

Use And Impact of Task-Oriented Language Teaching on EFL Learners And Classrooms

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Abstract

González Davies suggested a combination of task-based approach and process of translation. The manner in which students learn foreign languages is an effective way of teaching. The translation method helps students to apply themselves to meaningful use and enhance their knowledge about the similarities and differences between the two cultures in morphology, syntax, semantics and pragmatics. Integrating translation into projects teaches students that translation is not an optional, simple language activity but rather a communicative tool to assist them in real life activities. This research aims to explain the use of the EFL classroom, first by explaining the role of the translation in the EFL course, then by discussing how translation can be viewed as an efficient teaching process, which improves student's language abilities.

Keywords: Translation, Role, EFL classroom, Task-based Translation

Introduction

Oxford (1990) defines translation as translating, or reversing, the meaning of the target language into that of the mother tongue. According to Lin (2008), another concept of translation is "expressing the meaning of words or texts into another language," either from Hindi to English or from English to Hindi. For EFL learners translation is a transition from L1 to L2 based on the above two meanings. The use of the translation method is frequently discussed in the EFL classroom, for two general reasons. First, the use of mother tongue translation deprives students of the opportunity to get adequate input from L2. Secondly, translation causes learning mistakes in L2 due to negative involvement of the mother tongue. EFL teachers are therefore strongly encouraged to stop this kind of translation. It has been criticized for its close association with traditional grammatical translation. Today, translation