

Raising grammatical awareness through translation in the EFL classroom

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Article's History:

Received: 05.01.2026
Revised: 30.03.2026
Accepted: 25.05.2026
Published: 29.06.2026

Suggested Citation:

Zembytska, M., & Goroshko, A. (2026). Raising grammatical awareness through translation in the EFL classroom. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 12(2), 75-83. doi: 10.52534/msu-pp2.2026.75.

Abstract. The development of students' grammatical competence remains a key objective in teaching English as a foreign language, particularly in contexts where substantial structural differences emerge between Ukrainian and English. Effectively overcoming cross-linguistic interference requires the implementation of new cognitively-oriented methodological approaches. The purpose of this article was to investigate the pedagogical potential of translation exercises in raising metalinguistic awareness and developing the grammatical competence of future philologists. To achieve this objective, a quasi-experimental mixed-methods research design involving 24 (first- and second-year) students at Khmelnyskyi National University was employed, combining pre-test and post-test assessments with the analysis of reflective journals. The instructional framework integrated elements of contrastive analysis, collaborative translation, and back-translation within task-based pedagogy. The specific characteristics of typical grammatical transformations were analysed, focusing on voice shifts, word order transformations, nominal-verbal restructuring, additions and omissions, and article-related structures. It was established that the systematic use of targeted translation tasks leads to a substantial improvement in learners' linguistic accuracy, raising the average test score from 55% to 81%. It was proven that translation-based activities stimulate deep cognitive processing of material and activate the Noticing Hypothesis in second language acquisition. A four-stage pedagogical model for integrating translation exercises into practical grammar instruction was developed and theoretically justified. It was found that the proposed tasks effectively transform students' intuitive inner translation into conscious analytical language awareness. The research results can be directly utilised by university lecturers and methodologists to modernise curricula for practical English grammar

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Keywords: translation-based instruction; grammatical transformations; metalinguistic awareness; teaching methods; classroom research

INTRODUCTION

Developing grammatical competence remains a fundamental objective in foreign language teaching. While communicative approaches emphasise interaction and fluency, learners often experience difficulties when dealing with complex grammatical structures in both spoken and

written communication. These difficulties are particularly evident when students attempt to express ideas accurately in the target language. One of the main reasons for such challenges lies in structural differences between the learners' first language and the target language. Ukrainian and



English differ significantly in their grammatical systems, including word order, morphological structure, and the use of grammatical categories such as tense, aspect, and articles. As a result, learners frequently rely on direct transfer from their native language, which may lead to grammatical errors.

In this context, translation can serve as an effective pedagogical tool that enables learners to compare linguistic systems and analyse structural differences between languages. Translation tasks require learners to consider not only lexical meaning but also grammatical relationships and syntactic patterns. Through this process, students become more aware of the grammatical transformations necessary to convey meaning accurately across languages. Recent analyses of pedagogical and psycholinguistic research in EFL contexts reveal that translation remains a core research topic, particularly in relation to its role in developing learner proficiency, grammatical awareness, and analytical skills. Multiple studies further confirm a renewed scholarly interest in the use of translation in foreign language pedagogy. In particular, C. Rossi *et al.* (2021) argued that translation is currently being “rehabilitated” as a meaningful classroom practice within holistic and ecological approaches to language learning.

From a historical perspective, the role of translation in foreign language education has undergone substantial reconsideration over the past decades. While traditional Grammar-Translation pedagogy relied heavily on translation as a central instructional technique, communicative approaches emerging in the late twentieth century largely discouraged the use of learners’ first language (L1). A broader theoretical reconsideration of translation in foreign language pedagogy has also taken place over the last two decades. Once strongly associated with the Grammar-Translation Method and therefore excluded from communicative language teaching, translation is now increasingly viewed as a legitimate pedagogical resource that supports language awareness, mediation, and multilingual competence. This theoretical shift has also led to greater conceptual precision regarding the pedagogical functions of translation. This reconceptualisation positions translation as a means of fostering grammatical awareness, metalinguistic reflection, and communicative competence in EFL learners. This perspective is supported by N. Sifakis (2023), who argues that mere exposure to English discourse is insufficient for developing deep language awareness. Instead, learners must be guided toward conscious reflection through structured activities that foreground their experience as language users and decision-makers. S. Kordia (2020) examined the integration of English as a Lingua Franca (ELF) awareness into task-based language teaching. The study explored how communicative tasks exposing learners to diverse English varieties could foster language awareness, metalinguistic reflection, and intercultural competence. The findings indicated that ELF-oriented tasks encouraged learners to critically evaluate language variation, increased tolerance of linguistic diversity, and promoted greater metalinguistic awareness while supporting

communicative competence. Y. Ping (2026) re-examined the pedagogical role of translation in contemporary foreign language education by reviewing its development from the grammar-translation tradition to modern communicative approaches. The study concluded that translation should be regarded as a pedagogical resource rather than an outdated method, as carefully designed translation activities contribute to grammatical accuracy, lexical development, intercultural competence, and conscious reflection on cross-linguistic similarities and differences. L. Asquerino Egoscózábal & J.L. Estrada Chichón (2023) conducted a systematic review of empirical studies on pedagogical translation published during the preceding five years. The review analysed research designs, educational contexts, translation tasks, and reported learning outcomes. The findings demonstrated that pedagogical translation consistently enhanced vocabulary acquisition, grammatical competence, metalinguistic awareness, intercultural competence, and mediation skills. The review also highlighted the need for more rigorous experimental research employing standardised assessment procedures. L. Orland-Barak & C. Fuchs (2023) investigated the effects of translation-based writing tasks on noticing and metalinguistic awareness among Arabic-speaking pre-service teachers of Hebrew as a second language. The study examined how translation activities combined with guided reflection influenced learners’ awareness of linguistic structures during the writing process. The findings showed that translation facilitated deeper noticing of cross-linguistic differences, strengthened metalinguistic awareness, improved revision strategies, and enhanced the overall quality of second-language writing. A. Belhadia (2024) examined practical approaches to integrating translation into English as a Foreign Language (EFL) instruction by synthesising contemporary theoretical and pedagogical evidence. The study proposed a framework for selecting and implementing translation tasks according to instructional objectives and learner proficiency. The findings suggested that translation activities were most effective when integrated with communicative language teaching, supporting the development of lexical, grammatical, pragmatic, and intercultural competence while encouraging conscious language awareness rather than mechanical language transfer.

Furthermore, empirical findings by X. Huang (2022) show that allowing learners to draw on their full linguistic repertoire improves comprehension and facilitates language acquisition. Within this paradigm, the traditional “monolingual principle” is increasingly questioned, and translation is reinterpreted not as interference but as a scaffolding mechanism supporting syntax acquisition. Recent empirical work by M. Bader *et al.* (2026) further extends this perspective by shifting attention from translation as an individual written activity to a collaborative and socially mediated process. Their study of young EFL learners found that translation tasks conducted in pairs or small groups generated rich metalinguistic talk, as learners negotiated grammatical and lexical choices and justified their

decisions to one another. This aligns with sociocognitive frameworks in which interaction helps learners externalise their reasoning and transform implicit knowledge into explicit linguistic competence.

Despite these advances, a significant research gap remains in systematic studies focusing on Ukrainian EFL learners, particularly in relation to specific grammatical transformation exercises. Much of the existing literature is based on Spanish-English or Chinese-English language pairs, leaving the Slavic-English interface underexplored. This gap highlights the need for further research into how structured translation tasks can systematically highlight cross-linguistic differences and support targeted grammatical development. The purpose of this article was to examine the pedagogical potential of translation activities for raising students' awareness of grammatical transformations in the EFL classroom and to propose a model for integrating translation tasks into grammar instruction.

MATERIALS AND METHODS

The present study employed a quasi-experimental mixed-methods classroom-based research design aimed at investigating the effectiveness of translation-based instruction in raising students' awareness of grammatical transformations in the EFL classroom. The empirical part of the study was conducted during the second semester of the 2025-2026 academic year at Khmelnytskyi National University. The participants included 11 first- and 13 second-year undergraduate students, aged 18-20, enrolled in the educational programmes Secondary Education (English Language and Foreign Literature) and Philology (Applied Linguistics). All participants had previously completed foundational grammar courses and demonstrated an upper-intermediate (B2) level of English proficiency according to the Common European Framework of Reference for Languages (CEFR). The study was conducted in compliance with international ethical standards for research involving human participants. Written informed

consent was obtained from all students prior to the experiment, ensuring voluntary participation, anonymity, data confidentiality, and the right to withdraw at any stage without pedagogical penalty, adhering to the Ethical guidelines for educational research (British Educational Research Association, 2024).

The intervention lasted six weeks and consisted of twelve 80-minute instructional sessions integrated into the regular EFL grammar course English Grammar for Communication. During this period, translation-based grammar activities were systematically incorporated into classroom instruction. To ensure methodological rigor, the study combined quantitative and qualitative data collection procedures. The quantitative component involved a pre-test/post-test design. At the beginning of the study, students completed a diagnostic grammar awareness test consisting of 20 tasks designed to assess their ability to identify and perform grammatical transformations between English and Ukrainian. The test included sentence transformation tasks, guided translation tasks, error correction exercises, and back-translation items. The assessed grammatical categories included: word order transformations; tense and aspect shifts; passive voice transformations; article use; nominalisation and verbalisation; additions and omissions. The grammatical transformation categories assessed in this study draw on the classification proposed by I.V. Korunets (2003), who identifies transposition, grammatical replacement, addition, omission, and partitioning as the principal types of transformation occurring in English-Ukrainian translation. Typical addition-omission pairs used in the exercises included restoring obligatory English function words absent from Ukrainian syntax and omitting redundant elements when translating into the more synthetic Ukrainian structure. The intervention was structurally organised. Prior to the performance evaluation, as illustrated below in Figure 1, the participants completed a sequential progression of pedagogically structured translation tasks designed to activate distinct levels of syntactic processing:



Figure 1. A sequence of translation tasks during the instructional phase

Source: developed by the authors

Following the intervention, students completed a parallel post-test comparable in structure, difficulty, and

assessment criteria. The qualitative component included classroom observation, students' reflective journals, and

short semi-structured feedback questionnaires. These instruments were used to explore learners' metalinguistic awareness, reasoning behind grammatical choices, and perceived usefulness of translation tasks. The collected quantitative data were analysed through descriptive statistical comparison of mean scores and percentage gains, while qualitative responses were subjected to thematic analysis to identify recurring patterns in students' reflections.

RESULTS

The empirical findings of the study indicate that the systematic use of translation-based activities had a positive effect on students' grammatical awareness and accuracy in EFL grammar use. The comparison of pre-test and post-test results in Table 1 demonstrates a measurable improvement in learners' ability to recognise and apply grammatical transformations.

Table 1. Students' performance before and after the intervention

Assessed skill	Pre-test (%)	Post-test (%)	Improvement
Word order transformations	58	83	+ 25
Passive-active shifts	54	81	+28
Tense and aspect transformations	61	84	+23
Article-related transformations	49	76	+26
Nominal-verbal restructuring	56	82	+25
Additions and omissions	52	79	+27
Average score	55	81	+25

Source: compiled by the authors

As shown in Table 1, the average performance increased from 55% to 81%, which suggests that translation-based instruction contributed substantially to the development of grammatical competence. Particularly significant progress was observed in passive-active shifts (+28%) and article-related transformations (+26%), which traditionally present considerable difficulty for Ukrainian-speaking EFL learners due to structural differences between English and Ukrainian. This difficulty is illustrated by sentence pairs such as "Did you see a motorcycle in his backyard? The motorcycle has been reported stolen". Here, English obligatorily marks both the first, indefinite mention ("a motorcycle") and the subsequent, definite reference ("the motorcycle"). In contrast, Ukrainian lacks a grammaticalised article system. It renders the first mention without any marker – "Бачив мотоцикл у його двори?" (Bachyv mototsykl u yoho dvori?; Did you see the motorcycle in his yard?) – and signals the subsequent definite reference using the contextually driven demonstrative pronoun "цей" (tsey; this): "Цей мотоцикл перебуває в розшуку як викрадений" (Tsei mototsykl perebuvaie v rozshuku yak vykradeniy; This motorcycle has been reported stolen and is listed as stolen). A similar structural asymmetry occurs with the passive voice, particularly when dealing with stative forms that do correspond between languages: "You were pretty involved in your book", which required students to recognise that the English stative passive construction does not translate directly into Ukrainian, but is instead rendered through a reflexive perfective verb – "Ти неабияк захопився тією книгою" (Ty neabiiak zakhopyvsia tiieiu knyhoiu). Rather than a literal passive calque, the Ukrainian sentence restructures the predicate entirely, shifting from a stative construction to an active, reflexive one.

The category of additions and omissions demonstrated a substantial increase of +27%. This category directly evaluated the students' capacity to insert obligatory function words in English (such as auxiliary verbs, formal subjects

"it", "there", etc.) and omit redundant structures influenced by Ukrainian synthetic syntax. The pre-test errors revealed a negative transfer between L1 and L2, whereas the post-test results showed that translation exercises successfully trained students to manage asymmetric structures. This asymmetry is well illustrated by pairs such as "There was a notebook on the armchair" – "На кріслі лежав записник" (Na krisli lezhav zapysnyk), where the structural divergence between the two languages becomes explicitly apparent. In the English sentence, the existential construction requires the formal, non-referential subject "there" alongside the past tense of the verb "to be", creating an obligatory analytical framework to introduce new information. Conversely, Ukrainian, being a highly synthetic language with flexible word order, functions without formal subjects or empty fillers. Instead, it relies on inversion and the semantic introduction of a descriptive verb like "лежав" (lezhav) to naturalise the setting, shifting the actual subject to the end of the clause for rheme emphasis. The same structural principle can be observed in interrogative constructions. In the sentence pair "Aren't there any guards to protect him?" – "Невже немає охоронців, які б його захистили?" (Nevzhe nemaie okhorontsiv, yaki b yoho zakhystyli?), English again requires the formal subject there, whereas Ukrainian expresses the same meaning without an equivalent grammatical element.

A similarly notable improvement was recorded in word order transformations, where students' performance rose from 58% to 83% (improvement +25%). This increase may be explained by the fact that translation tasks encouraged learners to become more sensitive to the rigid syntactic patterns of English, especially the fixed Subject-Verb-Object order, in contrast to the relatively flexible word order typical of Ukrainian. Through repeated comparison of source and target sentence structures, students appear to have developed a stronger awareness of how meaning and emphasis are shaped by syntactic positioning in English.

This flexibility was demonstrated in class through parallel Ukrainian renderings of the same source sentence, “We are here today to...”, which can be naturally translated as “Ми сьогодні зібралися, щоб...” (My sohodni zibralsia, shchob...), “Сьогодні ми зібралися, щоб...” (Sohodni my zibralsia, shchob...), or “Ми зібралися сьогодні, щоб...” (My zibralsia sohodni, shchob...), depending on which element the speaker wishes to emphasise – a freedom of positioning that English word order does not permit.

Substantial gains were also identified in tense and aspect transformations, which improved from 61% to 84% (+23%). Although this category showed the smallest numerical increase among the assessed skills, the results remain pedagogically significant. The relatively high pre-test score suggests that learners possessed some prior knowledge of English tense forms; however, the post-test results indicate that translation-based practice helped refine their understanding of more complex aspectual distinctions, such as the contrast between simple, continuous, and perfect forms. This is especially important for Ukrainian-speaking learners, whose native language expresses temporal relations differently and often lacks direct grammatical equivalents for certain English aspect forms, as in “I’ve been to Thailand three times now”, where the English Present Perfect’s experiential aspect has no formal Ukrainian counterpart and must instead be conveyed through a past-tense imperfective verb reinforced by lexical markers: “Я вже тричі бував у Таїланді” (Ya vzhe trychi buvav u Tailandi).

In addition, nominal-verbal restructuring demonstrated a marked improvement from 56% to 82% (+25%). This finding suggests that students became more proficient in transforming noun-based constructions into verb-based ones, and vice versa, depending on the grammatical and stylistic requirements of the target language. Such restructuring is essential in translation, as English often favors more nominalised and static sentence patterns, whereas Ukrainian naturally leans toward verbal structures. The progress in this area indicates that learners were increasingly able to move beyond literal translation and make more natural, target-language-oriented grammatical choices. This was practiced through sentences involving nominalisation, such as “He’s a quick decision-maker”, which naturally becomes “Він швидко приймає рішення” (Vin shvydko pryimaie rishennia), replacing a nominal predicate with a verbal one. Or “It’s more of an environmental thing”, which permits two equally natural Ukrainian renderings – a nominal one, “Це радше питання екології” (Tse radshe pytannia ekolohii) and a verbal one, “Це радше пов’язано з екологією” (Tse radshe pov’язano z ekolohiieiu), requiring students to weigh competing target-language options rather than apply a single mechanical rule.

To explore the qualitative aspects of students’ learning, their written responses and reflections in semi-structured questionnaires and reflective journals were analysed by identifying recurring themes. This analysis revealed three primary themes: cognitive noticing and mapping; error

decoupling; collaborative validation. In relation to the semi-structured questionnaires, 87.5% of the participants (21 students) explicitly stated that the back-translation technique was the most effective instrument for revealing hidden grammar gaps. Students noted that translating from English to Ukrainian and then back to English forced them to objectively evaluate whether their grammar structures matched the exact target language criteria.

Classroom observation further revealed that students gradually moved from literal translation strategies toward more conscious structural reformulation. An important finding concerned the development of metalinguistic awareness. Students’ reflective journals frequently included comments which were structurally categorised during thematic analysis: “Translation helped me understand why English needs another structure, especially when dealing with words that don’t exist in Ukrainian, such as articles”, (Theme 1: Cognitive noticing) “I started noticing grammar patterns instead of translating word by word, and the back-translation exercises showed me exactly where my structural choices failed”. (Theme 2: Error decoupling). “Working with my partner helped me notice grammatical differences that I had completely missed on my own. Explaining our choices made us think more carefully about which structure sounded more natural”. (Theme 3: Collaborative validation)

The thematic analysis confirmed that back-translation served as an error-correcting mirror, rendering abstract grammatical concepts tangible. Consequently, these findings indicated that translation tasks fostered not only mechanical accuracy but also deeper cognitive processing. The analysis conducted in this study demonstrated that translation activities can contribute significantly to developing learners’ awareness of grammatical transformations. To address this need, the proposed pedagogical model integrated structured translation exercises with reflective linguistic analysis. Before exploring the discussion parameters, the final multi-stage framework developed from this intervention is illustrated below in Figure 2. The model was designed around four interrelated stages: contrastive analysis; collaborative translation tasks; transformational exercises; metalinguistic reflection. At the initial stage, students engaged in contrastive analysis by translating selected sentences and identifying syntactic, morphological, and semantic shifts. The collaborative translation phase encouraged peer interaction, where learners negotiated the meaning, discussed alternative renderings, and justified grammatical choices. The third stage focused on transformational exercises, where learners applied specific grammatical transformations, such as active-passive shifts, direct-indirect speech changes, and nominal-verbal restructuring. Finally, the metalinguistic reflection prompted students to examine the grammar principles underlying these transformations. By combining practice, collaboration, and reflection, the suggested model promoted the internalisation of complex grammatical phenomena.

A PEDAGOGICAL MODEL FOR RAISING GRAMMATICAL AWARENESS THROUGH TRANSLATION

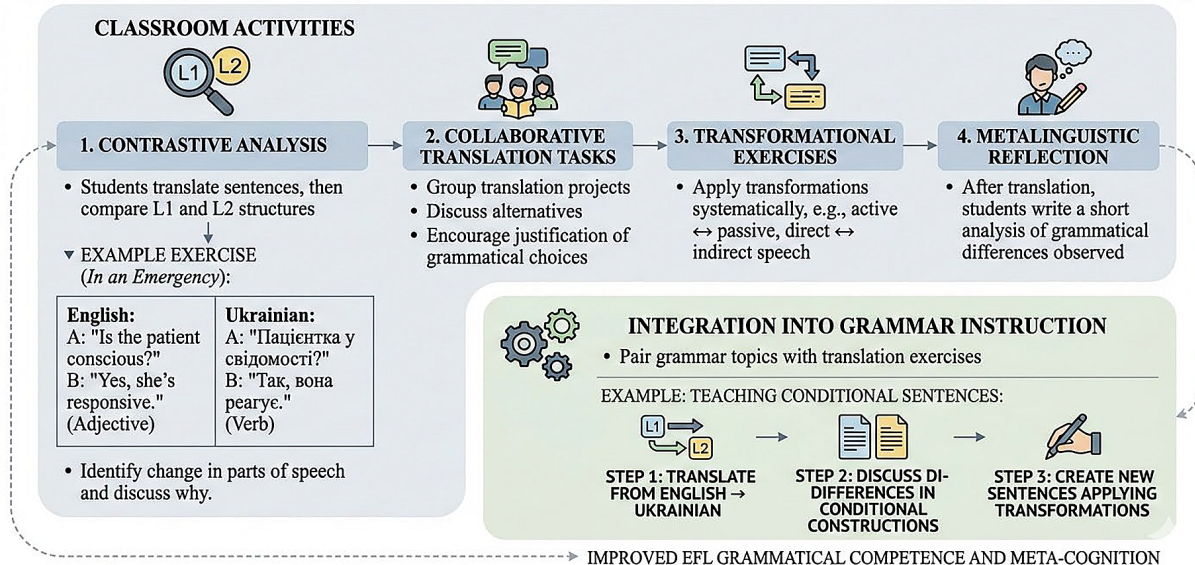


Figure 2. A pedagogical model for raising grammatical awareness through translation in the EFL classroom

Source: developed by the authors

DISCUSSION

The empirical findings obtained in this study indicate that integrating pedagogical translation into the communicative EFL classroom yields a positive effect on structural accuracy and metalinguistic processing. In order to contextualise these findings within the global landscape of contemporary language pedagogy, it is necessary to contrast current results with recent empirical literature published within the last five years. This comparison allowed to establish the validity of current methodological choice and identify the contributions of intervention targeting Ukrainian-speaking learners.

The overall gain in accuracy observed in this study (from 55% to 81%) is in line with the findings of H. Soleimani & H. Heidarikia (2017). In their quasi-experimental study, an experimental group that used translation as a noticing strategy showed a statistically significant improvement in handling complex grammatical structures, while a control group without this treatment did not improve to the same extent. Their design did not treat translation as the final goal, but as a way of exposing gaps in learners' interlanguage. This aligns with Schmidt's Noticing Hypothesis (Leow, 2019), which this study also used to explain how translation helped students move from intuitive transfer toward conscious grammatical choice.

Back-translation was students' preferred diagnostic tool in this study: 87.5% of participants named it the most effective way to reveal hidden grammar gaps. This finding parallels D. Wang & D. Wang (2026) four-stage Chinese-English translation task, where comparing one's own output against a model translation proved decisive for revision quality. Authors found that when learners "accepted with a reason" the differences between their output and the model, their revisions improved much more often than

when they simply noticed a difference without explaining it. This pattern is very close to the current thematic findings. Students' journal entries described back-translation as a way to understand why their structural choices failed, not just that they were wrong. This matches researchers' "reasoned acceptance" pattern, which they identify as the stronger predictor of improvement.

This convergence points to a deeper explanation for why reasoning through a grammatical choice, rather than simply spotting it, drives learning. As O. Kapranov (2023) argues, metalinguistic awareness is a key cognitive resource in language learning: it allows learners to reflect on, analyse, and manipulate linguistic structures rather than process language implicitly. Seen in this light, "reasoned acceptance" is not just a more effective revision strategy. It is a visible sign of metalinguistic awareness in action, as learners consciously articulate why one structure is preferable to another. Together, these findings suggest that the value of back-translation lies less in the act of comparison itself, and more in the explanatory reasoning it provokes. This is a useful detail to build into future versions of the pedagogical model proposed here.

The gains in language awareness found in thematic analysis are further supported by E.T. Murtisari (2020) action research. In her study, translation was integrated into isolated grammar teaching for tertiary EFL learners working on the simple past-present perfect distinction. Author found that translation exercises helped students recognise L1-L2 differences, understand the semantic nuances of specific grammatical forms, and see grammar as a tool for meaning-making rather than a set of mechanical rules. These outcomes closely echo current study's participants' reflections on why English requires structures that Ukrainian does not encode, such as articles. These findings

also align with earlier evidence from E. Çalış & K. Dikilitaş (2012), who found that even elementary-level Turkish EFL learners rated translation-based grammar practice highly for helping them notice structural patterns and compare their first language with English. That translation supports grammatical noticing even for beginners, and not only for the B2-level learners studied here, suggests its pedagogical value may hold across a wide range of proficiency levels, though the nature of what gets noticed likely differs with learner sophistication. E.T. Murtisari also found that translation exercises “allowed deeper learning” of specific grammatical items than presentation-and-practice instruction alone. This offers a plausible explanation for why participants showed particularly strong gains in article-related transformations and passive-active shifts. These are exactly the categories where surface-level rule instruction is not enough on its own, and where the comparative, meaning-focused nature of translation seems to add the most value.

Notably, these positive learner responses to translation-based grammar work are not limited to university-level or Ukrainian-speaking learners. P. Scheffler (2013) found that Polish secondary school students rated a grammar-translation task targeting tense and aspect contrasts as equally useful and engaging as a comparable communicative consciousness-raising activity, with no statistically significant difference between the two. Author’s participants described the exercise as helping them see “how English people think” – a formulation that closely resembles this study’s participants’ reflections on why English requires structures that Ukrainian does not encode. Taken together with the present findings, this suggests that translation-based grammar tasks can be perceived as motivating and worthwhile across different educational levels and language pairs, provided the L1-L2 contrasts they highlight are genuinely difficult for learners.

Positioned within this broader empirical picture, current findings ultimately support a wider theoretical shift in how translation is understood in language pedagogy, led by G. Cook (2010) and L. Pintado Gutiérrez (2018). They argue that translation works as a structured instructional tool, not as a leftover practice from the grammar-translation method. Current findings support this view empirically for the still underexplored Ukrainian-English language pair, extending a body of evidence previously grounded mainly in Spanish-English, Chinese-English, and Polish-English contexts.

CONCLUSIONS

This study was designed to examine the pedagogical potential of translation activities for raising grammatical awareness in the EFL classroom and to propose a model for integrating such activities into practical grammar instruction. Both aims were achieved. The six-week intervention produced a substantial increase in learners’ grammatical accuracy, from an average of 55% to 81%, with the largest gains observed in passive-active shifts, additions and

omissions, and article-related transformations, precisely the categories where structural asymmetry between Ukrainian and English is greatest, and where surface-level rule instruction alone is least effective. Qualitative evidence from students’ reflective journals and questionnaires converged with these quantitative results: back-translation, in particular, emerged as the technique students found most valuable for uncovering hidden gaps in their interlanguage, consistent with the broader pattern identified in comparable studies that reasoned engagement with L1-L2 contrasts, rather than passive exposure, drives grammatical noticing and its uptake into revised production.

Building on these findings, the study makes two main contributions. First, it offers empirical evidence (still comparatively rare) that structured, task-based translation can measurably improve grammatical competence specifically within the underexplored Ukrainian-English language pair, extending a body of research previously concentrated on Spanish-English, Chinese-English, and Polish-English contexts. Second, it proposes and empirically tests a four-stage pedagogical model – contrastive analysis, collaborative translation, transformational exercises, and metalinguistic reflection – that turns the theoretical case for pedagogical translation into a concrete, replicable classroom sequence. The model may be integrated into university-level EFL grammar courses, particularly in contexts where learners’ first language differs substantially from English in syntax and morphology, and it requires no specialised technology or resources beyond what is already available in a standard grammar course. Several limitations should nonetheless be acknowledged. The sample size ($n = 24$) was relatively small and drawn from a single institution, and the absence of a control group means the observed gains cannot be fully isolated from other factors, such as general course progression or increased exposure to English over the six-week period. The reliance on self-reported reflective data also means that students’ accounts of their own learning process, while valuable, cannot be independently verified. Furthermore, findings on delayed noticing suggests, the post-test was administered immediately after the intervention, so the durability of these gains beyond the six-week period remains untested. Future research should employ larger randomised samples, delayed post-testing, and multi-institutional designs to validate the findings and examine the effectiveness of technology-assisted translation, including machine translation and back-translation, in grammar instruction.

ACKNOWLEDGEMENTS

None.

FUNDING

None.

CONFLICT OF INTEREST

None.

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Розвиток граматичної усвідомленості засобами перекладу в навчанні англійської мови як іноземної

Анотація. Розвиток граматичної компетенції студентів залишається ключовим завданням у викладанні англійської як іноземної мови, особливо в умовах значних структурних розбіжностей між українською та англійською мовами. Ефективне подолання міжмовної інтерференції потребує впровадження нових когнітивно орієнтованих методичних підходів. Метою цієї статті було дослідження педагогічного потенціалу вправ на переклад у контексті підвищення рівня металінгвістичної обізнаності та розвитку граматичної компетенції майбутніх філологів. Для досягнення мети було застосовано квазіекспериментальний змішаний метод дослідження за участю 24 студентів (першого та другого курсів) Хмельницького національного університету, який поєднував до- та післяекспериментальне тестування з аналізом рефлексивних щоденників. Навчальна модель інтегрувала елементи контрастивного аналізу, колективного та зворотного перекладу в межах завданнєвої педагогіки. Проаналізовано особливості типових граматичних трансформацій на рівні зміни станів дієслова, порядку слів, номінально-дієслівної реструктуризації, додавання/опущення елементів та вживання артиклевих структур. Встановлено, що систематичне використання цільових перекладацьких завдань сприяє суттєвому покращенню показників точності мовлення студентів, підвищивши середній бал тестування з 55 % до 81 %. Доведено, що вправи на основі перекладу стимулюють глибоке когнітивне опрацювання матеріалу та активізують гіпотезу помічання в засвоєнні другої мови. Розроблено та теоретично обґрунтовано чотириетапну педагогічну модель інтеграції перекладацьких вправ у процес навчання практичної граматики. З'ясовано, що запропоновані завдання ефективно трансформують інтуїтивне внутрішнє перекладання студентів на свідому аналітичну мовну обізнаність. Результати дослідження можуть бути безпосередньо використані викладачами вищих навчальних закладів та методистами для модернізації навчальних програм з практичної граматики англійської мови

Ключові слова: педагогічний переклад; граматичні трансформації; металінгвістична свідомість; методика навчання; аудиторне дослідження