little chance for

learners to be exposed to L2 outside the classroom as it is the only time and place for the learners to be exposed to L2.

Turnbull (2001) claims that instructors should use L2 as much as possible in the L2 class setting so that learners can practice L2 as their primary language. In addition, Cook (2003, p. 7) introduces the "separation model" that argues that each language has its own unique system, and therefore L2 should be taught exclusively in L2, without any reference to L1, to enable learners to develop a new L2 system.

Newson (1998) presents a synopsis of the primary criticisms against employing translation in L2 teaching and learning. According to Newson, the use of translation in foreign language teaching poses obstacles to achieving key goals. These goals include the development of fluent speaking skills, the introduction of challenging grammar and vocabulary, and the implementation of communicative approaches. Newson argues that translation fails to produce noticeable effects on acquiring new vocabulary or grammar, and it does not encourage the use of language for communication purposes. In summary, Newson contends that translation hampers the attainment of commonly accepted objectives in foreign language education.

Mogahed (2011) presents a significant contribution to the discussion of the use of translation in language teaching. According to the author, there has been a general assumption since the beginning of the 20th century that L2 should be taught without involving the learners' L1. It has become common among teachers to believe that L1 translation hinders the acquisition of L2. However, he argues that the arguments in favor of using translation in language teaching are more convincing than those against it.

The Need to Incorporate Translation in Teaching Language

Numerous researchers have provided a rationale for using translation as a teaching aid (Harmer, 2007). Having highlighted this need, Howatt (1984) also argues that the criticism against the use of translation as a language teaching method lacks compelling justifications and it is necessary for the profession to reconsider its stance on this matter. The question is whether the objections against translation a hundred years ago were actually about translation itself or how it was used, as Prendergast suggests. With the availability of numerous other methods for using translation in language classrooms, it would be regrettable to reject translation based on outdated

arguments related to the Grammar Translation Method. Even if it is excluded from the classrooms, today, translation is everywhere in our lives. Outside the classroom, translation is going on all the time. Why not inside the classroom? According to Duff (1989) there are multiple reasons why the use of translation is being reevaluated beyond just responding to criticisms. Likewise, Artar (2017) lists five reasons that support the inclusion of translation in foreign language teaching.

Humanistic Reasons. Sankaravelayuthan (2020) states that it seems evident that learning is facilitated when learners feel relaxed and free. This means that imposing too many restrictions in the classroom can potentially have a detrimental impact on the learning process. He claims that one of the most frequently observed restrictions in the classroom is the amount of L1 use. While it is true that promoting L2 communication among learners is beneficial, enforcing this as a strict rule may not be conducive to a positive learning environment. In fact, such an approach could create an unfavorable atmosphere in the classroom and lead to reticent students being disinclined to participate. The teachers can also resort to translation whenever they feel learners are becoming tense and are not keeping up with the lesson. Harmer (2007) thus considers that students (and their teachers) can use the L1 to keep the social atmosphere of the class in good repair. Despite the increasing emphasis on using translation as a mediating tool, it is still beneficial for learners at all proficiency levels to engage in multiple translation activities. Translation activities conducted in pairs or groups can enhance learners' language abilities by promoting discussion, justification of decisions, and exploration of alternative possibilities. As Stibbard (1998) notes, the justification for the use of translation is also found in the role assigned to it in affective-humanistic approaches in teaching English as a foreign language (TEFL), which emphasize the need to reduce anxiety in the early stages of language learning by allowing some use of the mother tongue.

Practical Reasons. Translation can serve practical purposes in language classrooms, particularly when used judiciously. Teachers may use L1 words as clues to help learners grasp L2 meanings more easily and quickly, and may also use code-switching to move between L1 and L2 when teaching meta-language or helping learners proceed with tasks. While some studies have been supportive of code-switching, caution is still necessary, and teachers should consider the potential effects on the learning process. Furthermore, code-switching and loan words are common in

everyday life, making it difficult to exclude them from the classroom. The practicality of all these approaches to L1 use needs to be carefully considered to enhance the effectiveness of language teaching.

Technical Reasons. According to Sankaravelayuthan (2020) that we are living in a digital world where technology is indispensable. So technology occupies a large space in language classrooms today. Course books are designed in accordance with the popular technological tools and teachers are trained to exploit them to the fullest. However, there is one technological tool that is often presented as a villain: online translation sites like Google Translate or Microsoft Translate. These are accessible to all learners who are familiar with the technology. As these tools and methods do not guarantee absolute precision, learners are commonly prohibited from using them. Nevertheless, learners do use these technologies. Learners frequently turn to these resources when attempting to produce written work in their L2. It is thus imperative to teach learners how to use online machine translation in a principled way, instead of banning its use. The prospective employees of the future are likely to make use of it at certain stages in their professional lives; therefore, it seems useful to learn about them while in training.

Political Reasons. Kerr identifies that political factors contribute to the dominance of English L1 speakers in the field of FLT. However, the assumption that FLT is largely shaped by these individuals, who have limited teaching experience in monolingual classes, does not align with the current reality. In countries like Turkey, where language classes often have larger numbers of students, the presence of English L1 speakers is uncommon in public schools, and only a few teach in most private schools. Institutions with relatively higher numbers of L1 speakers often hire them for commercial reasons, as the notion of having a native English speaker as a teacher is commonly believed to be more appealing to learners. Globalization has increased the demand for translation services, especially in domains like tourism and trade where English is widely used. As Stibbard (1998) notes, English serves as a lingua franca for communication, and individuals proficient in it often find themselves translating to and from their mother tongue. Even without formal translation training, knowing a foreign language can lead to situations where translation skills are needed. Exposure to translation practice in foreign language education can enhance future performance.

Cognitive Reasons. Despite teachers' efforts to dissuade language learners from relying on translation, it appears to be an inherent process that cannot be completely eliminated from their cognitive processes. When we learn something new, we use what we already know as a basis for building these new pieces of information. Ellis (2009) explains this with a comparison by noting that the language calculator has no 'clear' button". In other words, one cannot simply ignore their existing linguistic knowledge (L1) when learning a new language. The individual must acknowledge and consider their previous language experience while acquiring a new language. The process of learning a second or foreign language involves the use of L1 sources for comparison by a significant degree. All individuals acquiring a new language have access to a vast repertoire of L1 resources. They have already built linguistic knowledge in L1, so they are likely to benefit from a mode of learning built on their previous learning. The use of prior knowledge in the process of learning a new skill is a common phenomenon. Similarly, learners of L2 tend to rely on their L1 knowledge through comparison while acquiring a new language. The presence of L1 knowledge in the language classroom has been acknowledged by cognitive linguistics and neuroscience. When learners with a common L1 are grouped together, it creates an ideal environment for learners to utilize their L1 knowledge. In recent times, textbooks for teaching L2 German have included translation activities and sections that promote comparative grammar, which is an example of how learners can employ their previous knowledge while learning a new language.

Review of Empirical Literature

Carreres (2006) can be considered a forerunner in the analysis of TILT students' opinion. In her study, she administered a questionnaire to 31 second- and third-year students of Modern Languages at the University of Cambridge. The results of the survey indicated that all participants concurred that translation should be included as a component of a Modern Language Degree. The majority of the students also believed that translating from the target language into their native language was a highly valuable tool for language learning, particularly in terms of expanding their vocabulary. While half of the students considered translation to be one of the most effective methods for language acquisition, not all of the participants found the translation activities to be particularly enjoyable or fulfilling.

The study conducted by Liao (2006) provides valuable insights into the use of translation as a strategy in the English language learning process among Taiwanese college students. Through the collection of data via questionnaires and interviews, the researcher aimed to explore the students' beliefs about translation as a learning tool, their learning strategies, and the relationship between these variables and the learners' background and beliefs. The findings of the study reveal a positive impact of translation on the overall learning experience of the students. Additionally, it was observed that students with varying proficiency levels in English and from different academic disciplines hold diverse perspectives and beliefs regarding the use of translation. This study highlights the significance of considering learners' backgrounds in future research, emphasizing the need for comparative studies to attain a comprehensive understanding. Taken together, these findings support the use of translation as an effective tool in teaching English as a second language.

Kavaliauskiene and Kaminskiene (2007) also conducted a comprehensive study on the perceptions of students regarding the use of their mother tongue and the extent of mental translation in the process of learning ESP. The results of the survey indicated that all participants seemed to resort to their native language while learning ESP. The researchers found that the dependence on the mother tongue was closely related to the proficiency level and linguistic situations of the learners. Additionally, the study revealed that the amount of mother tongue required for learning ESP varied based on the individual learner's proficiency and the specific language situations they encountered. The authors concluded that the use of the mother tongue in the process of learning ESP was widespread among students and that its extent was dependent on a range of factors. The findings of this study contribute to the growing body of research on the role of the mother tongue in second language acquisition and have implications for the teaching of ESP.

Karimian and Talebinejad (2013) conducted a study to examine the use of translation as a strategy among Iranian foreign-language learners. The authors utilized both quantitative and qualitative research methods, surveying 170 language learners through a questionnaire and conducting in-depth interviews with 120 participants. The results of the study showed that translation was a commonly used strategy among the participants, serving various purposes such as improving comprehension, facilitating memory and recall, and facilitating the production of the target language (English).

Additionally, participants reported using mental translation while reading, utilizing bilingual dictionaries, and engaging in discussions about the similarities and differences between their native language and the target language. The study concluded that translation was an effective strategy for these language learners, as it allowed them to feel more secure and involved in the learning process.

Károly (2014) conducted a study on second-year undergraduate students majoring in English, exploring the challenges they faced while translating EU texts using a functionalist perspective. The research employed Nord's functional-textual approach and involved novice translation students. The study identified various translation problems and collected data through translations and interviews. The findings emphasized the significance of translation in FLT pedagogy for developing translation competence and enhancing communicative competence. Károly concluded that integrating translation exercises in language instruction is beneficial for language acquisition and highlighted the importance of translation in teaching English as a second language.

In the context of Nepal, a study was conducted by Karna (2011), focusing on the perception of teachers and students towards the use of mother tongue in the ELT classroom. The study involved 80 students and 10 English teachers who were teaching at the higher secondary level in the Dhanusha District. The study found that a significant percentage of teachers use the mother tongue in English classrooms to motivate students, teach grammar, provide feedback, and teach abstract content such as poetry. The teachers perceived the mother tongue as an appropriate instruction technique to join one language culture and content with another and to help with translating and checking comprehension. However, the use of mother tongue is less when there is a mixed language of students because a single teacher cannot tackle all languages due to the lack of knowledge of those languages and diversities. Teachers believed that using mother tongue for interactive and encouraging teaching is necessary and can help students visualize the subject matter and take notes. However, teaching a second language entirely through the mother tongue medium of instruction can be detrimental to the language's learning. Therefore, teachers should use mother tongue according to the level of students and context to make content more vivid and effective.

Similarly, Tamang (2015) conducted an empirical investigation to explore perceptions regarding the use of the native language in ELT classrooms. The study employed a survey research design to collect data from a sample of 50 students and 20 teachers, who were affiliated with 10 distinct educational institutions. The study concludes that the use of the native language in ELT classrooms can be helpful in certain situations whereas it can also hinder the development of communicative competence in the target language. The study shows that teachers primarily use the native language to aid comprehension and explain difficult concepts, while students use it to express their own problems and ask questions. However, the use of the native language can also be counterproductive for some students, as it can interfere with their learning of the target language and prevent them from developing contextual understanding. Overall, the study suggests that while the use of the native language in ELT classrooms should be situational, the goal of language teaching should always be to develop communicative competence in the target language.

In a similar manner, Rimal (2017) conducted a research study employing survey research methodology to investigate the perceived purpose of Nepali language usage in English classrooms. The research adopted a descriptive approach to identify the use of Nepali language in English classrooms among government schools at the lower secondary level. The study focused on a sample of five government lower secondary schools located in Morang district, where the researcher observed classroom sessions taught by teachers. The study suggests that teachers may be able to reduce the amount of Nepali language used in English classrooms and modify their teaching techniques to help students in the English learning process. The results may also help teachers understand the attitudes of students towards Nepali language use and help them make better decisions regarding its use in English classrooms. Overall, both teachers and students can benefit from the study by reducing the amount of Nepali language used in English classrooms.

Likewise, Dahal (2020) carried out a research using the narrative inquiry methodology with the aim of investigating the experiences of secondary English teachers who use the mother tongue in second language classrooms. The study sample consisted of four selected teachers who were interviewed and their narratives were analyzed in order to gain an in-depth understanding of their experiences. The research aimed to provide insights into the use of mother tongue in second language

classrooms and the potential benefits and challenges that arise from this practice. The research, in conclusion found that the appropriate use of the students' MT in a second language classroom is beneficial for teaching vocabulary and grammar, classroom management, reducing student stress, building rapport, and addressing proficiency levels to motivate and clarify concepts. However, overuse of the MT hinders the language learning process. The amount of MT used in the classroom should depend on factors such as the students' linguistic backgrounds, the school's location, available infrastructure, and the diversity of the classroom. Teachers should aim to create a conducive learning environment by using the MT appropriately, while also using the L2 most of the time. Ultimately, the appropriate use of the MT in the second language classroom proves beneficial, but overuse can hinder learning.

Similarly, Sharma (2023), carried out the hermeneutic phenomenological research to investigate the experiences of secondary English teachers who use the mother tongue in second language classrooms. In this research study, data was collected from Grade 9 EFL teachers and students in Nepalese community schools using various methods. The study found that home language was used mediational and non-mediational, facilitating English language learning through cognitive, affective, and interactional functions. Non-mediational use, driven by maintaining bilingualism, was habitual. However, excessive non-mediational use was met with dissatisfaction among participants. Both mediational and non-mediational uses can be beneficial in teaching English as a foreign language to non-native communities, provided arbitrary overuse is avoided. Teachers must exercise professional judgment to strike a balance between translation techniques and home language in EFL classrooms.

Based on the studies mentioned, there are several common themes and findings regarding the use of translation in ELT classrooms. However, a research gap exists in terms of exploring the optimal balance in the use of translation in ELT classrooms. While some studies advocate for the strategic use of translation to facilitate comprehension and learning, there is a need for further investigation to determine the specific contexts and conditions in which the practice of using translation is most effective. Additionally, the impact of overreliance on translation on students' overall language proficiency and communicative competence requires more exploration. Future research could focus on identifying best practices and guidelines

for incorporating translation in language teaching to maximize learning outcomes while avoiding potential drawbacks.

Conceptual Framework of the Study

The conceptual framework of the proposed study can be diagrammatically shown in Figure 1.

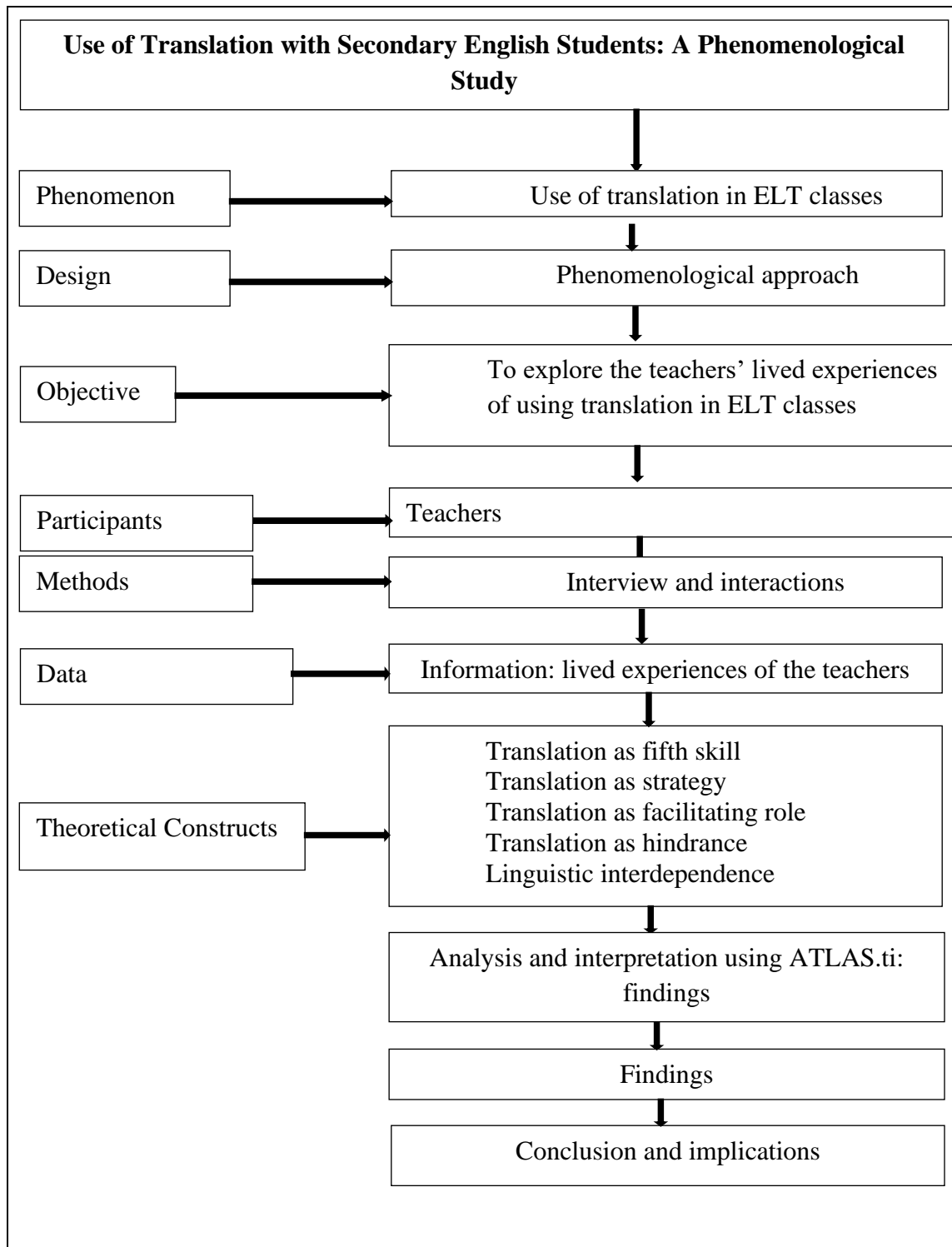


Figure 1. Conceptual framework of the study.

Implications of the Reviewed Literature for the Study

The previous sections of this chapter have provided me with a comprehensive understanding of the relevant conceptual, theoretical, and empirical literature related to my research topic. The previously conducted research studies mentioned in the literature serve as a secondary source for this study, playing a crucial role in identifying issues and exploring research problems. The above review of empirical findings highlighted the significance of translation as a tool in language learning, particularly in the context of second language acquisition. By reviewing earlier research and findings by Carreres (2006), Liao (2006), Kavaliauskiene and Kaminskiene (2007), Karimian and Talebinejad (2013), Károly (2014), Dahal (2020), Sharma (2023) etc. shed light on the positive impact of translation on language learners' overall learning experience, as well as the challenges and individual differences encountered during the translation process. The findings of these studies have important implications for English-language teachers, as they provide insights into the benefits of using translation in language acquisition and the need to consider learners' background and beliefs when designing language teaching programs.

In brief, the review of various types of literature throughout the course of my research encompassed various stages, including identifying the research problem, setting the objectives and research questions, selecting the research design, to explicating and discussing the findings. The previous studies thus provided valuable guidelines for conducting the present study. Additionally, my study has exposed me to various other scholarly works which have enhanced my knowledge of different research aspects beyond the scope of this research endeavor.

Chapter 3. Methodology of the Study

The selection of an appropriate research methodology is an essential aspect of conducting any research project. According to Denzin and Lincoln (2005) a research methodology or strategy is determined by the nature of the research question and the subject being investigated. As a result, the research format used in an investigation should be seen as a tool to answer the research question. This part of the study research is composed of ontological assumption of the study, epistemology of the study, method of the study, axiology and logic. By delineating these components, I aimed to provide a comprehensive framework for the research methodology used in this study.

Ontology

As per Richards, ontology pertains to the convictions that one upholds concerning the nature and structure of actuality and its entities. It encompasses the understanding of the fundamental categories of existence and the corresponding relations between them. For Ormston et al. (2014), the concept of ontology pertains to the inquiry of whether or not there exists a social reality that is independent of human interpretations and if a shared social reality exists, or if there are only multiple, context-dependent ones. In brief, it is concerned with social reality as it exists based on what we believe. Social reality as it exists and as we believe it exists may differ. So the reality is how we see the phenomenon; our perception creates a reality based on our perspective. As each individual is believed to be uniquely different, the realities created by each human being also will be multiple. Truths may change according to the context. Therefore, it is not only about human perceptions but truth may differ based on the context.

Keeping this idea of numerous realities in mind, I treated each individual as a separate subject and documented their ideas, perceptions and experiences as separate entities in order to examine the existent plurality. As I mentioned earlier, the reality that surfaced also related to the environment or context the teachers worked in. As the context may differ from teacher to teacher, their perceptions made the reality relative. Therefore, when I processed the data, I tried to see the uniqueness of the individual participants and their perception in the use of translation in teaching language. Hence,

in my research process and data analysis, I maintained the ontology that there are multiple realities in the world.

Epistemology

Epistemology is concerned with the nature, scope, and legitimacy of knowledge, as well as its acquisition and communication. Richards and Ormston et al. (2014) define epistemology as the assumptions one makes about the nature of knowledge and how it can be obtained. Crotty (1998) further explains that epistemology involves making sense of the world, encompassing knowledge and a particular understanding of what that knowledge entails. Cohen et al. (2007) describe epistemology as the assumptions one makes about the nature and form of knowledge, how it can be acquired, and how it can be communicated to others. These scholars emphasize that one's epistemological assumptions profoundly affect how knowledge is uncovered, particularly in social behavior.

In the context of ELT, English teachers' experiences with using translation in their classrooms are based on several epistemological assumptions. The first assumption is that knowledge is objective and can be conveyed from one person to another through language, an idea related to the concept of language as a transparent medium that accurately represents the world. The second assumption is the perception of the teacher as the expert, possessing a body of knowledge that they are responsible for imparting to their students, reflecting the traditional view of teaching as a one-way process. Finally, the third assumption is the belief in the existence of a fixed body of knowledge that can be transmitted from one generation to the next, which is associated with the concept of a canon or a set of essential texts for students to learn. These epistemological assumptions shape the experiences and approaches of teachers to the use of translation in ELT classrooms.

Axiology

Based on the mentioned ontological and epistemological assumptions, the axiology of this study acknowledges that the understanding and experiences of participants regarding the use of translation in English classes are shaped by various factors such as classroom contexts, students' backgrounds, students' preferences and teachers' preferences. Consequently, the findings of this study should not be rigidly

applied outside the specific research setting, participant group, and time frame, as they are influenced by these contextual elements.

Research Design

According to Creswell (2009), research designs encompass a comprehensive framework of decisions that range from overarching assumptions to specific techniques for gathering and analyzing data. They serve as blueprints for conducting research. I was deliberate in choosing a research method that best aligned with my research interest. According to Christensen, describe phenomenology as a qualitative research approach that aims to elucidate the subjective experiences of one or more individuals with regard to a particular phenomenon, such as an event, situation, or concept. Phenomenology is a design that treats reality and experiences individually and is based on the objectivity of the researcher as much as possible. The primary objective of phenomenology is to thoroughly investigate the experiences associated with a particular phenomenon by systematically examining and questioning them in great detail (Creswell, 2016). Merriam (2002) states that a phenomenological investigation involves an effort to address subjective experiences that are not typically explored in ordinary life. In this study, I opted to use phenomenological methodology because it allows me to illuminate rich descriptions and personal meanings of lived experiences related to (Peoples, 2021, p. 67) use of translation in ELT classrooms.

Field of the Study

In order to gather data, I selected five institutional and five community schools in Kathmandu Valley. As Creswell (1994) explains, in qualitative research, the selection of sites or participants is purposeful and helps the researcher to better understand the research problem. Therefore, I made sure that the English teachers in the selected schools were using translation in their ELT classrooms.

Sources of Data

I used both primary and secondary sources for collecting data for this study. As a primary source, I collected data from English language teachers of secondary level in community and institutional schools, and as a secondary source, I collected data from research articles, research journals, and books both online and offline.

Sampling Procedure and Participants

The sampling procedure used in this study was non-random purposive sampling. The study area was the Kathmandu Valley. Ten secondary level schools were selected from the Kathmandu valley, and from each school, one English language teacher was selected according to the purpose of the study.

The selection of schools was purposive, based on the availability of schools and willingness of the teachers to participate in the study. A list of ten schools that met these criteria was compiled, and one English language teacher was selected from each school. Because the goal of qualitative research is enriching the understanding of an experience, it needs to select fertile exemplars of the experience for study. Such selections are purposeful and sought out; the selection should not be random or left to chance (Polkinghorne, 2005). Therefore, the selection of teachers was also purposive, based on their teaching experience, teaching methods, and their willingness to participate in the study.

The study included ten English language teachers as this sample size was deemed sufficient for an in-depth understanding of their experiences and practices.

Data Collection Tools

Data collection tools refer to such tools which are used to collect information from the sample of study to reach the findings of study. I opted to use the semi-structured interview to elicit in-depth responses without restricting the participants' narratives. The semi-structured interview is suitable approach as it avoids the use of predetermined response categories, which could constrain the participant's ability to provide a comprehensive and detailed account of their experiences (Dornyei, 2007). For semi-structured interview, I used an interview guideline as the major tools of study to collect data from participants. I used open-ended questions during interview to collect their views.

Data Collection Procedure

The aim of my study was to explore the lived experiences of English language teachers regarding the use of translation in ELT classes. To achieve this, I developed interview guidelines that covered the research questions and objectives. Then, I sought permission from the potential participants who I selected purposively in the study field. At first, I tried to build rapport with the participants through informal

interactions and requested them to participate in the study by explaining the purpose of my study and how their participation could help in achieving the objectives of the study. In this regard, I failed to convince two of the teachers who rejected me to provide data. I was taken aback when one of them advised me to look up the information on YouTube and Google. However, I did not get disappointed by this. I gathered data from other teachers through interviews. Through interview, I aimed to explore the personal experiences of the teachers in relation to the use of translation in ELT classes ensuring the inclusion of diverse experiences. To ensure the pertinence of the answers, I adjusted follow-up questions and sometimes prompts based on the responses I received while asking questions during the interview. With their permission, I used my smart android phone to record their responses during the interview. After the initial interviews, I transcribed listening to the audio record of the interview and reviewed the written transcription. After reading the initial transcript, I found that, in many cases, there was incomplete, unstated, misunderstood and missing data. Then, I constructed follow-up questions and used them for follow-up interview. Follow-up interviews were conducted by phone and meetings in person as well. This way, I gathered and compiled the data in a systematic order for analysis.

Data Analysis and Interpretation

I followed inductive thematic analysis of data following the phases described by Braun and Clarke (2006) using ATLAS.ti – a computer aided qualitative data analysis software for data analysis and interpretation procedure. Upon transcribing the interviews, I read the documents and conducted multiple revisions to identify any discernible patterns. After sorting the data, I used the software ATLAS.ti to code the responses of participants. While there were differences in the responses, I discovered a degree of homogeneity within the diversity. Therefore, I grouped responses that shared common patterns and meanings i.e., also known as code grouping or theme creation. To ensure a systematic analysis, I then thematized these groups of responses based on my research questions and the relevant literature using the software. In addition, some themes emerged during the interpretation process. As I analyzed the data, I prioritized the process of meaning-making. Finally, I interpreted the data in a manner that made logical sense based on the established themes, ensuring that the meaning of the responses was the primary focus. The whole process can be schematically presented as:



Figure 2. Data analysis process.

The diagram illustrates the process as to how I conducted qualitative data analysis. The six steps are represented in a circular flow can be listed as follows:

1. I familiarized myself with the data I collected by transcribing, reading and re-reading the data, noting down initial ideas. Then, I put the data into ATLAS.ti9.
2. Then, I generated initial codes in a methodical manner, identifying compelling attributes of the data and categorizing them throughout the complete dataset, gathering relevant data for each code group.
3. After that, I grouped together similar codes from a set of data and identified potential themes. Once potential themes were identified, all relevant data associated with each theme were gathered. This process involved reviewing the data and summarizing it in a way that accurately captured the essence of the information.
4. In the next step, I reviewed the potential themes in relation to the coded extracts at level 1 and the entire data set at level 2, ensuring that the themes were applicable to both levels. By doing so, I created a thematic "map" of the analysis that accurately represented the relationship between the themes and the data set.

5. Consequently, I continuously analyzed the data to improve the precision and clarity of each theme and the overall narrative conveyed by the analysis. I accomplished this by creating precise definitions and titles for each theme that accurately reflected their content and relevance to the analysis.
6. Subsequently, I gave a final shape of analysis by selecting the most vivid and compelling extract examples. Once I selected those extracts, I conducted a final analysis of each one. Then, I related my analysis back to the research question and literature. Finally, I produced a scholarly report that summarized my analysis and findings.

Ethical Considerations

The following ethical considerations were taken into account in the development and implementation of this study:

Informed Consent: Prior to participation, participants were informed about the study's purpose, procedures, risks, and benefits. Confidentiality of their identities was assured, and their participation was voluntary.

Protection of Participants: All data collected from the participants were kept confidential and their privacy was protected. The identities of the participants are not revealed in the study report and they are coded as T1, T2...and T10. Moreover, the collected data were used only for the purpose of this research.

Bias: The researcher attempted to remain unbiased throughout the study. The researcher maintained an open mind and did not allow personal biases to affect the study's findings.

Data Collection: Data were collected in an ethical manner. The researcher collected data from the participants without any coercion or force. The researcher ensured that the participants fully understood the questions asked, and no leading questions were used.

Data Analysis: Data analysis was carried out in a manner that was ethical and professional. The researcher ensured that the data analysis was conducted in a way that was objective and unbiased.

In conclusion, the study was conducted with the utmost ethical considerations in mind, and all participants' rights were respected and upheld. The ethical considerations outlined in this study served to ensure that the research process and results are of the highest quality and that the study is conducted in an ethical and professional manner.

Chapter 4. Findings and Discussion

This study employs a phenomenological research design to explore the lived experiences of teachers in relation to the use of translation in the ELT classroom. In this chapter, the analysis of collected data, interpretation of the data, and the analytical outcomes of the study are presented. The collected data are examined in relation to the research objectives and questions, and the themes that emerged from the data are discussed. An inductive approach, utilizing ATLAS.ti computer-aided qualitative data analysis software, was utilized for the systematic analysis and write-up of the data.

Functions of Translation

The findings revealed that the participants held diverse perceptions on the function of translation, which encompassed building rapport with students, improving comprehension of diverse linguistic components, clarifying difficult linguistic concepts, fostering an understanding of cultural context, enriching vocabulary comprehension, and familiarizing students with grammatical principles. Additionally, some of the participants perceived translation as a support mechanism for language acquisition and as a means of providing comfort for the teacher.

For Building a Rapport

The use of translation in the classroom has been found to help build a good rapport between teachers and students. In the interview, teachers noted that translation can help students feel more comfortable and confident in expressing their ideas, increase their willingness to participate in class discussions and activities, and provide a level of familiarity and comfort that facilitates learning. Translation also helps students understand new concepts and language more easily by connecting them to familiar ideas and vocabulary, which can increase their motivation and engagement in the classroom.

The statements made by T2, T3, T4, T5, T7, and T8 provide evidence that using translation classroom can have many positive effects on students' learning and motivation.

According to participating teachers, one of the benefits of using translation in classroom is that it helps to build rapport with students. By showing that the teacher is willing to accommodate their needs and make the learning process more accessible, students are more likely to feel, comfortable and confident in the classroom. This can

lead to greater participation in class discussions and activities, as students are more likely to feel comfortable sharing their ideas and thoughts. As T5 stated:

Many of them do not speak English due to hesitation for they are weak in it. They feel more comfortable and confident when used translation. This helps me to build rapport and create a more comfortable and supportive learning environment.

As exemplified by T5 stated:

If I give them a topic to discuss and share in English, most of the students remains silent. They do not tend to share in English. They seem to be tensed. In such circumstances, if I remove the restriction to speak English, many of them feel relaxed and participate in discussions and share their ideas which I have to translate into English.

This particularly conforms with the Stibbard (1998)'s assertion that the use of translation in TEFL can be traced back to its function within affective-humanistic methodologies. These methodologies prioritize the reduction of anxiety during the initial stages of language acquisition by permitting learners to rely to some extent on their native language.

Translating complex concepts into the first language of students can be extremely beneficial for enhancing their comprehension and grasp of the material. This approach offers a sense of familiarity and comfort, as the students are able to comprehend the information in a language that they are familiar with. As a result, the learning experience becomes less intimidating and more accessible, which can lead to increased engagement and understanding. As T3 stated,

Translating from English to Nepali students can help make the material more accessible and understandable for them. This is because using the student's first language can provide a level of familiarity and comfort that can facilitate learning.

T4 echoed this sentiment, stating that using translation can remove students' hesitation and allow them to take advantage of opportunities to learn English.

Furthermore, using translation in ELT classroom can increase students' motivation and engagement. As T8 stated,

It can help students understand new concepts and language more easily by connecting them to familiar ideas and vocabulary. It can also increase students' motivation and engagement in the classroom.

This is particularly important for students who may be shy or struggle with English language, as they are more likely to feel confident and motivated when they are able to understand the material and participate in class activities.

In some cases, use of translation in ELT classroom can be a necessary tool for ensuring that all students are able to understand and participate in class discussions and activities. T5 provided an example of a situation in which using translation was necessary for students to understand a lesson, stating:

For example, once in Gr. 9 I explained a lesson 'Cyber Security' in English only. Students remained silent and I could easily understand from their facial expression that they could not understand. I asked them some questions from the lesson to check if they understood. None of them answered. They felt uncomfortable. Then, I translated the text in Nepali. Now they understood and felt comfortable as they too shared their ideas and discussed.

T7 also noted the importance of using translation as a tool for building trust and relationship with students, stating:

I encourage them to speak in English. But when they feel difficult to express their ideas, I ask them to tell in Nepali and I translate in English. I explain them about the way to express in English. This acts to build trust and relationship with students.

By showing that the teacher is willing to accommodate their needs and help them understand the material, students are more likely to feel comfortable and confident in the classroom, which can lead to greater participation and engagement in class discussions and activities.

The idea supports the conclusions drawn by Paker and Karaağaç (2015) that incorporating the use of L1 in the classroom can enhance the development of a positive classroom environment, establish strong relationships between teacher and students, and narrow the social distance between them (Nation, 2003; Jingxia, 2009; Ramos, 2005).

For Enhancing Comprehension of Textual Content, Context and Language

The use of translation in ELT classes by teachers was found to primarily serve the purpose of improving comprehension of multifaceted aspects of text. They use translation as a technique for clearing the concept of difficult and challenging texts, for comprehension of complex grammar rules and difficult vocabulary, idioms and phrases with their cultural and contextual significance.

For Clearing the Concept of Difficult and Challenging Texts. English teachers were found to be using translation in their classes to help students understand challenging and difficult texts. By translating challenging material into Nepali, teachers can bridge the language barrier and facilitate better comprehension of the lesson. This can help students gain a better understanding of the content and make the learning process less intimidating.

From the interview with T1, T2, T3, T4, T5 T6, T7, T9 and T10, it is evident that the main purpose of using translation in the classroom is for comprehension of difficult texts. The teachers use translation as a technique to make the concept of text clear to students and to help them understand difficult vocabulary and figurative words, especially while teaching poetry. T1 and T3 claimed that without the help of translation it is almost impossible to teach poetry. It is because T1 said,

Students in Nepal don't have knowledge of poetry devices. Difficult vocabulary and figurative words are used in it which make students very difficult to understand poetry.

With respect to this issue, T3 exemplified that the difficulty in teaching the poem "Daffodil" by William Wordsworth to students lies in its use of complex literary devices, including symbolism, imagery, and allusion, as well as themes that may be unfamiliar or abstract to the students. Furthermore, the language and structure of the poem, which is written in the Romantic style, poses a challenge for students in their interpretation and analysis. As reported, teachers use translation not only for teaching poetry but for other difficult texts also like stories, articles, and essays etc. which are challenging for students to comprehend. They recognized that using translation can make the material more accessible and easier to comprehend for students by providing a familiar point of reference in their native language.

In this regard, T1 noted that he used translation in lessons that contain difficult vocabulary or concepts that students may not be familiar with which makes lesson more challenging, complex and difficult for students to understand, such as the memoir by Govind Raj Bhattarai in Grade 10. T1 extracted different 'isms' used in the lesson as example and asserted that without translation in Nepali, the understanding of the concept of the text becomes challenging.

Likewise, T6 specifically mentioned using translation helps students comprehend difficult texts. They voiced that when students find a text challenging and difficult to understand, translation can help them much and they can more easily access the content and better understand the material they are learning. For example, T6 cited a lesson "Life and Death" by Sadguru in Grade 9, which was full of philosophical contents, as an example of a complex text that could be difficult for students to comprehend without the help of translation.

Without the help of translation, it is very difficult for students to comprehend on the one hand while on the other hand it is challenging even for teachers to deliver the content in understandable way to students in English. So, in such circumstance, we need to take the help of translation (T6).

On the other hand, T8 argued that certain words or phrases in literature have a different connotation or cultural significance, such as traditional festivals and ceremonies, traditional wears or foods, and daily life expressions. These words, if not translated, can make the explanation less effective and unsatisfactory for students. T8, therefore, suggested that it would be more beneficial for students to understand these words and phrases in Nepali first and then gradually understand the equivalent in English.

Identically, T7 also put the argument that difficult words used in texts pose a challenge to students to grasp the essence of the lessons. As an example T7 referenced a poem "To Autumn" by John Keats in Grade 9 Optional English in which the words like 'mist and mellow', 'thatch-eves', 'gleaner', 'subtle plains' etc are unfamiliar to students which make difficult for them to fathom the fundamental of the poem. T7, therefore, advocated that the use of translation provides a better understanding of the content and help students decipher the message of the poem. This, in turn, T7 further added enhances the students' overall appreciation of the poem.

In a parallel manner, T3 also affirmed that when the text's content is difficult for students to comprehend, providing a translation can alleviate this difficulty and make the material more accessible to them. The use of translation in this context serves as a simple method for students to grasp the central idea of the text.

This idea broadly supports the study of Chamot and Kupper (1989) who mentioned translation has been recognized as one of the cognitive learning strategies. This is to say that learners are able to process, receive, and transfer L2 based on their L1. The idea is in accord with Husain (1995) study that reports that foreign language learners are able to comprehend and analyze the complicated structure of the second language rapidly and efficiently by means of translation. The approach also aligns with the idea presented by Yang and Wilson (2006) who observed the use of translation is beneficial in clarifying the content of complex texts.

For Discerning Cultural Context/Contextual Essence. The use of translation by teachers was found to enhance students' understanding and appreciation of cultural and historical context in literature, thereby deepening their comprehension of the text. Translating the texts and explaining cultural and societal references can help students discern cultural context in which the literature was written. They take the help of translation to highlight the cultural and societal references which deepen students' appreciation and understanding of the literature.

T2, T7, T8, T9, and T10 stated that translation can be an effective tool in helping students understand the cultural and historical context of literature. They mentioned that translating phrases, books, and even works of literature, can deepen students' appreciation and understanding of the cultural context in which the literature was written. Literary works such as Shakespeare's play "Hamlet" as cited by T10 if translated in Nepali, provides students with valuable insight into the cultural context in which they were written which deepens students' comprehension of the literature. T10 selected a phrase "to be or not to be" used by the character Hamlet in the play, for example, is an expression of his contemplation of the pros and cons of life versus death. By translating this phrase for students and using it as a way to introduce the concept of existentialism and its reflection in Elizabethan literature, it can help students to better understand and appreciate the cultural context in which the literature was written, thus deepening their understanding of the play.

Additionally, T2 believed that reading "The Adventures of Huckleberry Finn" in both English and Nepali provides students with a clearer understanding of the cultural and historical significance of the book and its representation of American society and race relations.

It deepens comprehension by offering insights into cultural differences and similarities between American and Nepali society, by providing a historical context for the representation of race relations in the book and by enabling students to compare and contrast the ways in which the book is received and interpreted in different cultures (T2).

T7 analogous to T2 presented the use of translation works as bridge between languages and cultures which enables students to engage more fully in the learning process and develop a deeper understanding of the subject matter. As an example, T7 took a name of a novel "The Catcher in the Rye" which T7 teaches grade 10 students. T7 commented that translating the summary of the novel from English to Nepali enhances students' understanding of the cultural and societal factors that influenced the novel. This includes the youth and counterculture movements that were prevalent during the mid-20th century. This can broaden students' perspectives and enrich their overall understanding of the novel and its themes.

Likewise, T9 also acknowledged that translation is a crucial tool for helping students understand cultural context of other countries. T9, as an example mentioned an essay "Why "I'm Sorry" Doesn't Always Translate," from grade 9 which explains the cultural differences in apologies between America and Japan, and how these differences extend to other countries as well is difficult to comprehend and bridge the cultural gap if not translated.

Translation helps bridge the semantic gap between countries and cultures. This disconnect is often present between East and West and can be overlooked in the rush for globalization. Students can gain a better understanding of different cultures and language use by translating written materials, allowing them to comprehend the cultural context and essence of apologies in different countries (T9).

However, T9 warned that it is important to note that the teacher must be careful when translating the essay to preserve the cultural nuances and context of the

original text. T9 further suggested that only a teacher who is familiar with both the culture of the source language and the target language is best suited to translate the essay effectively and use it as a teaching tool.

Therefore, translation is a mediating activity which always takes culture bound terms and concepts into account in order to be successful in its transposition of a text from one language into another Leonardi (2009). Corresponding to this approach, Cummins (1976) has proposed the "Threshold Theory," which states that L1 can provide a foundation for developing academic proficiency in L2, particularly in terms of cultural knowledge and understanding. It implies that translation in L1 can help the learner transfer and apply cultural and academic knowledge to L2 learning.

Conversely, T4 argued that translation is an inherently complex process that involves the transfer of meaning from one language to another, and it is not always possible to convey the exact meaning of a word or phrase in another language, especially when there are cultural or linguistic nuances that are specific to one language. T4, to take a case in point, said that the phrase "cutting-edge" is used to describe something that is innovative or at the forefront of its field, but it may not have a direct equivalent in Nepali.

This viewpoint coheres with Benjamin (1923) as cited in Kohlross (2009) who argued that the original essence of a work of art is lost in translation and that each translation is an inherently flawed representation of the original.

For Enhancing Lexical Proficiency. Translation is found to be used for the purpose of enhancing students' lexical proficiency by teachers. Teachers find it one of the easiest ways to introduce new and difficult vocabulary that students are not familiar with.

T1, T3, T4, T5, T6, T9 and T10 indicated that translation enables students to comprehend the meaning of unfamiliar words and expressions. They contended that with the help of translation, students are able to gain a deeper understanding of the meaning of words and phrases that they may not be familiar with. This, in turn, enhances their overall comprehension of a text and contributes to their linguistic development. As such, translation can be considered an easy way in language education, helping students to expand their vocabulary and improve their reading comprehension skills.

The example provided by T1 of the word 'Ferris-wheel' illustrates how translating an unfamiliar term into Nepali language can make it more easily understandable for students, without adding unnecessary confusion. T1 argued that explaining in English puts students in problem as the use of more technical terms or words used in explanation may not be familiar to students, which causes confusion and hindering the learning process.

If I explain the meaning of the word "Ferris wheel" in English, it may cause confusion for students as they may not understand terms such as "vertical revolving wheel", "suspended", and "outer edge". However, if the word is translated to Nepali as "Rote Ping", students can easily understand it without difficulty (T1).

Similarly, T6 gave an example of the word "Penance" and explained how if they tell the students its meaning in English, they may not be able to grasp its right meaning, but if they say the word in Nepali, the students understand it easily and quickly as well.

T3, in parallel, provided another example of a word 'quagmire' which if defined or explained in English as 'a soft boggy area of land that gives way underfoot'; students may have difficulty in understanding due to the difficult words used in explanation. However, by translating the word into Nepali as "daldal," the students are better able to comprehend the meaning and relate it to their own experiences and context.

On the other hand, T7 opined that the use of Nepali jargons and idioms in the Nepali translation often carries a deeper cultural significance and emotional weight than their English translations. This is because jargons and idioms are often tied to specific cultural experiences and expressions that cannot be fully conveyed through direct translation into English. T7 exemplified a case that once a student asked the meaning of 'disgusted' in the sentence 'I felt disgusted after seeing filth'. It sounded more interesting and sensible when translated into Nepali as "kasto siksik laagyo" rather than saying-"made me sick."

Additionally, T1 and T2 noted that students sometimes struggle to understand instructions and questions given in English just because of difficult and unfamiliar

words for them, and that translation is necessary in these situations, particularly during exam time.

Sometimes, they do not understand when they are asked in English. That time too, I have to use translation. It so happens during exam time also. They do not understand the instruction in English in question paper and ask to translate in Nepali (T1).

Apart from that, T9 also mentioned that the usefulness of translation in the ELT classroom is only realized when students can effectively convey their comprehension in English. For instance, T9 cited the poem "The Chimney Sweeper" by William Wordsworth in Grade 10, in which T9's students encountered the word "soot," which refers to a black powder or flaky substance composed mainly of carbon produced by incomplete burning. However, students struggled to comprehend the meaning of this word though explained in English. On the other hand, when the word was translated as "Kaalo Moso" in Nepali, they had a better understanding of it. This demonstrates the effectiveness of translation in the ELT classroom.

Translation, therefore, makes it easier for students to understand the words, especially technical terms and difficult expressions in English. This idea reflects the study of Prince (1996) and Liao (2006) as cited in Calis and Dikilitas (2012) who found that students mostly used their native language to enhance their English vocabulary knowledge and learning new vocabulary through the association of a new word with its equivalent in their native language is more effective.

For Explicating the Subtleties of Grammar Regulations. The interviews revealed that the use of translation can be an effective way of teaching English grammar and vocabulary. The teachers discussed how this approach can help students understand complex grammar rules, internalize the language, build confidence, and identify areas for further practice. Additionally, translating simple Nepali sentences to English can also help students learn grammar rules by comparing and analyzing the structures of both languages.

In this regard, T10 expressed that this approach helps students to understand and internalize the grammar and vocabulary of the English language, as well as build their confidence in using the language. For instance:

A student in Grade 9 asked me to translate "Timile malai bolako vaye ma aaune thiye." I translated, "Had you invited me, I would have come." With this translation I taught the use of 'Had + V3, would have + V3.' The student used the similar structure to tell other sentence in the same way (T10).

The same idea was shared by T5 who mentioned that using simple Nepali sentences to explain and provide examples of English grammar concepts can be helpful for students to learn new grammar rules by comparing and analyzing the structure of Nepali grammar and finding the equivalent terms in Nepali. As an example T5 said that the forms of verbs in Nepali, such as "chha," "chhu," "chhan," and "chhin," correspond to the English simple present tense. Through the use of translating Nepali grammar rules into English, students can improve their English grammar skills by comparing the structures and conventions of both languages. This exercise not only enhances their understanding of the English grammar, but also helps to reinforce their knowledge of Nepali grammar and syntax.

Furthermore, T2, T8 and T4 in line with this stated that teaching grammar translating in Nepali is an easy way for students to understand the concept, as many terms and rules are similar to Nepali grammar. T2 and T4 further added that students get confused when grammar rules are explained only in English. They claimed that students demonstrated a heightened understanding of the grammar rules when taught by translating into Nepali. They found that explaining the concept of rules in Nepali results in a faster and more comprehensive grasp of grammar rules.

This idea corroborates the study by Aqel (2013) that suggests that the use of the Grammar-Translation Method as a teaching method has several positive effects on language learning. The results indicate that this method makes the acquisition of grammatical rules easier, speeds up the learning process, and improves students' performance in both oral and written exams. Additionally, the study found that this method has a positive impact on students' confidence.

On the contrary, T9 mentioned the limitations of relying on translation for learning grammar in a second language. T9 argued that relying on translation may result in students not developing a deep understanding of grammar rules in the target language and instead becoming dependent on their native language for comprehension. This can prevent students from developing critical thinking skills

such as analyzing sentence structure, recognizing patterns, and making connections between words and concepts.

T9 also noted that translating often does not lead to fluency in the target language, making it difficult for students to express themselves and communicate effectively in the language. This is because translation is a surface-level approach to learning grammar, and may not provide students with the deeper understanding of grammar rules and their usage that is necessary for fluency.

Instead, T9 suggested that grammar may be learned better through immersion and practice in context. A student learning English, for example, may be more effective in learning grammar by being fully immersed in the language through conversation with English speakers, reading English materials, and practicing writing and speaking in the language. This approach allows students to learn grammar in context and see how it is used in real-life communication.

In short, T9 asserted that relying on translation for learning grammar in a second language can have several limitations, including a lack of deep understanding of grammar rules, reduced fluency, and a lack of critical thinking skills. The best approach to learning grammar in a second language, according to T9, is through immersion and practice in context.

This idea bolsters the finding of Cook (2001) that the use of translation had a negative effect on learners' learning. This finding supports the idea that learners should be exposed to the target language as much as possible in the language learning environment.

Similarly, Duff and Polio (1990) also emphasized the importance of L2 use in the L2 classroom, particularly for learners who have limited opportunities to be exposed to the target language outside the classroom. The authors argue that the classroom is the only time and place for learners to be exposed to the target language, making it essential for the development of the language.

Translation as Skills Supporting Tool

Another main purpose for using translation by the teachers was found to enhance the language skills like speaking, writing and reading skill of students. Teachers translate from L1 to L2 or vice versa to provide students with opportunities to practice the target language in various contexts. Additionally, translation helps

students to better understand the text and its underlying concepts, thereby developing their critical thinking skills. By translating, students become familiar with the target language, its grammar, syntax, and sentence structure. Furthermore, it provides a way for students to compare and contrast their first language with the target language.

The interview with T1, T2, T3, T4, T5, T6 and T10 is the evident that translation is a powerful tool that can be used to enhance students' writing skills. T1 mentioned how translation can help students to develop their descriptive writing skills by translating a short passage from Nepali to English. Translation is an effective tool for teaching English because it requires students to actively engage with the language. By translating a passage from their native language into English, students are forced to think critically about the vocabulary, grammar, and cultural references in the text. T1 pointed out this active engagement with the language helps students to internalize the linguistic and cultural elements of the language, which they can then apply to their own writing. Moreover, T1 remarked that translation helps students to expand their cultural understanding, as they are exposed to new ideas and perspectives through the text they are translating. This exposure to new cultural perspectives can help students to develop a more nuanced understanding of the world and to view the world from multiple perspectives, which can in turn enhance their descriptive writing skills. The exercise described by T1 of having students write their own descriptive essays in English, drawing on the vocabulary and grammatical structures they have learned through translation, is a highly effective way to help students improve their writing skills. By drawing on the linguistic and cultural elements that they have internalized through the translation process, students are able to produce more nuanced and sophisticated writing that demonstrates their understanding of the language and culture.

In the same vein, T4 asserted that the use of translation can help students develop their language skills by allowing them to practice using English in a variety of contexts. T4 stated that they sometimes take help of translation when students have difficulty expressing themselves in English, which helps promote language development in students. This also helps students learn the use of English and its context, which they can then use and practice to create their own sentences.

For example, the teacher translated the Nepali word "lovyauunu" into English as "to lure," and the student immediately made a sensible sentence,

"Traffickers lure girls with giving them job."It also encourages them to participate in activities in classroom(T4).

T6, on other hand, expressed that translation can be a more engaging and enjoyable way for students to practice their language skills. The teacher also believes that translation can help students develop their understanding in a meaningful context whereas T10 stated that translation can help students better understand the idiomatic expressions, cultural references, pronunciation, and other aspects of the language that may be challenging for non-native speakers to understand. T10 further claimed that the use of translation from L1 to L2 or vice-versa is an effective way as it allows students to practice their understanding of the English language in a more concrete way by expressing themselves in their first language. Translation also helps students reflect on the similarities and differences between the two languages, build their confidence in using the English language, and internalize the grammar and vocabulary.

In a similar manner, T2 expressed that using translation while teaching English supports language learning by providing students with a familiar frame of reference and a way to connect new concepts to their existing knowledge. T2 provided examples of how translation can help students compare and contrast the two languages, understand idiomatic expressions, and develop critical thinking skills by forcing them to analyze the text and make decisions about how to best convey its meaning in the target language. T2 also argued that the use of translation supports students' language learning by providing them with a way to understand the meaning of new vocabulary and grammar structures and to express themselves more effectively in the target language.

With the same logic, T3 alluded to that translation can help students develop critical thinking skills by forcing them to analyze the text and make decisions about how to best convey its meaning in the target language. T3 pointed out that this process helps students better understand the underlying concepts and ideas in the text and how they are related to one another. The teacher also noted that translation can help students become familiar with the meanings of words and phrases in another language by understanding how they are used in context and how they correspond to words and phrases in their own language.

Following the same argument, T5 expressed that the use of translation can improve language skills. Its exercise helps in practicing speaking, writing, and teamwork while reinforcing vocabulary and grammar. This type of exercise involves translating a passage from the native language into English. The example provided by T5, where students are given a short passage in their native language and asked to translate it into English, demonstrates the effectiveness of translation in improving language skills. This exercise allows students to practice their speaking, writing, and teamwork skills, while also reinforcing new vocabulary and grammar. T5 further said in conclusion that translation is an effective technique in ELT and has the potential to greatly enhance students' language abilities.

This idea is consistent with Liao (2006) finding in which it is reported that students mainly used translation to increase their knowledge of English vocabulary, constructions and idioms, and to develop their ability to read, write and speak.

To the contrary, the idea contradicts what Harbord (1992) came up with his study. He emphasizes that the use of translation may lead to the development of an excessive dependency on the students' mother tongue. Consequently, students may lose confidence in their ability to communicate in L2 and they may feel that the only way to understand anything the teacher says is to translate it to their mother tongue.

For Teachers' Comfort and Convenience

Another noteworthy factor driving the use of translation by teachers was discovered to be for teachers' easiness and comfort. The teachers put forth that the use of translation helps teachers to make students understand complex grammar rules and literary devices, as well as idioms and colloquialisms that are part of the language. Moreover, it also helps them to convey the cultural connotations of certain phrases and expressions easily and without wasting much time in it. By translating into Nepali, they acknowledged that they find it easier to explain difficult concepts and the students are able to comprehend them more easily.

In this regard, 8 of the teachers admitted to be true that the use of translation helps their explaining tasks easier and more comfortable. They find that translation helps to bridge the gap between languages and cultures, and provides students with a deeper understanding of the subject matter. This underscores the importance of translation as a technique for teaching and learning, especially when working with

students who may struggle with English. T1 recounted that the use of translation can be a right technique for English language teachers in Nepal to make their tasks easier and more comfortable. By using translation, teachers can overcome language barriers, increase students' understanding and confidence, and create a more inclusive and accommodating learning environment. This can lead to a more efficient and relaxed learning process, as well as promoting cultural and linguistic understanding. T1 concluded that the use of translation in ELT classrooms in Nepal can greatly benefit both teachers and students, helping to support effective language instruction and creating a positive learning experience.

Analogously, T4 noted that students comprehend more quickly when English grammar is translated into Nepali. T4 found it easy to explain with the help of translation.

When I explain English grammar and its complex rules, I have found that the majority of them become confused. I too feel very complex to explain the difficult rules of grammar. They comprehend quickly when translated in Nepali. For example: when I teach tense, I translate them in Nepali also as a result, they understand quickly and easily. I too find it easy to explain in Nepali (T4).

In the same manner, T6 highlighted the difficulties of delivering content in English without the help of translation. T6 clarified that without the help of translation, on the one hand, it is very difficult for the students to understand, and on the other hand, it is also challenging for the teachers to deliver the content in English in an understandable way to the students. So under such circumstances, they need to take the help of translation.

Correspondingly, T10 endorsed that the use of translation makes them easier to explain the complex and challenging contents in English. As an example, T10 cited a Shakespeare's phrase "to be or not to be" from 'Hamlet'. T10 argued that to explain the phrase only in English and to make a significant impact on students' understanding and appreciation of the cultural context in which the literature was written is difficult and challenging as well. On the other hand, students would not be able to grasp the whole idea of it. Many of such Elizabethan works are rich in references to historical events, cultural practices, and religious beliefs that may be

unfamiliar to students in Nepal. Therefore, T10 expressed that through translation, it would be easier and comfortable for teachers to make these references more accessible, allowing students to better understand the cultural context of the literature and its significance.

Likewise, T7 noted how easily they can convey the full meaning of expressions and idioms through translation rather than explaining in English. The example given by T7 highlighted the challenges that T7 faced when it came to make students understand idiomatic expressions or colloquialisms in English. In this case, the student was struggling to understand the meaning of the phrase "off the cuff," which refers to something that is impulsive or spontaneous. Despite T7's efforts to explain the meaning of "impulsive" and "spontaneous," the student was still confused. T7's decision to translate the phrase into Nepali was an effective solution to the problem. By translating the expression directly, the teacher was able to convey its meaning to the student in a way that was more accessible and understandable. Therefore, T7 said that by leveraging translation, language teachers can help their students to overcome these challenges and deepen their understanding of the language they are learning.

A student asked the meaning of 'Off the cuff'. I said it means impulsive or spontaneous, but the student didn't understand. I tried to explain 'spontaneous', but the student got more confused. When I translated it to Nepali, the student finally understood. That translation made me easier (T7).

Similarly, T9 and T8 also underscored the importance of translation as a technique that makes them easy to convey the essence or meaning of words and phrases. They emphasized that direct translation of words and phrases can be a more effective means of conveying meaning than explanation alone, especially in the context of idiomatic expressions, colloquialisms, and other language features that are deeply ingrained in a particular culture. T9's example of the expression "Tit for tat" highlighted the difficulties that students could face in understanding idioms in English. Despite T9's efforts to explain the meaning of the expression, the students still struggled to grasp its essence. By translating the expression into Nepali, T9 was able to convey its meaning in a way that was more accessible and understandable to the students. In a similar manner, the example from T8 of the expression 'No smoke without fire' also illustrated the challenges that students might face when

understanding colloquial English. T8 noted that explanation alone was not be enough to effectively convey the meaning of the expression, as it was less effective and unsatisfactory. Translation into Nepali, on the other hand, provided a more direct and accessible means of conveying the meaning.

The finding of the study aligns with the previous research by Al-balawi (2016) who have found that the use of Arabic in second language classes promotes a sense of comfort and can serve as an effective tool to facilitate language learning. Teachers believed that incorporating the students' L1 into L2 lessons leads to more practical and accessible instruction, which in turn can improve their students' language progress.

T5, on the other hand, warned that if the teacher overuses the translation, it may become a hindrance to the students' learning English. He further remarked that overusing translation can be detrimental as it may prevent students from developing their own language skills. This is concordance with Mouhanna's (2009; as cited in Al-balawi, 2016) finding that the overuse of students' native language in an English class would be at the expense of learning the target/foreign language.

Teachers' Perceptions of Using Translation

The functions mentioned earlier also reflect the views of teachers on translation. However, the current focus is on teachers' concern exclusively whether they preferred to use translation as technique method.

According to various studies, it is known that language learners, including students, unconsciously use their native language while learning a second language. Bilingualism is a natural phenomenon, and language learners often switch between languages freely, referred to as "natural translation." From the early stages of bilingualism, the two languages become intertwined and complement each other, making it virtually impossible to eliminate the influence of the mother tongue in the process of learning EFL (Karimian & Mohammadi, 2015). In ELT classes, teachers were found to be grappling with the concept of using translation as both a technique and a method. Translation as a technique refers to the use of translation as a tool for language learning, where the teacher provides a translation for a word, phrase, or sentence in the target language. On the other hand, translation as a method refers to using translation as the main technique for language instruction, where the teacher

primarily uses the students' native language for explanation and translation into the target language for practice and communication. Teachers must make sense of these conflicting approaches and determine how best to incorporate translation into their teaching practice in a way that promotes language acquisition and meets their students' needs.

Translation as a Technique

Translation is a technique that has been used for centuries in language teaching and has been found to be effective in helping students develop their language competency. This is especially true in the context of ELT classes in Nepal where students are learning English as a second language. Translation provides students with the opportunity to compare their own language (Nepali) to English and to see how sentences and ideas are expressed in English.

According to 9 interviewees, translation is a helpful technique for teaching vocabulary, grammar, sentence structure and comprehending difficult text. It works as a bridge between Nepali and English, making it easier for students to understand and communicate in English. It also enhances students' cultural understanding by exposing them to authentic language use and building their confidence in using English in real world situations.

In this regard, T1 perceived translation as a helpful technique for language teaching, specifically for ELT in Nepal. T1 uses translation as a way for students to improve their writing skills and expand their cultural understanding by translating a short passage from Nepali to English and then writing their own descriptive essays in English using the vocabulary and grammatical structures learned from translation. T1 recognized that translation has been used in language teaching for centuries and can be a useful technique for language students as it allows them to compare their own language to English and understand how sentences and ideas are expressed in English. However, T1 also acknowledged that translation is not a suitable technique for all students or all contexts, and it depends on how it is used and in what context. On the other hand, T1 highlighted the benefit of using translation as a technique, specifically in helping students learn new vocabulary by providing them with the translation of unknown words. This, T1 stated, makes it easier for students to understand new

concepts, as opposed to explaining the meaning in English, which may cause further confusion for students.

T4, along with the same lines, perceived translation as a useful technique in language learning, especially in developing vocabulary and grammar knowledge. However, T4 believed that translation should not be relied upon as the sole method for language learning. Instead, it should be used in conjunction with other techniques to provide a more well-rounded language education. T4 also recognized the importance of using translation in giving feedback, counseling or rebuking students as it helps them understand the language better. In T4's experience, translation can enhance students' cultural understanding and can be used as a form of assessment to gauge their progress and understanding of the language. In this sense, T4 made sense that translation as a helpful technique for students to develop their English language competency.

The interview with T10 also highlighted the use of translation as a technique in ELT. According to T10, translation is a helpful tool for teaching vocabulary, grammar, sentence structure, and comprehending difficult texts. It serves as a bridge between the Nepali language and English, making it easier for students to understand and communicate in English. T10's experience on the use of translation in the ELT classroom is that it should only be used as a technique to help students understand new vocabulary, grammar concepts, and text. This approach emphasizes the importance of using translation as a support tool rather than a primary teaching method.

My perception in the use of translation in the ELT classroom is that it should be used only as a technique to help students understand new vocabulary, grammar concepts and text (T10).

With the same logic, both T2 and T3 agreed that the use of translation is seen as an effective and useful technique in the English language classroom. They both accepted that translation helps students understand the meaning of new words and phrases, and it is a valuable technique for practicing the English language. They also highlighted its effectiveness in aiding the building of vocabulary and grammar skills, and in helping students compare and contrast their own language (Nepali) with

English. T3 perceived translation as a way to "untie the knot of difficulty in learning language."

T5, T8 and T9, in keeping with this perceived translation as a technique in the ELT classroom to help students develop their language competency. T5 made a sense that the use of translation as a technique is for comparing Nepali to English and observing how concepts and sentences are conveyed in English. However, T5 also expressed that the use of translation should be minimized in the ELT classroom as it is not sufficient for helping students develop the ability to communicate in English. T5 argued that other options should be used except translation to develop students' language competency in a real sense. T8, on the other hand, conceived translation as an effective technique for teaching vocabulary and grammar. T8 reckoned that translation allows students to understand and analyze the structure and meaning of sentences in Nepali and then apply that understanding in English. T8 also suggested that translation is a good way to expose students to authentic language use and to build their confidence in using English in real-world situations. T9 also apprehended translation as a useful technique for language learning and deemed that its use is unavoidable in the ELT class as students' first language is not English. T9 claimed that translation works as a bridge to help students understand more complex ideas and texts.

According to the 9 interviewees, translation is widely seen as a helpful technique in teaching English as a foreign language in Nepal. It is perceived as a way to develop students' vocabulary, grammar, sentence structure, and comprehension skills and as a bridge between Nepali and English, helping students understand and communicate in English. However, the use of translation should not be relied upon as the sole method of teaching, but rather as a support tool used in conjunction with other teaching techniques. The interviewees also stressed the importance of using translation to enhance students' cultural understanding and build their confidence in using English in real-world situations. While some interviewees argued that the use of translation should be minimized, others saw it as unavoidable in the ELT classroom due to students' first language being Nepali. Overall, translation is viewed as a valuable technique in helping students improve their English language competency.

The conclusion is well supported by the study of Mohamed (2014) that provides robust evidence for the widespread use of translation as a technique in

language education. Specifically, translation as a technique has been found to serve a number of important functions, including: verifying students' comprehension, assisting students in clarifying the meanings of linguistic elements, expanding students' vocabulary, enhancing students' capacity for contrastive analysis, and evaluating students' overall language proficiency. As translation as a primary technique for teaching a second language is consistent with the history of L2 teaching and pedagogy as documented by scholars such as Howatt and Widdowson (2004) and Richards and Rodgers (2014).

Translation as a Method

It was found from the interview that the use of translation as a primary method of language instruction can be detrimental to language learning and fluency in English. Overreliance on translation can lead to a lack of exposure to natural language input and discourage students from thinking in English, leading to difficulties in communication and expressions. While translation can be used as a technique to support understanding, it should not be relied on heavily as the sole method of teaching English. The use of translation can be time-consuming, limit students' creativity, and inhibit their ability to communicate effectively in real-life situations.

Regarding translation as a method, all the participant teachers had negative perception. T1 highlighted the drawbacks of relying too heavily on translation as a method of learning a new language, specifically English. T1 argued that over-reliance on translation can hinder the language learning process as it limits the exposure to the full range of vocabulary and grammar structures used in English. This can make it difficult for students to understand and express themselves accurately in English, leading to a struggle to communicate without the help of translation. Additionally, T1 said that excessive dependence on translation can prevent students from thinking and communicating directly in English, slowing down the language learning process. On the other hand, T1 also recognized the potential benefits of using translation wisely and appropriately. When used correctly, translation can provide a useful support mechanism for students as they work to internalize the language.

Along the same lines, T4, T6 and T10 both expressed concern over the overuse of translation as a method of teaching English. T4 mentioned that translation as a method makes it difficult for students to use English language in a natural and

spontaneous way. Translation does not allow for the practice of listening and speaking skills that are vital for fluency whereas T6 noted that this overuse can disrupt the flow of instruction and potentially hinder students' ability to learn and use the English language independently. Along the same lines, T10 stated:

As a method of teaching can create a dependency on translation only which prevent students' ability to think and communicate in English.

T2, in the same way, articulated that translation can be a useful technique but it should not be relied upon as the sole method of teaching. According to T2, translation as a method can spoil students' real opportunity to learn the English language as it would be overused. Translation should be used wisely and not relied upon too heavily. T2 argued that relying solely on translation is not sufficient for developing proficiency in English.

Translation can become a crutch for students, causing them to rely on it instead of actively attempting to understand the text or material in English. This can hinder the development of their language skills and prevent them from actively participating in class. T2 also pointed out that translation can be imprecise as different words and phrases may not have a direct equivalent in Nepali. This can lead to confusion and misunderstandings for students.

Similarly, T3, has expressed a negative view regarding the use of translation as a method in the ELT classroom. T3 perceived that translation is not an effective method due to several reasons. Firstly, they consider it to be a time-consuming process which takes away valuable time from other teaching activities. Secondly, they feel that the use of translation stifles the creativity of both the students and the teacher. T3 explained that while translation helps students understand the meaning of a word, it does not help them develop their ability to express and describe the word in their own words in English.

Furthermore, T3 sensed translation as a complicated process and made sense that it does not benefit students in developing their language skills. With reference to it, T3 exemplified:

When a teacher translates the word 'Lotus' into Nepali as 'Kamal ko phool,' students are able to understand the meaning of the word, but they are not given

the opportunity to use their own creative abilities to describe the word in English.

T5 conceived that too much use of translation as a method can be detrimental to language acquisition. This is because translation can prevent students from thinking in the English language, instead encouraging them to rely solely on translation. This can lead to a lack of confidence when speaking, as students are unable to form thoughts and sentences in the target language without the use of translation. Additionally, this can result in a lack of fluency and spontaneity in speaking, hindering the student's progress in language acquisition.

On the other hand, T8 apprehended that translation as a method can lead to a lack of exposure to natural language input, which is essential for language acquisition. As a result, T8, further stated:

Translation can lead to a lack of exposure to the natural language input, which is essential for language acquisition. Because of this, students may have trouble developing a sense of idiomatic expressions, phrasal verbs and other natural language features that allows to have more fluidity when speaking.

In the like fashion, T7 highlighted the limitations and inefficiencies of using translation as method in the ELT classroom. T7 argued that translation as a method of teaching English can lead to students being less confident and fluent in the language, as it does not allow for the practice of speaking and listening skills, which are crucial for fluency. Additionally, T7 said that translation can hinder the development of critical thinking and creativity skills, as it only provides a surface-level understanding of the text and does not engage students in creative thinking or analysis. Further, T7 argued that translation only helps students to understand the meaning of a text, but it does not engage them in speaking or listening practice. Another limitation of translation which T7 added is that it can hinder the development of critical thinking and creativity skills. According to T7 translation provides a surface-level understanding of the text, but it does not encourage students to engage in critical thinking or creativity. As an example T7 said that students who rely solely on translation may not understand the deeper meaning of a text or develop their own ideas and voice in English. This can prevent students from gaining a deeper

understanding of the text and its message, as well as from developing their own ideas and voice in English.

T7, therefore, suggested that instead of relying on translation, students should be encouraged to read, analyze, and write in English only. This will help them to gain a deeper understanding of the text and its message, as well as to develop their own ideas and voice in English. Additionally, students should be encouraged to engage in discussion and debate about the texts they are reading. This will help them to develop their critical thinking and creativity skills, as well as their fluency and writing skills in English.

T9, in the interview, expressed concern about the overreliance on translation as a method for teaching English. According to T9, if translation is used all the time, students can become overly dependent on it and lose the ability to understand, speak, and write in English without the help of a translator or tool. This can result in a lack of exposure to the natural rhythms and idiomatic expressions of the English language, which can have a negative impact on their ability to communicate effectively in real-life situations. Additionally, T9 said:

Translation also prevents them from developing the ability to infer meaning and use context clues to understand new words and phrases.

However, T9 did not completely reject the use of translation as a teaching tool. Instead, T9 suggested using translation to support understanding, rather than as the sole method for teaching English. By using translation in this way, students can still benefit from its support while also being exposed to the natural rhythms and expressions of the language, which will help them, develop the ability to think and communicate in English in a more natural way. This way, T9 highlighted the importance of balancing the use of translation with other teaching methods to ensure that students receive a well-rounded education in English. By avoiding overreliance on translation and using it in conjunction with other methods, students will be better equipped to understand, speak, and write in English, and be more prepared to communicate effectively in real-life situations.

Thus, several teachers expressed concern about the overreliance on translation as a method for teaching English. They contended that excessive use of translation can hinder students' language acquisition, limit their exposure to the full range of

vocabulary and grammar, and prevent them from thinking and communicating directly in English. Teachers acknowledged the advantages of judicious and apt use of translation; however, they underlined the significance of maintaining a proportionate mix with other techniques to guarantee a comprehensive education in English. The teachers claimed that this will help students develop their language skills and be better prepared to communicate effectively in real-life situations.

This conclusion is backed up by Sapir (1929) who mentioned that language acquisition is a complex process that required immersion and exposure to the target language in its natural context, rather than relying solely on translation as a method. He argued that translation can never fully capture the meaning and cultural context of a language and that true language acquisition requires direct experience with the target language and its culture. As oppose to it, Kasmer (1999) reveals that using translation as a teaching method leads to a deeper understanding of the meaningful content being taught.

Teachers' Perceptions of Students' Preferences

Many students in community schools in Nepal are found to prefer translation in ELT classes as perceived by the teachers. According to the teachers, this preference is due to students' habit of understanding English text only when translated into Nepali, as well as their lack of confidence in speaking and understanding English. The use of translation is seen as necessary by some teachers due to the diversity of students in Nepali schools and their comfort with the Nepali language. However, the teacher participants from English medium schools reported that although students are comfortable using English in the classroom, they prefer translation at times only.

T1, T3, T4, T5, T6 and T10 highlighted the preference for translation among students in community schools. In this regard, T1 and T4 indicated that students in community schools have a preference for translation in their ELT classes. As a reason of students' preference of translation in ELT classes, T1 mentioned this preference is rooted in the students' backgrounds and prior education experiences. T1 stated that the students have been trained to understand English texts in Nepali from a young age, and this has formed a habit in them. As a result, T4 noted that they feel more comfortable and confident using Nepali as a bridge to learn and understand English. Further, T1 declared that students are used to having English translated into their

native language and if they were taught in English to English, they would start complaining about not understanding the lesson and prefer the use of translation. Both T1 and T4, aligned the same when they argued that translation provides them with a sense of comfort and ease because of which they prefer translation. By translating the material from English into Nepali, students are able to better comprehend the information, which they might struggle to understand if they only had to rely on English. This preference for translation can be attributed to a lack of proficiency in English. When students are not confident in their language abilities, they may find it difficult to understand complex concepts and ideas. By translating the material into Nepali that they are more comfortable with, they are able to bridge the gap between their limited English skills and the information they need to learn. However, this method may limit their opportunities for growth and improvement in their English language abilities. In the same way, T4 also reported that because these students are trained to understand material only after translation, which perpetuates their weak foundation in English and reinforces the habit of relying on translations. Therefore, T1 said that it is crucial for teachers to assess their students' needs and adjust their teaching methods accordingly to provide an inclusive and effective learning environment whereas T4 encouraged students to speak English but acknowledged the difficulties they faced due to their weak level.

In the same vein, T6 revealed that students preferred using translation to understand texts in English. This was, according to T6 due to their lack of confidence in their English skills and their habit of understanding things only in translation. They felt more comfortable and familiar with the learning process when they were able to draw on their existing knowledge of Nepali language.

Students prefer translations to understand English because they may not be confident in their English skills, find it more comfortable to read in Nepali, and have a habit of relying on translation to understand. This allows them to draw on their existing knowledge of Nepali, making the learning process feel more familiar and easier to understand in the short term (T6).

Similarly, T3 and T10 also reported that students expect English to be translated into Nepali in community schools. T3 stated that it is normal for the students to expect this, as they do not have enough practice in understanding English. Many students in community schools have a habit of understanding English text only

when it is translated into Nepali, as they have been practicing this since they were in low grades. T3 revealed that when English is taught without translation, the students feel lost, separated, and eliminated in class, which is why they prefer translation. Additionally, T10 stated that students may hesitate to participate in class activities if translation is avoided, as they find it difficult to understand the material and feel more confident when using Nepali.

It's normal for them to expect translation because they're not used to understanding English without it. Many students in community school start relying on Nepali translations from a young age, making it difficult for them to understand English text without it. This leads to feelings of being lost, separated, and excluded in class, which is why they prefer translations (T3).

On the other hand, T2, T7, T8 and T9 came to a consensus that most students in English medium school generally have comfort level with using English in the classroom. However, they prefer translation at times.

Pertaining to this, T2 stated that students in their English medium school are trained in English from childhood and are generally comfortable communicating in the language. However, they may struggle with content taught in Nepali and prefer translation in English. This is echoed by T7 who noted that most students are good in English but may struggle with Nepali and prefer translation in English.

This is English medium school where they are trained in English from their childhood. They read other subjects in English, speak in English, do tasks in English except in Nepali subject. Rather they are poor in their own native (Nepali) language. They can communicate in Nepali language in general. But the content of text if taught in Nepali, they find it difficult to understand. So, they prefer explanation in English (T2).

Meanwhile, T8 and T9 stated that at times, students may prefer translation in ELT. T8 clarified that this may be due to difficulties in understanding unfamiliar vocabulary, idioms, and phrases, and that translation can sometimes help students learn grammar rules more quickly and easily. T9 also specified that the diversity of students and the fact that many of them may not have a habit of using English outside of the classroom, making translation a necessary tool for understanding.

This approach is mirrored by the study of Shabir (2017) whose result reflects that teachers are heavily requested by students to use their native language while providing explanations for grammar rules and instructions related to classroom activities and management, as well as while teaching new vocabulary. This is congruent with the observation of Sharma (2006) that says using Nepali is preferred by students because it helps them understand better, reduces confusion and the feeling of being lost, and fosters a positive rapport with their teacher.

Chapter 5. Conclusions and Implications

Conclusions

The aim of this study was to investigate EFL/ESL teachers' lived experiences towards the use of translation in the ELT classroom with their students. The study was conducted using a qualitative research design. Relevant literature and established theories were reviewed to substantiate the study. The data collection technique used was the semi-structured interviews, and purposive sampling was used to select ten teachers who had experience in teaching English as a second language. The data collected were analyzed using an etic perspective. From the analysis of the data, it was found that teachers had mixed experiences towards the use of translation in ELT classrooms with their students.

In conclusion, the findings indicate that translation can serve as a versatile tool in the instruction of English grammar, vocabulary, and critical thinking skills to students. It offers valuable opportunities for comprehension of texts and concepts, as well as for the comparative analysis of the native language and the target language, thereby fostering cultural understanding. Particularly beneficial in contexts where students face challenges with English or possess diverse cultural backgrounds, translation facilitates inclusive and accommodating learning environments that foster a sense of belonging and minimize language barriers. By promoting cultural and linguistic understanding, translation cultivates empathy and appreciation for varied perspectives, thereby enriching the educational experience for all learners.

Nevertheless, it is crucial to exercise caution in employing translation excessively, as overreliance on this approach can impede language development. It may restrict exposure to natural language input; hinder effective communication in real-life contexts, and stifle creativity and English language proficiency. Thus, prudent utilization of translation is recommended in English language instruction. Teachers should evaluate the individual needs of their students and adapt their pedagogical strategies accordingly, striking a balance between translation and other instructional methodologies.

Furthermore, it is essential to emphasize that immersion and contextualized practice offer superior approaches to acquiring grammar proficiency in a second language. These methods afford learners opportunities to engage in authentic

communication and attain comprehensive comprehension of grammar rules, fluency, and critical thinking abilities. While acknowledging the benefits of translation, it is imperative to employ it judiciously, in conjunction with alternative techniques, to establish an inclusive and effective learning environment that best supports students' language learning endeavors.

In conclusion, translation can be a valuable tool for teaching English grammar, vocabulary, and critical thinking skills to students, especially those who struggle with English or come from different cultural backgrounds. It promotes cultural and linguistic understanding, fosters empathy, and creates an inclusive learning environment. However, excessive reliance on translation can impede language development, limiting students' exposure to natural language and hindering their communication skills and creativity in English. Therefore, teachers should use translation judiciously, considering students' needs and balancing it with other teaching techniques. Immersion and contextual practice are recommended for a more comprehensive and effective understanding of grammar in a second language. By employing a combination of approaches, ELT teachers can create a rich and inclusive educational experience that promotes language acquisition and critical thinking skills.

Implications

English language teaching is a multifaceted process that necessitates the implementation of diverse teaching methods to address the heterogeneous needs of students. The role of translation in language teaching has been subject to extensive debate, with proponents advocating for its use as a pedagogical tool for language development, while opponents criticize it as a hindrance to language acquisition. The objective of this study is to examine the implications of using translation in English language teaching, encompassing policy-related, practice-related, and research-related aspects. Through a comprehensive analysis of the advantages and disadvantages of using translation, this study aims to provide insights into the appropriate use of translation in English language teaching to support students' linguistic progress.

Policy-Related Implications

The use of translation in English language teaching should be encouraged but not mandated. Teachers should have the autonomy to decide when and how to use translation in their classrooms based on their students' needs and learning goals.

Policymakers should provide guidelines for the appropriate use of translation in English language teaching and support teacher training programs that help teachers use translation effectively.

Practice-Related Implications

English language teachers should use translation as a supplementary tool to support their students' learning rather than relying on it as the sole method of teaching. They should assess their students' needs and adjust their teaching methods accordingly, balancing the use of translation with other techniques such as immersion, contextualized learning, and communicative language teaching. Teachers should also encourage students to practice English in real-life situations to improve their fluency and communication skills.

Further Research-Related Implications

There is a research gap regarding the effectiveness of translation in English language teaching for diverse student populations and contexts. Further research is needed to investigate the effectiveness of translation in English language teaching in different contexts and for different student populations. Research should explore the optimal ways to use translation to support language learning, including the appropriate amount of translation, the types of texts that are suitable for translation, and the most effective techniques for translating texts. Additionally, research should investigate the impact of translation on students' language development, including their fluency, accuracy, and communication skills.

Overall, the use of translation in English language teaching can have both advantages and disadvantages. Although it holds significant value in language development, it is essential not to rely solely on it as the primary teaching method. English language teachers should assess their students' needs and adjust their teaching approaches accordingly, finding a middle ground between translation and incorporating techniques like immersion, contextualized learning, and communicative language teaching. Policymakers should provide guidelines for the appropriate use of translation in English language teaching and support teacher training programs that help teachers use translation effectively. Further research is needed to investigate the effectiveness of translation in different contexts and for different student populations.

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Appendix I: Interview Guidelines for the Participants

I conducted an interview asking following questions to gather data for my research study. While asking questions, I also posed several cross-questions as per the demand of the situation.

1. Do you use translation while teaching English in the classroom?
2. Usually for what purposes do you use translation?
 - to clarify the meaning of the vocabulary/phrase/ sentence/ text?
 - to develop reading skills?
 - to develop writing skills?
 - to develop communication competence?
 - to check understanding?
 - to help with understanding?
3. Ways of translation in the classroom? (theory/ practice)
 - from L2 to L1
 - from L1 to L2
 - both
4. When does it necessitate you to use translation? (In what condition?)
5. How often do you use Nepali in your classroom? Why? In what context?
6. Has the use of translation in the ELT classroom been effective? How?
7. Can you please give me an example of such an incident in which you have used translation?
8. Can you please tell me your own experience of using translation in the ELT classroom?
9. Do your students prefer translation? Why?

10. What is your perception in the use of translation in the ELT classroom? Is it really helpful for students' learning or not? Why?
11. How do you administrators perceive your use of translation in classroom?
12. Does the administration know that you use the translation in the classroom?

Appendix II: Sample of Interview Transcription

Sample 1:

Interview with T4

R: Do you use translation as a means of instruction in ELT classroom?

T4: I teach in a community school. The English base of students are not so strong. So, I have to use translation.

R: Usually for what purposes do you use translation?

T4: The purpose teaching language is to enhance the four skills of language i.e., listening, speaking, reading and writing. So, my purpose of using translation is also to enhance the four skills of language. I believe that translation helps students to develop their language skills by providing them with the opportunity to practice using English in a variety of contexts. It also helps students to increase their vocabulary and improve their understanding of grammar and syntax. Additionally, it helps students to develop their critical thinking skills by requiring them to analyze and interpret the meaning of texts in English language. But mostly I use translation to make concept clear in class.

R: Which way do you use translation? I mean from L2 to L1 or L1 to L2 or both?

T4: Mostly from L2 to L1 is done in the class but from L1 to L2 is done occasionally.

R: When do you use translation from L1 to L2? And why?

T4: Sometimes, students ask me to translate when they feel difficult to express in English. They say in Nepali and I translate in English. Because it helps to promote language development in students. They learn the use of English and its context. They use it, practice it and try to create their own. It also encourages them to participate in activities in classroom. It removes their hesitation and they take it as an opportunity to learn English.

R: When does it necessitate you to use translation? (In what condition?)

T4: It typically occurs when the text is exceedingly challenging for students to understand. In this situation, translation enables them to comprehend and feel more at ease. For students to understand the notion, especially when teaching grammar, is extremely simple. Many terms and rules are similar to Nepali grammar. When I explain English grammar and its complex rules, I have found that the majority of them become confused. They comprehend quickly when translated in Nepali.

R: How do you use Nepali in your classroom? Overt or covert translation?

T4: Both ways are used depending upon the requirements and skills of the students.

For example, I tend to use overt translation if the student is very weak in English. Overt translation helps such students to comprehend a text's fundamental structure and meaning. On the other hand, I use covert translation to help the student who is good in English. For such students, covert translation helps improving their comprehension abilities and capacity to comprehend texts that are more complex or nuanced.

R: Has the use of translation in the ELT classroom been effective? How?

T4: I agree that the use of translation in the ELT classroom has been effective partially only. Although translation can be a helpful tool for assisting Students in comprehending the meaning of words and phrases in English, it can also be a barrier to their language acquisition. Translation can be a habit and students rely on translation too much. Then, students cannot develop a strong foundation in English grammar and vocabulary, and struggle to communicate effectively in English. Translation can be a slow and tedious process, and students may not always be able to find an accurate translation for a particular word or phrase. This can lead to confusion and frustration for them. So, translation should be used as a tool to support students develop their language competency only but not as a method.

Sometimes, translation can be effective when we have to give feedback, counsel or rebuke students. If students do not understand the words used for such purpose, they will not be able to walk in the path of improvement. As much as it becomes more sensible and effective in Nepali, it is not so in English.

R: Do your students prefer translation?

T4: They prefer translation.

R: Why?

T4: It is not uncommon for students in community school to prefer translation in English class. Because they feel more comfortable in Nepali to understand and to express themselves. Translation helps students understand the material better and feel more confident participating in class. They hesitate to participate in activities if translation is avoided.

R: Don't you encourage them to speak English?

T4: I encourage them to speak English but due to their weak foundation in English, they find difficult to understand and uncomfortable to speak in English. Their

habit of understanding only after translation is formed from lower level. They are trained that way which causes to form a weak level in them.

R: Can you please tell me your own experience of using translation in the ELT classroom?

T4: In my experience, translation is a helpful tool for language learning, particularly for developing vocabulary and grammar knowledge. So, it should be used in conjunction with other methods in order to provide a more well-rounded language learning. If it is used as a primary method of language instruction, it will be time consuming and will discourage students from using English language actively. So, the use of translation should be to support language learning as a tool rather than as a primary method of language instruction.

R: What is your perception in the use of translation in the ELT classroom? Is it really helpful for students' learning or not?

T4: I take translation only as a helpful tool for students to develop as it helps them understand and communicate in English language. It also enhances their cultural understanding. It also can be used as a form of assessment to gauge students' understanding of the language and their progress in learning it. However, we should not depend on translation fully to enhance students' language competency.

R: Why can't we depend upon translation fully?

T4: Translation is not a perfect process. It is difficult to convey the exact meaning of a word in English as there may be cultural or linguistic nuances that are lost in translation. This can lead to misunderstandings or inaccuracies. Next, translation does not teach you how to speak or understand the language in a natural way. In order to become proficient in English, you need to be exposed to English in its natural form like conversation in English, listening in English, and reading in English etc. So, it depends on how we use translation in the ELT classroom. It should be used as a tool not a substitute for actually learning and using English.

R: Do your administrators know that you use translation in your English class?

T4: They know it very well.

R: How do they perceive it?

T4: They know very well about the understanding level of students in English. So, they easily accept it.

Use of Translation With Secondary English Students: A Phenomenological Study

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