Exploring the Strategies Teachers Use in Incorporating Translation to Enhance Students' Vocabulary

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Abstract: This study examines the strategies teachers use to incorporate translation to enhance students' vocabulary. Utilizing the qualitative method of research, the researcher used structured interview questions as the main data-gathering instrument. English language teachers from Rizal College of Taal were selected as the respondents of the study. Finding of the study suggests that teachers face multifaceted challenges when using translation as a tool to enhance students' vocabulary, including students' dependence on translation methods, the complexity of addressing idiomatic expressions and words lacking direct translations, time constraints, and varying language proficiency levels among learners and addressing these challenges requires a comprehensive approach that includes promoting contextual learning, balancing translation interventions to reduce dependency, providing teacher training on effective translation strategies, and incorporating collaborative and multimodal techniques to engage students across different proficiency levels. On the other hand, this study also highlights that teachers employ various strategies to address the challenges of using translation in vocabulary development. These strategies include contextualizing vocabulary within sentences or real-life scenarios to enhance understanding, using instructional materials like visual aids, flashcards, and role-playing to make learning engaging, and implementing scaffolding exercises to match students' proficiency levels while balancing translation interventions to reduce dependency. Furthermore, this study revealed that addressing the challenges of using translation to support vocabulary acquisition requires practical and innovative solutions. These include implementing regular formative assessments, such as exit tickets and quick checks, to identify and address students' learning gaps effectively. In addition, providing workshops and training programs equips teachers with advanced translation strategies, enabling them to use tools like visual aids, word banks, and interactive activities to enhance vocabulary learning. Therefore, a combination of these approaches fosters better teaching practices and more effective vocabulary acquisition for students.

Keywords: Vocabulary development; Translation; Formative assessment; Multimodal techniques; Scaffolding exercise

1. Introduction

Language proficiency and vocabulary acquisition are fundamental to academic success, and teachers play a critical role in shaping students' abilities in both areas. One effective strategy that has gained attention in recent

years is the use of translation as a tool to enhance students' vocabulary. Translation, as a pedagogical tool, allows students to bridge the gap between languages and cultures, offering a deeper understanding of vocabulary through direct comparison of words and phrases in different languages. However, teachers often face various challenges in implementing translation techniques effectively in the classroom, especially when students' proficiency levels vary, and resources may be limited [1].

In Philippines, language education has been a significant focus due to the country's multilingual society, where students are exposed to multiple languages, including Filipino, English, and regional dialects. Despite these complexities, the challenge lies in helping students expand their vocabulary and language skills. Research has shown that translation can be an effective strategy for vocabulary development. Still, it also brings about challenges, such as the nuances of language and cultural differences, as well as the adequacy of translation tools. Teachers' perceptions and the strategies they use to overcome these challenges in supporting students' vocabulary development through translation are essential to understanding how to optimize this approach in the classroom.

Recent studies have highlighted the importance of translation in vocabulary acquisition. According to a study by García *et al.* (2014), translation encourages active engagement with language structures and enhances learners' comprehension by comparing linguistic systems. This study also suggests that translation helps students develop a deeper understanding of syntax and semantics, which directly contributes to vocabulary expansion [2]. Furthermore, a more recent study by Lee *et al.* (2021) identified the role of translation in improving students' cognitive flexibility, as it encourages them to think critically about the meaning of words in different contexts. These findings emphasize the potential of translation as an effective pedagogical tool, but they also point to the necessity of teachers' expertise in employing translation strategies appropriately. Incorporating translation into the classroom is full of challenges. Teachers must address issues such as the accuracy of translations, the cultural differences that may affect meaning, and the varying proficiency levels of students [3]. In the Philippine context, one major obstacle is the disparity in students' language backgrounds, with many students from rural areas having limited exposure to English. Moreover, the use of technology in translation has become an integral part of the learning process. Applications like Google Translate, Duolingo, and Microsoft Translator have made it easier for students to translate words and phrases quickly, but these tools often fail to capture the full meaning or context of certain terms, leading to errors and misunderstandings. Teachers must find a balance between utilizing these digital tools and providing effective guidance to ensure that students fully grasp the meaning and usage of words in their target language. In response to these challenges, teachers in the Philippines have increasingly turned to innovative strategies to incorporate translation into their lessons [4]. A study by Rogers (2019) on the use of technology in teaching languages showed that Filipino teachers are increasingly integrating mobile applications and online resources to assist students with translation. These tools, when used alongside traditional methods, provide students with additional support in developing their vocabulary and language skills [5]. However, research by Soriano *et al.* (2020) indicated that the use of translation technology requires careful consideration, as students may become overly reliant on these tools, leading to a lack of independent thinking and vocabulary retention [6].

Moreover, the Philippine Department of Education (DepEd) has emphasized the importance of multilingual education and is continuously developing materials and resources to support language learning, including dictionaries, glossaries, and language apps. Despite these efforts, there is still a need for further research on how teachers perceive the effectiveness of translation in their classrooms and the strategies they adopt to overcome its challenges. This research aims to explore the challenges and strategies teachers use in incorporating translation to enhance students' vocabulary. By focusing on the experiences of teachers, this study seeks to provide a clearer understanding of the practical application of translation in the classroom, the tools that teachers use, and how they

address the difficulties students face in acquiring vocabulary. Through this investigation, the study will contribute valuable insights into how translation can be optimized as a teaching tool in the Philippine context, particularly in enhancing language and vocabulary development among students [7].

In conclusion, while translation offers a promising approach to vocabulary acquisition, the effective integration of translation strategies in the classroom depends largely on teachers' ability to navigate the challenges associated with it. This study will shed light on how English teachers from Rizal College of Taal, as respondents of this study, can harness translation as a powerful tool to support vocabulary growth, while also considering the technological advancements and practical strategies available to overcome these challenges.

2. Research questions

This study aimed to explore the challenges and strategies utilized by teachers in incorporating translation to enhance students' vocabulary. Specifically, this study achieved the following research questions:

(1) What are the challenges faced by teachers in incorporating translation as a tool to enhance students' vocabulary?

(2) What strategies do teachers use to overcome the challenges of using translation in vocabulary development?

(3) What are the possible solutions for addressing the challenges encountered by teachers when using translation to support vocabulary acquisition?

3. Significance of the study

The findings of this study hold significance for various stakeholders in education, particularly in the context of improving vocabulary acquisition through the use of translation strategies.

(1) To school administrators

The study will provide school administrators with information that can guide the development of teacher training programs and instructional materials focused on translation techniques. Administrators will also gain insights into the importance of integrating translation-based methods into the curriculum and how to address the challenges faced by teachers in implementing these approaches.

(2) To curriculum developers

The results of this study will serve as a basis for designing curriculum enhancements that include translation-based activities and tools. Curriculum developers can use the findings to create more structured and effective programs that support vocabulary acquisition through translation while considering cultural and linguistic diversity.

(3) To teachers

This study will provide valuable insights into the challenges teachers face when incorporating translation in vocabulary instruction. It will also highlight effective strategies and innovative practices that can be adopted to enhance students' language skills. By understanding these strategies, teachers can refine their teaching methods, ensuring that translation becomes a more effective and engaging tool in the classroom.

(4) To students

Students will indirectly benefit from the findings as teachers gain a better understanding of how to use translation as a means of vocabulary development. Improved teaching strategies will help students

bridge language gaps, enhance their understanding of word meanings, and develop critical thinking skills through the comparison of languages.

(5) To the future researchers

This study will contribute to the growing body of literature on translation studies and its application in education, particularly in the Philippine context. It will serve as a reference for future researchers who wish to explore similar topics, expanding knowledge on how translation can be used to enhance language learning.

4. Scope and limitations

This study was specifically focused in exploring the challenges and strategies utilized by teachers in incorporating translation to enhance students' vocabulary. The researchers employed the qualitative method of research and conduct interview as the major data-gathering instrument. The respondents of the study are composed of six English teachers from Rizal College of Taal at Taal, Batangas.

5. Literature review

This literature review presents key related literature and studies relevant to the study that provides the researcher with sufficient ideas and insights that served as a frame of reference and, the insights that led to the conceptualization and formulation of the research.

5.1. Encountered challenges of teachers in incorporating translation as a tool to enhance students' vocabulary

5.1.1. The learners' level

Thorn (2019) stated that there are different levels of the ability of learners, some are beginner, intermediate, or some are advanced. Some students don't encounter the words before while others are already very familiar with the words [8]. In addition, Rogers (2019) discussed a lack of exposure to the target language in language teaching, a lack of exposure to the target language spoken by native speakers, and student attitudes and motivation as various causes of the problems with English. The last crucial step in teaching this particular subject is assessing students' understanding and making necessary revisions to the words that have been presented and put into practice [5].

5.1.2. The difficulty of the items

Thorn (2019) also discussed that some students are having a hard time saying or conveying abstract meaning instead of concrete meaning [8]. Popova *et al.* (2019) state that the complexity of a reading passage can influence the item difficulty as exam takes must comprehend the given context to answer the question. A reading passage composed of straightforward and easy passages is more difficult to understand than words with several challenging words [9].

5.1.3. Resource availability

According to Wardani (2019), teachers may find it challenging to offer sufficient help due to limited access to bilingual resources and materials. Teachers may need to invest effort in finding or creating resources that take

into account the diverse linguistic origins of their students. Limited bilingual resources is also an issue where textbooks and other materials may not have bilingual equivalents and are frequently only available in the target language. This can make it difficult for students who are still learning the target language to access the content [10].

5.1.4. Effective time management

Zhao (2023) analyzes that deadlines and time constraints are frequent issues in the translation industry. To help students learn effective time management techniques, teachers should give them translation assignments with time constraints that mimic real-world scenarios. Instruction in work organization can help students achieve deadlines without compromising the quality of their translations [4]. Additionally, "Studies in Linguistics and Literature" focuses on the effective application of translation technologies. Teachers can also stress the need for self-discipline and stress management challenges with translations to ensure that students can manage the pressure caused by time constraints [11].

5.1.5. Managing student motivation and expectations

Zhao (2023) stated that expectations and student motivation significantly affect how well students learn to translate. Some students may become demotivated if they have irrational expectations about how simple and quick the translation process will be. Teachers should set clear learning objectives, communicate reasonable expectations, and provide frequent feedback to help students evaluate their progress. Student motivation can be raised by showcasing the practical applications of translation skills through engaging and varied translation exercises, such as group projects or real-world projects. Therefore, it is essential to control student expectations, integrate subject-matter expertise, offer immersive language and cultural experiences, encourage critical thinking, and replicate real-world scenarios [4].

Additionally, Mollaei (2017) claimed that translation method is one of the most effective way on teaching and learning grammar, syntax, and vocabulary of a specific language. The result of his study revealed that utilizing the translation method may be done in order for the teachers to teach their students common vocabulary and grammar of a language but it does not promote the development of learners' language proficiency level. Other teacher-respondents of the study also claimed that using this type of method produce a massive success in terms of vocabulary development but requires longer time to be conducted as the learners will have to think of words from their mother tongue that have the same and exact meaning to their target language [12].

Following the preceding study, Samardali *et al.* (2017) found out on their study that Rabic teachers recognize the translation method as an effective tool to teach the second language to students. Some argue that translation is indeed a helpful teaching strategy when it comes to teaching new vocabulary, clarifying some grammatical issues, teaching of idiomatic expressions, and elaborating reading text, but it barely promotes the use of the second language inside the classroom resulting to poor fluency in the target language [13].

5.2. Teacher's strategies to overcome the challenges of using translation in vocabulary development

In a study where the focus was to examine the students' vocabulary-learning problems and suggest different strategies to overcome the potential problems. Their analysis indicates that the English majors at PSAU faced the problem in learning the meaning of a new vocabulary. The majority of most of the participants found that learning a second language vocabulary enhances the understanding of learners of the target language. One of the strategies is to use the vocabulary cards as the individual valuable tools which contains key elements about the

target word. The students can be instructed to manage such vocabulary cards and optimize learning. Form the learners' perspectives it is to argued that the learners should broaden their plans and develop autonomous learning strategies [14].

Foreign language learners can actively learn the meaning of new words through deliberate vocabulary acquisition strategies and through the use of contextual clues for a generation of the meanings of a new word. Similarly, the learners can apply different activation strategies that involve tactics such as practicing new words in different contexts. These strategies can work in addition to other essential learning strategies like cognitive and metacognitive strategies, memory, and others. On the other hand, they also facing challenges on using new vocabulary in speaking or writing, that also suggests different strategies. Since vocabulary helps individuals to share information correctly through communication, they need a lot of practice to use it in writing or speaking. The correct use of new vocabulary represents the productive knowledge. Previous studies have observed that vocabulary contributes to the formation of spoken or written text [15].

To advance the vocabulary of learners, students should attain different strategies and opportunities to repetitively see and hear the new words, through the help of different activities, which they are likely to forget otherwise. Students should maintain vocabulary logs as separate notebooks to record new words that are exchangeable among peers and can be use inside and outside the classrooms, for home assignments as well some strategies may solve students' pronunciation problems. To cite, the teachers or instructors should identify wrong pronunciation and teach them to pronounce words properly through special pronunciation classes as well as students should be encouraged to consult the dictionary. The students should be informed that their unintelligible language could annoy the listeners. Therefore, they should practice important and complex sound to improve their pronunciation. Besides, pronunciation should be taught as an integral part of the spoken language [15].

This research focuses on emphasizing the problem faced by learners in learning English vocabulary. It is suggested that the future research should examine in detail the reasons behind vocabulary-learning problems. Also, future studies may investigate teacher perspectives on instructional methods they use inside the language classrooms and the problems they face in teaching vocabulary to students. Hopefully, this will raise awareness in students to solve their problems by following the different proposed strategies. This study also recommends that PSAU English teachers and students should work together and find all possible means that can facilitate the students to improve their vocabulary knowledge [15].

Translation may be a useful learning technique through which the students are able to grasp grammar, acquire vocabulary and also comprehending a text. It should be understandable that the function or use of translation as teaching strategy, method or as a technique mostly count on the proficiency of students and the amount of translation that is given or included in the classroom practice. This study says that learning a foreign language helps students in doing their activities. This may be done to contribute to students' better comprehension and also help teachers overcome a time-consuming activity [15].

Fauziningrum *et al.* (2023), revealed in their study that the translation method is one of the leading ways of teaching students a second language. This method enables learners to develop vocabulary in their target language. Some issues may arise, such as some culture-specific words that do not have an exact translation from or to the student's mother tongue but teachers may use contextualization for them to translate their thoughts without changing their meaning. They also claimed that dictionaries and other translation techniques may be employed for them to improve their language proficiency [16].

Moreover, Shuwaib (2024) claimed in his study that the translation method is considered one of the earliest and most effective teaching strategies utilized by teachers in teaching a second language. This particular style of

teaching provides a platform for the teachers and learners to translate between a learner's mother tongue and their target language. Some critics argues that this method may impede the natural flow or the full acquisition of the language, as students will be fully dependent on the translation method. This claim can be addressed in different ways such as contextualization and the utilization of technology. Translation application and software provides a comprehensive teaching approach that does not only give aid to teachers but also a more engaging learning experience for the students [17].

As stated by Aykul (2024), translation method was proven to be one of the strategies that teachers may use to aid learners in learning foreign language and improve their language skills. Despite its success, this method still has some drawbacks to look into, such as the absence of contextual learning, the decreased engagement of student, and the limited practice of speaking and listening. To address the said drawbacks, teachers may use different approach that incorporates the translation method in teaching language. This approach may include, task-based learning, technological integration, and strategic interactive use of bilingual education [18].

5.3. Possible solutions in addressing the challenges encountered by teachers when using translation to support vocabulary acquisition

5.3.1. Sight words

Vandergrift (2023) cited that sight words are everyday terms that students are taught to quickly identify by sight. The idea is that children's reading abilities will advance as they become more accustomed to sight words. The field of reading science offers a vast body of research on psychology and cognitive science that supports how pupils learn to read [19]. According to Vandergrift (2023), teaching sight words with phonics instruction aids students in learning aids students in learning spelling patterns and rules, including those that are challenging to sound out [19].

5.3.2. Vocabulary intelligence

Students can now explore word meanings as they develop their decoding abilities and become more accustomed to high-frequency terms. A more thorough understanding of a word than just its definition and construction is known as vocabulary knowledge, and it is crucial for reading comprehension because it enables pupils to go beyond dictionary definitions and discover how to use words appropriately. Language that has commonalities can be explained by knowing prefixes and suffixes [19].

This study aims on identifying the challenges encountered by the English teachers in teaching vocabulary to their students and basically finding a solution on it. The study tells that the common difficulties faced in teaching vocabulary are students' and teachers' limited knowledge of the words, time constraints, techniques, and word selection. To overcome the said difficulties, teachers may employ some techniques in teaching vocabulary such as using pictures, gestures, real objects, guessing from the text, repetition, drilling and using dictionary. It also suggests to employ observation to see the practice of vocabulary teaching in order to find out other difficulties encountered and to find the proper solution on it [20].

Concerning the difficulties such as linguistic and cultural variations, ambiguity and subjectivity, specialized fields, time restraints and also the student's expectation, the teachers need to attain and learn different teaching styles. The dynamic area of teaching translation needs a blend of pedagogical understanding, practical proficiency and theoretical knowledge. Teachers are facing challenges and they need to find possible solutions in addressing it. This study tells that teachers may equip learners to become proficient and confident translators, able to surpass language and cultural barriers in a world that becomes more linked by using effective tactics in solving a

problem. Aside from the fact that there is a need to focus on students' knowledge, it is shed to hope some light to empower the teachers also, they need to create a supportive and interactive learning environment, giving plenty of opportunities for practice and feedback, and incorporate real-world translation tasks. This study intends to contribute to the advancement of the translation education and creating qualified and powerful translators, so that challenges should be solved [20].

6. Research design

This study takes a qualitative approach, specifically using a descriptive research methodology. The fundamental goal of this strategy is to accurately explain or describe a population, situation, or phenomenon in detail. By using this methodology, the researchers want to gain a thorough knowledge of the strategies teachers use in incorporating translation to enhance students' vocabulary. The descriptive research approach is ideal for this study because it provides for a thorough investigation of the individual elements influencing students' vocabulary development. Researchers can find trends and correlations between grammatical complexity and students' understanding issues by providing extensive descriptions and analysis.

This method allows the researchers to collect detailed, qualitative data from their interviews with English language teachers at Rizal College of Taal. These interviews will provide useful insights into the challenges and strategies of incorporating translation to enhance students' vocabulary in the setting of syntactically complicated texts. By focusing on descriptive research, the study hopes to provide a nuanced and extensive description of how translation affects students' reading skills. This, in turn, will guide the development of tailored interventions and instructional strategies vocabulary help pupils overcome these obstacles. The descriptive aspect of the research ensures that the findings are based on real-world experiences and observations, making them extremely relevant to educational practitioners and scholars alike.

7. Data collection

The perspective of teachers in terms of strategies teachers use in incorporating translation to enhance students' vocabulary was gathered through the data gathering instrument in the form of a structured interview. With the permission granted by the respondents, the researchers sent the Google form link that contains the interview question. To ensure that the respondents will be able to answer the questions clearly, the researchers provided clear and concise directions. In addition, the answers of the respondents and their personal information will also be treated with utmost confidentiality and anonymity. Upon collecting the responses, the data will then be analyzed and interpreted.

8. Data analysis

The researcher used thematic analysis to interpret data because it deals with reading through a data set that includes transcripts from an interview to identify common themes and patterns through ideas and topics [23]. The researchers believed that this method was suitable for the ongoing study, as the researchers will adopt interview derived electronically through Google forms as the main data-gathering instrument. The respondents were given ample time to answer the questionnaires to generate more accurate and truthful responses. After retrieving the respondents' answers, it was carefully read, interpreted, and compiled based on their themes.

9. Discussion

9.1. Challenges of teachers in incorporating translation as a tool to enhance students' vocabulary

Among the six participants, three of them noted one of the perceived challenges is that students' dependence on translation methods hampers natural language acquisition.

Participant 6 mentioned that: "*Students tend to become dependent on the translation methods employed by the teachers which hampers the improvement of their language skills.*"

On the other hand, Participant 3 claimed that: "*Unfortunately, teachers face several challenges when using translation to improve students' vocabulary. One major challenge is that students often rely too much on their first language, which inhibits their ability to practice English. Another issue is that some words or phrases do not have direct translations, making it harder for students to fully grasp on their meaning or usage. Time limits in class also pose a problem, as teachers may find it difficult to balance translation with other teaching methods. Lastly, some teachers lack the resources or proper training to effectively incorporate translation into their lessons.*"

While there are four participants claimed that using translation with idiomatic expressions and words lacks direct translations as key challenge. Participant 1 mentioned that: "*Teachers face challenges in using translation to enhance vocabulary due to students' tendency to rely on literal translations, which can result in misunderstandings of context and nuance. Addressing cultural differences and idiomatic expressions adds complexity, as direct equivalents may not exist in the target language. Additionally, over-reliance on translation can limit students' immersion and natural acquisition of vocabulary. Mixed proficiency levels in a classroom make it difficult to balance translation activities to suit all learners. Finally, teachers often struggle with time constraints and finding engaging materials that effectively integrate translation into lessons. Training students to use translation as a scaffold rather than a crutch promotes gradual independence in language acquisition. Encouraging peer-to-peer discussions and collaborative learning in both languages can enhance understanding and minimize overreliance on direct translations.*"

Two participants highlighted that limited class time affects also the integration of translation activities. Participant 5 mentioned that: "*I have experienced teaching learners who used English as their first language. So far, it has been easy for me to teach my specialization. Years have passed, I am now teaching students whose first language is Filipino and it caused me some time to consume for them to understand some words I utilize during the teaching and learning process. English just like other languages is complex and it can't be translated word by word. I must say, the challenges faced are time, capacity of the learners to understand, and their knowledge regarding the language.*" Three participants emphasized that varying language abilities make it difficult to tailor translation tasks for all learners. Participant 2: "*Incorporating translation as a tool for enhancing students' vocabulary presents several challenges, such as varying language proficiency levels among students, which may cause difficulty in executing translation tasks effectively. Additionally, students may struggle with translating words in context or idiomatic expressions, and over-reliance on direct translation can hinder deeper understanding and thinking in the target language. Cultural and linguistic differences often prevent direct equivalents, complicating the translation process further. Time constraints and the need for careful error correction may limit other teaching activities, while students' lack of engagement or motivation can undermine the effectiveness of translation exercises. Finally, assessing the true impact of translation on vocabulary growth can be difficult, as it requires ensuring students understand not just words but their appropriate usage and context.*"

On the other hand, Participant 4 claimed that: "*Presentation of translated texts in front of the students may not lead to vocabulary acquisition effectively. Teachers should be the ones who are telling the students to analyze, compare, and reflect on the distinct languages when teaching them. They want students to be able to use new vocabulary which refers to items from different languages such as comparison and contrast. Teachers shall mold and change their teaching strategies to fit the difficulties of translation. This will enable them to use visual aids, contextualization, and interactive tasks in class to enable learning of the language. There is also another way, presentation of the information in an illustration.*"

9.2. Teacher's strategies to overcome the challenges of using translation in vocabulary development

Four participants emphasized that using vocabulary in sentences or real-life contexts to promote understanding can be a helpful strategy in coping with the challenges led by using translation.

Participant 1 mentioned that: "*Teachers overcome translation challenges in vocabulary development by contextualizing words within sentences or real-life scenarios, ensuring students understand usage rather than just direct meanings. They incorporate visual aids and gestures to support comprehension and reduce over-reliance on translation. Interactive activities like role-playing and games encourage active use of vocabulary in meaningful contexts. Teaching word formation, synonyms, and etymology helps students infer meanings and develop linguistic awareness. Finally, teachers gradually transition to monolingual methods, fostering deeper engagement with the target language.*"

On the other hand, Participant 2 claimed that: "*To overcome the challenges of using translation for vocabulary development, teachers can employ several strategies. They can provide contextualized translation by embedding vocabulary within meaningful sentences or texts, helping students understand word usage. Gradual scaffolding ensures that exercises match students' language proficiency levels, while active engagement through discussions or peer reviews promotes deeper comprehension. Teachers can also highlight cognates and false friends to prevent common translation errors, use visuals and multimedia to enhance understanding, and incorporate task-based learning to apply vocabulary in real-life scenarios. Encouraging the use of bilingual dictionaries and providing constructive feedback on errors help refine students' translation skills. By combining translation with other vocabulary-building techniques, such as word maps or flashcards, and promoting thinking in the target language, teachers ensure that students develop a more comprehensive and contextual understanding of vocabulary.*"

Three participants highlighted the use of instructional materials like visual aids, flashcards, role-playing, and games as tools to make vocabulary learning engaging and effective.

Participant 3 mentioned that: "*To overcome these challenges, teachers like me employ various strategies. I encourage students to use bilingual dictionaries or translation apps to find word meanings and examples. Instead of translating entire sentences, I focus on specific key words or difficult terms to avoid over-dependence on the first language. I also use engaging activities like role-playing to help students remember the meanings of translated words through context. Moreover, I ask students to create their own sentences or examples to ensure they understand and can apply new vocabulary in real-life scenarios.*"

In addition, Participant 4 claimed: "*As a teacher I use flashcards, diagrams, and concept maps to help my students in the exposure of new vocabulary in class. I also introduce mnemonic devices such as acronyms, rhymes, and memory hooks. Some teachers would use a range of techniques to assess students' vocabularies, such as quizzes, writing prompts, and oral presentations. Translation exercises alone do not seem to be an*

adequate measurement of student learning."

On the other hand, two participants stressed the concept of "scaffolding exercises" to match proficiency levels and balancing translation interventions that can be resulted in avoiding dependency.

Participant 5: "*I definitely ask the learners to discover at least five words each day and use them in a sentence. Aside from this, I incorporate vocabulary words on my presentations before starting our discussion.*"

Participant 6: "*They balance the volume and interval of the language intervention, so as to make sure that the dependency level of the students will remain manageable.*"

9.3. Solutions in addressing the challenges encountered by teachers when using translation to support vocabulary acquisition

Among the six participants, there are two participant who suggested that fostering collaboration and self-directed learning through bilingual dictionaries, digital tools, and school activities targeting weaknesses can be an effective way on how to address the challenges in terms of using translation.

Participant 2 mentioned that: "*To address the challenges of using translation for vocabulary acquisition, teachers can implement several strategies. They can provide contextualized learning by embedding vocabulary in reading or conversation exercises, helping students understand word usage beyond direct translation. Differentiating instruction ensures tasks are appropriately challenging for students at various proficiency levels, while encouraging active use of vocabulary through role-playing, discussions, and writing exercises promotes real-world application. Teachers can also guide students in using bilingual dictionaries and digital tools to explore word meanings and context. Focusing on word relationships like synonyms and antonyms, providing constructive feedback on errors, and incorporating task-based learning further strengthen vocabulary retention. Additionally, using multimodal resources such as visuals and videos, fostering collaborative learning, and encouraging students to think in the target language all support more effective vocabulary development. These strategies together help students reduce reliance on translation while deepening their understanding of the language.*"

While on the other hand, Participant 5 claimed that: "*There should be variety of school activities that target the learners' weaknesses in translating vocabulary.*"

Participant 4 highlighted the significance of applying regular assessments, such as exit tickets and quick checks, to identify and address students' learning gaps: "*Teachers can apply various formative assessment techniques to check for student learning through the use of exit tickets and quick checks, so they are able to understand areas in which students are making less progress. Adjustments in instruction can be made in these areas. In the end, for example, a teacher might have administered an exit ticket that required quick reflection about how well the new vocabulary word was understood from a lesson.*"

While, two participants recommended matching the level and frequency of translation interventions with students' needs to scaffold learning effectively.

Participant 6 claimed that: "*Teachers should make sure that the level and interval of the translation intervention will purposefully be matched with what is needed by students to ensure that their vocabulary learning will be scaffolded well.*"

Besides, Participant 2 mentioned that: "*To address the challenges of using translation for vocabulary acquisition, teachers can implement several strategies. They can provide contextualized learning by embedding vocabulary in reading or conversation exercises, helping students understand word usage beyond direct translation. Differentiating instruction ensures tasks are appropriately challenging for students at various*

proficiency levels, while encouraging active use of vocabulary through role-playing, discussions, and writing exercises promotes real-world application. Teachers can also guide students in using bilingual dictionaries and digital tools to explore word meanings and context. Focusing on word relationships like synonyms and antonyms, providing constructive feedback on errors, and incorporating task-based learning further strengthen vocabulary retention. Additionally, using multimodal resources such as visuals and videos, fostering collaborative learning, and encouraging students to think in the target language all support more effective vocabulary development. These strategies together help students reduce reliance on translation while deepening their understanding of the language."

Moreover, two participants stressed the need for professional development and resource availability to enhance teaching strategies. Participant 1: "*Teachers can design activities that encourage contextual usage of translated words, allowing students to understand their meanings through examples and application. Providing bilingual glossaries or vocabulary lists tailored to the lesson's content can simplify translation while maintaining focus on comprehension. Incorporating visuals, gestures, and real-life objects alongside translations helps students create stronger associations and improves retention.*"

Besides, Participant 3 claimed: "*Possible solutions can help address these challenges and improve the use of translation in teaching vocabulary. Schools can provide training programs or workshops to help us, teachers, develop better strategies for using translation effectively. Using visual aids, such as pictures, videos, or flashcards alongside translations, can make learning easier and more interesting for students. Teachers can also create word banks or vocabulary lists with translations and usage examples, giving students learning material for studying at home. Lastly, encouraging students to practice English through speaking and writing activities can reinforce their learning and build confidence in using new words.*"

10. Conclusion

This study revealed that teachers face multifaceted challenges when using translation as a tool to enhance students' vocabulary, including students' dependence on translation methods, the complexity of addressing idiomatic expressions and words lacking direct translations, time constraints, and varying language proficiency levels among learners. Addressing these challenges requires a comprehensive approach that includes promoting contextual learning, balancing translation interventions to reduce dependency, providing teacher training on effective translation strategies, and incorporating collaborative and multimodal techniques to engage students across different proficiency levels.

In addition, this study revealed that teachers employ various strategies to address the challenges of using translation in vocabulary development. These strategies include contextualizing vocabulary within sentences or real-life scenarios to enhance understanding, using instructional materials like visual aids, flashcards, and role-playing to make learning engaging and implementing scaffolding exercises to match students' proficiency levels while balancing translation interventions to reduce dependency. Therefore, a comprehensive approach that combines these techniques ensures that students develop a deeper and more contextual understanding of vocabulary while fostering independence in language acquisition.

Besides, this study also revealed that addressing the challenges of using translation to support vocabulary acquisition requires practical and innovative solutions. These include implementing regular formative assessments, such as exit tickets and quick checks, to identify and address students' learning gaps effectively. Additionally, providing workshops and training programs equips teachers with advanced translation strategies,

enabling them to use tools like visual aids, word banks, and interactive activities to enhance vocabulary learning. Therefore, a combination of these approaches fosters better teaching practices and more effective vocabulary acquisition for students.

Disclosure statement

The authors declare no conflict of interest.

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