Presentation Proposal for Asia TEFL

**Translation Approach in English Language Teaching**

The rise of the Communicative Approach led to the widespread rejection to the Grammar Translation Method. Teachers avoid using translation in the classrooms because translation in language teaching is seen as useless, purposeless and counterproductive. Translation has been misconceived and misinterpreted, and thus is not used appropriately to achieve maximum results in English language learning. While the Grammar Translation Method only focused on linguistic structure and on written language and forced the students to translate the source language utterances into the target language, the translation approach to language learning attempts to make use of translation to improve oral fluency and develop natural production of the target language. Actually, the use of translation can solve many problems in language teaching. Students normally think and understand texts and utterances in their first language. The positive transfer will be facilitated if the internal translation process is trained so that learners are accustomed to produce the natural rendition of ideas in the source language into the target language. Using the translation approach, learners will be more aware of the linguistic and cultural differences between the source language and the target language, so that they will be more careful in choosing the expressions and collocations in the target language. The translation approach in English language teaching and learning will facilitate positive language transfer and increase more awareness of the learner’s first language and appreciation of the target language. This proposal will present some ideas on how to apply translation approach in the vocabulary, speaking , and writing classes to maximize English language learning in university level. The objective is to facilitate comprehension, maximize native-like fluency and accuracy in writing and speaking.