

## تأثير فنيات وأنشطة الترجمة على معرفة طلاب المرحلة الثانوية للمفردات

### The Effect of Translation Techniques and Activities on Secondary Stage Students' Vocabulary Knowledge

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# The Effect of Translation Techniques and Activities on Secondary Stage Students' Vocabulary Knowledge

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## Abstract:

The current study aimed to investigate the effect of translation techniques and activities on secondary stage students' vocabulary knowledge. The present study is a quantitative approach, and the quasi-experimental method was adopted (pre-posttest one group design). The sample included 33 secondary stage female students who were randomly assigned from Bir Askar public secondary school for girls in Najran City, KSA. A vocabulary knowledge test (VKT) was used as an instrument for collecting the study target data in the pre-test and the post-test after assuring its validity and reliability. The study results revealed that there was considerable development of the participants' vocabulary knowledge due to the use of translation techniques in teaching vocabulary as the effect size of the treatment was ( $d= 0.78$ ). The study recommended adopting translation when teaching vocabulary to secondary stage students.

**Keywords:** Translation, Techniques, Activates, Vocabulary.

## تأثير فنيات وأنشطة الترجمة على معرفة طلاب المرحلة الثانوية للمفردات

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### المستخلص:

هدفت الدراسة الحالية إلى معرفة تأثير فنيات وأنشطة الترجمة في تطوير معرفة مفردات طلاب المرحلة الثانوية. تنتمي الدراسة الحالية إلى المنهج الكمي، وتم اعتماد الطريقة شبه التجريبية (تصميم مجموعة واحدة اختبار قبلي وبعدي). ضمت العينة 33 طالبة في المرحلة الثانوية تم اختيارهن عشوائياً من مدرسة بير عسكر الثانوية العامة للبنات في مدينة نجران، المملكة العربية السعودية. تم استخدام اختبار معرفة المفردات (VKT) كأداة لجمع بيانات هدف الدراسة في الاختبارين القبلي والبعدي بعد التأكد من صحتها وموثوقيتها. كشفت نتائج الدراسة عن تطور كبير في معرفة المفردات لدى المشاركين نتيجة استخدام فنيات الترجمة في تدريس المفردات حيث كان حجم تأثير العلاج ( $d = 0.78$ ). أوصت الدراسة باعتماد الترجمة كأحد طرق تدريس المفردات لطلبة المرحلة الثانوية.

الكلمات المفتاحية: ترجمة، فنيات، أنشطة، مفردات

## Introduction

Vocabulary learning is an essential component of language learning as without it nothing can be achieved. Subsequently, rich vocabulary will help students master the English language and its four major skills which are listening, speaking, reading, and writing (Susanto, 2017).

Vocabulary is one important aspect in learning a foreign language. A limited vocabulary will hinder a person's ability to comprehend and communicate effectively through speaking, reading, listening, and writing (Gustian, 2021). Both native speakers and learners recognize the importance of getting the words correctly because lexical errors are numerous and disruptive. Thus, it is important for learners to have good lexical skills in order to produce sentences and to understand them correctly (Gass et al., 2020). Using the translation techniques and activities could be beneficial as they are used to teach and learn language skills, some grammatical structures, and new vocabulary (Namaziandost et al., 2019).

Translation is the process of decoding a written piece of discourse from a source language into target language while keeping as much as possible the original writer's private language and context in mind (Soares, et al. 2014).

The use of translation (as a significant component of the grammar translation method) assist the learners to read, comprehend and memorize vocabulary and improve learners' linguistic skills (Chang et al. 2011). It promotes their understanding of how different languages can convey a message in different ways. VanPatten (2017) argued that the most advantageous way for learners to acquire complex grammar theories and unfamiliar vocabulary is through exposure to the target language in context that is personally relevant and meaningful. Petocchi (2006) confirmed that "By translating, they acquire more competence in the knowledge of grammatical structures"(p.3).

## The Literature Review

Chamot and O'Malley, (2002), defined the translation technique as using the first language as a foundation for comprehending, and producing the second language. The use of L1 in language learning classrooms has always been a controversial subject (Cook, 2001). The main purpose of the present study is to examine the effect of the translation technique on learning English vocabulary.

The following section critically reviews the impact of using translation activities on learners' performance in comprehension and learning English vocabulary. Calis and Dikilitas (2012) administered a study to 28 elementary students utilizing translation exercises as an L2 learning strategy, which led to positive attitudes towards translation and improved English vocabulary acquisition. Participants completed a questionnaire and interview about their

opinions of the translation techniques, revealing that they supported grammar comprehension and memorization of target words.

Dagilienė (2012) utilized translation exercises in advanced English learning courses at Kaunas Technology University (KTU) to aid learners in acquiring and improving their English vocabulary knowledge and ability. Translation activities encouraged students to recognize differences in vocabulary and structure, and were preceded by a pre-and post-translation activities. The results of the survey showed that translation had the potential to enhance English language learning by helping students improve their foreign language skills.

Karimian, and Talebinejad (2013) investigated how Iranian English learners use translation as a learning strategy to improve their English skills. The study used both quantitative and qualitative methodologies to accomplish it. 170 Iranian EFL students were requested to complete the questionnaire for Translation as a learning strategy. 120 students were chosen to answer the learners' interview guide for the survey method. The results revealed that language learners used a wide range of translation learning procedures to comprehend, remember, and produce English vocabulary.

The purpose of the following study was to determine the effectiveness of the translation technique in teaching vocabulary to ESL students at the primary level. Ramachandran and Abdul Rahim (2004) have used the translation in this study because it involves explicit learning. The study's findings showed that the translation technique improves learners' recall and comprehension of the meaning of words they have acquired. The study recommended including this technique in the Malaysian English language syllabus and implementing it in English language classrooms, particularly for teaching vocabulary to elementary students.

Al-Musawi (2014) used questionnaires to collect data, which were administered randomly to 360 undergraduate students who majored in English at the University of Bahrain to examine the use of translation as a strategy for learning English among undergraduate students. It showed that some learners support using translation to learn English vocabulary, read, write, and check comprehension while others do not.

The study of Alroe and Reinders (2015) aimed to examine the findings of Thai EFL students. It is supposed that students learn new English vocabulary through translation from L1 rather than learn it through the context of L2 sentences. The learners were divided into three groups, one group studied vocabulary by using the translation technique. The second group studied the words in the context of English sentences. The third group learned English sentences using graphic illustrations. The results of the study suggested that the first language can be used to support the learning of foreign language vocabulary.

The following experiment was conducted on a group of 10-11-year-old children. It explores the role L1 plays in young students to recall knowledge and learning new English vocabulary. After the post-test result, the study shows

positive outcomes of using the L1 as an educational tool, especially at the (primary stages of FL learning (Camó & Ballester, 2015).

Mutlu and Demirbiken (2015) conducted aimed at exploring how learners employ translation to improve their English skills (reading, listening, writing, and speaking) and acquire new lexical items. Furthermore, the researchers aimed to investigate if there were discrepancies in the use of translation strategy among learners of different proficiency levels. The study involved 118 students who were classified into three proficiency levels, and were enrolled in an English University in Turkey. The findings revealed that Turkish adult English learners utilized a translation strategy when reading English texts.

In contrast to the earlier finding, the goal of Asgarian's study (2013), was to find out how Iranian EFL teachers believed in using translation strategies. The qualitative responses of the participants showed that the Iranian EFL teachers had various perspectives on the role of translation in their learning and teaching experiences. The first opinion suggested that only less proficient learners and/or teachers with traditional training may use L1. The second group believed that learners should not use L1 in their learning process. As individuals develop greater proficiency and confidence in their second language (L2) skills, it is advisable to gradually reduce their reliance on their first language (cook, 2001).

Joyce (2018) investigated the effect of using L1 translations versus L2 definitions on the learning and testing of L2 vocabulary recognition knowledge. 48 Japanese L2 learners of English studied 200 lexical items from the academic word list (AWL) over a 10-week period. The results showed that the students' recognition of the L2 vocabulary was significantly higher when asked to match the target vocabulary to L1 translations than L2 definitions.

Alahmadi, and Foltz (2020) explored how vocabulary learning strategy usage and skills in the four language domains relate to the participants' increase in vocabulary size and to the learning of specific vocabulary items over a certain period of time. Sixty-one learners who are advanced speakers of Arabic as their first language and studying English as a second language read target words in semi-authentic reading materials and were instructed to either guess the meaning from context or consult a dictionary. Pre- and delayed post-tests were used to assess vocabulary size and knowledge of the target vocabulary items. Results showed that learning through inferencing, but not learning through dictionary use, depended on learners' familiarity with the learning strategy. Additionally, note taking and reading comprehension influenced lexical knowledge and acquisition in complex ways.

The present paper focuses on the potential merits of using translation into students' mother tongue when acquiring new vocabulary. A scale experiment was designed to investigate whether students of English would learn vocabulary better if the words and phrases that being taught were translated into their mother tongue or if the definitions in English were provided. The participants were first year students of English as a subsidiary course at the Faculty of Philology,

University of Belgrade. Ten words/phrases describing people's personalities were chosen. The experimental group was given the translation of these words/phrases, whereas the control group was provided with their English definitions. The vocabulary items were reviewed in three subsequent classes with both groups using similar exercises.

Upon reviewing previous studies (e.g. Chamot & O'Malley, 2002; Dagilienė, 2012; Karimian, & Talebinejad, 2013; Mutlu & Demirbukan 2015) it became evident that the use of translation techniques for teaching and improving vocabulary knowledge yields positive outcomes. These studies highlighted that using translation techniques for teaching new vocabulary contributes positively to various variables including attitudes, comprehension, memorization, and recall of vocabulary. Several studies (e.g. Calis & Dikilitas, 2012; Ramachandran & Abdul Rahim, 2004) have also demonstrated the effectiveness of using translation techniques for teaching vocabulary to elementary or less proficient learners, particularly foreign language learners. Furthermore, these studies revealed that using translation techniques has favorable effects on teaching language skills such as reading, writing, speaking, and listening.

Regarding the use of translation techniques for teaching and improving vocabulary knowledge, some studies have suggested that translation can be effective, especially for elementary or less proficient learners. For example, O'Malley and Chamot (1990) found that some language learners perceive translation as "cheating," which can lead to negative attitudes towards the technique itself. Cook (2001) also argued that using the first language in the classroom, including translation, can have positive effects on language learning, as it can facilitate comprehension and help learners to notice differences and similarities between the target language and their native language.

To the best knowledge of the researcher's knowledge, many studies (e.g. Li, 2010; Mahardika, 2017) attempted to examine the important role of translation to learn language skills, some grammatical structures, and new vocabulary. However, there is no similar study conducted on high school learners. The current study will discuss the effect of the translation-based activities in learning English vocabulary for secondary school learners in Najran (K.S.A).

## **The Significance of the Study:**

Vocabulary knowledge is an essential part of language learning, and study has highlighted the significant contribution it makes to students' academic and personal development (Nation, 2001). Developing vocabulary knowledge is crucial in language acquisition, and it plays a critical role in enhancing reading and listening comprehension (Grabe & Stoller, 2002; Laufer, 2003). Developing

vocabulary knowledge is essential not only for improving reading and listening comprehension but also for speaking and writing skills (Celce-Murcia & Larsen-Freeman, 2019). Furthermore, developing vocabulary can have significant advantages for language learners, including improved communication skills, critical thinking, and cultural awareness which are key skills of the 21st century (Hall, 2012).

### **The Problem of the Study:**

Based on the literature available and taking into account such category of students and the results of the participants exams, it was concluded that vocabulary knowledge is a crucial aspect of language learning, and studies have indicated that many secondary stage students struggle with developing a robust vocabulary (Barcroft, 2004; Breeze, 2013; Buck, 2001). Consequently, the present study sought to tackle such a problem through implementing activities based on translation as a potential solution for enhancing the participants' vocabulary knowledge and use.

Accordingly, the present study sought to answer the following question:  
-Do translation activities develop secondary stage students' vocabulary knowledge?

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### **Methodology of the Study**

The present study adopts a positivist approach, which implies that the social sciences can be studied using scientific methods similar to those used in natural sciences. The aim of this approach is to investigate the underlying factors that affect specific behaviors (Ormston, 2014). The study adopted the positivism approach for examining the effect of translation-based activities in learning English vocabulary for learners from secondary stage. On the same line, the present study adopted the quantitative research method due to the nature of the target data collected, namely numerical data as well as being able to overgeneralize the results on a wider population via verifying the hypotheses targeted by the present study (Lee, 2002).

Likewise,, based on the research philosophy and methodology, the researcher adopted the quasi-experimental design (a one-group pre-posttest design). In other words, a single group's performance is assessed before and after the treatment and the participants serve as their own control group. The performance scores (the outcomes) were assessed before and after the intervention. Such a design was adopted due to its simplicity and inexpensiveness to be implemented (Muse, & Baldwin, 2021).

### **Participants of the Study**

The present study included 33 female students who were randomly assigned from Bir Askar public secondary school for girls. Their age ranged between 17-

19 and their native language was Arabic (non-native speakers of English). The participants' level of proficiency ranged between basic to intermediate. All the participants were competent in using the computer to be used when answering the test.

## Instrumentation

Through the four months, teachers encouraged the participants to use translation technique by giving them different tasks and activities, for example, using Oral translation games (OB), Find someone who with L1 (first language) cards, Quick-fire translation starter, and Oral Communicative Drills (OCDs). The researcher administered a post-test to participants at the end of the fourth month to assess their progress and it was marked as an improvement.

- In the first task, the students were occasionally given the text, and asked to underline any words that they believe could be removed, simplified, or paraphrased in translation. Learners are required to do a simplified translation. They must use a dictionary to translate the same material. Studies have shown that too much dependence on dictionaries can hinder language learners from acquiring essential skills, such as fluency and natural usage of language. For instance, according to a study conducted by Tsai (2019), relying too much on online dictionaries can diminish learners' creativity and hinder them from developing crucial language skills. Similarly, other researchers have found that excessive reliance on translation leads to mere memorization of vocabulary and phrases, rather than active language acquisition (Paribakht & Wesche, 1997).
- In the second activity, students are given some incorrect term translations and are prompted to discuss and correct the mistakes.
- For the third task, the teacher drew a table on the whiteboard with 20 English words and 20 Arabic words the teacher divided the class into four groups: A, B, C, and D. The teacher asked each group to choose five English words and five Arabic words from the whiteboard and use them in short sentences. The teacher then instructed the groups to switch worksheets with one another, for example, group A with B and C with D. After that, the teacher asked them to translate the sentences from Arabic to English and vice versa. After the learners finished translating the sentences, they had other students translate them again, compare the versions, and explain why differences were discovered.
- In the fourth activity, the teacher had the participants translate different sections of a text or short story in groups. Afterward, the groups reorganized to combine their sections into a coherent text using appropriate connecting language. Learners discussed the examples of L1 and then

translated them into the target language. It was accomplished with group e-mails.

\_In the last task, learners brought short writings, proverbs, or poetry to share with the class and explained why they enjoyed or liked them after they translated the text.

## Ethical Consideration

The ethical issues were given due attention as the researcher assured the privacy and confidentiality of both identity and the data collected. More importantly, the names of the participants were not recorded or used during the process of data collection or the experimentation. To add more, the anonymity of the participants was ensured via using unique identifier as a virtual identity to be used when needed. Furthermore, the agreement of the participants was obtained before the treatment, and they were given the right to withdraw from the experimentation without any negative consequences. Thus, the participants felt secure and relaxed, and were assured that their privacy would not be violated.

## Instrument of the Study

To fulfill the purpose of the current study, namely assessing the level of development shown in the vocabulary knowledge, a vocabulary knowledge test (VKT) was developed. The test followed the format of the “objective questions” due to the nature of the data required. The VKT included 30 multiple choice questions which were administered to the study participants. The test was administered to the participants as a pre-test and post-test.

The test items were developed making use of the target vocabulary in the course book. Succinctly, each question included one target vocabulary form the course book. The test was scored according to a mark scheme developed by the researcher for assessment purposes. Each item of the test was given a single mark indicating that the total score of the test is (30 marks).

To ensure the test's validity, it was evaluated by a panel of five TEFL specialists, who were asked to provide feedback on the test's aim, test questions, appropriateness of the test's difficulty to participants' level of proficiency, and the adequacy of the test to measure targeted vocabulary knowledge. After conducting several modifications, the test was finally approved by the jury members.

For determining reliability of the test, the test re-test technique was adopted. Intricately, a pilot group (totaling 28 students, who were excluded from the final experimentation) was adopted, for assuring the reliability of the test. The test was administered to the participants and was readministered for a second time after a time interval of 15 days. The scores of the two administrations were compared using Pearson correlation coefficient, yet the degree of reliability

attained was (0,87) indicating a higher degree of reliability and indicating that the test is ready for administration. Furthermore, the time consumed by the participants when answering the test in the pre-test was calculated and divided by the number of the participants identifying the estimated time for accomplishing the test. The estimated time for answering the test was approximately 29 minutes.

For conducting the study experiment, the researcher selected the participants and administered the pre-test. The data obtained from the pre-test were analyzed to be used as a baseline for the post-comparison. The experimentation lasted for a full semester during the academic year 2021/2022 as the students had English classes for six hours a week, and their level of language proficiency was between basic to intermediate. The post-test was administered after the experimentation and the data of the post-test were collected. The data were analyzed using the paired sample t-test. The results were presented and discussed, and conclusions were attained.

## Presenting Results and Discussion

To answer the study question, Do translation-based activities assist secondary students in developing vocabulary knowledge?, the study used a VKT as a pre-posttest for assessing the participants' level of vocabular knowledge. At the beginning of the course, the participants understood the nature of their participation.

**Table 1. The pretest and posttest scores of the experimental group students**

Student ID	Pre-Scores	Post-Scores
1	19	18
2	21	23
3	11	8
4	20	22
5	22	29
6	20	24
7	8	12
8	20	24
9	21	22
10	9	12
11	14	13
12	14	11

13	17	17
14	8	27
15	16	13
16	15	15
17	12	28
18	14	21
19	10	16
20	18	24
21	24	25
22	17	13
23	9	20
24	13	19
25	9	19
26	9	10
27	10	18
28	17	19
29	10	14
30	13	15
31	13	11
32	13	22
33	9	28

According to the above table, most of the students had low vocabulary knowledge scores. The lowest score was 8, while the best was only 24. The average score was 14.3, according to the analyses. It can be concluded that the students had significant vocabulary difficulty. The translation technique was done based on the planning that had been arranged in action research. In teaching and learning English, the teacher applied translation activities to help students in learning and acquiring vocabulary, it lasted for four months.

According to the above table, compared to the pre-test there is an improvement in students' scores, which is noticeable from their answers and comprehension of lexical items that were examined on the post-test. The lowest

score was 8, while the best was 29. The average score was 18.5 according to the analyses.

The descriptive analysis of the above results showed an obvious development in the participants' performance of the pre-posttest. Added to that, the researcher made use of the paired sample t-test to identify whether the differences between the mean scores of the performance were statistically significant or not. Consequently, the assumptions of t-test for paired samples were assured as follows :

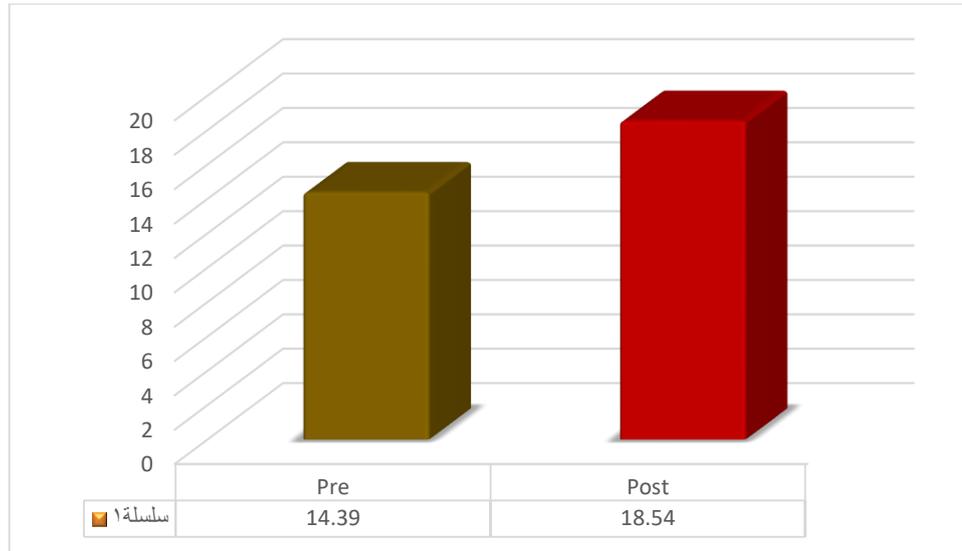
1. The data is continuous (not discrete) .
2. The data follows a normal probability distribution .
3. The sample of pairs is a simple random sample from its population.
- 4.

**Table 2. Comparison between the main scores attained in the pre-posttests (paired sample t-test).**

Measurement	N	Mean	SD	Mean Difference	SD Mean Error	Freedom Degree	T	Sig.
pre-test	33	14.39	4.67	4.15152-	5.92200	32	4.03	.001
post- test	33	18.54	5.82					

The data in the previous table summarizes the number of study participants (33) followed by the method of treatment (pre-post). The table shows the calculated means of the students' answers which are (14.39 & 18.54) in the pre-posttest respectively. The table also expresses the value of the standard deviation in the pre posttests which was respectively (4.67 & 5.82). The seventh cell degree is the freedom degree (32) followed by the calculated results of the t-value (4.03).

The above indicated results emphasized that there was a statistically significant difference between the mean scores attained by the experimental group in the (pre and posttest) in the vocabulary knowledge as measured by the VKT. The value of t was (4.03) which is significant at (0.01). More than that, the results are illustrated in the approaching **figure (1)** below describing the difference in vocabulary knowledge in terms of means between the pre-posttest of vocabulary.



**Figure 1. The mean scores of the vocabulary knowledge in the pre-posttest**

Figure 1 demonstrates that there is a clear distinction between the mean scores of the experimental group in the pre and posttests in terms of vocabulary knowledge. Consequently, the following hypothesis was accepted demonstrating that “there is statistically significant difference at 0.01 level between the mean scores attained by the experimental group in the vocabulary knowledge in the pre-posttest”.

Moreover, to substantiate the findings of the statistical analysis, the effect size (how much variation in vocabulary knowledge was a product of the translation activities) was computed using the Cohen’s d standard, which resulted in ( $d = 0.78$ ). Therefore, the results attained above exhibited the effectiveness of the translation activities in improving the study participants' vocabulary knowledge.

## Discussion of the Results

The results indicate that the study participants made significant progress in their vocabulary knowledge, as evidenced by their increased mean score on the posttest compared to the pretest. The value of t ( $t=4.03$ ) indicated that the differences in mean scores were significant, suggesting that the improvement was not due to chance. Thus, the researcher concluded that the treatment method was effective in enhancing vocabulary knowledge. Additionally, the higher standard deviation in the posttest scores compared to the pretest scores may suggest greater

diversity in participants' scores after the treatment, reflecting individual differences among the participants.

There is some evidence to support the claim that translating words from a first language to a second language may facilitate vocabulary learning. Al-Dersi (2013) found that translating and using short stories helped EFL learners improve their vocabulary knowledge. By directly translating words, learners can establish associations between their first language and the target language, which could result in a better understanding of the new vocabulary words.

A reasonable explanation for the outcomes could be attributed to a degree of exposure to vocabulary. One study that supports the idea that translation activities can enhance learners' exposure to vocabulary and improve their vocabulary knowledge is the study by Velasco and García (2014). found that learners who engaged in translation activities demonstrated greater improvement in their vocabulary knowledge than those who did not engage in translation activities

Another relevant point to consider is that translation activities require learners to actively engage with new vocabulary words, as they are required to search for the equivalent words in their first language (Paribakht & Wesche, 1997). This active involvement can be more effective than passive approaches to vocabulary learning, such as simple memorization, in promoting vocabulary retention (Gu, 2003).

In addition, translation activities can offer learners immediate and direct feedback on their performance, allowing them to identify areas where they may need additional practice in order to improve their understanding of new vocabulary. This feedback can be useful to learners, as it enables them to better assess their own learning and adjust their strategies accordingly (Hofstede, 1986). Moreover, the process of translating can facilitate language transfer by allowing learners to draw on their existing knowledge from one language to make sense of new vocabulary in their second language (Solak & Bayar, 2015).

This can enhance learners' ability to acquire new vocabulary effectively and build on their existing knowledge.

The use of translation activities in the classroom can enhance students' awareness of linguistic knowledge by exposing them to the differences and similarities between their first language and the target language. These activities can also foster a classroom environment where students feel encouraged to debate and correct errors (Ge, 2021). Teachers may also require students to translate new lessons ahead of time, in addition to incorporating translation activities directly into the classroom instruction (Iranzo, 2022). In order for such activities to be effective, they must be interesting, appropriate, and relevant to the individual students. Moreover, activities that involve translation can benefit from students working in pairs or groups, thereby allowing them to compare notes and

collaborate on assignments. This approach can encourage engagement and involvement from all learners.

Many studies have found that translation has a positive impact on foreign language teaching which are echoed with the present one such as (Alahmadi, & Foltz, 2020; Alroe & Reinders, 2015; Al-Musawi, 2014; Camó & Ballester, 2015; Dagilienè, 2012; Joyce, 2018; Karimian, & Talebinejad, 2013; Ramachandran & Abdul Rahim, 2004)

These findings are contrary to that of Asgarian (2013) who recommended that learners should not use L1 in learning process. Consequently, learners can check a dictionary to understand the meaning of the vocabulary; translation activities help them to discover the similar and contrasting meanings and determine the differences between the L1 and L2 as via translation, students develop their competence in the knowledge of vocabulary

## Summary of Results and Recommendations of the Study

Based on data analysis and description, the study summarizes and recommends the following:

- Translation activities were found to be an effective educational technique for teaching and learning English vocabulary.
- Translation exercises were helpful in aiding students to comprehend unfamiliar and complex vocabulary terms.
- The teacher's use of translated exercises in daily classroom activities supported student learning of English vocabulary.
- Teachers' assistance in learning proper translation techniques and strategies can assist students in utilizing them at appropriate times and enhancing vocabulary competence.
- However, overuse of the translation technique may slow down the learning process, and it is not always practical to rely on dictionary use.
- Teachers should receive training on how to incorporate translation activities effectively in language courses, especially in vocabulary development.
- Translation technique could be incorporated when developing the English courses of secondary stage students.

## Suggestions for Further Research

The present study suggests investigating the effect of the translation technique on developing language skills, namely listening, speaking, reading and writing.

## Limitation of the Study

- The study sample is relatively small (33 students) and confined to only one school in a specific city; thus, future research is needed to replicate the present experiment on a large-scale sample.
- The present study is delimited to one-group sample; consequently, future research is needed tackling the same variables and providing access to a control group.
- The study tackled the translation technique; however, variation might be of crucial significant for the participants which might be tackled in further research.
- The present study assessed the short-term effects of translation technique; however, the long-term effect might be thoroughly investigated in further research.

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