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# Need of Translation into ELT: An Overview

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**ABSTRACT**

*Translation is an art and one of the most important components in language teaching and learning. Translation also justified as a pedagogical tool by academicians as well as researchers. This article aims to study necessity of translation into English Language Teaching. (ELT) by the way of discussing role of translation and reasons to incorporate it into ELT. The discussion covers the reasons such as: humanistic, practical, technical, political and cognitive. The present study concludes that translation is not only structure manipulation but it is basically form of communication. The authors argue to involve cooperation and interaction amongst people which may be proved as useful tool in teaching of English language.*

## Introduction

The term translation is characterized as a procedure of supplanting a content in one language by a content another (House 2009: 4)[1]. This is an exceptionally regular meaning of translation, which features its etymological capacity. However translation is not just an etymological demonstration; it is likewise a social one, a demonstration of correspondence crosswise over societies (House 2009: 11)[2]. From this point of view, translation may once in a while go about as a methods for learning out about different cultures and may be tool to transfer cultural values and experiences. It ought to likewise be noticed that translation can be in both composed and spoken modes. There is broadly known differentiation between the translation of composed messages and spoken texts, the previous is usually named 'interpretation' and the last is called 'interpreting'. Any case, inside the extent of this examination, the term 'translation ' covers both the composed the verbally expressed modes. Every one of the exercises including interpretation or translating are named exercises.

The present world expects individuals to be furnished with performing various tasks capacities and propelled relational abilities so as to have the option to adapt to the pace of life. Propelled language abilities are among the essentials looked for practically a wide range of worldwide occupations; individuals who need to be utilized by universal firms or do global organizations feel obliged to pick up capability in an unknown dialect. Being a capable speaker of at any rate one unknown dialect turns into a fundamental go for nearly everybody, to be accomplished ideally during their classroom instruction. In this way, offering admirably planned language training is one of the basic issues for language instructing in classroom. The reconciliation of interpretation based learning exercises into unknown dialect learning homerooms has been bantered for a long-lasting. Translation is viewed as a legitimate educational instrument particularly in an EFL domain, and this apparatus should be investigated and utilized (Harmer 1991:62,)[3]. What's more, little has been said about the strategy where translation practice can be transformed into a deliberate instructive device. Having featured this need, Howatt (1984) likewise attracts regard for the way that interpretation ought not to be utilized the manner in which it was in the Grammar Translation Method:

*"The practice of translation has been condemned so strenuously for so long without any really convincing reasons that it is perhaps time the profession took another look at it. Was it really translation that the reformers objected to a hundred years ago, or, as Prendergast suggest, the way in which it was used?" (Howatt 1984: 161)*[4]

## Discussion

At the point when incorporating translation into language teaching is raised, teachers were not ready to accept this criteria by arguing on reputation. Researchers also turned down the idea of incorporating translation in ELT by arguing on increasing the level of learner`s exposure Another arguments on using translation as a need into ELT are such as: translation is non-communicative tool(Carreres,2006)[5],translation slows learners down during translation process, translation is not appealing(Duff,1989)[6],translation adversely effects on other skills of learners(Malmkjaer,1988)[7]translation as a time wasting tool((Malmkjaer,1988)[8] All these studies are negative towards use and need of translation into ELT. The numerous studies are also conducted by scholars, academicians and experts on the need of translation into ELT which are discussed in the following manner in context to humanistic reasons, practical reasons, technical reasons, political reasons and cognitive reasons.

### 1.Reasons to Humanistic

Harmer (2007) explains on teaching language as:*"Teaching English to grownups is perceived as not so demanding as teaching children, because most of adults tend to be more disciplined."*(Harmer, 2007:84-85).[9]The author also explains importance of discipline and social atmosphere in foreign language teaching as a second language. Staibbard (1998) studied on using translation as a mediating tool in ELT and concluded as:*"justification for the use of translation is also found in the role assigned to it in affective-humanistic approaches in TEFL, which emphasize the need to reduce anxiety in the early stages of language learning by allowing some use of the mother tongue".* (Staibbard,1998:71)[10].It is also studied by the author that language learner and teacher

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should feel free during the learning and teaching process. The teacher should not use first language ($L_1$) during language teaching. It can develop hostile atmosphere in classroom. Translation can be utilized in classes for more reasons. Sometimes teachers consume more time to explaining something in $L_2$ to students but students do not gain much more because of a little understanding on learning and usage of much more time for $L_2$by teachers.

**2. Reasons to Practicability**

Learners are also can be benefitted by code-switching for the purpose of English learning as a second language. Code –switching activity is a move between $L_1$ and $L_2$ during learner`s reading practice in classroom where learner confusion on pronunciation. Stibbard (1998) explains on code-switching as:*"This code-mixing and code-switching is so characteristics of the Hong Kong linguistic situation that to ignore it in the classroom would be foolish and try to ban it would be futile"*(Stibbard 1998: 70)[11]Code-switching is controversial in such kind of practices in language learning. But there are some benefits of code-mixing and code-switching. Code mixing adapts teacher`s role, different conventions and language reality. It also provides comprehensive strategies to students in better way to develop their $L_2$ learning.

**3. Reasons to Technological Use**

Solanki D. Shyamlee (2012) concluded as:*"Technological process can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning. Barring a few problem areas multimedia technology can be used effectively in classrooms of EIT with proper computer knowledge on the part of teachers, overcoming the finance problems in setting up the infrastructure and not allowing the teachers to become technophobes."*(Solanki et al,2012:155) [12]Use of in teaching language is beneficial but there are some demerits of the same. The main drawback of technology enhanced learning through laboratory which occupies more space in language classroom in present scenario. Course books are structured in understanding with the mainstream innovative devices and educators are prepared to abuse them without limit. In any case, In case of *GoogleTranslate* or *Microsoft Translate*. These are open to all students who know about innovation. Since these frameworks don't offer unquestionably precise arrangements, students are frequently prohibited to utilize them. By and by, students do utilize these search engine.. It is normal for them to depend on them when they are attempting to compose something in $L_2$. It is in this way, fundamentally to show that how students to utilize online machine interpretation in a principled manner, rather than forbidding its utilization. The planned representatives of things to come are probably going to utilize it at specific stages in their expert lives; along these lines, it appears to be valuable to find out about them while in preparing.

**4. Reasons to politics**

Some political reasons are given by Philip Kerr (2014) studied it as:"*the strength of $L_1$ speakers of English in the realm of FLT. For him, the discourse of FLT is made essentially by L1 speakers of English and their instructing foundation is related to monolingual classes in dialects with in a perfect world twelve understudies. In any case, this isn't the truth of present period."*(Kerr,2014)[13]As an outcome of globalization, there is a massive requirement for interpretation. English is a mechanism of correspondence in numerous specific situations, and the individuals who neglect to impart in English possibly request interpretation administrations. In this way, interpreters are ending up increasingly obvious in numerous political and social settings. Especially in the travel industry part just as exchange, there is a reasonable requirement for interpretations. Regardless of what nationality one has a place with, the favored language for correspondence is English

Rahman's investigation of English language educating in Assam Rahman, A.. *"Job of L1 (Assamese) in the Acquisition of English as L2: A Case of Secondary School Students of Assam."* Assamese ($L_1$) can play a facilitative and steady job in the English homeroom' (Rahman,2013:221)[14]. His suggestions incorporate the adaptable utilization of phonetic assets through empowering understudies 'to utilize Assamese jargon in English Rahman calls for institutionalized rules to help this, and the requirement for dynamic help for such arrangements at school level by head instructors and others in the educating learning network.

**5. Reasons to Cognition**

In simple words or terms, cognition is a mental process of knowing including aspects such as: awareness, perception, reasoning and judgment. It is strictly mental process not only a process. It also one of the key reasons on need of translation in ELT. Roberto Mayoral(1994)[15] considers translation as" "*a process of transferring information between speakers of different languages*."As indicated by Roberto M viewpoint, interpretation has turned into a data procedure, where the information and language abilities of the interpreter are insufficient. The present proficient interpretation market searches for the interpretation of assorted messages and concentrated ones. In this way, the interpreter needs a wide assortment of sources to play out his work. In this sense, documentation as a control that reviews the data procedure, bolsters the translational movement, with utilitarian character, and turns into a key component of the interpretation procedure.

Regardless of all the scary alerts by educators, it appears to be difficult to meddle with psyches of language students and keep them from deciphering in their minds. That is state, interpretation may be barred from the study hall, however it can't be prohibited from leaders of the students. When we gain some new useful knowledge, we use what we definitely know a reason for structure these new snippets of data. Kiraly (2015)[16]says on translation usage in language teaching that attitude, instruction, aptitude, meta –cognition strategies, autonomy and willingness to communicate are individual characteristics of personality and also functioning in language learning process. The study conducted by Shreve (2011)[17] concludes that quality of translation product and translator`s ability are associated with each other and cognition increasing understanding on how translator manages problem solution machinery during translation process. Translation permits the exchange of language aptitudes starting with one language then onto the next and the intellectual capacities procured in the learning of one language ($L_1$) can be put to use in the

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securing and capability of different dialects ($L_2$) and the other way around. In this regard, translation turns into a productive bilingual instructing apparatus to enhance perusing, composing, tuning in and talking abilities.

Thus, five reasons of role on translation into ELT are important with its advantages and disadvantages discussed in this study.

**Conclusion**

The author concludes the above discussion by suggesting that justified reasons for the purpose of incorporating five reasons such as: humanistic, practicability, technology, politics and cognitions are influential in positive manner to enhance capacity of English learners through recognized English teaching methods.

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