

THE IMPACT OF TRANSLATION USE ON EFL AND FFL LEARNING FROM THE PERSPECTIVE OF GRADE11 OMANI STUDENTS: A QUALITATIVE CASE STUDY

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ABSTRACT

Foreign language learners spontaneously employ translation as a tool to support their learning. Omani EFL and FFL learners are no exception. A number of local empirical studies have investigated the use of translation in Core English in Oman. However, this is the first study to examine translation use in Elective EFL and FFL classrooms. This study explores how translation facilitates foreign language learning from the perspective of Grade11 students in Muscat government schools. Using the qualitative approach, the researchers adopt the one-to-one interview as a data collection tool and the theme generation model for data analysis. The key finding of the study corroborates the effectiveness of translation as a learning tool in boosting the comprehension of L2 and L3 and expanding their vocabulary reservoir. This study reveals that foreign language learners use translation regardless of their language level and prefer electronic translation resources more than the conventional ones. In addition, this study makes a number of practical recommendations and further research suggestions on the use of translation as a resourceful pedagogical tool.

KEYWORDS: *EFL, FFL, Learning Tool, Theme Generation Model, Translation*