

**METHODS AND ANALYSIS OF EFL IN LOCAL INSTITUTIONS:
TEACHING ENGLISH THROUGH TRANSLATION**

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Abstract. *Teaching English as a Foreign Language (EFL) in local institutions often presents challenges related to linguistic and cultural differences. One widely debated method is translation-based teaching, which integrates the students' native language (L1) as a tool for developing English proficiency. This paper explores the effectiveness of teaching English through translation, analyzing its benefits, drawbacks, and practical applications in local educational institutions. By examining different pedagogical approaches and student performance data, the study aims to determine whether translation enhances language acquisition or hinders communicative competence. The research includes both quantitative and qualitative analyses, incorporating surveys, classroom observations, and test score comparisons. The findings contribute to discussions on optimal EFL methodologies, particularly in contexts where translation remains a dominant instructional practice.*

Keywords: *EFL, translation method, bilingual education, communicative competence, teaching methodology.*

INTRODUCTION.

The role of translation in Teaching English as a Foreign Language (EFL) has been a subject of ongoing debate in language pedagogy. While some argue that translation reinforces grammar, vocabulary retention, and comprehension, others believe it limits communicative competence and immersion in the target language. In many local educational institutions, translation remains a commonly used method due to factors such as limited exposure to English, students' reliance on their first language (L1), and teacher-centered instruction.

This paper aims to analyze the methods and effectiveness of teaching English through translation in local institutions, exploring both its advantages and limitations.

The study will assess whether translation facilitates or hinders language acquisition, how it compares to communicative approaches, and its impact on students' fluency and accuracy. Additionally, the paper will examine teachers' perspectives and students' experiences with translation-based instruction.[1]

To achieve this, the research will utilize a mixed-methods approach, incorporating classroom observations, surveys, and student performance analysis. The findings will contribute to the broader discussion on whether translation should be integrated as a supportive tool or minimized in favor of more immersive techniques. Ultimately, this study seeks to provide practical insights for EFL educators in local institutions striving to enhance English language proficiency among learners.

Methods and Analysis of EFL in Local Institutions: Teaching English Through Translation. Teaching English through translation remains a widely used approach in local institutions, particularly where students have limited exposure to the language. Rooted in the Grammar-Translation Method (GTM), this approach emphasizes accuracy, vocabulary retention, and grammatical comprehension. While modern communicative methods encourage immersion, translation continues to be relevant due to its structured nature and ease of implementation.[2]

Translation helps students develop a strong foundation in vocabulary and grammar by allowing them to compare linguistic structures between their native language (L1) and English (L2). It also reduces cognitive overload, making complex language concepts more accessible. For beginners, this method provides clarity and confidence, minimizing misunderstandings. Additionally, in academic contexts, translation enhances reading and writing skills, particularly for technical and formal texts.

Limitations of Translation in EFL Learning .Despite its benefits, excessive reliance on translation can hinder communicative competence. Students may become dependent on direct translation instead of thinking in English, which slows down fluency development. Moreover, it limits speaking and listening practice, which are crucial for real-life communication. For advanced learners, translation may not be as effective, as they require more immersion-based methods like communicative language

teaching (CLT) and task-based learning (TBL).

To assess the effectiveness of translation in EFL instruction, this study employs a mixed-methods approach, combining classroom observations, student surveys, and performance analysis. The findings highlight that while translation is beneficial for beginner and intermediate learners, a balanced approach integrating communicative methods is more effective for overall language proficiency.[3]

While translation is a helpful tool in EFL instruction, it also has several drawbacks that can hinder students' fluency, communicative competence, and overall language development. Over-reliance on translation can lead to linguistic interference, passive learning, and reduced exposure to authentic English usage. The main limitations include:

- Over-Reliance on Native Language (L1)

One of the biggest challenges of translation-based learning is that students may become too dependent on their native language when trying to understand or produce English. Instead of developing the ability to think directly in English, they often translate word-for-word, which can:

- Lead to unnatural sentence structures due to differences in grammar and syntax between L1 and L2.
- Slow down processing speed, making it harder for learners to respond quickly in conversations.
- Create mental blocks when direct translations do not exist, causing confusion.
- Limited Speaking and Listening Skills Development [4]

Translation-based methods primarily focus on reading and writing, often neglecting the importance of speaking and listening practice. As a result, students may:

- Struggle with pronunciation, intonation, and spontaneous speech due to a lack of practice.
- Find it difficult to understand native speakers, as classroom translation does not expose them to real-life speech patterns, accents, or idiomatic expressions.

- Become hesitant in conversations, fearing grammatical mistakes rather than focusing on natural communication.

Reduced Fluency and Communicative Competence

- Language learning requires immersion and active engagement rather than just memorizing translations. When translation is overused:

- Students may focus more on accuracy than fluency, leading to slow, hesitant speech.

- They may struggle with expressing ideas naturally, as some phrases do not have direct equivalents in another language.

- Real-life conversations may become challenging since native speakers do not communicate through direct translations.

- Difficulties in Learning Idioms and Cultural Expressions[5]

Every language has unique idioms, collocations, and cultural expressions that do not translate directly. Translation-based learning often fails to convey:

- Cultural context behind words and phrases, leading to misunderstandings.
- Figurative language and idioms (e.g., “It’s raining cats and dogs”), which cannot be translated literally.

- The emotional and pragmatic meaning of words, which is crucial for effective communication.

- Ineffectiveness for Advanced Learners

While translation may be useful for beginners, it becomes less effective at higher proficiency levels, where learners need:

- Immersion-based techniques to develop critical thinking in English.
- Exposure to authentic materials (books, movies, conversations) rather than relying on translations.
- Interaction with native speakers or real-world contexts, where translation is not practical.[6]

Although translation can support initial language learning, excessive

dependence on it can hinder fluency, spontaneous communication, and real-world application of English. To develop a well-rounded skill set, students should gradually transition from translation-based learning to direct engagement with English through speaking, listening, and immersive experiences.

Conclusion

Teaching English through translation continues to be a widely used method in local institutions, offering structured support for vocabulary acquisition, grammar comprehension, and reading skills. It proves particularly effective for beginner and intermediate learners, as it helps bridge the gap between their native language (L1) and English (L2). However, over-reliance on translation can limit speaking and listening skills, slowing down fluency development and reducing students' ability to think directly in English.

To achieve better language proficiency, a balanced approach is essential—one that integrates translation for foundational learning while gradually introducing communicative and immersion-based methods. This ensures that students not only understand English at a theoretical level but can also use it effectively in real-life communication.

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