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TRANSLATION METHOD YES OR NO?



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ABSTRACT

*The study sought to investigate the Iranian EFL teachers' and students' perspectives on the role of translation in the process of English language learning (ELL). To do this, 40 EFL teachers and 80 EFL students of both genders were selected from different universities in Kerman (Azad, Bahonar, Payame Nour, and Kerman Institute of Higher Education) based on convenience sampling. They participated in this quantitative research where data came from a related questionnaire as the source of data collection. It should be noted that reliability and validity of the questionnaire were assessed by the researcher. Finally, the data were analyzed using SPSS software. The results indicated the EFL teachers' and students' positive perspectives on the role of translation in the process of English language learning. In other words, the employment of translation method in the English classes in Iran has created relatively positive views in teachers and students. Also, in order to compare the teachers and students' perspectives about the role of translation EFL context, a sample independent *t*-test was done, and the results indicated that there was no difference between the two groups of teachers and students' perspectives.*

KEYWORDS

Translation, Translation in Language Teaching (TILT), Perspective, EFL Context