

AN INVESTIGATION INTO STUDENTS' PERCEPTION OF TRANSLATION IN ENGLISH LANGUAGE LEARNING: A SURVEY-BASED STUDY

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Abstract

English language has become the lingua franca throughout the world since the colonial rule. However, in India, the introduction of National Education Policy 2020 has revived the usage of native, indigenous and regional languages along with the link language English. Contextualizing the same idea, this paper explores the multifaceted role translation plays in the learning of English Language in the Higher Education Institute classrooms. This research investigates the future of translation in language learning, enhancement of cultural understanding and practical communicational competence by addressing the challenges that students face while learning the English language. The paper also aims to give a deep insight into the relevance of translation in English language teaching today by amalgamating the traditional as well as modern translation techniques with the help of a survey conducted on the undergraduate students. In this regard, a questionnaire was circulated amongst the students to bring out their perception about the role of translation in enhancing their language competence. The data received from the respondents will be used for analysis to establish the relevance of translation in today's language learning scenario.

The study also highlights that if used meticulously, translation can enhance communicative practices by supporting comprehension and learner confidence. The findings clearly indicate that many students look at the practice of translation positively, reflecting its usefulness in enriching vocabulary building, clarifying grammatical concepts and bridging cultural understanding.

Keywords: Lingua Franca, Higher Education Institution, English Language Learning, Translation, Students' Perception

Introduction

English language has evolved and become essential in almost all the fields in India, including academia, administration, business, science, technology, and political discourse. With the passage of time, proficiency in English has become a necessary requirement for many employment opportunities, often determining a candidate's access to professional growth and social mobility. Within this perspective, it becomes imperative for the Indian education system to prioritize English language instruction for all students to ensure they attain a functional level of proficiency. Consequently, it would also help reduce linguistic discrimination and empower students to participate more equitably in academic and professional environments.

The journey of English in the Indian subcontinent is long and complex, dating back to the early 17th century. The first Englishmen to arrive in the Indian subcontinent were merchants, who set up trading posts along India's coasts. They learned local languages such as Hindi and regional vernaculars to ease trade and communication. Gradually, English shifted from being merely as a means of communication to functioning as a lingua franca, bridging linguistic divides among diverse groups.

In the 19th century, the British East India Company formalized its governance in India, recognizing English as a valuable medium for administration and education. The famous social reformer Raja Ram Mohan Roy supported English education and considered it beneficial across different domains such as academics, science, economy, and international relations. In 1835, Lord Macaulay's famous Minute on Indian Education recommended English as the primary medium of instruction. Macaulay

envisioned creating a class of Indians who would be seen as “Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect” (qtd in Sridhar and Mishra). His policies led to the systematic implementation of English in educational institutions and thus formed an English-speaking elite. It further led to the marginalization of traditional Indian education systems and contributed to lower literacy rates among the broader population.

By the time India gained independence in 1947, English had become deeply rooted in institutional frameworks. Though Hindi was declared the official language, English retained its functional and legal status and continues to dominate areas such as governance, commerce, higher education, and media. As per *The Official Languages Act, 1963*, English will be considered the second official language of India after Hindi. According to the 2011 census, nearly 129 million Indians—approximately 10% of the population—speak English, making it the second most spoken language in the country after Hindi. English is widely regarded as a language of opportunity, offering access to better employment, global communication, and educational advancement. Its integration into the daily lives of millions reflects its lasting significance in the Indian sociolinguistic landscape. With this study of the historical background of English language in India, the paper analyses the undergraduate students’ perception about the use of translation as a tool for learning English language

Literature Review

Since the time of the colonial rule during 18th and 19th century, translation played a crucial role in language teaching, particularly through the Grammar Translation Method (GTM). It emphasized rote learning, memorizing grammar rules and literary translation. For many decades the GTM remained the most successful tool for teaching and learning a language. Though it facilitated grammatical precision and vocabulary enhancement it did not consider much spoken communication and verbal linguistic competence. As Hall and Cook also write that its aim was “to develop the ability to translate written language accurately, and ultimately to build upon this skill” (2012, p. 276). However, as time changed GTM lost its significance for language learning. Howatt and Widdowson (2004) categorically rejected Grammar Translation Method for language learning. Guy Cook give the reason for its limited use and write that

It is no coincidence that the initial banning of translation in language teaching in favour of the Direct Method was promulgated in the heyday of European nationalism by scholars from two of Europe’s most belligerently nationalist states—England and Germany—and has been continued in post-colonial times by scholars from ‘English-speaking’ nations. They have made the classroom a microcosm of the monolingual state, often legislating within its boundaries against any use of students’ L1, and therefore *de facto* against translation. (2007, p. 399)

In fact, the learners were motivated to think and speak directly in the target language. J. Harmer also asserts that translation can lead to overdependence and students may rely too much on their L1 and avoid thinking in English. Alongside him, J. C. Richards and T. S. Rodgers also argue that translation may become a crutch for the learner which can hinder fluency and confidence in language learning. To support his point, he argues that translation will restrict learner’s exposure to the target language and thus will limit language acquisition. Thus, translation gradually came to be considered obsolete and an obstacle to fluency in learning English Language.

With the later developments in this field, the story of German linguist Maximilian Berlitz popularized the Berlitz model for teaching the target language without the help of learner’s language. It was influential for monolingual teaching instead of bilingual teaching. It may be referred as first immersive teaching methodology. Parallel to this there was a development of Direct Teaching Method in the late 19th century in Europe. Direct Method became influential in the development of Communicative method of teaching language through its emphasis on spontaneous oral interaction and language thinking in second language (L2) rather than translation.

In the mid-20th Century (1950s and 1960s), the Audio-Lingual Method for learning the language also became fascinating for the learners over the use of translation method and direct method. Audio-

Lingual Method was introduced during the World War II. Through this, “Students learned language through a series of drills involving imitation, repetition and practice (qtd in EBSCO, 2025)”. The Audio-Lingual Method drew its inspiration from structuralism. Through this student first learnt to “speak by repeating what they had heard” and finally they “read and wrote the same language” which they used orally (EBSCO, 2025). By doing this exercise, students could understand the grammar through the “processes of making analogies, generalizing and discriminating” (EBSCO, 2025). The students learnt the structure of sentence making in this way. However, the method did not meet the expectations of the learners as it consumed a lot of time and therefore failed gradually. Further, the use of the Communicative Language Teaching (CLT) during 1970s-1990s put the use of translation for language learning down. The concern here persisted that excessive reliance on translation may hinder fluency and the ability to think independently in English. Richard and Rodgers write that CLT came as a reaction against the Situational Language Teaching (SLT) and until 1960s it was seen as a major “British approach to teaching English as a second or foreign language” (2014, p. 83). For the method of SLT, Richard and Rodgers write, “language was taught by practicing basic structures in meaningful situation-based activities” (2014, p. 83). The use of translation was completely overshadowed by the influence of first SLT and later CLT. With the above discussion about the various methods introduced for language learning it becomes clear that learning English language was never naturally done. As it was considered a second language it demanded some efforts at the end of the learners to learn the language. In this regard, the role of translation in English Language Teaching has been the subject of continuous debate. It had the dominant position in Grammar Translation Method whereas Direct Method, Audio-Lingual Method and Communicative Language Teaching Method completely negated its relevance in English Language Teaching. The Direct Method of Language Teaching often emphasized immersive, monolingual approaches, which encouraged readers to think directly in English. However, the importance of translation cannot be completely negated because it is essential for building vocabulary and grammatical accuracy. Despite the constant shift, translation remains largely an important pedagogical tool for language learners particularly in multilingual contexts where the first language can serve as a bridge to learn the target language. It may serve as a pedagogical tool in learning language and bridge the gap between two cultures. Everyday advancements in technology, use of machine translation and computer assisted tools have also brought a fantastic transformation in teaching and learning English Language. Melita Koletnik and Nicolas Froeliger write in their foreword that “new research has opened up interesting avenues attempting to re-establish the relative merits of translation in L2 teaching” (2019, p. vii). The important contribution made by Guy Cook a professor of English language and linguistics, revitalizes the use of translation for the purpose of language expansion. According to him, there is a shift in ELT, and its focus has now shifted from monolingualism to bilingualism. He argues that translation enhances metalinguistic awareness, cultural understanding, and the learner’s confidence if it is used meticulously. On one hand it facilitates the comprehension of complex texts and on the other enables learners to connect linguistic forms with cultural contexts.

Widdowson also explores the concept of bilingualism in his work (1978, p. 149-164), emphasizing that language learning inherently involves bilingual development. He records that language learners in the classroom are preoccupied with one language and the teacher’s role is to help them learn another. According to him traditional methods fail to reflect how learners with bilingualism can naturally integrate two languages into a unified cognitive system. Furthermore, he also elaborates on how second language learning differs completely from first language acquisition. (150)

In addition to the above, the importance of translation has been re-iterated by Kelly and Bruen (2015, p. 13) discussed the importance of translation in helping students build their vocabulary. According to Ivone (2005), English learners often rely on translation as their primary means of expanding vocabulary. Translation serves as a valuable teaching and learning strategy that can complement other methods within a varied approach to language teaching. Additionally, scholars note that translation permits learners to improve their second language skills, especially through comparing and analysing

differences between languages. In fact, the interaction between a learner's native language and the foreign language can aid language acquisition (Cuéllar in Aquado & Becerra, 2013, pp 42).

Guy Cook has emphasized on the need to take translation practice seriously into curriculum and in fact he argues that translation in English language teaching should be a major topic for future applied linguistic research and discussion. In his article on translation, he also writes: The dismissal of translation in 20th century academic writing has no substantial basis in either theory or research. It reflects rather a monolingualism which is rightly deplored in the political spheres, but somehow strangely tolerated in SLA research and language pedagogy, particularly as these relate to English. A return to translation where possible has much to commend it, and nothing against it. (2007, p. 399-400)

He also gives various reasons for its importance and why has it become the need of the hour as per the changing times. He quotes Widdowson:

Many contemporary learners do not learn English to become monolingual English speakers, but rather to create a bilingual identity. Many are more concerned with international communication than face-to-face social interaction in native-speaking environments. Those native-speaking environments are, in any case, often far from monolingual. In these circumstances, translation seems both useful and right. . . . A person who is banned from the use of their first language is disempowered, infantilized, frustrated, deprived of their identity and knowledge. (2007, p. 399)

Apart from that, while talking about the teaching of language by teachers in classroom, he says that even if the teachers keep the two languages separate, "the learners in their own minds keep the two in contact" (2007). To do this, they resort to such strategies as consulting bilingual dictionaries and seeking translations from friends, even if these are banned in the classroom. For teachers too, if they know both languages, "translation comes naturally as a teaching technique, unless of course they have been 'educated' not to do this" (2007, p. 399). In his article "Learning Through Translation" he rejects the idea of learning L2 without the help of L1. He says, ". . . despite the determined efforts of many theorists, syllabus designers and teachers, we cannot keep the language we are learning separate from one(s) we know already, even if we want to" (289). He acknowledges that only by connecting L2 to the L1, one can make sense of L2 and according to him it is "a universal and productive human learning strategy, so learners make connections, even if they are forbidden to do so" (2007, p. 289). Hall and Cook study the use of own language by the learner in language teaching and define the term "Monolingual teaching" as without the use of learner's own language and "Bilingual teaching" supports the use of learner's own language for learning the second language. There are many of the widespread terms as mentioned by Hall and Cook for learner's existing language such as "first language", "mother tongue" "native language" which is abbreviated as L1 while the desired language is often defined as "foreign language" "second language" "target language" which may be abbreviated as L2. However, Hall and Cook reject all these terms with justifiable arguments in their article and use the term "Own language" for the learner's existing language and "New language" for the language being learnt (Hall & Cook, 2012, p. 275). Richard G. Kern in his work *Studies in Second Language Acquisition* (1994) also explores how learners use mental translation as a cognitive strategy to process texts.

The similar arguments fit in the context of the present study as many of the undergraduate students whose perceptions have been taken here for study. This paper attempts to explore their opinion about translation as a learning tool in English Language learning. For this purpose, a structured survey was administered to undergraduate students, which examined that how frequent the use of translation is for students. Along with that it also helped in analysing its effectiveness in enhancing language skills and its role in cultural understanding. With the help of qualitative acumens and quantitative data, this research targets to analyse the continuing relevance of translation within contemporary English Language Teaching pedagogy. The last section of the paper will delve into the results and findings of the collected data to understand the significance of translation in a multilingual global environment today. Further it will also investigate whether translation can serve as both a cognitive framework

and a cultural bridge, complementing communicative methods to create a balanced, learner-centred approach.

Methodology

Participants

This study employed a survey-based quantitative research design with qualitative elements to examine students' perceptions of translation as a tool for learning English language. There were 120 students from BA English program predominantly first-year students aged between 18-20 years. The sample was taken purposely to represent learners at the foundational stage of English learning, where translation is most frequently used.

Data Collection

A structured Google form questionnaire was used, consisting of 22 questions divided into six sections:

- 1) Demographic information
- 2) General Attitudes towards Translation
- 3) Impact of Translation on Language Skills
- 4) Translation and Cultural Understanding
- 5) Technological Tools and Translation
- 6) Ethical and Practical Considerations

The questions in each section are given below in the table format:

Demographic Information

S. No.	Question	Option 1	Option 2	Option 3	Option 4
1	Age	18–20	21–23	24–26	27 and above
2	Gender	Male	Female	Others	
3	Year of Study	First Year	Second Year	Third Year	
4	Primary Language	Open response			
5	Previous Exposure to Translation in English Learning	Yes	No		

General Attitudes Towards Translation

S. No.	Question	Option 1	Option 2	Option 3	Option 4	Option 5
1	How often do you use translation as a tool in learning English?	Always	Frequently	Occasionally	Rarely	Never
2	Do you think translation is an effective method for learning English?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3	How comfortable are you with using translation in your English learning process?	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable

Impact of Translation on Language Skills

S. No.	Question	Option 1	Option 2	Option 3	Option 4	Option 5
1	How helpful is translation in improving your vocabulary?	Very Helpful	Helpful	Neutral	Slightly Helpful	Not Helpful
2	Do you find translation useful for understanding complex grammar rules in English?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3	How often do you rely on translation for comprehending difficult texts in English?	Always	Frequently	Occasionally	Rarely	Never
4	Does translation help you in retaining new information better than other methods (e.g., direct English explanations, visual aids)?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Translation and Cultural Understanding

S. No.	Question	Option 1	Option 2	Option 3	Option 4	Option 5
1	Does translation help you understand cultural references and idiomatic expressions in English?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2	How important is translation for you in understanding the cultural context of English texts?	Very Important	Important	Neutral	Not Very Important	Not Important

Technological Tools and Translation

S. No.	Question	Option 1	Option 2	Option 3	Option 4	Option 5
1	Do you use machine translation tools (e.g., Google Translate) in your English learning?	Yes	No			
2	How reliable do you find machine translation tools for accurate translation?	Very Reliable	Reliable	Neutral	Unreliable	Very Unreliable
3	How often do you cross-check machine translations with other sources (e.g., dictionaries, teacher guidance)?	Always	Frequently	Occasionally	Rarely	Never

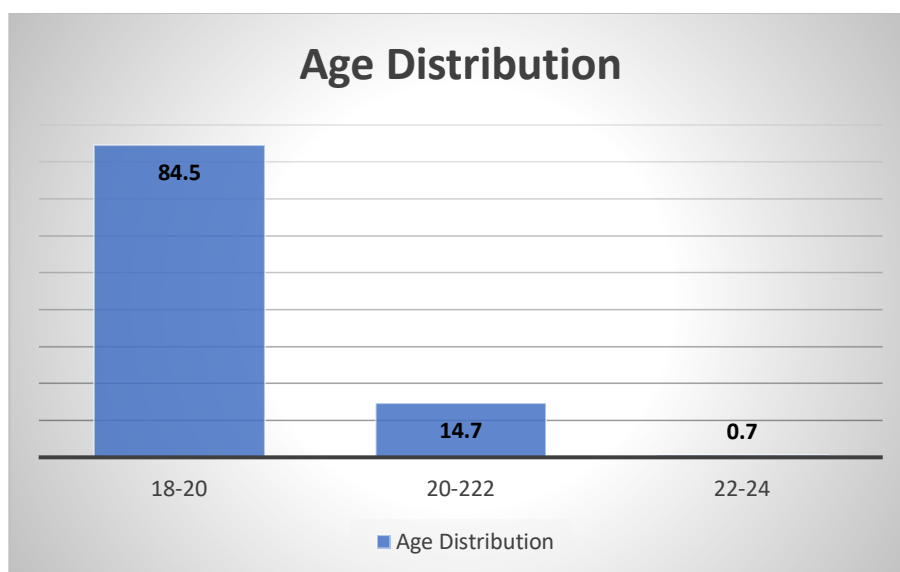
Ethical and Practical Considerations

S. No.	Question	Option 1	Option 2	Option 3	Option 4	Option 5
1	Do you believe over-reliance on translation can hinder your ability to think in English?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2	Have you ever faced challenges in translating complex ideas from your native language to English?	Yes	No			
3	In your opinion, what is the ideal balance between using translation and direct English learning methods?	Open response				
4	What improvements or resources would you suggest for better integrating translation into English teaching?	Open response				
5	How do you envision the role of translation in future English language education?	Open response				

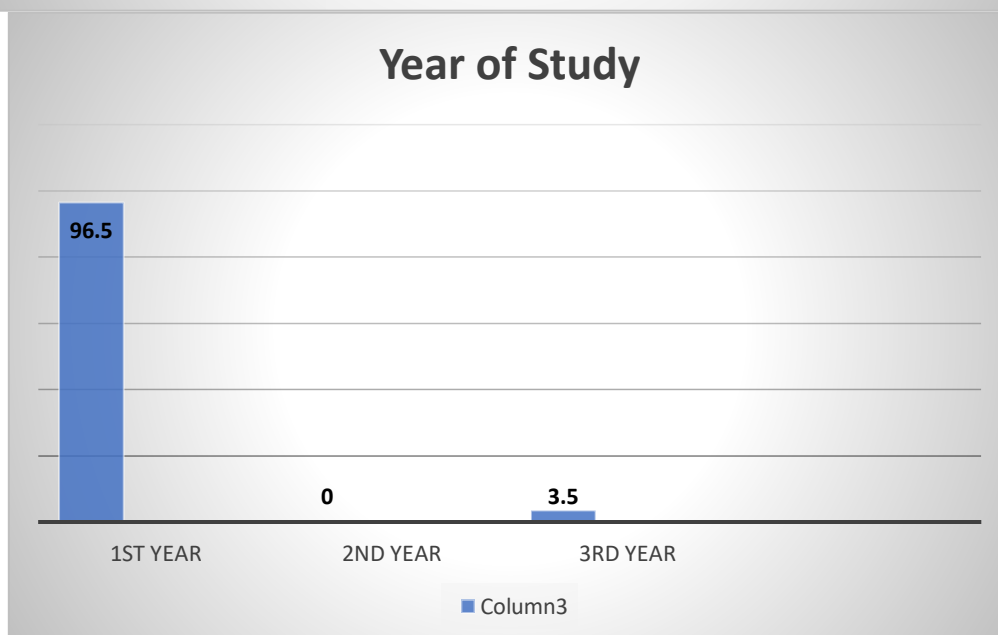
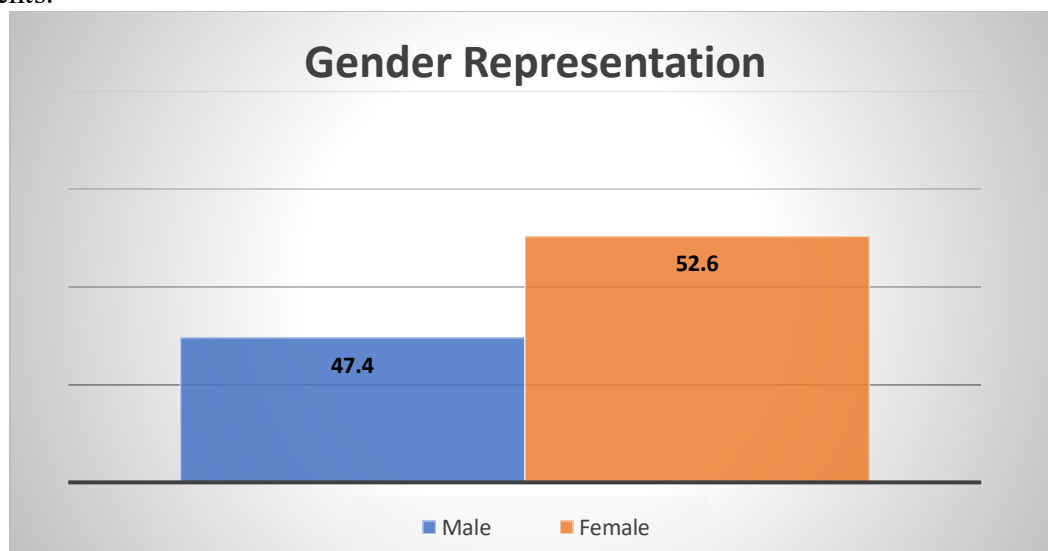
The questionnaire employed a blend of both Likert scale and yes-no questions. For e.g. Strongly agree to Strongly Disagree, frequency-based options such as always to never, and open-ended questions for qualitative insights. The responses for the above questions were collected over two weeks. Descriptive statistics (percentage and frequency) were computed to analyse quantitative data. Some visual representations such as pie charts were collected from Google form responses and used in the paper to illustrate patterns in comfort level, frequency of translation use and cultural understanding. The open-ended responses were analysed thematically to identify recurring opinions on the role and limitations of translation in language learning.

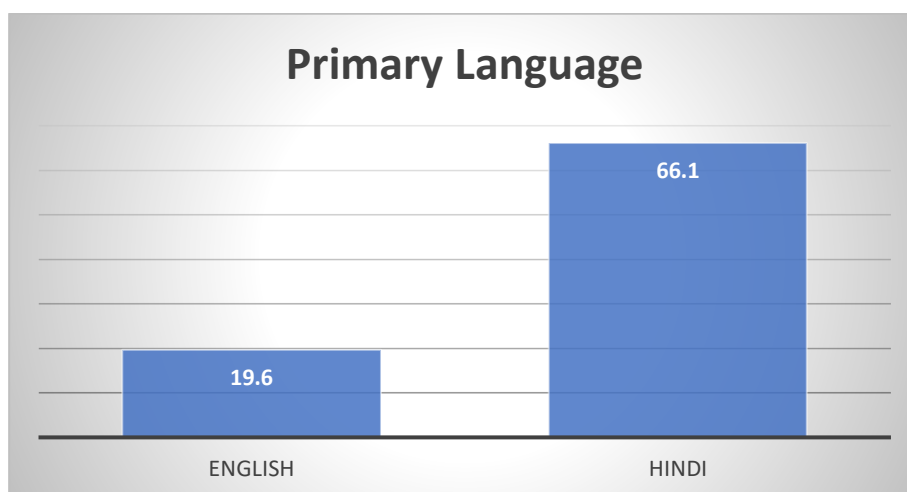
Results and Discussions

The data gathered reflected a clear preference for using translation as a supplementary tool in learning English Language. Most respondents are young learners aged 18-20 (84.5%), predominantly in their first year of study (96.5%) with the selection of Hindi as their primary language. It is reflected in the diagrams below:

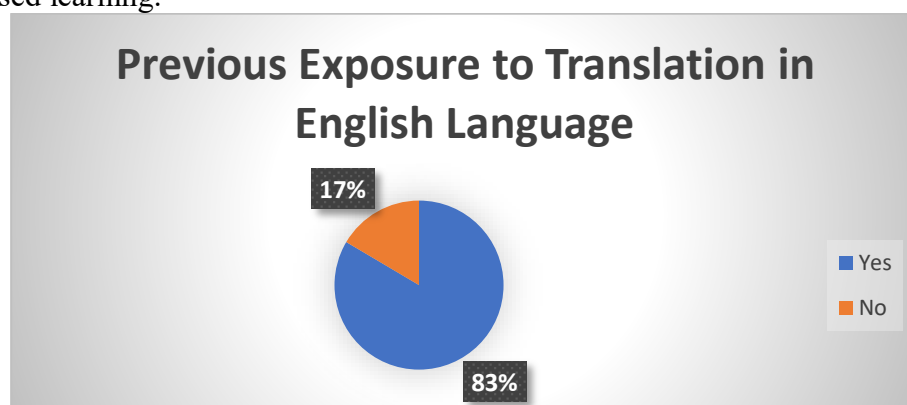


The graph below indicates a balanced gender representation with 52.6% female and 47.4% male respondents.

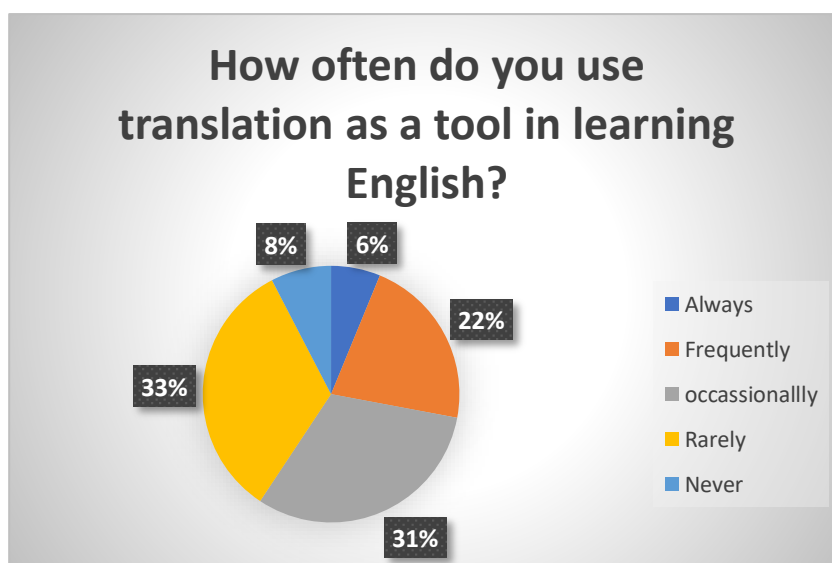




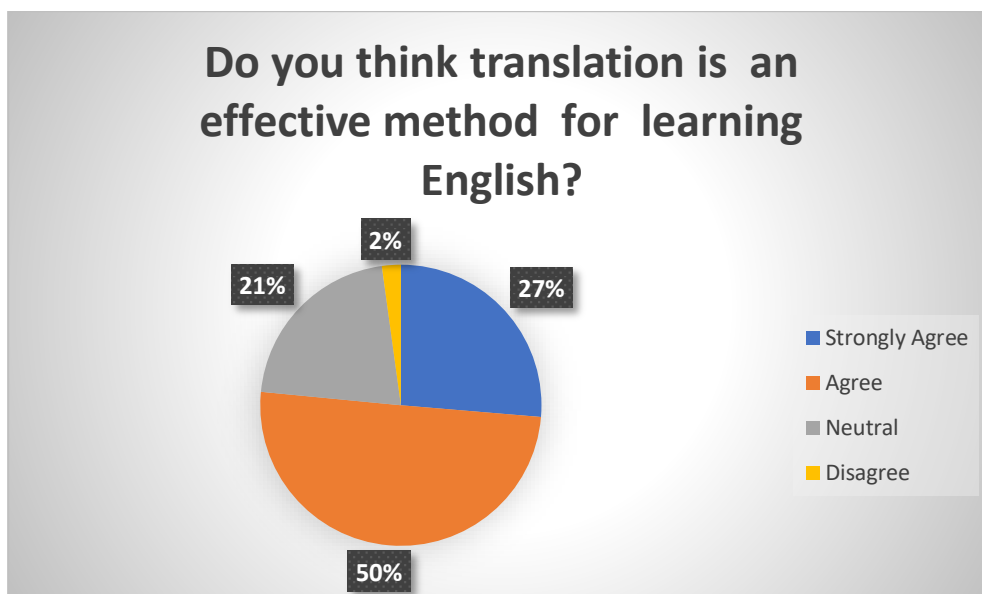
The following diagram shows that 83% respondents had previous exposure and familiarity to translation-based learning.



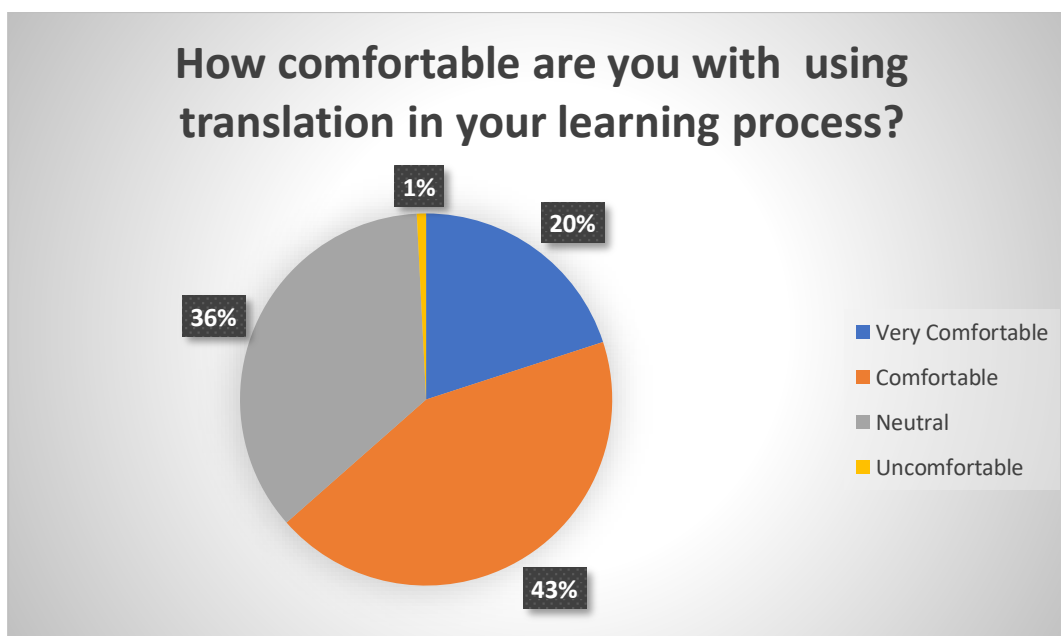
For the question, how often they use translation in learning English language, 31% students reported using it occasionally, while 22% use it frequently and 6% always rely on translation. There are only 8% students who indicated that they never use translation. The findings for this suggest that translation is still widely used as a learning tool especially at the initial stage of learning the language.



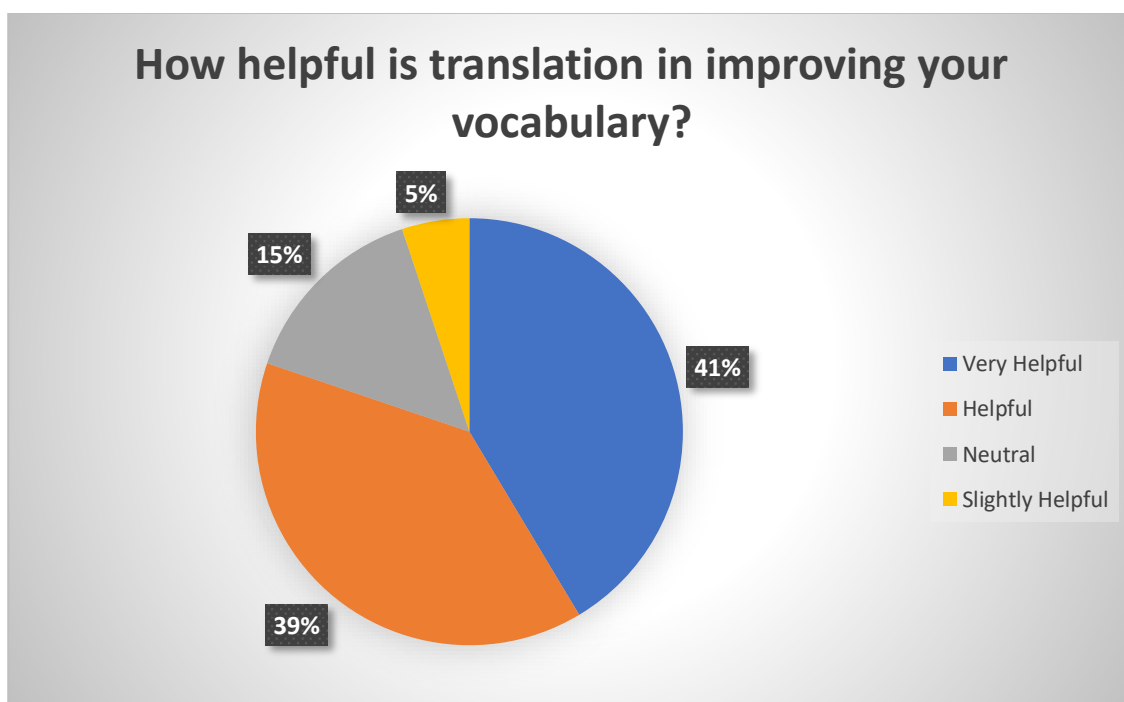
There were a significant number of students i.e., 77% (50% agree + 27% strongly agree) who believe translation is an effective method for learning English. There were only 2% participants who disagree with this opinion as shown below:



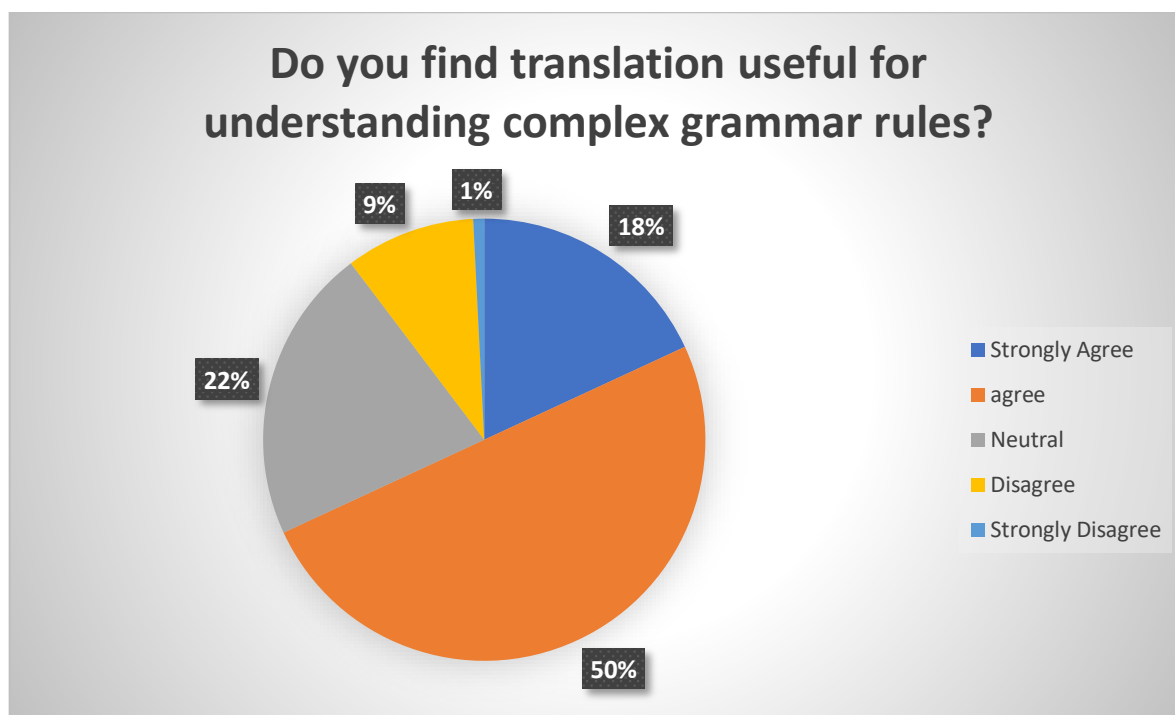
In terms of learner's comfort, 43% of respondents feel comfortable and 20% very comfortable using translation in their English learning process. There are only 1% participants who feel uncomfortable in using translation for learning the language. These responses indicate that translation boosts learners' confidence by providing a linguistic bridge between their first language and the target language English. The chart given below:



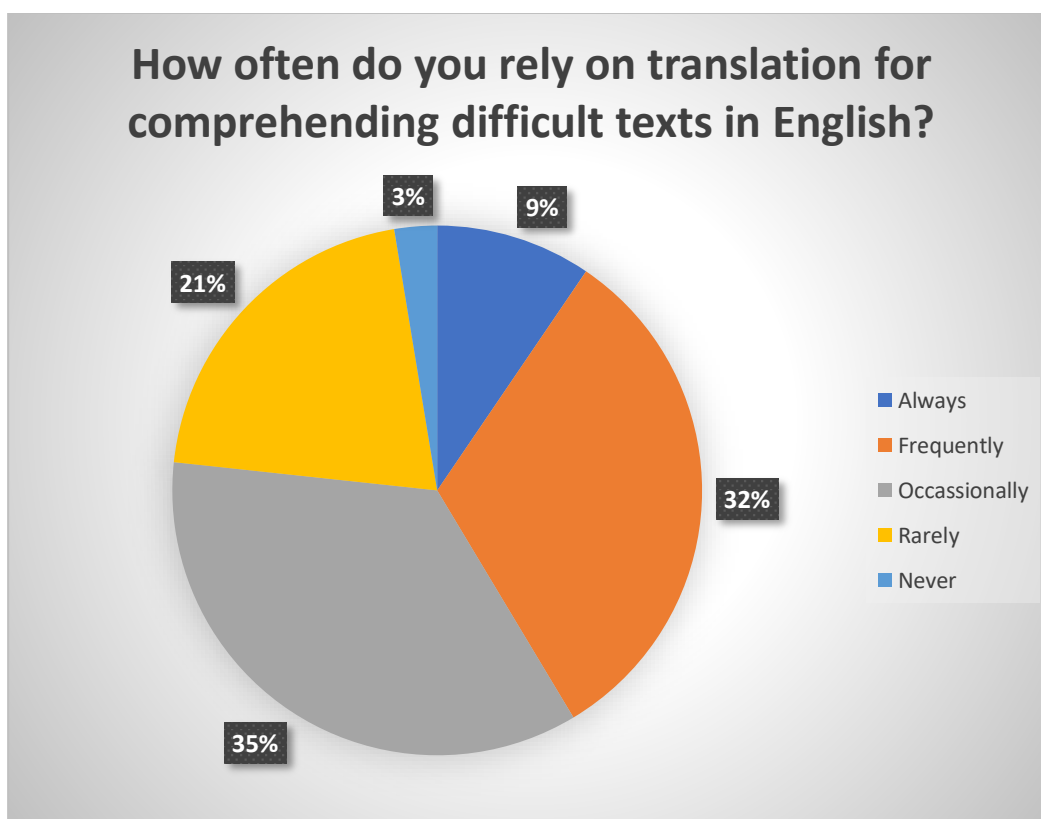
The responses received for the impact of translation on language improvement skills such as vocabulary and grammar it was shown that more than 80% (39% helpful and 41% very helpful) participants find translation highly beneficial for improving vocabulary. It is shown in the diagram below:



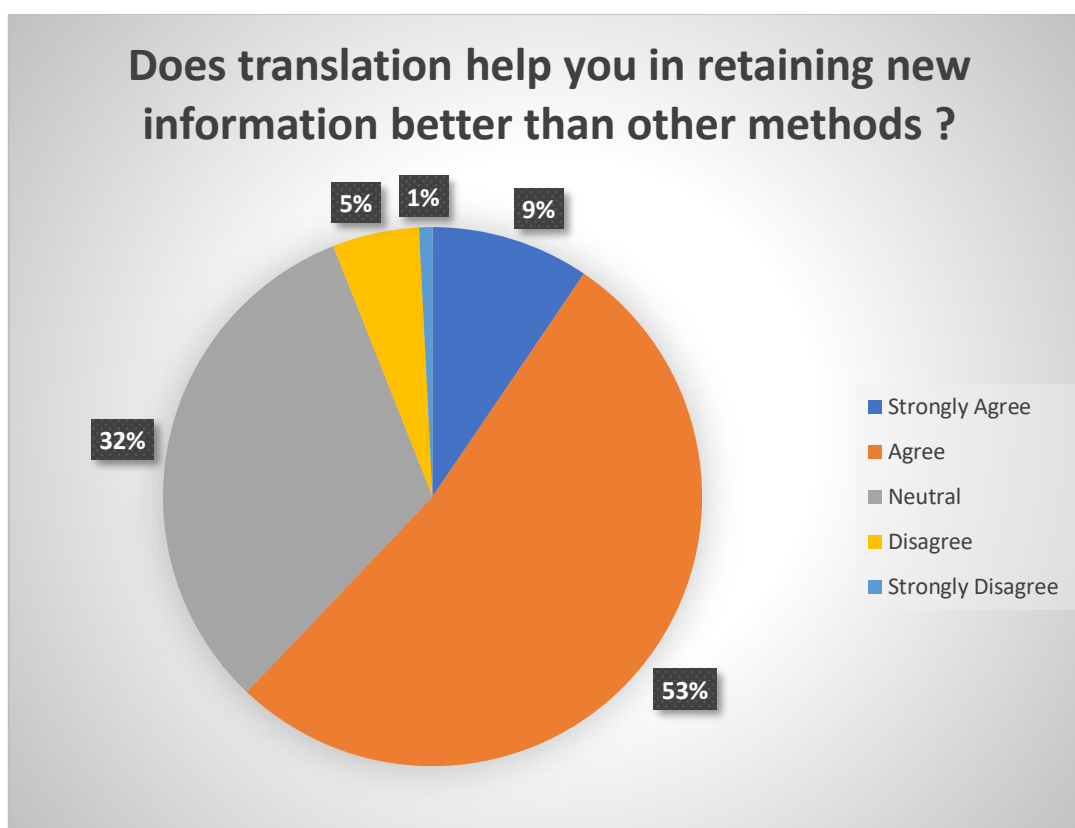
Apart from this, almost 68% (18% strongly agree and 50% agree) respondents report that translation aids their understanding of complex grammar rules which is evident from the graph below:



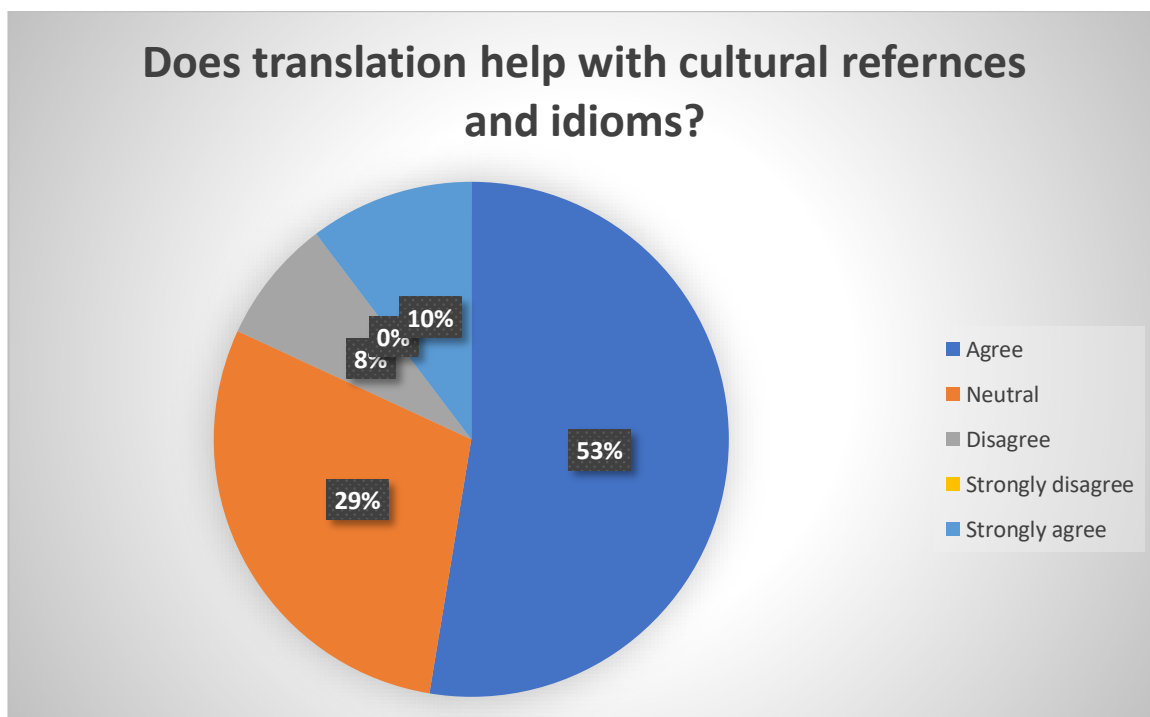
There were 32% respondents who frequently find that translation is helpful in comprehending complex texts in English while 9% always find it helpful for these exercises as it is indicated below:



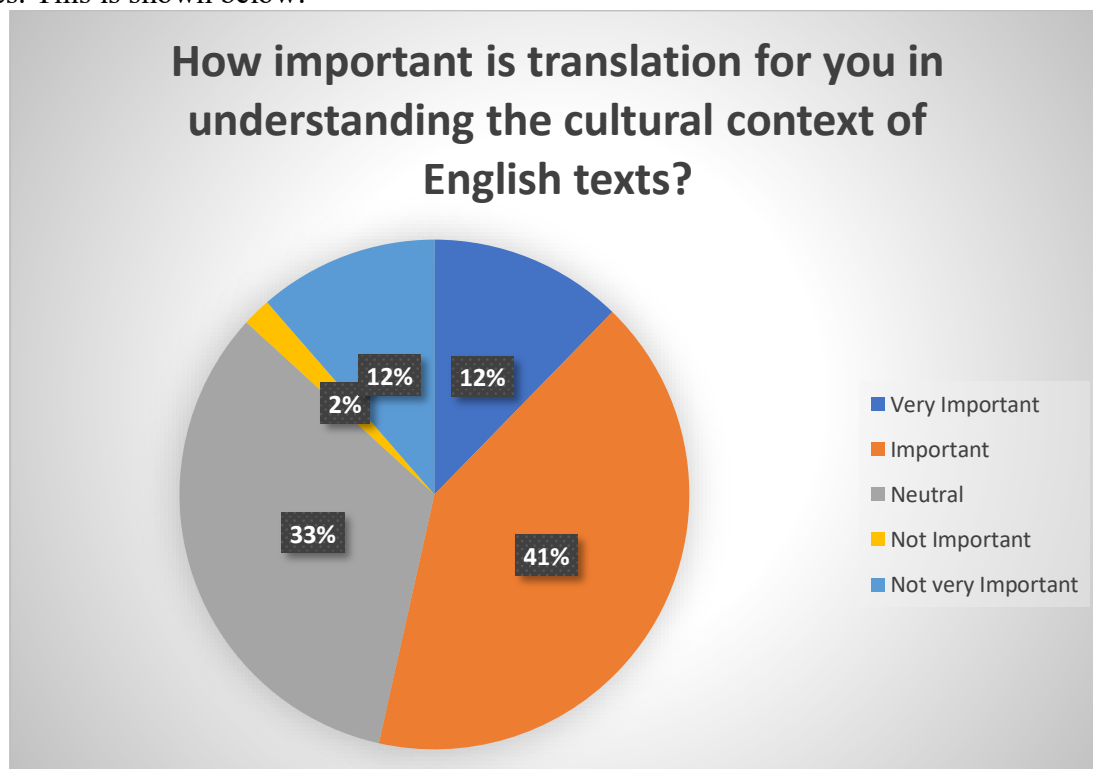
In addition to these basics, the 53% respondents agree and 9% strongly agree that translation helps them retain new information better than explanations made directly into the target language. On the other hand, only 1% respondents strongly disagree with it.



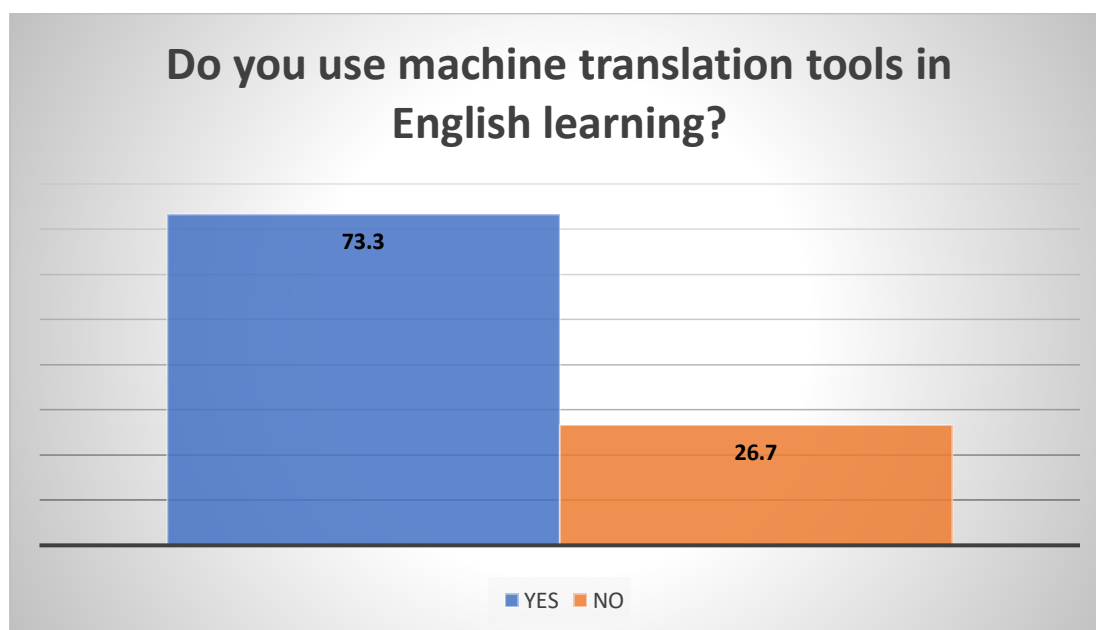
It is also observed that more than 60% (10% strongly agree and 53% agree) respondents believe that translation enhances their understanding of cultural references and idiomatic expressions while there is 0% data for those who strongly disagree with it. As shown below:



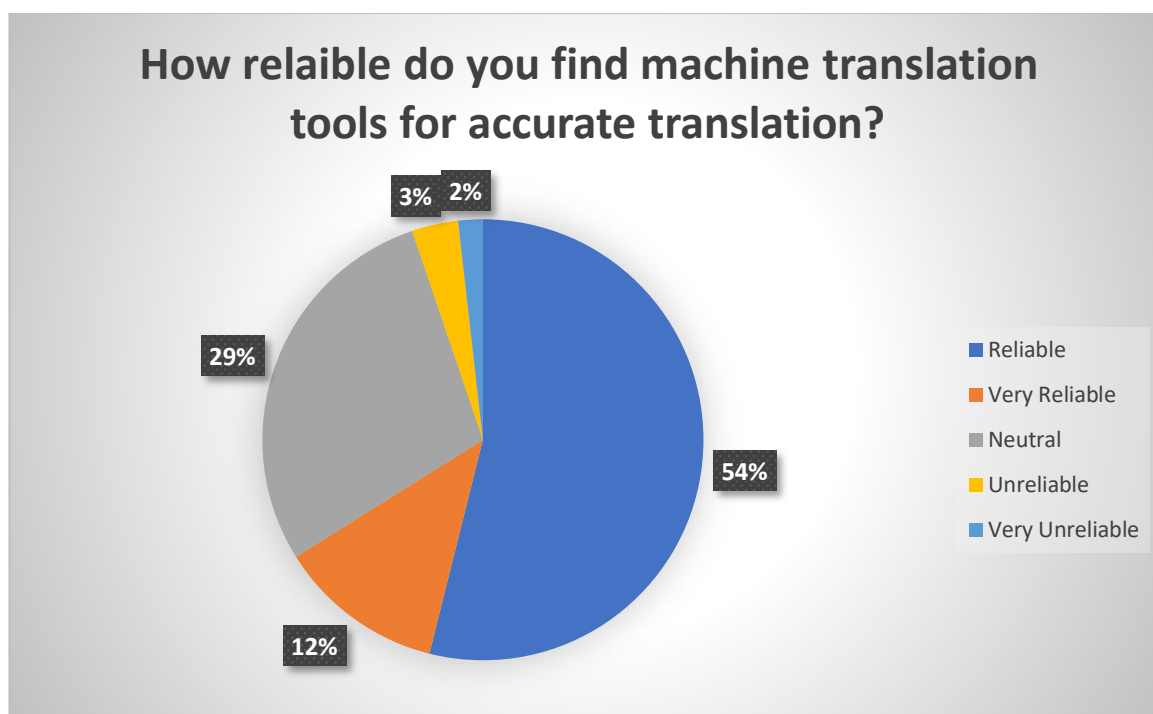
The 41% respondents consider translation important and 12% consider translation very important for interpreting cultural nuances, demonstrating that translation helps not only linguistic but also cultural understanding. There are only 12% who consider it is not very important for understanding cultural nuances. This is shown below:



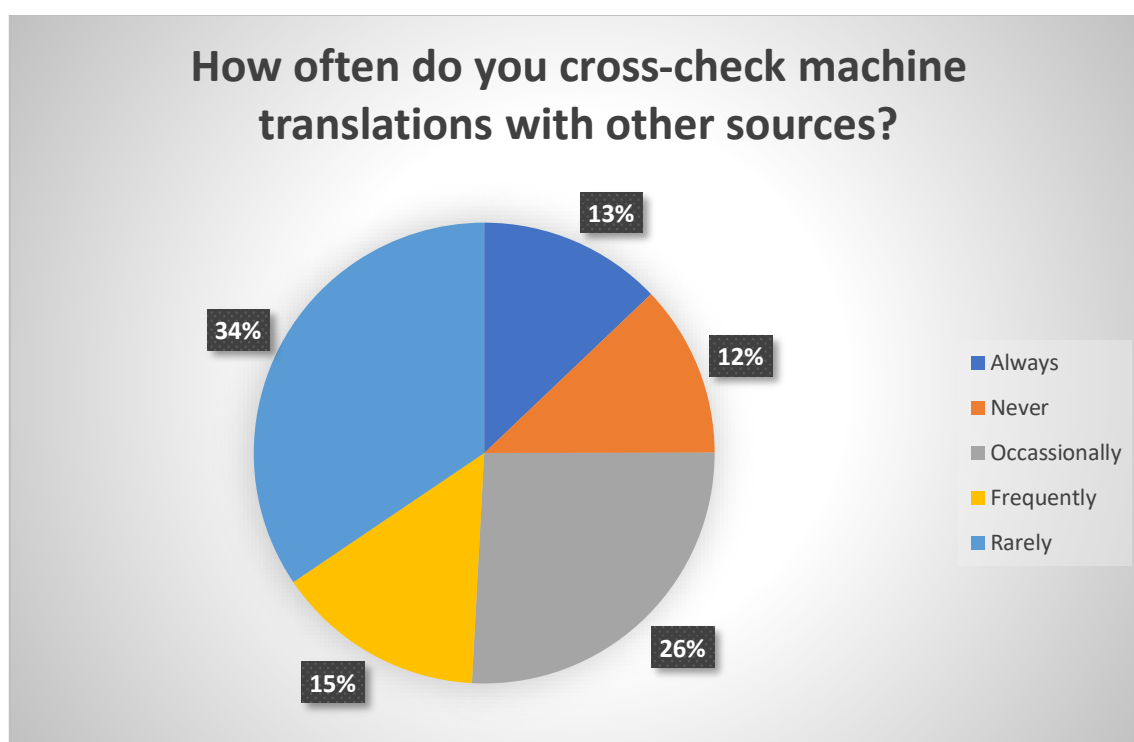
The use of machine translation tools for example Google Translate etc. is used by majority of the respondents which is 73.3% regularly while remaining 26.7% never used it.



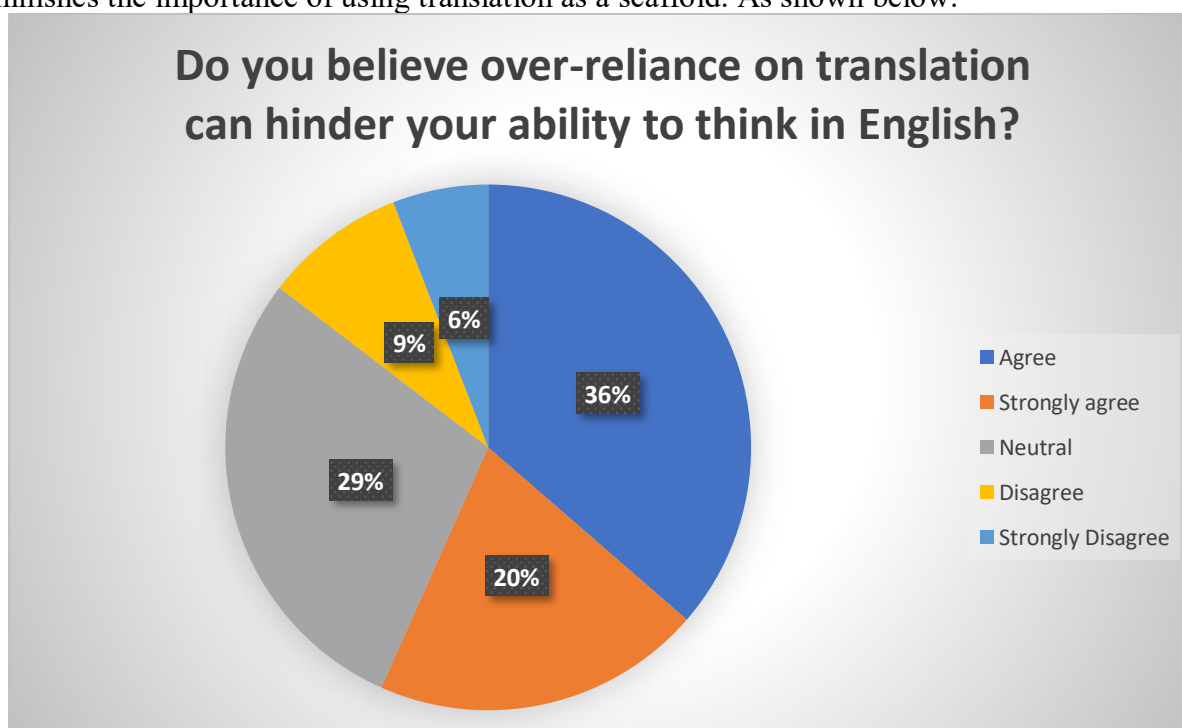
However, amongst the respondents, only 12% find them very reliable while 54% rate them as reliable which indicates that machine translation tools help participants in translation exercises. There are only 2% respondents who find it very unreliable.



Further, it is also observed that there were 35% respondents who rarely cross-checked machine translations while 12% never checked it with dictionaries or teachers. There are only 13% who always cross checked and 15% who frequently cross checked it and 26% who occasionally checked it. As shown below:



The observations were made related to reliance on translation that 36% agree and 20% strongly agree that over reliance on translation might hinder their ability to think directly in English. However, there are 29% respondents who remain neutral to this and 6% who strongly disagree with this. This point diminishes the importance of using translation as a scaffold. As shown below:



For the question that they ever came across challenges while translating complex ideas from native language to English there were 67.2 % respondents who faced problems while 32.8 % who did not. It is shown through the chart below:



To summarize, the results and findings of this survey highlight the continued relevance of translation in learning English Language, particularly among undergraduate learners. Most respondents (84.5%) were between the age of 18 and 20 with 96.5% in their first year of study. The collective response clearly indicates that the participants were largely inexperienced English learners. A significant number of participants reported that they were exposed to translation-based learning earlier which suggests that translation remains an integral part of their educational experience. In terms of frequency and comfort also students reported having used translation quite often which demonstrates that translation is regarded as a valuable leaning aid.

The survey also recorded the role of translation in language skill development which clearly indicated that translation is helpful in vocabulary building and learning complex grammatical structure of the target language. In addition to that, retention of information and decoding texts in English is also observed done better through translation. Not only this but understanding of idiomatic expressions and cultural references is best done with the help of translation as analysed through the data gathered. Many respondents accepted that the use of translation tools such as Google Translate etc in learning English has been helpful which suggests that they explored for tools to translate the source language text into English. There is one rider observed in this entire data analysis that around 50% respondents expressed concern over undue reliance on translation and according to them it could hinder direct thinking in English and thus leading to inability to speak fluently in English.

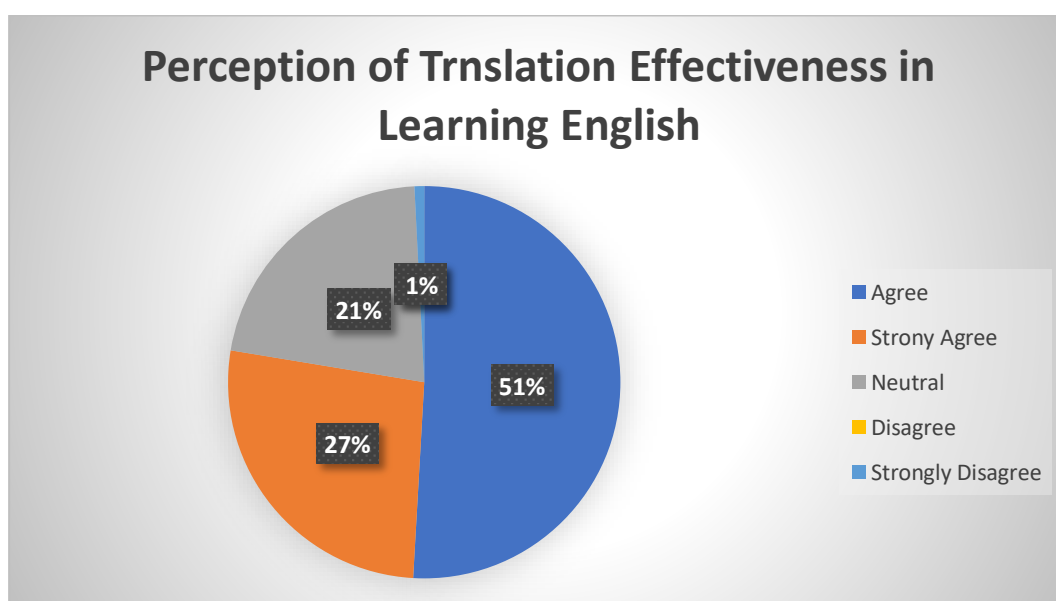
In addition to the quantitative data received, there were different types of responses received for the subjective questions such as the ideal balance between using translation and direct English learning methods. The open-ended responses reflect diverse learner's perspectives. Most of the respondents favour a blended approach, using translation initially for vocabulary and grammar, then transitioning to immersive direct methods for fluency. A small group of learners prefers direct English learning exclusively. Some of them support situational use of translation only for complex vocabulary or urgent understanding while others warn against over-reliance on translation which can become an obstacle to independent language processing.

Similarly, improvements or resources suggested by the participants for better integrating translation into English teaching indicate that the learners perceive translation as a supportive tool in English language learning at the beginner's stage for building vocabulary, understanding grammar, and clarifying cultural nuances. Some of the suggested resources suggested to be used for integrating translation into English teaching are grammar books, bilingual dictionaries, parallel texts and novels alongside authentic materials like films and newspapers. In an experiment using electronic dictionaries with EFL students, Robert Weschler & Chris Pitts says that translation can be a quicker

method to explain abstract words or cultural concepts and time can be saved in the classroom. According to the learners, technology plays a crucial role in translation, so they suggested tools such as Google Translate, DeepL, Duolingo and AI-based aids for quick assistance but with improved accuracy and contextual reliability. The most suggested option for this was the blended approach- which meant using translation initially and gradually shifting towards direct English methods to promote fluency, critical thinking and good communication skills. Some of the interactive strategies such as group projects and contextual translation exercises were also highlighted, along with the need for teachers' training to design structured lesson plans, integrate translation meaningfully in that and assess its impact effectively on the students.

The responses collected for the role of translation in future English language education reflect a predominantly positive outlook on translation's role in future English language education. Most of the participants foresee it as a supportive, technology-enhanced tool that helps vocabulary building, grammar comprehension, and cultural understanding, particularly for beginners and learners from diverse linguistic backgrounds. Many of the respondents foresee AI and machine translation tools being more integrated, offering real-time feedback, improving accuracy, and making learning more accessible. In the responses received, a balanced approach is emphasized such as translation should complement not replace immersive and direct English learning. They also warned against over-dependence on translation and instead promoted thinking in English. Several respondents highlight context-based use, suggesting translation is most valuable for complex concepts, urgent comprehension needs, or initial stages of learning, while advanced learners benefit more from direct methods. A smaller group of respondents predicts limited or declining dependence as English-medium instruction has become more prevalent today. Overall, the vision of translation is seen as a pedagogical bridge between languages and cultures, essential for enhancing comprehension and communication in an increasingly interconnected, multilingual world.

Based on the questionnaire data, the below given chart has been prepared to highlight how respondents view the effectiveness of translation in learning English language. This pie chart shows that nearly 78% of the students either agree or strongly agree that translation is effective in English language learning, reflecting high support for its relevance.



Conclusion

Language skill is universally valued in academic communities, and translation is often considered the fifth skill alongside listening, speaking, reading, and writing. Translation holds a unique place in language teaching, enhancing communication and understanding between people of different

backgrounds. While some argue that translation ability is innate and unteachable, others assert it is a craft that can be learned and taught. Teachers should guide students in understanding the nature of translation and the importance of translation theory, as neglecting these aspects can result in student confusion and lack of interest. The ultimate purpose of teaching language through translation varies from time to time and person to person. If some see it as preparation for a professional career in translation others may view it as a tool to assist better language learning. Effective translation courses also focus on practice and developing insight into translation, emphasizing the interaction between the native and foreign languages. Thus, translation can best serve as a pedagogical tool to enhance learning

The survey findings clearly indicate that translation continues to hold significant place in English language learning, especially for beginners. Most of the respondents perceive translation as an effective tool for improving vocabulary, understanding grammar rules and retaining new information. Its role in cultural understanding and its expansion is also noteworthy as respondents believe translation helps in decoding idiomatic expressions and cultural references thus bridges linguistic and cultural gaps. However, the respondents showed concern regarding over-reliance that while translation facilitates comprehension, it may inhibit the ability to think and communicate directly in English if it is used excessively. Future researchers can delve into students' perception across a larger geographical domain or can also consider teachers' perception in using translation as a pedagogical device to enhance the learning process.

Suggestions:

A more balanced pedagogical approach may be suggested for the usage of translation in classroom teaching. Translation should be incorporated at the initial level of English learning to provide clarity and build a basic understanding of complex ideas. Once the learners have become familiar with the terms and terminology, teachers should move learners towards direct or communicative methods to encourage thinking and responding directly in English. In addition to this, the meticulous and judicious use of machine translation tools should be encouraged and supported by dictionaries and teacher guidance to ensure accuracy. By providing interactive translation exercises and bilingual learning materials both linguistic and cultural competence can be enhanced. The focus must be on how translation can complement modern communicative approaches, rather than replace them, ensuring learners develop both accuracy and fluency.

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