

The Use of Translation Approach in Teaching Chinese as a Foreign Language Classroom: What Say You, Teachers?

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Abstract: The use of translation as a teaching approach in foreign language classroom is evident. By choosing Teaching Chinese as a Foreign Language classroom in Malaysia as a representative for foreign language classroom, this paper attempts to investigate the translation approaches used in classroom, its appropriateness as well as effectiveness from teachers' perspective. The study employs questionnaire, classroom observation and interview to triangulate its results, which are then systematically tabulated and analyzed. The study finds that translation approach is used by Malaysian teachers throughout the processes of pre-teaching, during teaching, and post-teaching. Students are highly dependent on translation, especially in learning vocabulary and grammar. While the different weightage in using translation shows varieties in teachers' teaching, they all opine that the use of translation is highly effective. The paper ends with suggestions for future research.

Key words: foreign language classroom; foreign language teacher; pedagogical translation; teaching approach; teaching and learning of Chinese as a foreign language