

LEXICAL AND GRAMMATICAL INTERFERENCE: A LINGUISTIC PROBLEM ASSESSED THROUGH TRANSLATION

PhD Candidate Ksenja Ferro

Department of English Language

Faculty of Foreign Languages, University of Tirana

E-mail: ksenja.ferro@unitir.edu.al

PËRMBLEDHJE

Përdorimi i përkthimit në Mësimdhënien e Gjuhës Angleze (MGJA) ka qenë prej kohësh një çështje e debatueshme. Pavarësisht se përkthimi fitoi popullaritet përmes lidhjes që krijoi me Metodën Gramatikë-Përkthim, shekulli XIX shënoi largimin e tij gradual nga kurrikulat e mësimdhënies së gjuhëve. Roli i përkthimit në MGJA mund të përshkruhet si lëkundje lavjerrësi që lëviz nga një skaj në tjetrin. Në të vërtetë, pasi u përdor në mënyrë të tepruar, kjo metodë u zhduk plotësisht nga procesi mësimor.

Megjithatë, ky studim mbron parimin e “mesatares së artë”, i cili në këtë kontekst nënkupton qasje më të ekuilibruar ndaj përdorimit të përkthimit në mësimdhënie, në ato raste kur konsiderohet pedagogjikisht i nevojshëm. Kryesisht, studimi përqendrohet në mënyrën se si përkthimi mund t’i ndihmojë nxënësit të identifikojnë dhe shmangin gabimet e shkaktuara nga interferencat gjuhësore.

Ky studim përqaes tregon se nxënësit shqiptarë që mësojnë anglishten si gjuhë të dytë bëjnë gabime leksikore dhe gramatikore si pasojë e interferencës, gabime këto që shpesh kalojnë pa u vënë re, përveç rasteve kur njohuritë e tyre vlerësohen përmes ushtrimeve të përkthimit. Studimi paraqet gjithashtu qëndrimet e nxënësve ndaj përdorimit të përkthimit si mjet korrigjues për gabimet e vërejtura. Të dhënat janë mbledhur përmes një ushtrimit përkthimi dhe pyetësori. Rezultatet tregojnë si domosdoshmërinë pedagogjike, ashtu dhe preferencën e qartë nga ana e studentëve për integrimin e përkthimit në procesin mësimor, duke sugjeruar se përjashtimi i tij i privon nxënësit nga ky mjet i dobishëm didaktik.

Fjalët kyçe: gjuhë shqipe, gjuhë angleze, gabime nga interferenca, mësimdhënie, përkthim.

ABSTRACT

The use of translation in English Language Teaching (ELT) has long been a topic of considerable controversy. Despite the popularity translation gained through its association with the Grammar-Translation Method, the nineteenth century saw its gradual

removal from language teaching curricula. The role of translation in ELT could therefore be described as a pendulum, swinging from one extreme to the other. Indeed, once used excessively, it later disappeared from the teaching process altogether.

However, this study advocates for the principle of the ‘golden mean’, which in this context implies a balanced approach to the use of translation in teaching whenever it is deemed pedagogically necessary. In particular, the study focuses on how translation can help students identify and avoid errors caused by linguistic interference.

This contrastive study reveals that Albanian students learning English as a Second Language (ESL) produce lexical and grammatical interference errors that often remain unnoticed unless their knowledge is assessed through translation exercises. The study also presents students’ attitudes toward the use of translation as a tool for error correction. Data were collected through a translation exercise and a questionnaire. The results indicate both a pedagogical necessity and a clear student preference for the integration into the teaching process, suggesting that its exclusion deprives learners of a helpful instructional tool.

Keywords: Albanian, English, interference errors, teaching, translation

1. Introduction

In the context of English Language Teaching (ELT) the use of translation has undergone a drastic shift. Its rapid rise and subsequent decline can largely be attributed to its association with the Grammar-Translation Method, which received considerable criticism due to its repetitive nature.

Sweet (1964, p. 73) provides his insight on the topic by criticizing the excessive reliance on translating artificial sentences that have little chance of occurring in everyday communication. He argues that this tiresome activity cannot produce fruitful results in foreign language learning. Consequently, such arguments contributed to condemning translation and diminishing its perceived value in the teaching process.

However, this is not the only criticism translation has faced. Because translation implies the use of the mother tongue (MT) as a means of navigating the second language, many scholars have viewed it as an obstacle to achieving second language proficiency.

Suffice it to say that almost every Albanian student has been prompted at some point during their English learning experience to ‘think in English’. Inevitably, while striving to achieve language proficiency, students learning ESL are often susceptible to interference errors resulting from the influence that the MT exerts on their thought processes. This influence, which is the main focus of this study, will be referred to as *linguistic interference*.

In fact, the occurrence of interference is not limited to Albanian students; rather, it is a universal experience among bilingual and multilingual speakers. In a study concerning the error analysis of a Swiss German speaker of Greek, Georgiou (2020, p. 120) identifies phonetic, semantic, syntactic and morphological errors, attributing them to rule overgeneralization and first-language (L1) interference in the second language (L2).

For the purposes of this study, two types of interference were examined: lexical and grammatical interference.

Lexical interference, which often manifests as a result of false friends between languages, "...is the source of many errors in translation, as well as common misunderstandings occasioned when a speaker attempts to express him- or herself in a language other than his or her native one – often including those with some competence in the foreign language concerned..." (Chamizo-Domínguez, 2008, p. 1).

Similarly, Gass & Selinker (2008, p. 177) argue that grammatical interference occurs because differences between language systems prompt students to transfer familiar syntactic structures from the native language to the target language (TL).

Therefore, this paper aims to explore the opportunities translation offers for overcoming linguistic interference errors.

In order to achieve this aim, the study poses the following research questions:

1. In which linguistic areas do Albanian students most frequently struggle with interference?
2. How can translation help students avoid linguistic interference?
3. What are Albanian students' attitude toward translation?

2. Literature review

This section provides a juxtaposition of arguments between scholars who view translation as a source of interference and those who view it as a solution.

Newson (1998, p. 64) argues that translation contributes to linguistic interference because it encourages learners to operate in their mother tongue, thereby hindering L2 acquisition. According to Newson, because translation is often perceived as a word-for-word correspondence process, learners may mistakenly assume that absolute equivalence exist between L1 and L2, which can lead to errors.

Similarly, Lee and Van Patten (2003, p. 123) assert that language learning is a process of habit formation. From this perspective, acquiring L2 requires abandoning L1 in the classroom environment, including translation practices, because the habits of the mother tongue would impede the formation L2 habits.

However, it is unrealistic to pretend that the student's MT does not exist.

Henry Widdowson argues that language learners “cannot be immunized against the influence of their own language” and that “language learning (...) is a compound bilingual experience.” (Widdowson, 2003, p. 151)

Concerning grammatical interference, Kavaliauskiene & Kaminskene (2007, p. 135) argue that, instead of viewing translation as an activity that leads to interference, teachers should use it as a means of pointing out areas in which L1 and L2 are similar and areas in which they differ. Petrocchi (2014, p. 101) supports this view by providing examples of the translation exercises she uses in her classes. She notes that ‘Reduce speed now’ is translated into Italian as ‘Rallentare’. She further observes that, instead of three words used in the original source sentence, the target sentence makes use of only one. Petrocchi points out that the urgency in English is conveyed through the emphasis on the adverb ‘now’, whereas in Italian the verb ‘rallentare’ alone suffices to express the urgency of the situation.

Halliday considers the issue of lexical interference when he argues that “one can make positive use of the students’ mother tongue; and in such cases, to neglect it may be to throw away one of the tools best adapted to the task in hand” (Halliday, 2007, p 161). This is especially relevant in the cases of false friends between languages, which can only be clarified through a clear juxtaposition between the foreign word and its equivalent in the MT. This is particularly important during the early stages of language acquisition, especially since relying on context alone may place students in a vulnerable position. The following example illustrates this phenomenon:

“‘Look at the sky, it’s going to rain’ was a textbook sentence accompanied by a picture. Half of my class understood ‘sky’ to be the foreign-language word for the dark cloud in the picture.” (Butzkamm & Caldwell, 2009, p. 76)

This example indicates that students with different levels of proficiency are not always able to rely solely on context, and that doing so may lead to the formation of faulty notions that remain undetected unless they surface in different linguistic contexts where, for instance, ‘cloud’ and ‘sky’ cannot be used interchangeably. The question that arises here is this: if seemingly harmless words can be easily misunderstood as having meanings they do not carry, what implications does this have for false friends, which are even more misleading because of their striking resemblance?

In summary, while some scholars view translation and dependence on the mother tongue as causes of interference, others emphasize their value as remedies against it. However, although this juxtaposition of arguments is highly justifiable, it tends to overlook the heterogeneous nature of classrooms and the way language proficiency levels vary from one student to another.

3. Methodology

The study employs a mixed-methods approach. To explain how translation can help teachers minimize the occurrence of linguistic interference, it is necessary to gain a general understanding of the frequency and types of interference errors produced by Albanian students. With this aim in mind, the study was divided into two distinct stages: the testing phase and the explanatory phase.

3.1 Sample

The study was conducted at “Qemal Stafa” High School, in Tirana, Albania. The sample consisted of 53 participants from two different classes. Both classes were in their senior year, with 26 and 27 students, respectively. The students were expected to have acquired a B2 level of English. It is important to note that the two selected groups were representative of the classes with the highest academic achievements.

3.2 Instrument

Data in this study was collected through two instruments: a translation exercise and a questionnaire. The exercise contained 15 sentences to be translated from Albanian into English. Its purpose was to identify interference errors and the reasons underlying their occurrence. During the explanatory phase, a questionnaire was distributed to the students after discussing and correcting the mistakes. The purpose of the questionnaire was to identify the students’ attitudes toward translation.

3.3 Procedure

Before initiating this stage of the study, the students were asked for their consent and were informed that their responses would remain anonymous in order to avoid causing any feelings of stress or anxiety. Firstly, they were instructed to complete the translation exercise independently within 20 minutes. The explanatory phase was then used to discuss the mistakes and gain insight into the students’ thinking process. Afterwards, a questionnaire was administered, which the students were asked to complete within 10 minutes.

3.4 Data Analysis

After the data was collected, the papers were reviewed and the different translation versions provided by the students were identified. Using descriptive statistics, the percentages of correct, incorrect and missing translations were calculated in order to identify errors caused by interference. A similar process was applied to the questionnaire responses to determine whether students held

a positive or negative attitude toward the use of translation exercises in the classroom.

4. Results

This section reports the findings of the data collection procedure. It presents the results of both the translation exercise and the questionnaire.

4.1 The Exercise's Results

Sentence 1: 2 javë nuk janë të mjaftueshme për të bërë projektin.

Correct translation: 1

Incorrect translation: 52

No translation: 0

a) 1 student: 2 weeks is not enough to do the project.

b) 52 students: 2 weeks are not enough to do the project.

Explanatory phase: While in Albanian *2 weeks* is treated as a plural noun, in English, it is treated as singular in meaning because it represents an amount or a unit of time. The students applied the noun properties of the MT to the L2 sentence structure, resulting in incorrect subject-verb agreement.

Sentence 2: Kini vëmendjen, sepse kjo është një situatë kritike.

Correct translation: 41

Incorrect translation: 12

No translation: 0

a) 41 students: Pay attention because this is a critical situation.

b) 12 students: Pay attention because this is a critic situation.

Explanatory phase: The Albanian *kritik* resembles the English *critic* phonetically. Emphasis was placed on the fact that a *critic* is someone who provides commentary (e.g a book critic), whereas *critical* is the adjective required in this sentence in order to describe the urgency of a situation.

Sentence 3: Ai është një djalë shumë i edukuar.

Correct translation: 11

Incorrect translation: 42

No translation: 0

a) 11 students: He is a very well behaved/ well-mannered/ polite/ kind boy.

b) 42 students: He is a very educated boy.

Explanatory phase: The Albanian *i edukuar* resembles the English *educated* in pronunciation. However, *educated* corresponds to the Albanian *i arsimuar*, referring to formal education, whereas *i edukuar* refers to a person with good

behavior and manners.

Sentence 4: Ai po më tregonte rreth gjendjes aktuale në vendlindjen e tij.

Correct translation: 11

Incorrect translation: 40

No translation: 2

a) 11 students: He was telling me about the current situation/state in his hometown.

b) 40 students: He was telling me about the actual situation in his hometown.

Explanatory phase: The Albanian *aktual* is in fact an English borrowing. However, it does not carry the same semantic meaning as the English *actual*. *Actual* is a synonym for *factual*, whereas the Albanian *aktual* corresponds to the English adjective *current*. During the explanatory phase, emphasis was placed on the fact that the students should not be misled by the striking phonetic resemblance of such ‘false friends’.

Sentence 5: I thashë që provimi im shkoi mirë.

Correct translation: 42

Incorrect translation: 11

No translation: 0

a) 42 Students: I told him my exam went well. / I told him I did well on my exam.

b) 11 Students: I told him my exam went good/nice. / I told him I did good on my exam.

Explanatory phase: The Albanian adjective *i mirë* (good) and adverb (*mirë*) differ little in form, being distinguished only by the adjectival article. In this context, it came naturally to students to apply the same simplification in English and opt for the use of the adjective rather than the adverb.

Sentence 6: Në ceremoni ai u dekorua me një medalje.

Correct translation: 8

Incorrect translation: verb pattern: 38; preposition: 35;

No translation: 0

a) 1 student: At the ceremony, he was awarded a medal.

b) 7 students: He was given a medal/ earned a medal at the ceremony.

*First issue: verb pattern

c) 38 students: He was awarded with a medal.

*Second issue: preposition use

d) 35 students: In the ceremony, he was awarded a medal.

Explanatory phase: Two issues were identified in this translation.

First, the students were cautioned about the distinction between existent and non-existent verb patterns in English. While *be awarded with something* is acceptable in Albanian, English uses the structure *be awarded something*. Students transferred the Albanian verb pattern of *dekoroj* to its English equivalent *award*.

Second, it was observed that students who wrote *in the ceremony* transferred the Albanian preposition *në*, which is used to indicate events in the context of physical location. This transfer resulted in faulty translations.

Sentence 7: Më dha disa informacione të cilat nuk mund t'i zbuloj.

Correct translation: 11

Incorrect translation: uncountable noun: 24; collocation: 36

No translation: 1

a) 11 Students: He gave me information which I cannot disclose/reveal/share.

*First issue: uncountable noun

b) 24 students: He gave me informations which I cannot tell you.

*Second issue: collocation

c) 36 students: He gave me some information which I cannot discover/find out/tell.

Explanatory phase: The Albanian noun *informacion*, although phonetically similar to its English equivalent *information*, does not share the same grammatical properties. Students were cautioned that *informacion* can be treated as a countable noun in Albanian, whereas *information* is an uncountable noun in English. As a result, students transferred the countable properties of the Albanian noun to its English equivalent, producing *informations* instead of *information*.

Secondly, it was observed that the collocation *to disclose information* posed difficulty for students, whose first inclination was to find a word-for-word equivalent for the Albanian *zbuloj*, which in English would be *to discover*.

Sentence 8: Shytat shkaktohen nga një virus.

Correct translation: 3

Incorrect translation: 49

No translation: 1

a) 3 students: Mumps is caused by a virus.

b) 49 students: Mumps are caused by a virus.

Explanatory phase: During the explanatory session, students were cautioned about English words such as mumps, meningitis, measles, which, although the ending in *-s*, usually associated with plural nouns, are in fact treated as singular or uncountable nouns in English. Apart from the overgeneralization of this rule,

the difficulty lies in the fact that the Albanian equivalent *shytat* is a noun used only in its plural form. The transfer from the MT led students to produce faulty subject-verb agreement, as observed in their translations.

Sentence 9: Nuk arritëm të gjenim zgjidhjen e problemit në fjalë.

Correct translation: 6

Incorrect translation: 45

No translation: 2

a) 6 students: We did not manage to find the solution to said problem. /We didn't find the problem's solution.

b) 45 students: We could not find the solution of/for the problem.

Explanatory phase: As observed in the translations provided, there was a tendency to produce a word-for-word translation to *zgjidhjen e problemit* as *the solution of the problem*, thus preserving the genitive construction of the source sentence. Although the students simplified the translation based on their MT structure, the appropriate noun-preposition combination in English is *the solution to the problem*.

Sentence 10: I sugjerova atij që të shkojë tek ky restorant.

Correct translation: 1

Incorrect translation: 51

No translation: 1

a) 1 student: I suggested that he go/ should go to this restaurant.

b) 48 students: I suggested him to go/going to this restaurant.

c) 3 students: I suggested that he goes to this restaurant.

Explanatory phase: It was observed that the students applied the verb pattern suggest + -to infinitive, an Albanian verb pattern that does not exist in English. The students had never questioned the possibility that the verbs *suggest* and *sugjeroj* form different verb patterns, a misunderstanding likely caused by their phonetic similarities.

Sentence 11: Afër hyrjes së kështjellës është një dyqan suveniresh.

Correct translation: 29

Incorrect translation: 21

No translation: 3

a) 29 students: There is a souvenir's shop near the castle's entrance.

b) 21 students: Near the entrance of the castle is a souvenir's shop.

Explanatory phase: The Albanian sentence was intentionally structured to contain mixed word order, which is grammatically acceptable in Albanian.

English, however, tends to follow the fixed subject-verb-object (SVO) order. The students stated that they attempted to adhere to the sentence structure of the source sentence. However, doing so resulted in English sentences in which the ‘dummy’ subject *there* is missing. Although Albanian allows the subject to be omitted in certain contexts, English does not. For the sentence to be grammatically accurate in English, the *there is* construction must be used, as both subject and verb are required.

Sentence 12: Hyra qetësisht në librari.

Correct translation: 3

Incorrect translation: verb pattern: 40; vocabulary: 46

No translation: 2

a) 3 students: I entered the bookshop quietly.

*First issue: verb pattern

b) 40 students: I entered quietly in the bookshop.

*Second issue: vocabulary

c) 46 students: I entered the library quietly.

Explanatory phase: First, clarification was needed regarding the words *library* and *librari*, which caused confusion due to their phonetic similarity. Emphasis was placed on the fact that *library* corresponds to the Albanian *bibliotekë* (a place where books are borrowed), whereas *librari* (a place where books are purchased) corresponds to the English *bookshop*.

Second, students were cautioned against transferring Albanian verb patterns into English sentence structure. The pattern *enter in a place*, which exists in Albanian, does not apply in English, where *enter* is directly followed by its object.

Sentence 13: Në tekstin e parë përmendet problemi i bullizmit.

Correct translation: 25

Incorrect translation: 22

No translation: 6

a) 25 students: The first text mentions the problem of bullying. / The problem of bullying is mentioned in the first text.

b) 13 students: In the first text is mentioned the problem of bullying.

c) 9 students: It's shown/ it is talked about the problem of bullying.

Explanatory phase: This sentence, intentionally structured with mixed word order, poses a similar problem to that found in sentence 11. Students attempted to preserve the Albanian word order, but in doing so produced sentences that sound unnatural to native English speakers.

*Sentence 14: Kopje e babait – sikur e ka nxjerrë nga hundët.

Correct translation: 16

Incorrect translation: 24

No translation: 13

a) 16 students: Her father's copy – as if she had been spit out of his mouth/ the apple doesn't fall far from the tree/ like father like son.

b) 24 students: Her father's copy – as if he spit him from his nose.

*Sentence 15: Fëmija im është drita e syve të mi.

Correct translation: 6;

Incorrect translation: 39;

No translation: 8

a) 6 students: My child is the apple of my eye.

b) 39 students: My child is the light of my eyes.

*Explanatory phase: It was observed that, rather than opting for approximate equivalents, students relied heavily on direct translations in the cases of the idiomatic expressions listed above. However, it is important to note that idioms in English are numerous and learning to understand them and use them appropriately takes time and practice.

4.2 The Predominant Errors

On average, 66% of students displayed cases of lexical interference when translating words such as *kritik*, *i edukuar*, *aktual* and *library* - everyday words considered part of a high school student's vocabulary.

An equally problematic linguistic area is the concept of the uncountable noun. While English grammar distinguishes between countable and uncountable nouns, Albanian does not operate in the same way. This resulted in incorrect subject-verb agreement – an uncountable noun followed by a verb in 1st /2nd /3rd person plural – as demonstrated by an average of 78% incorrect translations. Students were particularly surprised by the fact that *two weeks* is treated as a singular unit in English. The sentence containing this noun phrase was translated correctly by only one student out of 53, which demonstrates a clear gap in knowledge resulting from grammatical interference.

Similarly, an average of 81% of Albanian students struggle with verb patterns. The examples included in the exercise demonstrate that students tend to overuse the to-infinitive, influenced by Albanian structures, and often add unnecessary prepositions after verbs that should be followed directly by an object.

The issue of preposition use is closely related to this problem. Prepositions have always been challenging for Albanian students – approximately 76%

provided incorrect translations. The most common mistake was the overuse of *in* to refer to adverbials of place, a phenomenon that occurs in Albanian but not in English in the same way.

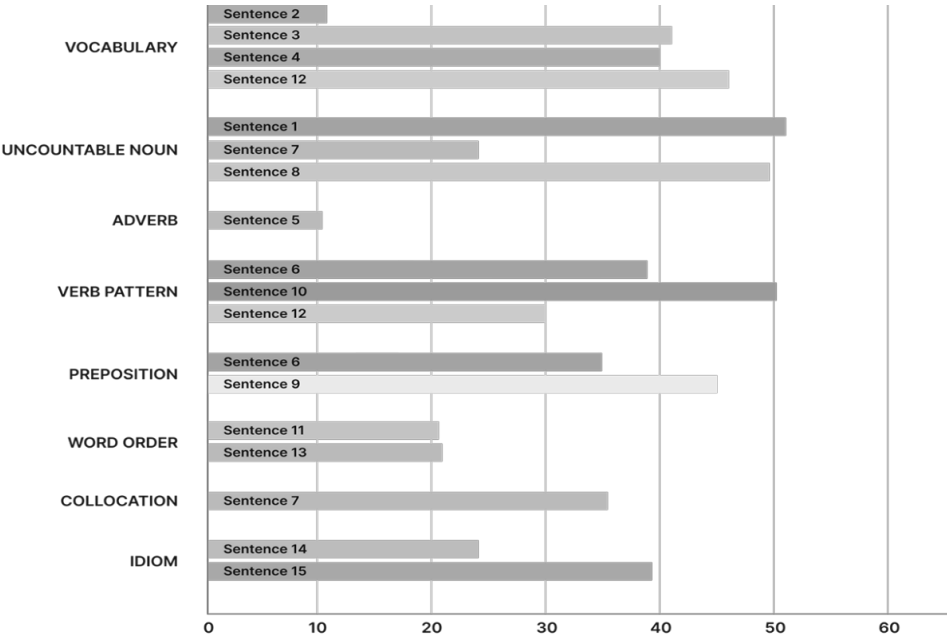
Surprisingly, word order within the sentence posed difficulties for an estimated 41% of students, which is quite significant figure.

In the translation of collocations and idioms, there were average error rates of 68% and 60%, respectively, mainly due to interference and literal translation.

The linguistic area in which little interference was observed was the use of adverbs, with an estimated average of 21%.

The findings of the exercise, as summarized in Figure 1, suggest that Albanian students of English face the greatest difficulties in several linguistic areas: vocabulary, uncountable nouns, verb patterns, and prepositional use.

Figure 1. Types and Frequency of Linguistic Interference Errors



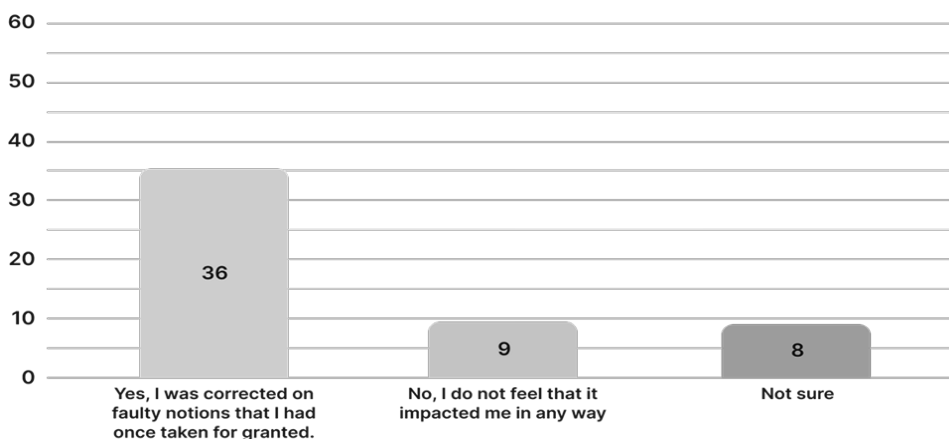
1.3 The Questionnaire’s Results

The students sampled in this study had started learning English in the third grade, amounting to an estimated ten years of formal education. A striking 88% of students stated that they had also received additional instruction through various private courses. Despite this extensive exposure to the language - which includes

both formal education and exposure through social and mass media - the students were not immune to errors caused by linguistic interference, as indicated by the results in the translation exercise. We believe that a contrastive analysis through the use of translation could help address this issue. Therefore, the questionnaire sought to gather students' insights on the matter.

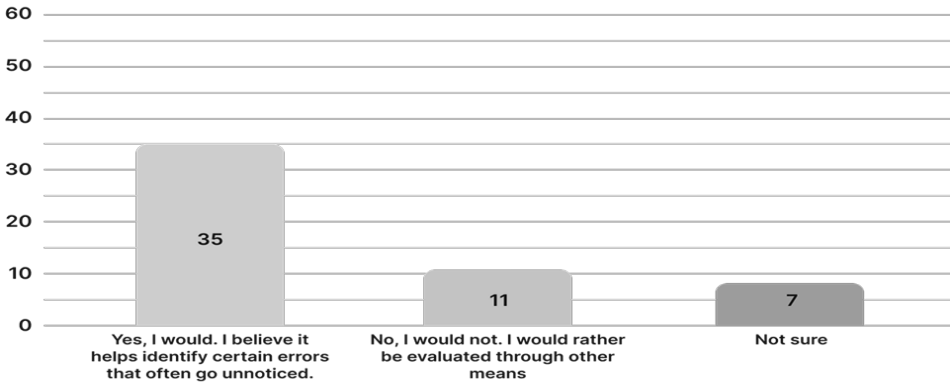
It was important to understand the students' attitudes toward the exercise used in this study, with particular emphasis on its ability to highlight cases of interference. The results presented in Figure 2 indicate that the translation exercise was beneficial, with 68% of students reporting that they were surprised to have their previously acquired knowledge questioned. In fact, the primary examples mentioned in the open-ended responses involved the translation of false friends (*librari* – library, *actual* – actual, *i edukuar* – educated). When explaining the reasons underlying these incorrect translations, students reported that, due to the strong resemblance between the words, it had never occurred to them that the correct translation might differ from the one they had assumed. In other words, they had simply never questioned their knowledge.

Figure 2. Answers to Question 2: Reflection on the use of the translation exercise



It is important to mention that the students showed willingness to have translation integrated in future classes. As presented in Figure 3, 66% of students' responses show that they would like to be periodically assessed through translation exercises.

Figure 3. Answers to Question 5: Attitudes on future use of translation



Generally, the findings of the questionnaire suggest a positive attitude toward translation, which challenges its longstanding academic stigma. With regard to linguistic issues caused by interference, students acknowledge the benefits of using translation.

4 Discussions

The results obtained from this study suggest that there is, indeed, a high frequency of linguistic interference errors that persist even until the final year of high school. The areas in which Albanian students experience difficulties are varies, ranging from basic vocabulary to collocations and verb patterns.

The underlying issue is that students are often unaware of what they do not know, “a problem of ignorance”, as claimed by Newmark & Reibel (1968, p. 158). Although the sentences used in the exercise appeared to pose no significant difficulty, this impression proved deceptive.

Therefore, the judicious integration of the MT into the teaching process, together with the careful selection of appropriate translation exercises, can assist English teachers in helping students become aware of and avoid interference errors as much as possible.

It is important to note that although this study advocates the use of translation in ELT, it does not suggest that translation should become the sole pedagogical tool used in the classroom, thereby undermining the importance of students’ direct exposure to the TL. Instead, the study supports a balanced teaching approach - a combination of the monolingual and bilingual approach - which can better address the diverse needs of students.

As indicated by the questionnaire, Albanian students generally display a

positive attitude toward the use of translation in language. In particular, when addressing linguistic issues caused by interference, students recognize translation as a useful learning tool.

5.1 Suggestions on the incorporation of translation in the ELT curriculum

The current state of ELT has largely excluded translation from the teaching curriculum. However, students' performance in this study indicates that it may be time for educators to reconsider the integration of translation into the foreign language teaching process.

Nevertheless, before translation is systematically incorporated into ELT, further research should be conducted to evaluate its pedagogical effectiveness. In order to determine whether translation contributes to improved language acquisition, a useful approach would be to conduct a pilot study in which translation is implemented as one of the teaching tools. The performance of Albanian students in such a class could then be compared with that of students in classes where translation practice is absent, particularly with regard to vocabulary and grammar acquisition.

Additionally, future research should involve larger samples than the one used in this study and should focus on more heterogeneous groups of students. These groups may include students with varying levels of academic achievement, students with different first languages within the same classroom, students with special educational needs, and students from different age groups. Considering these variables is essential in order to determine how translation can effectively address the diverse needs of language learners.

6. Conclusions

The study has emphasized the importance of translation as a means of addressing linguistic interference in English Language Teaching. The use of translation as a complementary pedagogical tool may assist Albanian teachers of English in raising students' awareness of the differences between the native language and the target language.

One of the main challenges of this study was to critically examine the long-standing arguments against the use of translation, arguments often associated with the well-known Italian saying "Traduttore, traditore" ("translator, traitor"). The findings of the present research support the arguments advocating for the pedagogical value of translation, suggesting that it can help mitigate the effects of linguistic interference.

Using translation judiciously in the classroom means employing one of the most precise and unambiguous tools for overcoming the barriers created by

incorrect assumptions and misunderstandings on the part of students. Owing to its transparency and explanatory potential, translation should not be viewed as a traitor, but rather as a valuable ally in the language learning process.

REFERENCES

- BUTZKAMM, W. and CALDWELL, J. A. W. (2009), *The Bilingual Reform: A Paradigm Shift in Foreign Language Teaching*. Tübingen, Germany: Gunter Narr Verlag, [Online]. Available: <https://doi.org/978-3-8233-6492-4>
- CHAMIZO-DOMÍNGUEZ, P.J. (2012), *Semantics and Pragmatics of False Friends*, 1st ed. New York, NY: Routledge. [Online]. Available: <https://doi.org/10.4324/9780203941775>
- GASS, S. M. and SELINKER, L. (2008), *Second Language Acquisition: An Introductory Course*, 3rd ed. New York, NY: Routledge.
- GEORGIOU, G. (2020), "The language errors of a Swiss German speaker of Greek as an L2: A case study," *Athens Journal of Philology*, vol. 7, no. 2, pp. 115–124.
- HALLIDAY, M. A. K., (2007), "Language and education," in *The Collected Works of M. A. K. Halliday*, J. J. Webster, Ed. London, UK: Continuum.
- KAVALIAUSKIENĖ G. and KAMINSKIENĖ, L. (2007), "Translation as a learning tool in English for specific purposes," *Kalbotyra*, vol. 57, pp. 132–139.
- LEE, J. F. and VAN PATTEN, B. (2003), *Making Communicative Language Teaching Happen*, 2nd ed. New York, NY: McGraw-Hill.
- NEWMARK, L. and REIBEL, D. A., (1968), "Necessity and sufficiency in language learning," *IRAL: International Review of Applied Linguistics in Language Teaching*, vol. 6, no. 2, pp. 145–164.
- NEWSON, D. (1998), "Translation and foreign language learning," in K. Malmkjær (Ed.), *Translation and Language Teaching: Language Teaching and Translation*, Manchester, UK: St. Jerome Publishing, pp. 63–68.
- PETROCCHI, V. (2014), "Pedagogic translation vs. translation teaching: A compromise between theory and practice," *Italica*, vol. 91, no. 1, pp. 95–109,
- SWEET, H., (1964), *The Practical Study of Languages: A Guide for Teachers and Learners* (Language and Language Learning Series No. 1). Oxford, UK: Oxford University Press.
- WIDDOWSON, H. G. (2003), *Defining Issues in English Language Teaching*. Oxford, UK: Oxford University Press.