Sudan University of Science and Technology

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Enhancing EFL Learners' Competence and Performance through Translation

(A Case Study of Secondary – Stage Schools Students, El-Managil Locality, Gezira State, Sudan)

ترقية قدرات وأداء دارسي اللغة الانجليزية كلغة أجنبية باستخدام الترجمة

A Thesis Submitted in Fulfillment of the Requirements for the Degree of PhD in Education (ELT)

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Dedication

I dedicate this work to my parents,

To my life my lover wife for her true companionship,

To my children(Asiem, Amier, Adil, Abid, Arif, Asgad and Ohood) for motivating me to accomplish this study

and to my sisters and brothers.

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Abstract

This study aimed at clarifing the good benefits and the bad effects of using translation in teaching and learning processes, at investigating the role of translation in developing and promoting English language acquisition and also aims at helping students to progress translation skill and increasing their motivations of English language acquisition.The study adopts descriptive analytical method and a questionnaire as a tool for data collection. The sample of the study consists of (50) EFL teachers from ELManagil Locality Secondary Schools. (SPSS) program was used to analyzing collected data. The study found that translation is time- saving but should be restricted to abstract words only .Discussion of linguistic differences and similarities of language one and language two among the students can help them to reduce the mother tongue interference to enable them understanding the subtle meaning of the two languages. Translation motivates students to participate and interact in the lesson effectively. It also find that designing of well translation activities in classroom can encourage and enhance learners to practice the four skill of language. Translation considers the skill number six as a helpful, useful, meaningful medium and natural communicative activity for both teachers and students. The study concluded in some reconmmendations regarding syllabus an crriculum designers should insert translation in curriculum of secondary levels to motivate students using dictionary skill well .Student should have more exercise in translation of suitable texts to enable them acquire the language accurately and fluently. The teachers must be trained well how to teach English language through translation that along with some suggestions for further studies.

المستخلص

هدفت هذه الدراسة لتوضيح الايجابيات و الأثار السلبية لاستخدام الترجمة في عمليتي التعليم والتعلم. كذلك تقصي دورها في تطوير و ترقية مهارة اكتساب اللغة الانجليزية وهدفت ايضا لمساعدة الطلاب من تطوير مهارة الترجمة لزيادة دوافع الطلاب لاكتساب اللغة الانجليزية. اتبعت هذه الدراسة المنهج الوصفي من خلال وسيلة الاستبيان في جمع المعلومات وعينة الدراسة تحتوي (50) معلما في تدريس اللغة الانجليزية كلغة أجنبية في مرحلة الثانوي في محلية المناقل. استخدم برنامج الحزم الإحصائية للعلوم الاجتماعية لتحليل المعلومات . وقد وجدت الدراسة أن الترجمة تحافظ على الوقت ويجب أن تحصر في شرح الكلمات المجردة فقط . وان مناقشة التشابهات والاختلافات اللغوية بين أي اللغة الاولي واللغة الثانية يساعد في تقليل تدخلات اللغة إلام وتمكن الطلاب من فهم المعاني الخفية في اللغتين . تزيد الترجمة دوافع الطلاب للمشاركة في سير الدرس بفعالية .ووجدت أيضا أن أعداد نصوص و أنشطة مناسبة للترجمة داخل الفصل تشجعهم لممارسة المهارات اللغوية الأربعة . تعتبر الترجمة المهارة اللغوية السادسة كمهارة مساعدة ووسيلة ذات دلالة ونشاط تواصلي طبيعي بين الطلاب والمعلمين . توصي الدراسة مصممي المقررات والمناهج الدراسية بضرورة إدخال الترجمة في المنهج الدراسي للمرحلة الثانوية لتحفيز الطلاب في الاستخدام الجيد للقاموس اللغوي . كذلك يجب طلاب اعطاء فرص كافية وتدريبات وافية في ترجمة نصوص مناسبة لأعمارهم ورغباتهم لمساعدتهم من اكتساب اللغة الانجليزية بصورة صحيحة وسلسلة . وأخيرا يجب تدريب الملمين في كيفية استخدام الترجمة في تدريس اللغة الانجليزية عبر الترجمة تمشيا مع بعض المقترحات لدرسات اضافية.

Definition of terms

TL : Target Language (English).

S L : Source Language (Arabic) .

L1 : First Language (Mother Tongue) (Arabic).

L2 : Second Language (Target Language) (English).

EFL: English as Foreign Language.

ESL: English as Second Language.

SLA: Second Language Acquisition.

SPSS: Statistical Packages for Social Science.

ELT: English Language Teaching.

GT: Grammar Translation Method.

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CHAPTER ONE
INTRODUCTION

1.0 Background

Using translation is surely a natural and obvious means of teaching someone a new language. It has lots of good effects. It can be used to aid learning, practice what has been learned, diagnose problems, and test proficiency. In any case, teachers can't stop students translating – it is such a fundamental basis for language learning. Translation is also a useful skill in itself, not just for professional translators and interpreters. In multilingual societies and a globalize world, translation is all around us as an authentic act of communication: from families, schools, hospitals, courts, and clinics, to business meetings and the United Nations. We find it in notices, labels, menus, subtitles, news interviews and many other places. In addition, it allows learners to relate new knowledge to existing knowledge (as recommended by many learning theories), promotes noticing and language awareness, and highlights the differences and similarities between the new and existing language. Many people also find the tackling of translation problems intellectually stimulating and aesthetically satisfying. In addition, it helps creating and maintaining good relations between teacher and student, facilitates classroom management and control, and allows students to maintain their own sense of first language identity, while also building a new bilingual identity. It does not seem to impede efficient language use – many students who began their studies through translation go on to become fluent and accurate users of the new language. So what is wrong with it? Given all these apparent advantages, it seems most peculiar that the mainstream literature on language pedagogy and second language acquisition.

1.1 Statement of the Study Problem

It has been noticeable that may English teachers in secondary and basic schools using translation as basic means of teaching and learning, so the study tries accuracy to prove the necessary role of translation in motivating students to second language acquisitions. Also its role in enhancing EFL learners' competence and performance.

1.2 Objectives of the Study

This study aims to:

1- clarify the good benefits and the bad effects of using translation in teaching and learning processes.

2- investigate for the role of translation in developing and promoting English language acquisition.

3- help students to progress translation skill and increasing their motivations of English language acquisition.

4- use translation itself as academic exercise in practicing English language as the height communicative approach to language learning.

5- examine the principals feature of translation characteristics as central medium of language acquisition throughout ages and still valid today.

1.3 Questions of the Study

1- Why do some students find difficulties in practicing target language without using translation?

2 - Do some untrained teachers have bad effects and wrong use of translation?

3 - Does the curriculum construction and its achievement through translation motivate students to English language acquisition?

4 - Does translation help in qualifying teachers and learners in Arabic and English languages?

5- Does translation help in discovering the difficult and hidden meanings of the two languages?

6 – Does the discussion of the similarities and differences of two languages motivate learners to second language acquisition ?

1.4 Hypotheses of the Study

1-Ttudents find difficulties in practicing target language without using translation.

2- Some untrained teachers have bad effects and wrong use of translation.

3-The curriculum construction and its achievement through translation motivate students to English language acquisition.

4-Translation help in qualifying teachers and learners in Arabic and English languages.

5-. Translation help in discovering the difficult and hidden meanings of the two languages.

6 - The discussion of the similarities and differences of two languages motivate learners to second language acquisition.

1.5 Significance of the Study

The importance of this study is that English language acquisition skill can be enhanced through using good translation and reducing bad effect of using it .In addition to that, motivating learners to interact , participate and practice the language accurately ,fluently and successfully.

1.6 The Research Methodology

   The method which is used in this study is the questionnaire to some English teachers of secondary and basic schools , so the descriptive analytical approach is followed .

1. 7 Limits of the Study

The study is delimited to secondary and basic schools' English teachers in El Managil locality, Gezira state, Sudan about enhancing EFL learners competence and performance through   using Translations.

1.8 The Summary of the Chapter

This chapter clarifies the problems and the difficulties which encounter EFL learners' competence and performance through using translation as a means of second language acquisition. Also it shows the main objectives of this study and its significance.

CHAPTER TWO
LITERTURE REVIEW AND PREVIOUS RELATED STUDIES

2.0 Introduction

Translation has always been the core of the controversies on whether it can be a valid and effective tool in foreign language learning. Until recently, translation was out of favour with the language teaching community. Translation as a language learning activity was considered as being unsuitable within the context of foreign language learning (Brown, 2002). It was critized because of the close association with traditional grammar translation. Even today translation is often regarded as some kind of mechanical linguistic transfer of meaning from one language to another. It is still ignored as a useful language learning tool because of being not a communicative activity that is not suited to the general needs of the language learner. Translation is considered as time-consuming, boring, and irrelevant.

However, in the last few decades there has been an increasing interest in the translation practice in the foreign language classroom. Recently foreign language teachers have been reviving the use of translation for different learning purposes. It was observed that translation activity could be used for pedagogical purposes along with other traditional language teaching activities.
(McDonough, 2002.409)*"Reading, grammar exercises, translation are in factperceived by learners to be conductive to learning"*.
 The present study shows a long-term teaching practice and it was observed that translation as a method applied to language teaching practice induces deeper insight into the meaningful contents of the material to be taught.

The problem discussed in the study is the relevance of translation for enhancing foreign language skills. The present study aims to prove that translation is a valid method for language practice and improvement. The objectives of the study are, firstly, to describe the translation activities which raise students' awareness of language use and, secondly, to examine the usefulness of translation in supporting learners competence and performance.

2.1 Translation as a Learning Method in English Language Teaching

Inga Dagilienė (1980)The present study focuses on the use of translation in helping learners to acquire, develop and strengthen their knowledge and competence in the English language. Translation integrated into the language learning practice along with generally used learning activities, such as reading, listening, writing, and vocabulary development could be defined as a "pedagogical tool", considering that its purpose is to teach a language. Translation activities make students communicate both ways: into and from the foreign language. While translating students are incited to notice differences in structure and vocabulary, to strengthen grammatical competence, to shape their own way of thinking and to correct common mistakes that could otherwise remain unnoticed. Students can make the best out of their learning, if they are encouraged to use translation skills properly.

Translation activities are used in the advanced English learning programmes at Kaunas University of Technology (KTU). This paper is based on a brief theoretical literature overview, analysis of the activities in the language classroom and analysis of the results of the survey. The findings of the survey suggest that translation is a good tool in the English language learning course aimed at enhancement of students' foreign language skills.Leonardi, (2010).Translation plays a very

important role in an increasingly globalised world and in increasingly multilingual Europe where it is used on daily basis . Nevertheless, translation is perceived differently by linguists, methodologists and teachers. Its use in foreign language teaching provokes a great deal of disagreement and criticism. The main reason for this is the fact that throughout the years there have been a number of studies carried out, which have either favoured or completely ignored the use of translation as a learning method. Translation was considered as inefficient, unreliable and irrelevant. Significant limitations led to the idea that the use of translation in language learning had to be avoided. Malmkjaer (1998:6) briefly summarizes the main reasons why translation fell from favour:

1. Translation is independent and radically different from the four skills which define language competence: reading, writing, speaking and listening

2. Translation takes up valuable time which could be used to teach these four skills.

3. Translation is unnatural.

4. Translation misleads and prevents students from thinking in the foreign language.

5. Translation is a bad test of language skills.

6. Translation produces interference.

7. Translation is only appropriate for training translators.

Duff (1994) reveals further reasons why teachers objected to the use of translation in foreign language classes. The researcher stresses that translation is text-bound and confined only to two skills — reading and writing. It is not a communicative activity as it doesn't involve oral interaction. Then the use of the mother tongue is required, which is not desirable. Moreover, it is boring, both to do and to correct. Nevertheless,

there are "significant and visible signs of a revival of translation in language teaching according to recent literature and applied linguistics" (Malmkjaer, 1998, p.1). Many theorists, linguists, teachers agree on the importance of using translation in foreign language classes. For instance, Schaffner (1998) claims that the translation and related exercises could be beneficial to foreign language learning:

1. To improve verbal agility.
2. To expand students' vocabulary in L2.
3. To develop their style.
4. To improve their understanding of how languages work.
5. To consolidate L2 structures for active use.
6. To monitor and improve the comprehension of L2.

Translation in foreign language classes is in the process of becoming a form of "pedagogical translation", which is no longer viewed as an ineffective tool in language learning and is evaluated as a way to enrich learners' competences. Students taught by using pedagogical translation are encouraged to practice reading, writing, vocabulary, grammar, speaking. One of the main aims of foreign language teaching is to develop the student's ability to communicate in the target language. Researcher Ross (2000) states that translation is recognized as the fifth skill and the most important social skill since it promotes communication and understanding. As a form of communication, translation involves interaction and cooperation between people, which makes it a very useful tool in foreign language teaching. Translation heightens language awareness. While translating students are focused on identifying differences in structure and vocabulary, they have to evolve strategies to deal with them and to negotiate the potential of both languages. The real usefulness of

translation in foreign language classes lies in comparison of grammar, vocabulary, word order and other language points in the target language and the student's mother tongue. Students are directly exposed to contrasting language systems of the target and the native languages.

Therefore, the learners should be required to discuss and correct common mistakes. It may be appropriate at this point to mention Perkins's (1985) observations: In order to develop in the students a linguistic awareness of contrast between L1 and L2 grammatical structures, and thus counteract interlingual interference, the teacher can quite legitimately get students to translate L1 sentences designed to pinpoint and clarify structures and patterns the student still has not assimilated.The material for translation should be interesting and varied, expressive and related to the learners' knowledge. As students should cover different aspects of the foreign language, the material is required to be authentic, diverse in terms of structure and function. The teacher's task is to assess students' needs and select material to illustrate particular aspects of the language and the structure which present difficulties for students in the English language. By working through these difficulties students are able to see the link between the language and its use. According to Duff (1994), translation happens everywhere and all the time. The students translate in class for other students, interpret signs and notices in the environment, and translate instructions, letters for friends and relatives. Moreover, they mentally translate ideas from their mother tongue into English. Translation might provide a guided practice in reading. Before starting translating a text it "should be read carefully and analyzed in detail to determine the contents in terms of what, how and why it is said"

Leonardi, 2009:143). Careful text analysis improves students reading comprehension and promotes vocabulary development. Translation can help students improve their writing skills because it is a transfer of a text from one language into another. Leonardi (2010) claims that a good translation should flow naturally, re-create both the style and the context of the original text, and follow target language conventions. As translation is regarded a communicative activity, it involves communication between the teacher and the student. Learners are encouraged "to discuss rights and wrongs as well as problems related to the translation task" (Leonardi, 2009, p.145). On the one hand, students are involved in a conversation on the translation topic, which helps them strengthen their speaking skills. On the other hand, students are requested to talk to both the teacher and other learners, and through listening to both the lecturer and the students improve their listening skills.

According to Leonardi (2011), translation as a pedagogical tool can be successfully employed at any level of proficiency, at school or University, as a valuable and creative teaching aid to support, integrate and further strengthen the four traditional language skills: reading, writing, speaking and listening. One of the possible ways to integrate translation in foreign language classes can be through the use of translation activities . Researchers Nolasco and Arthur (1995) suggest that translation activities should meet the following criteria:
1. Language is used for a purpose.
2. Translation activities create a desire for communication.
3. Translation activities encourage students to be creative and contribute their ideas.
4. Students are focused on what they are saying, rather than how they are saying it.

5. Students work independently of the teacher.6. Students determine what to say or write.

Moreover, translation activities need not be used in isolation, but should be included in an inherent part of the language learning course.

B. The Gap between English Competence and Performance Language Competence

Language competence is a term which includes the linguistics or grammatical competence, discourse competence, sociolinguistics competence and what might be called as textual competence (Manitoba, 2009). Language competence refers to the knowledge of a language, cognitive aspect in learning a language, and of course the ability to use that language to produce meaningful production and language performance. Competence is used to describe the learner´s capacity to produce a language (Vaclav Hemerka 2009: 15)Language performance can be realized by the meaningful of the students' classroom activities, assignment and task as the implementation and application of language competence (knowledge) they have as a result of learning the language grammatical rules, structures and vocabulary . The target of having language competence is to be able in producing the correct utterance, meaningful spoken language, and well-performance language structure. Concerning English is a worldwide used international language, especially as a foreign language in countries, good English competence from learning activities, of course, is aimed to be used as one of the communication medium bridges the cross cultural people whose English is not as their native language. Learning English as a foreign language is not merely simple learning the vocabulary, structure or the grammar only, however, more than just cognitive intelligence. Additionally, it must be a very fatal mistake in some countries where English is taught in school in

order the students has good English competence for passing the English exam and doing such English text exercise and ignoring other skills which explore the performance of English as a language. The conventional practical English teaching as a foreign language which focuses on the cognitive aspect and emphasizes the reading skill is still widely implemented, giving the proof that grammar translation method is still existing. Witnessing and undergoing English as a foreign language is taught focuses on the cognitive intelligence or the competence only, the writer think that there should be done a research about the impact of this reality. The assumption that there will be a gap between English competence and performance will be happened if the English teaching is focused on the language competence and lack of performance practice for the students.

If the reality tells that English competence becomes the main goal of English teaching and learning with lack of special attention of English performance, in this term is specified for speaking skills, it would approximate the language theory refers to the structural view (Jack C. Richards, and Theodore S. Rodgers 1992: 17) that language is a system of structurally related element of coding of meaning. The target language learning is seen to be the mastery of element of this system which is generally defined in terms of phonological units (e.g., phonemes), grammatical units (e.g., clauses, phrases, and sentences).

2.3 Language Performance

De Kort and Leerdam, as quoted in Scha, performance denotes the production of actual utterances as a result of certain psychological processes Vaclav Hemerka(2009: 15). A very important thing in teaching English as a foreign language is that understanding well what actually the

function of a language and what a language is in order to balance the students competence and performance that language. Language is the system of speech sound by which human being communicate with one another (Paul Roberts (1958: 18). Language is means of communication, language is a system for the expression of meaning, and language is viewed as a vehicle for communicating meaning and messages (Jack Richards, and Theodore Rodgers (1992: 130). These theories underlie that language is not limited in knowing the language itself, but also it is needed the ability to use it communicatively and meaningful. To strengthen this, then, Hymes`s theory proposed an idea which bridges the competence and performance that communicative competence is a definition what the speakers need to know in order to be communicatively competent in speech community.Jack C. Richards and Theodore S. Rodgers in their book Approaches and Methods in Language Teaching, a language is viewed as a vehicle for communicating meaning and messages. It results the knowledge about the rules and forms of a language and the ability to verbalize this knowledge. Learning is undergone by students by formal teaching in the school.

3. The Gap between English Competence and Speaking Performance

The gap between English competence and performance by students can happen because of some reasons. The writer specified the performance in this study is "the speaking skill".The first reason is the implementation of a conventional and traditional language teaching method that focuses the learning and teaching to grammar and structure aspect. This method of teaching is known as grammar translation method that still widely used in some countries. Just try to imagine if the students learn English emphasized the grammar, they are asked to make correct sentences-well structure, analyze them. The students learn English as a foreign language for years started from learning simple vocabularies, memorize them, and

then pronounce them. After that, in higher level of education they are introduced by English grammar and they are asked to do English paper test about grammar.The second reason, the skills taught in school are not balance learned and practiced. The teaching and learning in school still widely focuses on the reading comprehension that the students are asked to read, understand it, and then answer the questions. Almost of the class activities is about grammar and text activity. The listening section activity and speaking are rarely practiced. This reason shows that the traditional teaching system is still applied and it affects the students` mastery in learning English as a foreign language. The English competence that is much priority master by the students and is spent so much time are not well balanced with speaking practice to improve oral production and communicative performance. Even though the speaking skill is taught in school or university, but time allocation is not prevalent. Speaking skills is also tested and taken score by teachers.

Unfortunately based on the writer experience, the English learning that emphasize the cognitive aspect or competence, the affective aspect does not really get great and maximum attention. As result of performing speaking skill in the class, the performance is not as good as the grammar competence which is mastered by the students because of the lack of practice.

The reality happens in teaching and learning of English as a foreign language in some school for years even in Elementary school, Junior and Senior High School give impact to the English proficiency in university level that the grammar and vocabulary as the learners' English competence is passively used for speaking in practice and real world. As result, when the learners in university level must face the condition to have English proficiency and they must be able to speak English as a foreign language and interSnational language, they are not used to do

that. It seems that there are some affective filters when the students want to speak English or making performance. Those affective filters hypothesis that Krashen sees the learners` emotional state or attitude are (Jack Richards, and Theodore Rodgers 1992: 133)

1.Motivation: Learners with high motivation generally do better. 2.Self-confidence Learners with self-confidence and a good self-image tend to be more successful.

3.Anxiety: Low personal anxiety and low classroom anxiety are more conductive to learning new language. The affective filter hypothesis states that acquirers with a low affective filter seek and receive more input, interact with confidence.

C. Major Factors Affect Language Performance

Classroom activities are limited of time, while classroom learning focuses on the cognitive aspect of English; the real performance is shown outside the classroom. Zimmerman and Risemberg (1997) propose six major component of academic self-management or self-regulation in learning (Myron H Dembo and Helena Seli, 2008; 10). Those components become factors can affect the learners` progress and development of learning; affect the learners` speaking performance.

1.Motivation

Dempo and Helena Seli (2008) write motivation as the internal processes gives behavior its energy and direction. These internal processes include goals, beliefs, perception, and expectation. The major difference between successful and less successful learners is that the successful learners know how to motivate themselves and control their motivation. This theory can be adapted in learning a language that to be able to use English as a foreign language the students must have motivation to practice and apply the theory of grammar in meaningful context of communication. The internal process of achievement to be able to master and use a

language successfully is the essential of motivation. English learners will be successful in learning English when they try to push themselves up to develop the theory of English grammar into the real use and function in communication because motivation they have will encourage them to deal with their objectives they want to reach in learning a foreign language. Whatever condition and difficult situation even it the learning class activity, if the learners have motivation and ambition to improve their English performance, of course they will do many thing more and greater outside the classroom. There are many ways in showing the motivation to master a foreign language, and not showing that the conventional and theoretical learning method used in the class become a limit. One of the ways shows the motivation work is that concentrate the things can improve personal potential, making good English environmental condition outside of box. Motivation will lead the great behavior to break the limitation and the distracters when they feel they want to be progress become successful English learners.

Most of the students want to speak English well; communicatively use in real life, unfortunately, the chance they have in the classroom to improve their performance is limited and focused to English Grammar over learning with traditional teaching. That reason should raise the motivation and make self-commitment to do something they cannot do much in the classroom.

A number of motivational self-management techniques can be used to develop and maintain these important beliefs. The first is the goal setting, when the learners have a goal to be able to speak English well and communicatively. (Zimmerman and Martinez-Pons, 1986), educational research indicates that high achievers report using goal setting more frequently and more consistently than low achievers (DempoandSeli, 2008: 12). When a foreign language learners attempt to attain the English

learning goal; speaking proficiency, they will do the greater efforts and increase their confidence outside the classroom without any force and intervention from the teacher about the strict grammar rule.

For the first time of practicing speaking, (e.g. Butler, 1981; Ottens, 1991), the learners can find other friends to practice together and create the English learning environment outside the classroom. Moreover, more elaborate self-talk training program are available to help individual controls anxiety, mood, and other emotional responses (DempoandSeli, 2008: 12).

2.4 Mother Tongue and Translation in English Language Teaching

It is necessary to discriminate between the teaching of translation as a vocational skill and the use of the mother tongue in the teaching situation as an aid to language learning. The need for some translation in language learning is usually supported by non-native teachers. Native teachers of English argue that foreign language learning needs as much exposure to the L2 as possible during precious classroom time, and any usage of the L1 or translation is a waste of time.In the past, most methods in L2 language pedagogy dictated that L1 should be prohibited in the classroom. Communicative approaches to language learning in the 1970s and 1980s considered the use of the L1 as undesirable. However, recently the attitude to mother tongue and translation in language classes has undergone a positive change. Translation is sometimes referred to as the fifth language skill alongside the other four basic skills of listening, speaking, reading, and writing. 'Translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers' Ross (2000:63).

Mother tongue has potentially both positive and negative consequences: it may serve social and cognitive functions Carless, (2008:331). It is claimed that students working in groups do not have to speak English all the time. Use of mother tongue relates to learner identity. Negative impact of mother tongue use is that too much reliance on the L1 may undermine the interaction in English. However good the students are at comprehending authentic reading or listening materials, the majority keeps mentally translating from L2 into L1 and vice versa. This fact makes teachers of foreign languages aware of the importance of translation in language classrooms.

Why do students use the mother tongue in class? According to. Harmer (2001:131) a principal cause of the L1 use is required by the activity, if students are linguistically incapable of activating vocabulary for a chosen task. Another reason is that translation is a natural thing to do in language learning, and code-switching between languages is regarded as naturally developmental. The amount of L1 use by particular students may well have to do with differing learner styles and abilities. Evidence from research into the crucial issue of the L1 use in classrooms around the world was analyzed by Mattioli (2004). For instance, L1 use in the Chinese classrooms offers evidence that L1 is a valuable tool for socio-cognitive processes in language learning. Another reason for L1 use in the classroom relates to the fostering of a positive affective environment Schweers (1999:6) encourages teachers to insert the native language into lessons to influence the classroom dynamic, provide a sense of security and validate the learners' experiences. The real usefulness of translation in English classes lies in exploiting it in order to compare grammar, vocabulary, word order and other language points in English and the student's mother tongue.

According to Ross (2000), if students are aware of the differences, language interference (transfer) and intervention from their own language are likely to be reduced .It is known that linguistic awareness can be either conscious or unconscious Odlin, (1996).Cross- linguistic similarities and differences can produce positive transfer or negative transfer such as underproduction, overproduction, production errors, and misinterpretation. It should be emphasized that transfer is not always caused by the influence of native language. Numerous studies indicated that both negative and positive transfer between the L1 and L2 was important for development of the interlanguage, the complex system of the learners' L2.

Many teachers recognize that the L1 in the classroom is a positive representation of the interlanguage. The data on the interlanguage and language transfer show that it is highly probable that L2 learners will always think most often in their L1, even at the advanced level (Mahmoud, 2006:29). Moreover, translation in the L2 classroom offers a way to highlight similarities and differences between L1 and L2 forms. The translation is useful for L2 acquisition because, firstly, it uses authentic materials, secondly, it is interactive, thirdly, it is learner-centered, and finally it promotes learner autonomy (Mahmoud, 2006:30). Regarding the use of the L1 in the L2 classroom, it is important to find out how students themselves feel about it. C. Schweers (1999:7) conducted research into this issue and found that a high percentage (88.7%) of the participants felt that mother tongue should be used in their English classes. Moreover, if learners of a second language are encouraged to ignore their native language, they might well feel their identity threatened. The formal study into the use of native language in our settings has shown that as many as 86% out of 110 respondents felt

that a native language should be used in the classroom, particularly to explain difficult concepts (90%), introduce new material (57%), define new vocabulary (74%), explain the link between English and mother tongue (55%) (Janulevičienė, Kavaliauskienė, 2004:143). It is noteworthy that in teaching / learning English there has been a long-felt dissatisfaction, mainly on the students' part, about excluding or minimal use of translation in mastering complex issues. Learners constantly wanted to check the exact meanings of the occurring terms in their native language by consulting bilingual dictionaries or asking for teacher's explanations. Native language use in the classroom can cause students to think that words and structures in English have a L1 correspondence, which does not always exist.

Therefore, raising students' consciousness of the non-parallel nature of language is likely to allow learners to think comparatively. The important question is how to reach a balance of the L1 use in learning. It is suggested that four factors should be considered, namely, the students' previous experience, the students' level, the stage of the course, and the stage of the individual lesson Harmer (2001:132).

'The most important statement was the fact that English teachers tend to take a monolingual approach thus neglecting the importance of translation in the process of teaching English. The ESL classroom cannot follow the motto "One nation, one people, one language", a somewhat overrated statement since it implies that a classroom is a state. Quite contrary to that, the L1, i.e. the mother tongue of the students, should by all means be acknowledged. The importance is highlighted even more by the fact that the students' culture is part of their language and by neglecting their language, the teacher, in a monolingual classroom, neglects their culture which leads to the danger of neglecting their

identity as well. What is more, there is no valid database that could confirm the standpoint that the monolingual approach in teaching is the best one. The disregard of the students' mother tongue can in fact demotivate the students and be counterproductive. Therefore, there is neither a scientific nor a pedagogic reason to exclude L1 from the teaching process. There are probably more reasons, utilitarian and political, to make the use of L1 quite valuable in the process of teaching English. The former reason implies that the students would be motivated to think more about appropriate equivalents in their own languages and the latter one, of course, emphasizes the importance of cultural diversities and tolerance among nations'.

Taking into account what has been mentioned, it is essential to update the research into the use of mother tongue and utility of translation. The results of teachers' voting on the use of mother tongue in the English classroom are presented on the BBC Teaching English website. There were 641 respondents in this research. There were 641 respondents in this research. The findings reveal the following: 21% of respondents use only English, 58% of respondents sometimes use mother tongue, 8% - frequently, 7% - most of the time, 6% - about half the time. There is an opinion that 'rigidly eliminating or limiting the native language does not appear to guarantee better acquisition, nor does it foster the humanistic approach that recognizes learners' identities' (Mattioli, 2004:24). Translation as a teaching tool needs to take into account a number of different aspects, such as grammar, syntax, collocation and connotation. Uncritical use of translation may give learners insufficient, confusing or even inaccurate information about target language. This study aims, first, at rating contemporary students' perceptions of mental translation they employ in learning, and, second, at sharing the experiences of using translation in class activities. The

implications of the use of the mother tongue in learning English for Specific Purposes are described.

2.5 A New Approach for Using of Translation in the Teaching of L2

Roberto ValdeónGarcía Universidad de Oviedo. The traditional Grammar-Translation method has been replaced in recent decades by the communicative method, which focuses on the importance of the students' oral skills and their ability to be understood by native speakers of the language they are studying. However, this method has now come under scrutiny as more teachers become aware of the need of combining the ability to communicate with a more traditional approach which enables students to attain a good command of L2. Thus, traditional exercises can be revised and updated to achieve this objective.

The translation exercise is one of these. This study provides the reader with a general view of translations as a teaching method, . An introduction to the use of translation in the teaching of L2 Translation has been used as a method to teach languages for over two thousand years (Rivers 28). It is still widely used in the teaching of classical languages, Latin and Greek, and it was also used in the teaching of modern languages, as Larsen-Freeman points out. Kelly (151-54) and Titone (27-29) provide us with a historical account of the use of translation as a teaching method. Larsen-Freeman examines eight different approaches to the teaching of second languages and starts with the so-called "grammar-translation method." Maley reminds us of the clear relationship between grammar and translation in his introduction to Duff's book on Translation: "Translation has long languished as a poor relation in the family of language teaching techniques. It has been denigrated as 'uncommunicative,' 'boring,' 'pointless,' 'difficult,' 'irrelevant' and the like, and has suffered from too close an association

with its cousin, grammar. Along with its cousins literature, dictation, vocabulary, reading aloud, etc. it has been pushed into the methodological room" (Duff 3). Larsen-Freeman has analyzed some of the rules of the translation exercise, showing that this author was not particularly fond of this approach and considered it an isolated method, obviating new methods and possibilities or a combination with other more modern approaches.

Rivers is equally dismissive and some of assertions might correspond to the traditional use of translation. It would be correct to say that advanced students of L2 would benefit from the use of this exercise more than beginners. However, short translation exercises could be introduced at an early stage so that students become familiar with notions of correctness and propriety rather than avoid them altogether in an attempt to encourage a communicative approach which obviously tends to boost communicative competence, but obliterates other aspects of the learning process. Some of the drawbacks in using the translation exercise mentioned by Rivers are that the students are given little chance to practice the target language and this results in confusión when the students are addressed in the language they are learning . Another negative point is that translating "is not too demanding on the teachers; when they are tired, they can always set the class a written exercise" .. Some of these points are open for discussion and an attempt to provide a new dimensión to this biased account of the translation exercise. The truth is that other authors have given similar views in favour of a more communicative approach, which would rely more on the student's output and the necessary given situations to obtain the message than on notions of correctness. As a result, the translation exercise might be discouraging for students (Rivers and Temperley 18) and, as previously stated, it might be argued that it makes few demands on teachers (Richards and Rodgers

4. An ability to communicate is prized over the acquisition of linguistic structures or vocabulary. Therefore, the focus is placed on communicative activities and the advocates of this method merely concentrate on the language as a means of communication. As Harmer says "Its aims are overtly communicative and great emphasis is placed on training students to use language for communication" . Conversely, the more traditional approach is reputedly based on the teaching of grammar and the application of the knowledge on exercises. Thus, students would be required to memorize a great number of rules together with the necessary vocabulary to use those rules. But the whole process would take place out of context, outside real situations in which students might need to resort to their second language. These two apparently opposed sides have given way to a wide controversy over which method might benefit students most. Thus, in the 1980s witnessed one of the most impassioned debates between Swan and Widdowson. However, it is not aim to discuss which approach is preferable. The main interest is to try to see if the traditional translation exercise can help both teachers and students in common teaching-learning activity, in an effort to reconcile two seemingly extreme positions.

After dominating the language teaching scene for well over a century (from the 1840s to the 1940s) translation has played a secondary role in recent decades, although it has still been used despite the communicative trend. In recent years there have been some signs that translation could be making a come-back. Duff's book on translation is one of them. Duff strongly supports the view that translation is an excellent means of improving one's language because it invites speculation and discussion. Other advantages of translation are that it helps students develop three essential qualities: accuracy, clarity and flexibility and that students can see the link between grammar and usage .

Furthermore, translation can also be an appropriate technique to introduce new words or even to explore the obscure nuances between terms. In this study The Researcher is going to examine the usefulness and validity of translations as a way of prompting the learners' self-awareness of their own limitations in the decoding process of conveying messages and subsequent rendering into a second language. Making the traditional distinction between translation and prose exercises.

2.6 Meaning Focused Translation

According to Stern (1992:339), implicit teaching techniques "encourage the learner to approach the new language globally and intuitively rather than through a process of conscious refection and problem solving" , the rationale being that language is too complex to be fully described and that conscious knowledge cannot provide a suffcient basis for efficient learning. Stern also specifies focus on meaning as which "invites the learner to use the language for a purpose and to focus on the message rather than any specifc aspect of the code" .Kiraly (1995:34) states that communicative approach to second language teaching has important implications for translation training Kiraly (1990:33) also includes that:

the other type of translation is 'communicative translation, which attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original. Assuming the right to make improvements on the original text and adapting the text as much as possible to TL norms. Certain types of texts, that is those that are bound up in the source language culture, would require semantic translation while others would require a communicative translation Then, adding that "new ideas in translation classrooms include using methods such as role-play and simulation that create a greater sense of

realism - and thereby generate enthusiasm and overcome passivity, teach translation as a realistic communicative activity"

Each language has its own grammatical structure, that is, the division of the lexicon into word classes; whereas, the semantic structure is common to all languages, in those types of units, the features, and the relationships are essentially the same. In other words, grammatical form is different from language to language yet meaning is universal. Therefore translation is possible, as anything that can be said in one language can be said in another. Translation must aim primarily, as Nida and Taber (1969) put it: at reproducing the message (the total meaning or content of a discourse) of the source language to the receptor audience by way of using the closest equivalent of the source message, in terms of meaning and style. Also, grammatical structures vary among languages. The order may be changed completely. Turkish, for instance, has a different word order from English, which means that the place and significance of emphasis on words are different. Passive constructions may be translated with an active construction or vice versa (Larson, 1984). Grammatical choices should, therefore, be based on the function of the TL grammatical constructions not on the literal rendition of a SL form Larson (1984: 20).

Atkinson Erer, (2006:12-13) claims that translation makes learners concentrate on meaning, as opposed to mechanical grammar exercises, which only focus on forms. Translation activities can be used to encourage students to take risks rather than avoid them. Translation rules out avoidance strategies as students have to take even the most difficult parts of a text into consideration while translating. And, finally, through translation students become aware of the fact that an exact equivalence should not always be expected. Jakobson (1959:233) agrees that translation must deal "not with separate code-units, but with entire

messages". Also, Nord (1994) states that in translation classes, instruction should allow for the incomplete nature of the translation student's foreign language competence. For the need for active student participation in the translation class Newmark (1988:130) emphasis that "clearly try of profitable teaching lies in some kind of role-playing, simulation exercises, real or imaginary situations".

2.7 Language Skills and Translation

Translation is a unique mode of language use Neubert, (1997: 23). Even superficial observations of the translation process show translators mobilizing very diverse, interdisciplinary skills and knowledge to accomplish their tasks: knowledge of languages, subject and real-world knowledge, research skills and qualities such as creativity and problem-solving strategies Presas, (2000: 28). Titford and Hieke (1985) put forth that translation is an activity "usefully engaged in after the basic L2 communicative skills have been taught", and "consoldatory and facilitative" .In the same vein, Bernardini (2004:26) adds that "The implication is that once language skills have been mastered (this is to be achieved at BA level), the translation specific value added can be acquired in one or two years at most. This is unlikely to be the case. Furthermore, language skills and translation skills can be treated as two independent variables: first learn the language, then learn to translate" . So, in order for a student to do good translation s/he has to gain full improvement of language skills. Newson (1998) claims that translation can be a useful pedagogical tool provided there is a sound understanding of the many factors affecting the translation process. He goes as far as to say that translation should be included in a teaching program as a 'fifth skill' together with the four other skills of reading, writing, speaking and listening. Wilss (2004:13)

also puts forth that "one of the characteristic features of translation teaching is the combination of knowledge and skills. The proposition that translation is based on a genuine body of knowledge and skills and that the appropriate discipline for its study is translation teaching seems to be coupled and to move together" .

Writing plays a very important role in any translation. Since a translation happens in a context and implies the transposition of a source text into a target text, this must fullfil the same constraints of an original text written in the target language. (Aksoy,2001).

Méndez and Vallejo (2009:113) state that "In fact, writing is important for translating, just as important as reading is. Since the former one helps the translator to express the ideas of the source language and the latter one to comprehend the whole message" . Bell (1993:36) asks the question of what does the translator's knowledge-base contain? And the answer has been suggested in the following terms: ... the professional, (technical) translator has access to five distinct kinds of know- ledge; target language (TL) knowledge; text-type knowledge; source language (SL) knowledge; subject area,('real-world') knowledge; and contrastive knowledge. Add to this the decoding skills of reading and encoding skills of writing and we have a plausible initial listing of (at least some of) the areas which need to be included in any specification of the translator's competence .

Zohrevandi (1992) argued that translation does not need to be the ultimate goal of language teaching, but it can be a resourceful tool for students to explore grammar, build and activate vocabulary, comprehend reading, and perform listening and speaking activities. Also, Brehm (1997) focuses on reading for translators and incorporates useful insights from studies in reading acquisition in first and second languages. Séguinot (1994) points out the usefulness of teaching technical writing to

trainee translators and Koltay (1998) defends including technical and academic writing in translation curricula.

Perkins (1985:53) also indicated that through translation instruction, "The advanced learner will always gain some insight into points of L1-L2 difference and conflict on a syntactic, semantic and stylistic level and this may ultimately improve his L2 competence" . Cognitive models recently used to define (PACTE, 2000; Neubert, 1997, 2000) and evaluate (Orozco, 2000; Adab, 2000) translation competence postulate that it is made up of a number of continuously evolving sub-competences feeding into and off one another, each with a cluster of sub-components. PACTE for instance, identifies six such sub-competences. The first four are largely self-explanatory: communicative competence, comprising the knowledge system and skills needed for linguistic communication; extra-linguistic competence, covering general world knowledge, specific subject knowledge and cultural knowledge in the source and target cultures; psychophysiological competence, "the ability to use all kinds of psychomos tor, cognitive and attitudinal resources" (PACTE, 2000: 102); and instrumental- professional competence, composed of knowledge and skills related to using the tools of the translator's trade and to the translation profession as a whole. The remaining two occupy central positions in the actual accomplishment of translational objectives. Transfer competence, recognized by both PACTE (2000: 102) and Neubert (2000: 6) as the one which integrates all the others and as the key distinguishing provenance of the translator, embodies the ability to bring about an adequate transfer from the source to the target text, establishing bridges or linking mechanisms between the translator's working languages (Presas, 2000: 27). Finally, strategic competence encompasses all procedures used to solve problems during the translation process, and can thus be seen as the ability to control the

interaction between all the other sub-competences to effect transfer. Dynamic and open-ended, these models present translation competence as a process of building and rebuilding knowledge and skills. While university level translator training programs comprise various types of courses, including seminars in linguistics, literature, and area studies, as well as remedial classes in foreign language skills, the instructional sessions of primary interest in this study are those in which learners are supposed to acquire translation skills (Enns- Conolly, 1986; Rohl, 1983; Wilss, 1977). El-Sheikh (1987) suggested a communicative approach to the teaching of translation that might help the students to develop their language skills systematically.

Studies have been conducted in relation to language skills. Beeby 2004) stated that "Berenguer's (1996:40) pioneer proposal is based on the skills she considered to be important for a translator in the context of German as a C language. She proposed exercises to develop five main skills:

(1) Reading comprehension exercises based on 'deverbalisation' (Delisle 1980) and translation-oriented discourse analysis (Nord 1991; Elena, 1990).

(2) Exercises to separate the two languages in contact that focus on differences in: writing conventions, vocabulary, grammar and text types.

(3) Exercises to develop documentation techniques.

(4) Exercises to develop cultural expertise in the foreign culture.

(5) Exercises to develop translation awareness"

Schäffner (2004:11) states that "for all the exercises we always use authentic texts and make sure that a translation assignment is provided. Since the students are at the same time improving their language skills, we often use source texts and authentic translations on the basis of which

comment on the translation strategies applied and their effectiveness in view of the (assumed) purpose". Teachers who can form their own prescriptions according to the needs of their students might be successful using any given method. The key to addressing learners' needs is being eclectic rather than being monolithic, translation can play a role in an integrated way, where all the five skills, namely, reading, writing, listening, speaking, and translation, are dealt with. Translation can be especially beneficial in establishing a balance between accuracy and fluency in classroom activities Erer,(2006: 11).

The use of translation could be a valuable resource or tool that can contribute to the development of various language skills. For example, in a group discussion task, students' language shifts between their mother tongue and the target language might function as an effective strategy to enhance communication among group members. Also, the strategic use of L1 or translation would be helpful in developing learners' reading efficiency and maintaining the flow of their conversation and writing tasks.

2.8 The Place of Translation in Language Teaching

RadmilaPopovic (1999) For a long time the pivotal point of foreign language teaching, translation has been banned from the language classroom for quite a while. Moreover, it has been a frequent object of ridicule by those eager to demonstrate their uncompromising allegiance to modern ways. Nevertheless, it has displayed a remarkable resilience (whether this was necessitated by hard facts of real life, or is the result of the resistance to changes is another matter which deserves to be studied on its own). Translation was abandoned as an option in ESL situations, but not in the state education in many countries. It seems now that the

general attitude towards translation has begun to change: those who discuss it in their studies argue that translation is a legitimate pedagogical tool especially in an EFL environment, and claim that it deserves to be rehabilitated (Widdowson 1978:18, Harmer 1991:62, Ellis 1992:46, Bowen, Marks 1994:93; Ur 1996:40). However, they provide little methodological guidance as to how to translate translation into pedagogical practice. The literature on translation deals either with translation theories or translator's training and contains only part of relevant information. Only a small number of works are devoted to translation as an aid to teaching and learning (Duff 1989, Atkinson 1993, Edge 1986, Ulrych 1986, Nadstroga 1988, Urgese 1989, Eadie 1999). The aim of this study is to draw attention to this void and consider how and why of incorporating translation in regular courses in the light of insights contributed by SLA research, language theories and new psychological perspectives on language learning.

2.8.1 Why We Use Translation?

If a strong case for translation in the language classroom is to be made, at least three things ought to be demonstrated: that criticisms against it are not valid, that learners need it, and that it promotes their learning. The studies that have tackled commonly made criticisms (e.g. translation teaches learners about language, and doesn't really help them learn how to use it, or that it fosters the excessive use of the mother tongue) have demonstrated that these objections are justified only if translation practice amounts to the regular combination of grammar rules with translation into the target language as the principle practice technique. They have also shown that if properly designed, translation activities can be employed to enhance the four skills and develop accuracy, clarity and flexibility Duff (1989:7). As regards the use of the

native language, its effect on language acquisition has been the subject of many debates lately. Addressing the issues connected with it is beyond the scope of this study. However, it suffices to say that teachers should constantly bear in mind that in an EFL situation L1 ought to be employed judiciously.

2.8.2 Do Learners really Need Translation?

To rephrase the question following Widdowson's distinction (1983:20), will the learner have to use translation once he has learned l2? The answer to this question is positive, for translation is a real life communicative activity – the learners translate in class for peers, decode signs and notices in the environment, translates instructions and letters for friends and relations, etc. Moreover, with the increased mobility of persons and goods in a unified, multilingual Europe, translation is expected to be practiced almost on daily basis. In addition, one should not lose sight of Duff's warning that language competence is a two-way system, that needed to be able to communicate into and from the language system. Yet little guidance is given how to communicate back into the mother tongue, something that many professionals need to do in their daily work (Duff 1989:6).

Does translation promote language learning and, ultimately, proficiency? Put more simply, does it help learners learn the language? The reply is again affirmative. Individual learners have reported that they find it beneficial, and this has been confirmed by empirical research. Investigating learning strategies employed by students of English as a second language, and also by learners of Spanish and Russian in a foreign language setting, O'Malley and Chamot have established that translation (defined as using the first language as a base for understanding and /or producing the second language) accounted for over 30 percent of strategy

uses. In both language groups, beginner students mostly rely on repetition, translation and transfer, whereas more advanced students resort to inferencing, though without abandoning familiar strategies such as repetition and translation (1990:127). Taking into account Cook's criticism leveled at the ambiguity of their definition and further controversy concerning the issue whether SLA differs from the acquisition of other forms of knowledge, would like to stress one fact which has not received enough emphasis: within O'Malley and Chamot's framework, translation is the only strategy typical of language learning, while other strategies they mention occur in other forms of learning. As such, it should receive due treatment.

The other empirical study reporting findings relevant to this topic is Friedlander 1990. Drawing on the results of several investigations and his own experiments, he ascertained that planning on certain language topics seems to be enhanced when writers use the language of topic-area knowledge. Translation from the native language into English appears to help rather that hinder writers: they were able to access more information when working in their first language. Hence, Friedlander concludes that ESL writers should be encouraged to use their first language while composing a draft and then translate Friedlander (1990: 110-113). With the growing importance of learner-centered language teaching, it is argued that anything that helps the learner in his or her own way is surely an asset. Hence, researchers and practitioners are urged to investigate what is of assistance to learners in order to help them arrive at their objective in the most economic way. Translation as an aid to learning is likely to be favored by analytically oriented learners.

28.3 What kind of Translation do Learners Need?

The purpose of translation in the language classroom is not to train professionals, but to help learners develop their knowledge of English. In other words, it is a means to an end, not an end to be achieved. However, some learners may become translators one day, and the basic knowledge of translation that they have gained in the classroom can serve as a solid ground for building up translation skills.

2.8.4 Level and age

The commonly held view is that translation requires a high level of proficiency. As a cognitively demanding process, it is more appropriate for adult learners. Nonetheless, if properly designed, translation activities can be successfully applied at all levels and ages.In deciding whether to use it, the teacher should take into consideration the preferences of her learners, the pedagogical objectives and the moment-by-moment exigencies of the teaching context and situation she is in. Direction Translating from L2 into L1 seems to be natural, but what about a more demanding task, rendering L1 into L2? It is certainly advisable to stick to the former mode at lower levels and leave the latter for a more advanced stage, although some very simple L1-L2 translation activities, especially those involving awareness raising, can also be carried out at the initial stages of learning.

2.8.3Organization

This involves deciding how to administer translation activities, and choosing the most appropriate forms of classroom interaction. Translation is a serious business which requires careful preparation both on the part of the teacher and the learner. Distributing a text and telling your students "translate" is not a very good way to start. Carefully graded preparatory

activities are necessary, and they can be integrated in reading, listening and writing activities, and also in vocabulary and grammar practice. Since translation is time consuming, it is advisable that longer pieces should be done at home.

Occasionally, separate classes can be devoted to translation, but only with a highly motivated class. The teacher should ensure that these tasks are done as pair or group work. The purpose of this is to give the learners a chance to discuss, test and compare their ideas.

2.8.4 Content – what to focus on in Practice

Almost all authors seem to be in agreement that translation is most useful as a quick and easy way to present the meaning of words and contextualized items, and when it is necessary to draw attention to certain differences that would otherwise go unnoticed (Harmer 1991:162, Ellis 1992:49, Nunan, Lamb 1996:99). Besides this, it is suggested as an appropriate activity in works trying to apply Lakoff's idea of conceptual metaphors to language teaching (Deignan, Gabry, Solska 1997, Kovecses, Szabo 1996, Lazar 1996, Ponterotto 1994). However, it would be a shame to limit the role of translation only to the presentation of lexical items. One should rather explore ways for it appropriate application within the communicative paradigm, and create challenging language activities which have cognitive depth. Hence, translation activities pursued in an EFL classroom ought to meet the following criteria:

- language is used for a purpose,

- they create a desire for communication,

- they encourage students to be creative and contribute their ideas,

- students are focused on what they are saying, rather than how they are saying it,

- students work independently of the teacher

- students determine what they want to say or write. (after Nolasco, Arthur 1995:59)

In the literature, two types of approaches to translation are suggested: top-down, from the macro to the micro level, theoretically more valid, and bottom-up, much easier to follow for those who have no previous training in linguistics (Baker 1992:6).Coursebooks on translation are a useful source for the identification of problematic areas. A systematic framework of that kind is suggested in Baker 1992.

2.9 How to Integrate Translation in existing Courses

As previously mentioned, translation activities need not to be pursued in isolation, but should rather be included in existing courses. This study argues for a multi-directional, or multi-skill integration, as the most effective both in pedagogical and organizational terms. Thus, preparatory activities, or pre-translation activities, should simultaneously be pre- writing, or post-reading, or grammar or vocabulary practical tasks. In addition, translation activities can occasionally be employed for consolidation, while post- translation activities may be focused on rewording, rewriting, revision and evaluation.

2.10The Role of Translation in the ESL and EFL Classroom

The role of translation in the ESL and EFL classroom has and will continue to be a hotly debated issue. Many teachers and linguists assume that translation doesn't belong in the classroom because it doesn't embody making full use of the target language. Recent studies, such as Daulton (1999) on the use of loan words and Roca (1992) looking at translation usage in bilingual classrooms have illustrated some new ideas that may allow controlled translation usage. Finally, a combination of approaches such as a novel idea offered by Weschler (1997), an ESL teacher in Japan, proposing the newly coined "Functional-Translation

Method", may usher in a new way of using the students' native language to help them learn a target language in an EFL classroom.1 This study first explore the literature background that will look at several studies relating to the usage of translation in the classroom in various forms. Next a section examining some of the these studies in detail offering a few viable approaches to be used in the classroom. After, a section portraying an example of the pitfall of an over-reliance on translation is illustrated. Then a section offering several alternative approaches and justifications for their use s. Next, a section of techniques applying some of these approaches to be shown for using translation to promote improvement of students' receptive and productive skills. Finally, a section denoting limitations and suggestions for further study as well as concluding remarks .Translation as used in bilingual immersion programs is widely seen in any American schools.

In the National Center for Research on Cultural Diversity and Second Language Learning (NCRCDSLL) report, Genesee (1987) and Harley et al. (1990) found that English speakers do well academically in an immersion program. Also in the NCRCDSLL report, Collier (1994) found Hispanic students in urban areas using bilingual programs showed longer-term educational gains compared to students in other programs.

These bilingual programs follow different language formats, the two most popular being the "50/50" model and the "90/10" model. The "50/50" model incorporates students receiving equal amounts of time of both the target and their native language, whereas the "90/10" model emphasizes time spent on the target language at 90%. Kern (1994) conducted an interesting study whereby he looked at the role of translating as a cognitive strategy in the L2 (second language) reading comprehension process. Kern found that students often used translation to

understand the text. Cook (1992) also added that second language learners use their L1 (first language) while processing an L2. The idea that an instructor must not separate the L1 from the L2, but instead should make use of the L1 while instructing the student. Zilm (1989) in Edwards et al. (1996) looked at the use of code switching in a study of students learning German. found that the nature of the activity and the teacher's perception of how students learned were two of five important factors affecting code switching. This switching of languages embodies an idea of translation and bilingualism. A look at Daulton's (1999) study with loan words reveals a strong possibility for students to be helped by studying them. Loan words are words that have been adopted from another language, in this case from English into Japanese. Adopted words sometimes run a risk of changing their meaning in the new language (hence in a form, translated) but overall, Daulton found they speeded the learning of necessary vocabulary for communication and understanding. By having students focus on a corpus of approximately 2,000 high-frequency English vocabulary items, students will gain many useful words quickly. One case of an over-dependence and misapplication of translation in the classroom is "yakudoku" which loosely translates as "reading translation" from Japanese.

Hino's (1988) statements about the Yakudoku Method tell us it is a direct translation system used in Japan to teach any foreign language. Hino goes on to add that this system is rooted in a social context in Japan, and this method of learning a foreign language has not been modified even when it's been found to be of dubious value. Students are unable to directly understand the meaning in the target language as reported by Ueda (1979) in Hino's paper. Next will continue a further discussion of the Yakudoku Method as a good illustration why translation should be

used carefully and more fully integrated into an ESL or EFL program. 3 Example of a misapplication of translation: The Yakudoku

2.11 Approaches for using Translation in the Classroom Bilingual immersion

The idea of using bilingual immersion is a tempting one, only to be constrained by budgetary and bilingual instructor availability concerns. In the sense that it isn't verbatim translation, it still implies that students are able to approach bilingualism. The concept is to fully translate a whole class within a subject category. A point to note would be that certain subjects more readily fit within this formulaic approach. ESL or EFL students learning math or music in English would fare better than trying to study history under the same format. Newly arrived immigrants with inadequate language skills in their new home's national language may take good advantage of a bilingual immersion approach to learn their L2 quickly. Within the context of bilingual lectures, the idea of note taking in L1 springs to mind. The students are translating directly what they've heard in L2, English, and denoting the gist in L1. Students have found 1) the note taking was easier in L1 and 2) their understanding upon review was maximized, in terms of time andbrevity.

Since Benoussan and Rosenhouse (1990) note that students tend to translate from L2 to L1 when reading L2 texts, why not take advantage of this within the context of an immersion program. Urgese (1989) and Parks (1982) note that translation can be used as a good way to teach and test comprehension, especially of the main ideas within the text. One of the other major advantages of the bilingual immersion programs is the easing of cultural assimilation. Quite often, cultural factors are overlooked in a teacher's efforts to have students improve, as noted by Cohen and Norst (1989) in Nimmannit's (1998) online paper. Students

who feel unconfident and insecure will not be ideal learners and certainly will be less open to absorbing the class content. The National Center for Research on Cultural Diversity and Second Language Learning (NCRCDSLL) reported that Cazabon, Lambert, and Hall (1992) studied students in the Amigo program (a bilingual immersion program) for Cambridge Public Schools in the United States. In general, their results indicated that students were more culturally adjusted and were able to score higher on tests than their native speaking counterparts. Despite the fact that translation had been used for centuries as the unquestionable method to learn classical languages, as pointed out by ValdeónGarcía (1995: 239) or CuéllarLázaro (2004: 1), it has not enjoyed the same popularity when it comes to the learning of modern languages. This change was mainly due to the advent of particular mainstream teaching methods:1 while translation was praised in the years when the Grammar-Translation method was in vogue, the followers of the Direct method soon found it to be inadequate and even counterproductive. Thereafter, up to the boost of the Communicative approach, translation was generally rejected.

However, it has been in recent times that it has experienced a revival. During the 1990s, Duf (1989) or HurtadoAlbir (1994), among others, argued in favor of the use of translation in the English as a Foreign Language (EFL) classroom on account of "1) unanuevasituación de la traducción en la sociedad actual; 2) un nuevoenfoque de lasrefexiones en torno al hechotraductor […]; 3) unanuevaconcepción de la didáctica de la traducción, y 4) unareconsideración del papel de la lenguamaterna en el proceso de aprendizaje de unalenguaextranjera" (HurtadoAlbir 1994: 69, in CuéllarLázaro 2004: 3). At the turn of the century, more arguments have been put forward for the rehabilitation of translation, namely: its potential role in bilingual education programmes

(Cook 2010: 37) and the birth of Translation as an independent academic discipline (EnríquezAranda 2003: 134).

In the light of this controversial situation, the aim of this study is to analyze the extent to which translation may be a valid didactic tool when learning foreign languages (FL), English in particular. For the purpose, the concept of pedagogical translation will be first reviewed so that the object of study is clearly defined and placed in the field of EFL, hence discarding any other contexts of use. Then, an account of the role of translation in the most widely- known teaching methods will be provided, along with a discussion about the advantages and disadvantages of the use of translation and the mother tongue (L1). Third, the function of translation in present-day Secondary Education in Spain will be assessed, paying special attention to its use as a pedagogical resource in the main educational documents, the Common European Framework of References for Languages and the official curricula for Secondary Education. More specifically, the focus of research lies on the curricula for the Region of Murcia.

2.11.1 On Pedagogical Translation

Translation may be understood as an end in itself, according to which textual material in one language is replaced with equivalent material in a different language (Catford 1974: 20), so that readers may access a final product. Yet, in this study translation is simply analyzed as a potential tool for the EFL classroom; likewise, it leavess aside translation used to train translators.

This distinction between translation and so-called pedagogical translation is not a new one, as reported by Delisle (1984: 41-42), Nord (1991: 140), Holmes (1994: 77), HurtadoAlbir (2001: 52) or Sánchez

Iglesias (2009: 5), among others. For the first one. According to Holmes (1994: 77), this distinction seems to emerge from the need to set two types (or applications) apart: translation in translator training courses and translation as a general activity in any FL teaching (FLT) and learning (FLL) environment. In fact, Pegenaute blames the confusion between both for the neglect of translation (1996: 108). In the same line, Vermes (2010: 83-85), who echoes Klaudy (2003: 133), has recently argued that an essential requirement to consider translation a valid didactic tool is to distinguish pedagogical from real translation in terms of their function, the object being dealt with and the addressee. As for the function, pedagogical translation is basically instrumental in so far as the translated text is a mere tool to improve students' second language (L2) proficiency.

Hence, it is not an end in itself, but a means. Conversely, in real translation the translated text is the ultimate goal of the translating process. Regarding the object, the main difference lies in the information that can be accessed through pedagogical or real translated texts: while the former contain information on the learners' level of proficiency (i.e. language), the latter present information about reality (i.e. content). Finally, pedagogical translation has only one expected addressee, the language teacher, who may use the translated text as an assessment tool.2 Real translation, on the contrary, has a potentially wider audience, that is, target language readers in search for information about reality. However, the audience for any pedagogical translation might be widened: depending on the methodology, fellow students may also belong to the prospective audience for a text translated by any of their peers. Vermes(2010: 84) also follows Klaudy (2003: 133) in distinguishing two types of pedagogical translation: on the one hand, translation used as a way to teach and learn a FL; on the other, translation used in translator

training courses. Each pursues a different goal, though, i.e. obtaining information about L2 proficiency and obtaining information about translational proficiency, respectively.

On another note, Martínez pointed out that what she termed 'pedagogical macro function of translation' depended on two factors: the learners' level of competence and the linguistic or extra linguistic aspect to be taught (1997: 156). She follows Duf (1989: 7), who argues that: depending on the students' needs, and on the syllabus, the teacher can select the material to illustrate particular aspects of language and structure with which the students have difficulty in English (for instance, prepositions, articles, if-clauses, the passive). By working through these difficulties in their mother tongue, the students come to see the link between language (grammar) and usage.

It is also important to acknowledge that different types of translation will be profitable for different types of learners, bearing in mind the direction of the translation (whether direct or reverse) and the learners' level of proficiency (Pegenaute 1996: 116). In fact, the second factor has also played a major role when discussing the potentialities of translation in FLT, as also explained by Atkinson (1987: 243-246), although some scholars have argued that it is more beneficial in general terms for advanced learners rather than for beginners (ValdeónGarcía 1995: 240). Newmark, for whom translation is important as an exercise in accuracy, economy and elegance in manipulating a variety of L2 registers in a first degree" (1991: 62), has surveyed the type of translation suited to each level. Accordingly, it is a brief time-saver in initial stages, a means of control and consolidation of basic grammar and vocabulary in elementary stages, a mechanism to deal with errors and to expand vocabulary in intermediate stages, and a fifth skill and the essential skill to foster communication in advanced stages (1991: 61-62). Lado

considers that since translation is a psychologically complex skill, it has to be taught after the L2 is mastered, "as a separate skill, if that is considered desirable" (1964: 54), like Newmark himself. Duf, on the contrary, proposed using translation as a "language learning activity" (1989: 8). In turn, Malmkjaer believed that translation was not possible without the four skills, as it was "dependent on and inclusive of them" (1998: 8).

2.12English Language Teaching Through the Translation

Translation is a useful tool to learn grammar, syntax, and lexis in both SL and TL. Translation as a "utopian operation Walter (1970: 22) states that " *A faithful word-for-word translation will not transmit the original sense.* " Crystal (1998: 18) stats that:

> *"translators should work to ensure a result that sounds as natural as possible. So, it appears that translation is a creative activity and a translator has a great responsibility on his/her shoulder to develop better understandingamong people."*

Encouraging teachers to use the native language in lessons to influence the classroom dynamic offer a sense of security and authenticate the learners' experiences. The actual usefulness of translation in English classes lies in exploiting it in order to compare grammar, vocabulary, word order and other language points in English and the student's mother tongue. He conducted a research in this context and found out that a high percentage (88.7%) of the student participants felt that the mother tongue should be used in their English classes .According to (Ross , 2000) if students are aware of the differences, language interference (transfer) from their own language is likely to be reduced. Moreover, translation in the L2 classroom offers a way to highlight

similarities and differences between L1 and L2 forms. Translation is sometimes.

Referred to as the fifth language skill along with the other four basic skills (listening, speaking, reading, writing):"Translation has a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers." No matter how good the students are at comprehending authentic reading or listening materials, the majority keeps mentally translating from L2 into L1 and vice versa. This fact makes teachers of foreign languages conscious of the significance of translation in language classrooms. Why do students use their mother tongue in class? Harmer, (2001) a principal cause of this L1 use is provoked by the activity, i.e. if students are linguistically incapable of activating vocabulary for a chosen task. Another reason is that translation is a natural thing to do in learning a language, and code-switching between L1 and L2 is regarded as naturally developmental. The amount of L1 use by particular students may well have to do with differing learner styles and abilities. "No one is in any doubt that students will use their L1 in class, whatever teachers say or do." Evidence from research into the crucial issue of the L1 use in classrooms around the world is analyzed by Mattioli(2004). For instance, L1 use in the Chinese classrooms offers substantiation that L1 is a precious tool for socio-cognitive processes in language learning. Another reason for L1 use in the classroom relates to the fostering of a positive affective environment. The translation is helpful for L2 acquisition because, firstly, it uses authentic materials, secondly, it is interactive, thirdly, it is learner-centered, and finally it promotes learner autonomy (Mahmoud, 2006). Regarding the use of L1 in the L2 classroom, it is

important to find out how students themselves feel about it. Translation in ELT is vital if we consider it as a means, not as an end. According to Jumpelt . *"The twentieth century is the age of translation."* Crystal (1998:33) states that:

> *"the neutral term used for all tasks where the meaning of expressions in one language -the source language (SL) is turned into the meaning of another, the target language (TL), whether the medium is spoken, written, or signed. "Merits and Limitations of using translation in Teaching of English"*

2.12.1 Merits

Translation is not as terrible as it appears to be Duff (1992, Macau) gives reasons for considering translation is very important issue.

1. The influence of the mother tongue is at a higher level. L1 shapes the thinking, and translation helps in better understanding.

2. Translation is a natural and necessary activity that is going on all the time, and that will always be needed.

3. Language competence is a two-way system.

4. The reality of translation is another important aspect of language.

5. It invites speculation and discussion in the classroom.

6. It develops qualities that are essential to all language: accuracy, clarity and flexibility.

7. The teacher can select material to illustrate particular aspects of language, and students can see the links between language usage and grammar.

8. It lets students practice a variety of styles and registers.

2.13 Language Learning in Translation Classrooms

Prominent translation trainers such as Gouadec, Kiraly and Pym have emphasized the advantages of work-simulated translation classes;

professionals are the logical instructors in such programs.Goff (1991:15) mentioned that:

> *"Learning is a social process that occurs through interpersonal interaction within a cooperative context. Individuals, working together, construct shared understandings and knowledge."*

Although practicing translators and interpreters are not in the classroom to learn, one of the major benefits of teaching is definitely how much teachers do learn about the complexity of the learning process by supporting student efforts to become competent professionals.Pym(2002:35) mentioned that :

> *" we haven't heard it recently, but there was a time when it was common to hear people say, "those who can, do; those who can't, teach." Perhaps this saying has lost its appeal because first of all more and more educators have realized the advantages students reap when professionals add their competence to the academic framework. Second, there are many people both working in their fields and teaching in a university setting.*

One of the common errors that new instructors at university make however is to assume that their students are already expert learners. Because university students are adults, many instructors presume that their own role consists of presenting material once, applying it briefly and then moving on to a new concept. They often assume students are able to apply newly acquired concepts in foreign situations after having been exposed only briefly. However, this may not be the case. In reality, each classroom is made up of a set of individuals with their own backgrounds, learning styles and academic levels. Translation professionals preparing to share their techniques and experience with students will find it helpful

to review the basic ways it is believed that students learn. This study explores learning approaches applicable to translation instructors whose goal it is to improve their students' language learning competence. Hodge(1993:2) stated: *"language, above all, holds a community together"* Even though children learn a language implicitly, people who use languages as the tools of their professions, such as translators and interpreters, must learn languages much more deeply than others. Although the discussion of how people learn is still a very controversial subject, those approaches that follow may be particularly applicable to adult learners.

One of the roles of a psychologist is to investigate the way people learn. One of the most influential explanations has been the behaviorist approach. An instructor who uses this approach would break up knowledge into small, logically organized pieces of information and provide positive reinforcement so that students learn to use that information. Behaviorists emphasize repetition of material so that it becomes a natural reaction for the student. Behaviorism has fallen from favor somewhat recently with the broadly held belief today that learning is a complex activity involving more than just repetition. However, language students and students who use language do benefit from a certain amount of well thought-out repetition and the use of models as a basis for their writing.

A more recent explanation of how to encourage learning, the cognitive approach, . (Svinicki .1997)is quite appropriate to university teaching as it recognizes that learning is not only the recall of facts but also involves memory, reasoning, critical thinking and problem solving, all of which are applicable to the daily activities of a translator or interpreter.

2.13 The Effect of Using Translation From L1 to L2

The debate over whether English language classrooms should include or exclude students' native language has been a controversial issue for a long time. (Cook, 2001). Although the use of mother tongue was banned by the supporters of the Direct Method at the end of the nineteenth century, the positive role of the mother tongue has recurrently been acknowledged as a rich resource which, if used judiciously, can assist second language teaching and learning .Auerbach, (1993: 34) says that:

> *"The arguments in supports of using the learners' mother tongue in L2 instruction clearly reveal that not only doesn't the use of first language have a negative impact on L2 learning, but it can be factor to help students improve the way they learn a second language. Although the 'English Only' paradigm continues to be dominant in communicative language teaching , teacher practice reveals that the L1 is used as a learning resource in many ESL classes."*

When the native language is used, practitioners, researchers, and learners consistently report positive results. Furthermore, he identifies the following uses of mother tongue in the classroom: classroom management, language analysis and presenting rules that govern grammar, discussing cross-cultural issues, giving instructions or prompts, explaining errors, and checking comprehension .Cook (2001:189) in support of the role of L1 states that "*bringing the L1 back from exile may lead not only to the improvement of existing teaching methods but also to innovations in methodology*" . Professionals in second language acquisition have become increasingly aware of the role the mother tongue plays in the EFL classroom .Prodromou 2001: stated that: *"something most people have, in one form or another. This metaphor makes sense since"* having a long time should be treated the mother tongue as a 'taboo' subject, a source of

embarrassment and on the part of teachers, recognition of their failure to teach properly, i.e. using 'only English'".

In spite of this negative view toward using the first language of learners in the classroom, most nonnative speaker teachers of English have quietly been using the L1, to a lesser or greater extent; "the skeleton has been there all the time, we just haven't wanted to talk about it". He believes that the reason for such treatment of the first language lies in the fact that the psycholinguistic or pedagogic framework which justifies the place of mother tongue in L2 instruction does not exist yet. Smith (1994:55) in support for bilingual education states that:

> *"providing children quality education in their first language gives them two things: knowledge and literacy. The knowledge that children get through their first language helps make the English they hear and read more comprehensible. "Literacy developed in the primary language transfers to the second language. The reason is simple: Because we learn to read by reading—that is, by making sense of what is on the page."*

Moreover, treating the L1 as a classroom resource opens up a number of ways to use it, such as for teachers to convey meaning, explain grammar, and organize the class, and for students to use as part of their collaborative learning and individual strategy use. Auerbuch (1993:80) suggested:

> "the *uses for the first language of learners: language analysis and presenting rules that govern grammar, classroom management, giving instructions or prompts, explaining errors, discussing cross-cultural issues, and checking comprehension.*

The first language can be a useful element in creating authentic L2 uses rather than something to be shunned at all costs. Although the provision

of maximum L2 exposure to the learners seems essential, L1 can be used alongside L2 as a complement. In this regard, Turnbull (2001) states that:*" maximizing the target language use does not and should not mean that it is harmful for the teacher to use the L1."*It also added: *"the use of L1 and target language should be seen as complementary, depending on the characteristics and stages of the language learning process"*

On the other hand, overuse of L1 naturally reduce the amount of exposure to L2. Therefore, attempt should be made to keep a balance between L1 and L2 use. In this regard, Turnbull (2001) acknowledges that although it is efficient to make a quick switch to the L1 to ensure, for instance, whether students understand a difficult grammar concept or an unknown word, it is crucial for teachers to use the target language as much as possible in contexts in which students spend only short periods of time in class, and when they have little contact with the target language outside the classroom. Surely there is a difference between judicious and principled use of L1 and an absolute leeway in using the mother tongue of the learners.

2.14Translation Activities in the Language Classroom

(admin 2009 - *)*in their study looks at the role of translation as an activity for learners in the ELT classroom .It does not consider the role of the L1 as a teaching tool, for example for classroom management, setting up activities, or for explaining new vocabulary. This question has been discussed elsewhere on the Teaching English site. The study starts by looking at what we mean by translation as an activity in the language classroom, and then briefly reviews the history of translation in language learning within the framework of various methodologies. It then considers some of the many objections ELT thinkers and practitioners have had to translation, and some of the possible benefits of its use. It

concludes with some observations about how to make translation tasks successful, and some activities.

Translation was a significant part of ELT for a long time, and then a significant missing part for a long time also. With the arrival and then total dominance of communicative methodologies, translation was quickly consigned to the past, along with other 'traditional' tools such as dictation, reading aloud and drills. However, it and these other abandoned activities are now a feature of many communicative classrooms and successful aids to learning, although the approach to using them has changed. As Duff (1989) says, teachers and students now use translation to learn, rather than learning translation. Modern translation activities usually move from L1 to L2, (although the opposite direction can also be seen in lessons with more specific aims), have clear communicative aims and real cognitive depth, show high motivation levels and can produce impressive communicative results.

2.15 Objections and Problems of Using Translation

Considering possible problems with using translation by looking at possible negative impact on learners and then on teachers. Under each heading we can consider some of the concerns expressed.

2.15.1 Learners

Translation teaches learners about language, but not how to use it. Translation does not help learners develop their communication skills. Translation encourages learners to use L1, often for long periods of class time, when seems .The skills involved in translation may not be suitable for all kinds of learners. It may, for example, be best for learners who are more analytical or have preferences for verbal-linguistic learning strategies. It may not be suitable either for young learners or lower levels. Learners may not see the value of translation as an activity to help

them learn English, and instead see it as a specialized, and difficult, activity. Translation is a difficult skill which must be done well in order to be productive and rewarding. Learners and teachers not only have to take into account meaning but also a range of other issues, including form, register, style, and idiom. This is not easy, but too many translation activities rely on it being done well.

2.15.3 Teachers

Translation activities are tricky to set up and take a lot of preparation, especially anticipating possible problems .Translation requires a motivated class .The teacher needs to have a sophisticated knowledge of the L1 and the L1 culture. Without this translation can create more problems than benefits. This level of awareness is almost impossible in a multi-lingual class. Following on from this, if a teacher uses L1 in a translation activity then this can undermine their work to maintain an English-speaking environment in the class. Learners inevitably see them as an L1 resource.

Translation is by definition text-bound, and confined to the two skills of reading and writing. This makes it hard to justify for many classes with time restrictions .Translation is time-consuming and difficult but the teacher must be as good as the learners at it, to be able to manage the activity well.

2.15.2 Benefits

Many ELT teachers and theorists now see the validity and value of translation as an activity in communicative classrooms (although few course book writers offer ideas and materials for this area). Below are some of the ways translations can have a positive impact; many of these also serve as responses to the objections and criticisms expressed above:

Designed well, translation activities in the classroom can practice the

4 skills and the 4 systems. In terms of communicative competence, they require accuracy, clarity and flexibility. Duff: it 'trains the reader to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity)'.

Following on from this, translation is by its nature a highly communicative activity; the challenge is to make sure that the content being communicated is relevant and that we exploit all possibilities for communication during the activity .Translation in groups can encourage learners to discuss the meaning and use of language at the deepest possible levels as they work through the process of understanding and then looking for equivalents in another language. Translation is a real-life, natural activity and increasingly necessary in a global environment. Many learners living in either their own countries or a new one need to translate language on a daily basis, both informally and formally. This is even more important with the growing importance of online information .Whether we encourage it or not, translation is a frequently used strategy for learners; if we accept this, we need to support them in developing this skill in the right way, e.g. by discussing its role.

Translation can be a support for the writing process, especially at lower levels. Research has shown that learners seem able to access more information in their own L1, which they can then translate. Discussion of differences and similarities during the translation process helps learners understand the interaction of the two languages and the problems caused by their L1. It also helps learners appreciate the strengths and weaknesses of the L1 and L2, for example in the comparison of idiomatic language such as metaphors.

Teachers can focus translation activities on highly specific learning aims, such as practice of certain vocabulary, grammar points, styles and registers, etc. It also lends itself well to work with other tools such as e-

mail and class web pages, for many learners developing skills in translation is a natural and logical part of reaching higher levels, and being able to do this well is highly motivating.

2.16 Previous Related Studies

Walter Kasmer (2009) "Culture and translation" University Birmingham, UK. This Study explores the literature background that will look at several studies relating to the usage of translation in the classroom in various forms. The study finds that: translation should be used to foster and take advantage of a student's natural ability to assimilate L2 (second language) information via their L1 (native or first language) processing. Through the usage of bilingual immersion, co-teaching, bilingual text usage, or a combination of approaches such as Weschler's "Functional-Translation Method", a teacher can also increase a student's confidence and security levels. In addition, consciousness raising aids the student's ability to recognize similarities and dissimilarities between the L1 and L2; culture, language structure, use of specific and general vocabulary, and the order of presentation of information.

Ahmad Maher(2010) "Difficulties and Problems Facing English Students at QOU in the Translation Process from English to Arabic and Their solutions" **Nakhallah /Al-Quds Open University.** The study aimed at exploring the difficulties that face the students of Al Quds Open University in the translation process from English to Arabic. The researcher attempted to find suitable solutions for these difficulties and problems that these students experienced. He followed an experimental descriptive method in the study. He also designed a test in order to explore the difficulties and problems that face these students. The test was composed of seven questions and 58 items. The study was conducted on the English students of Al Quds Open University in the Gaza Region

Stud found that: Simplifying of translation process for the students. Teaching and introducing all translation difficulties and problems in details -Paying the attention for cultural, conceptual ,idiomatic and grammatical difficulties. Boosting and encouraging translating of different kinds of subjects such as tenses and proverbs from English to Arabic.

Serhanköse(2010) The effect of form and meaning focused on translation instruction to the language skill levels of ELT students. In this study the affect of form and meaning focused on translation instruction to language skills are investigated. the research took place in the academic year of 2010. the study was an experimental study with an experimental and control group: 40 subjects in the experimental group and 35 subjects in the control group. after 10 weeks of treatment the results showed that the subjects in the experimental group which was treated with meaning focused on translation instruction improved their language skills more than the subjects in the control group which was treated with form focused on translation instruction

El Mubarak El Siddig Saeed (2013) " The role of translation in improving EFL learners performance ". Translation has had a beneficial effect on the nations that have changed the course of history and on individual, this study investigates the role of translation in improving EFL learners performance. It takes both translation as an end in itself (profession translation training) and its role as a means of developing EFL learners language. Previous studies advocated the judicial use of translation in language teaching. The study targets the students of educational sciences – Kamleen, and the staff members of the faculties at university of Gezira and the staff members of others Sudanese universities.

2.17 The Summary of the Chapter

This chapter displayed what the researchers stated about using translation as a medium of learning and teaching processes. Also it displayed further studies that related to this thesis.

CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

Throughout the history of language teaching methodologies, researchers have continuously been in search of the best techniques in order to make language teaching and learning processes most effectively and efficiently for learners. Some of these ideas have been derived from second language acquisition (SLA) research and referred to language classroom applications and concerns. The present study was conducted to examine the effect of using translation from L2 to L1 as a teaching technique on the improvement of EFL learners' linguistic accuracy.

3.1 The Population

The subjects of this data is hundred the teachers of English language at the basic and secondary schools at EL-Managil locality.

3.2 The Sample

The sample is randomly selected from the teachers of the basic and secondary level chosen from the subject they are about (50) teachers .

3.3 The Tools

The data of this study have been elicited through a questionnaire to the teachers who teach at the basic and secondary level at ELManagil locality . A questionnaire is used for collecting the data for this study. The questionnaire was designed and written in English language to test the hypotheses of the study, it includes (20) statements and multiple choices as:(1) strongly agree (2) Agree (3) to some extent (4) Disagree (5) strongly disagree.

3.4 The Procedure

The questions and statements are first designed and revised by the researcher besides his supervisors. The final version was distributed to the teachers of the basic and secondary schools at EL-Managil locality

3.5 The Validity and the Reliability of the Questionnaire

To be sure that this questionnaire is valid and reliable, the researcher consulted a number of experts. To respond to the statements of the chosen criteria are as follows:

- They have written in clear and simple language.
- They aren't too short and not too long.
- Each statement contains only one   concept.

The following table shows that the study instrument (questionnaire) is reliable because the value of Pearson product correlation coefficients for all statement and the entire instrument is (0.80) which means that the questionnaire is reliable to apply because it is strong.

0.801354	CORREL
0.889724	RELIA
0.943252	VALID

$$R = \frac{\eta(\varepsilon \chi\gamma - \varepsilon \chi \ \varepsilon \gamma)}{\sqrt{(\eta (\varepsilon \chi^2) - (\varepsilon \chi)^2)((\varepsilon\gamma^2) - (\varepsilon\gamma)^2)}}$$

Where
R: reliability of the test
N: number of all items in the test
X: odd degrees
Y: even degrees
ε: sum
reliability = (2*R) $/$ (1+R)

$$Val = \sqrt{reliability}$$

N   = 25
εx^2 = 4568

$\varepsilon y^{\,2}$ = 5804

$\varepsilon\, x\, y$ = 5109
$(\varepsilon x)^2$ = 87616

$(\varepsilon\, y)^2$ = 112896

$\varepsilon\, x\ \ \varepsilon y$ = 99459

3.6 The Summary of the Chapter

This chapter showed the validity and the reliability of the questionnaire are proved.

CHAPTER FOUR

DATA ANAYLISIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter is confined to the analysis of the questionnaire and to the discussion of the hypotheses. In this questionnaire each statement was analyzed and displayed by means of tabulation and part chart.

4.1 Analysis of the Questionnaire

Table (4.1) Translation attracts students to cultural variations

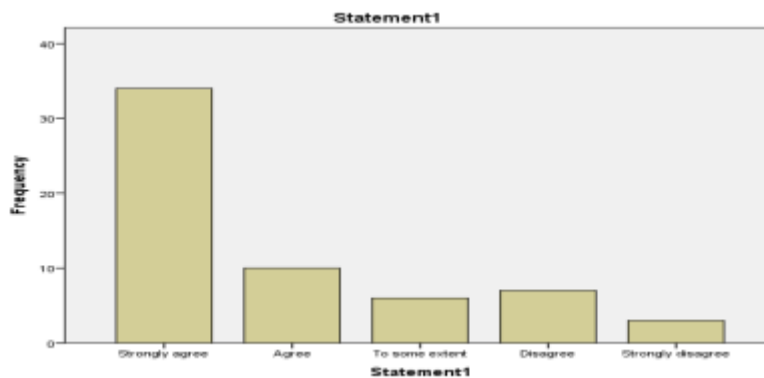|	Frequency	Percent
Strongly agree	34	56.7
Agree	10	16.7
To some extent	6	10.0
Disagree	7	11.7
Strongly disagree	3	5.0
Total	60	100.0

Figure (4.1)

According to the statistical analysis of statement (1) table and diagram (4.1) show that, most respondents (73.4 %) agree, (10%) disagree and (16.7%) of the sample to some extent that, most of the activates are too difficult Thus this statement is accepted.

Table (4.2) Translation should be taught by well experience trained teachers

|	Frequency	Percent
Strongly agree	23	38.3
Agree	24	40.0
To some extent	8	13.3
Disagree	3	5.0
Strongly disagree	2	3.3
Total	60	100.0
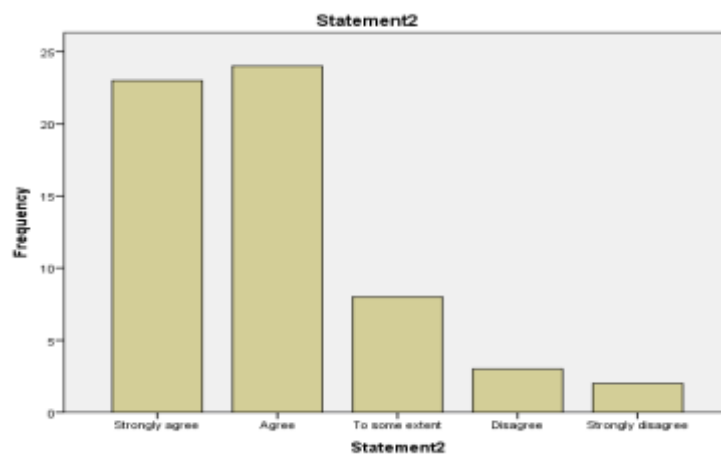
Figure(4.2)

Table and diagram (4.2) show that, most respondents agree that, Translation should be taught by well experience trained teachers. According to the statistical analyses of statement (78.3 %) agree with the statement,(13.3%) to some extent and (8.3%) disagree that,

(4.3) Translation enhances learners autonomy and collaborative learning

|		Frequency	Percent
	Strongly agree	10	16.7
	Agree	35	58.3
	To some extent	3	5.0
	Disagree	11	18.3
	Strongly disagree	1	1.7
	Total	60	100.0
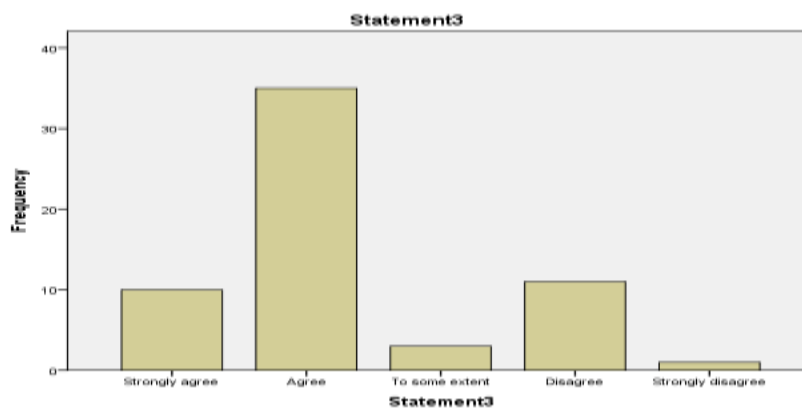
Figure(4.3)

The statistical analyses in table and diagram two show that, Translation enhances learners autonomy and collaborative learning (75%) agree, (5%) to some extent and (20%) of the sample disagree that Translation enhances learners autonomy and collaborative learning. Therefore the statement is accepted.

Table (4.4) Translation qualifies depend on carefully chosen texts

	Frequency	Percent
Strongly agree	15	25.0
Agree	27	45.0
To some extent	8	13.3
Disagree	6	10.0
Strongly disagree	4	6.7
Total	60	100.0
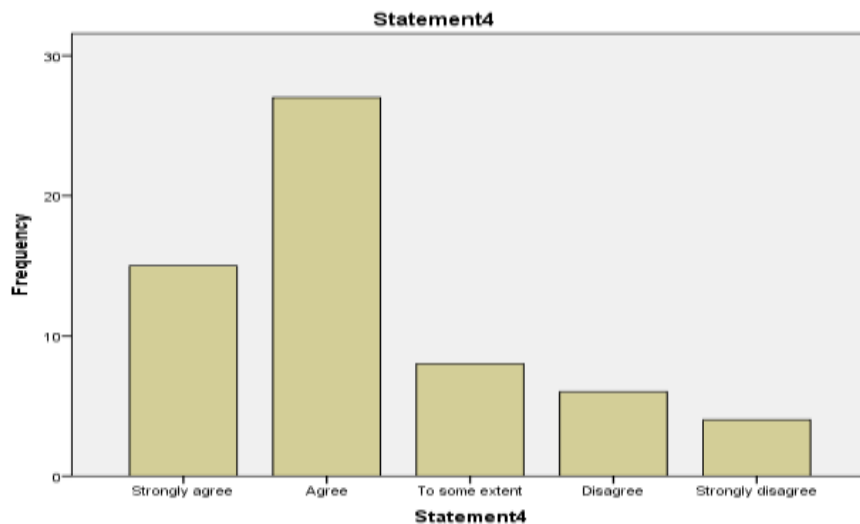
Figure(4.4)

Table and diagram (4.4) show that, most respondents agree that, Translation qualifies depend on carefully chosen texts. According to the statistical analysis of statement (70 %) agree, (13.3%) to some extent and (16.7%) disagree that, There is a good coverage for the language skills therefore, this statement is not accepted.

Table (4.5) Translation motivates students to participate and interact in the lesson

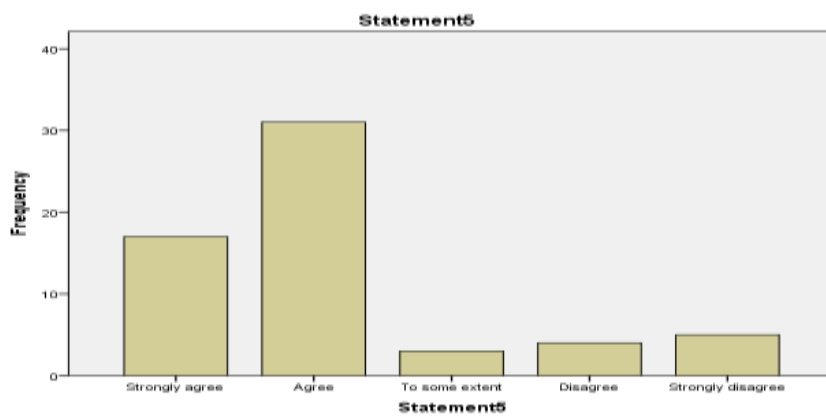|	Frequency	Percent
Strongly agree	15	30
Agree	27	50
To some extent	8	5
Disagree	6	10
Strongly disagree	4	5
Total	60	100.0

Figure (4.5)

Table and diagram (4.5) show that, (80%) of respondents agree, (5%) to some extent and (15%) of the sample disagrees. Translation motivates students to participate and interact in the lesson so that this statement is accepted.

Table (4.6) Learners may not see the value of translation as an activity to help them learn English language

|		Frequency	Percent
	Strongly agree	8	13.3
	Agree	36	60.0
	To some extent	7	11.7
	Disagree	6	10.0
	Strongly disagree	3	5.0
	Total	60	100.0
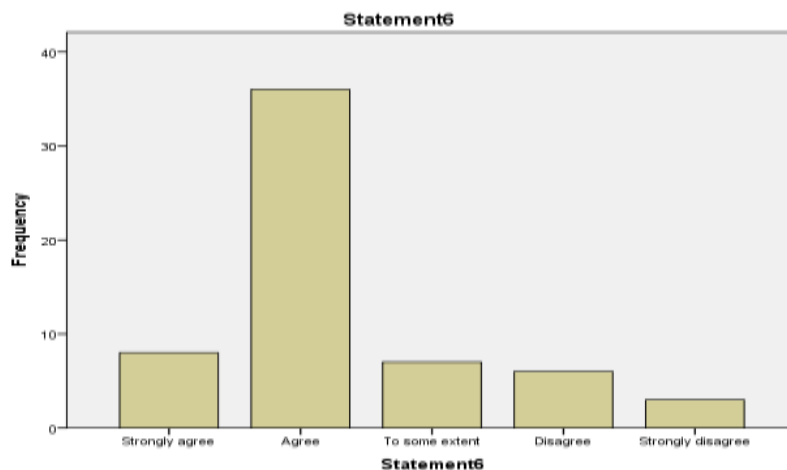
Figure(4.6)

Table and diagram (4.6) show that, most respondents agree that Learners may not see the value of translation as an activity to help them learn English language. According to the statistical analyses of statement (73.3%) agree with the statement,(11.7%) to some extent and (15%) disagree that,Learners may not see the value of translation as an activity to help them learn English language, so that this statement is accepted.

Table (4.7) The skills involved in translation may not be suitable for all kinds of learners

		Frequency	Percent
	Strongly agree	8	15%
	Agree	36	60.0
	To some extent	7	5
	Disagree	6	10.0
	Strongly disagree	3	10
	Total	60	100.0
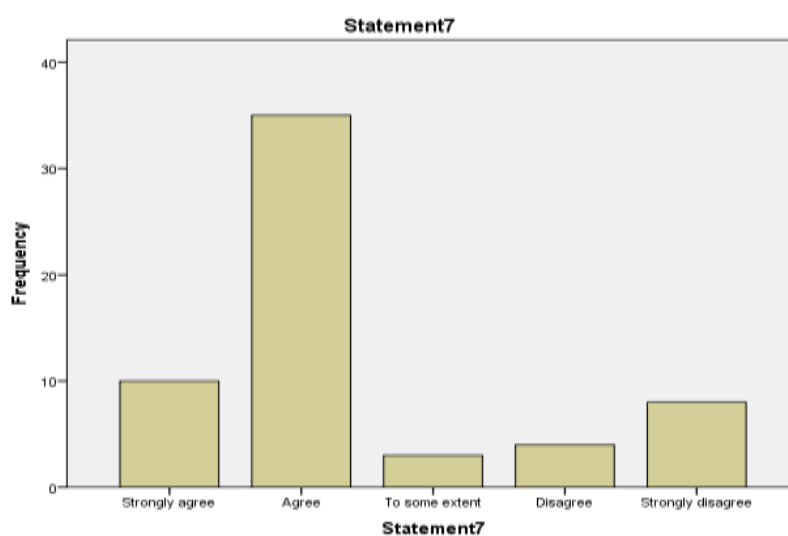
Figure(4.7)

Table and diagram (4.7) show that, most respondents agree that, The skills involved in translation may not be suitable for all kinds of learners. According to the statistical analyses of statement (75 %) agree with the statement,(5%) to some extent and (20%) disagree that,The skills involved in translation may not be suitable for all kinds of learners, so that this statement is accepted.

Table (4.8) the teacher needs to be aware of cultural differences of the two involved languages

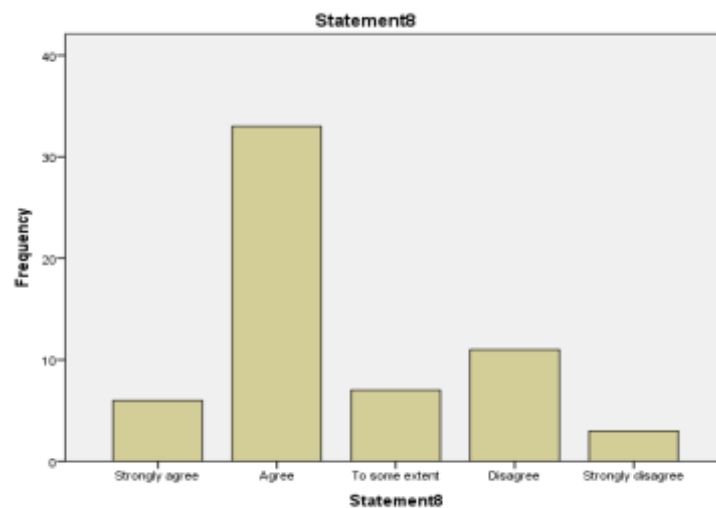|	Frequency	Percent
Strongly agree	6	10.0
Agree	33	55.0
To some extent	7	11.7
Disagree	11	18.3
Strongly disagree	3	5.0
Total	60	100.0

Figure (4.8)

Table and diagram (4.8) show that, (65%) of respondents agree, (11.7%) to some extent and (23.3%) of the sample disagrees. that designed. The teacher needs to be award of cultural difference of the tow language involved, so that this statement is accepted.

Table (4.9) Translation supports the effective use of Dictionary

	Frequency	Percent
Strongly agree	11	18.3
Agree	25	41.7
To some extent	10	16.7
Disagree	10	16.7
Strongly disagree	4	6.7
Total	60	100.0
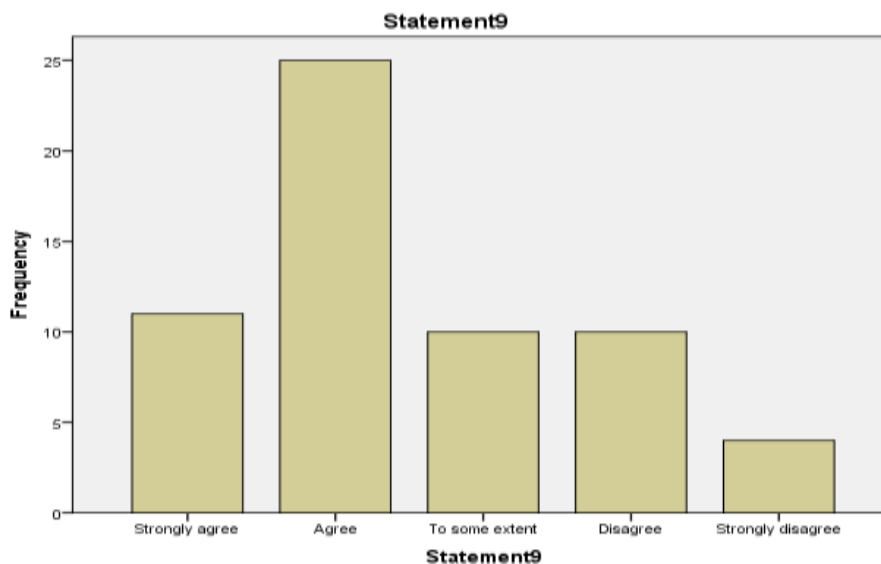
Figure(4.9)

Table and diagram (4.9) show that, most respondents agree that, Translation supports the effective use of dictionary. According to the statistical analyses of statement (60 %) agree with the statement,(16.7%) to some extent and (23%) disagree that, Translation supports the effective use of dictionary, so that this statement is accepted.

Table (4.10) Students weakness in vocabulary hinders translated teacher's task

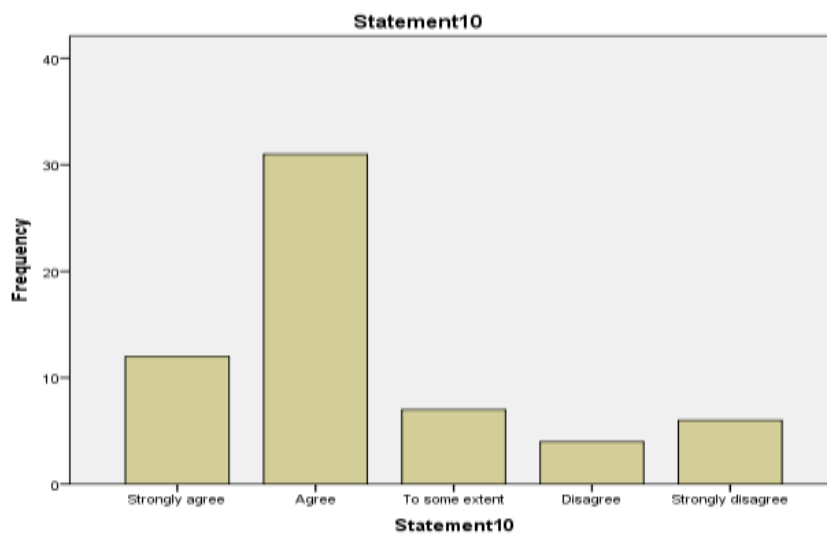|	Frequency	Percent
Strongly agree	12	20.0
Agree	31	51.7
To some extent	7	11.7
Disagree	4	6.7
Strongly disagree	6	10.0
Total	60	100.0

Figure (4.10)

Table and diagram (4.10) show that, (71.7%) of respondents agree, (11.7%) to some extent and (16.7%) of the sample disagrees. that designed well translation activities in the classroom enhance to practice the four skills so that this statement is accepted.

Table (4.11) Translation is time-saving but should be restricted to abstract words only

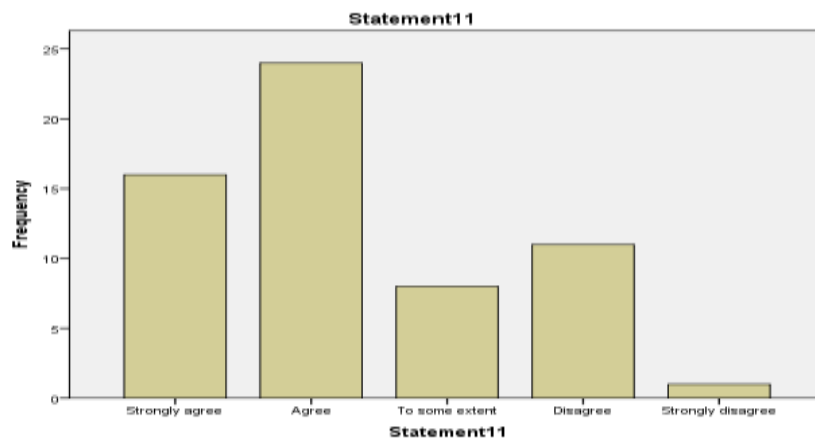|	Frequency	Percent
Strongly agree	16	26.7
Agree	24	40.0
To some extent	8	13.3
Disagree	11	18.3
Strongly disagree	1	1.7
Total	60	100.0

Figure (4.11)

Translation is time-saving but should be restricted to abstract words only. The participants give positive response to the statement. Table and diagram (4.11) show that, (66.7%) agree with the statement, (13.3%) of the sample to some extent and (20%) disagree. The statement is accepted.

Table (4.12) Designed well translation activities in the classroom enhance to practice the four skills

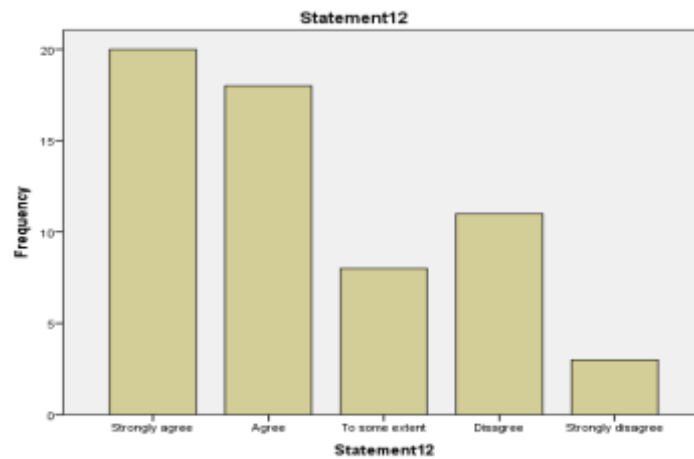|	Frequency	Percent
Strongly agree	20	33.3
Agree	18	30.0
To some extent	8	13.3
Disagree	11	18.3
Strongly disagree	3	5.0
Total	60	100.0

Figure (4.12)

Table and diagram (4.12) show that, (63.3%) of respondents agree, (13.3%) to some extent and (23.3%) of the sample disagrees that designed well translation activities in the classroom enhance to practice the four skills so that this statement is accepted.

Table (4.13) Translation by its nature is a highly communicative skill

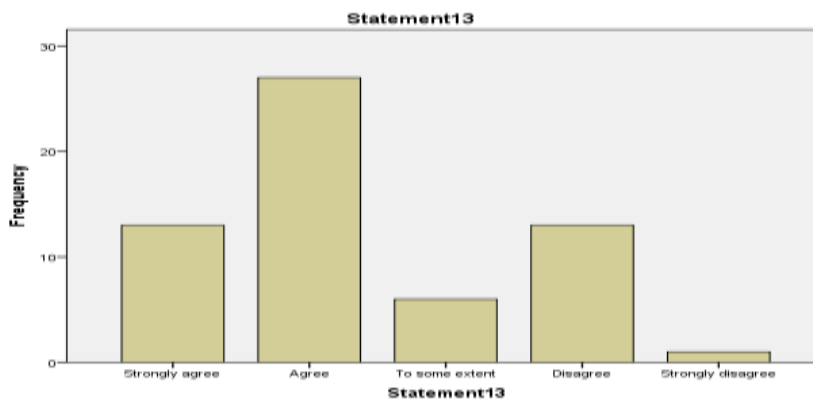|	Frequency	Percent
Strongly agree	13	21.7
Agree	27	45.0
To some extent	6	10.0
Disagree	13	21.7
Strongly disagree	1	1.7
Total	60	100.0

Figure (4.13)

The statistical results in table (4.13) show that,most respondents (65.7 %) agree, (23.4%) disagree and (10%) to some extent that,Translation is by its nature is a highly communicative activity. Therefore this statement is accepted.

Table (4.14) Translation in groups encourages learners to discuss the meaning and use language at the deepest possible levels

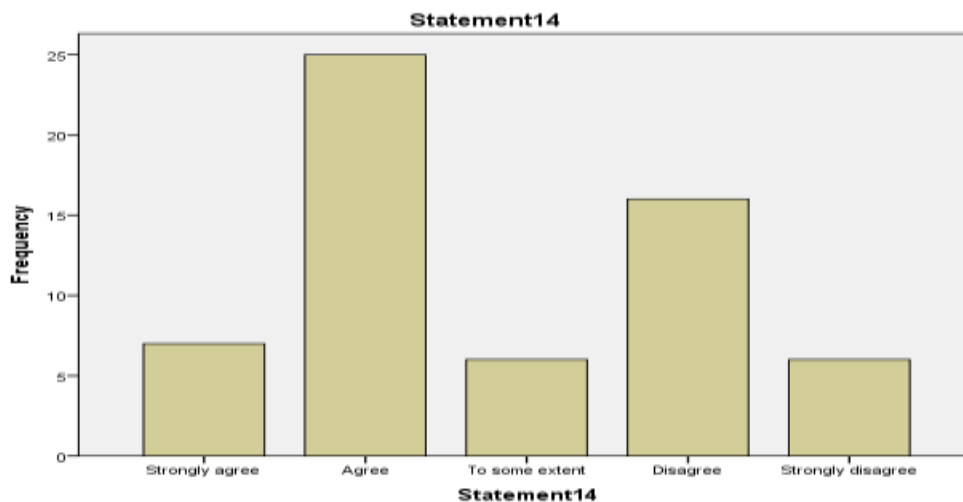|	Frequency	Percent
Strongly agree	7	11.7
Agree	25	41.7
To some extent	6	10.0
Disagree	16	26.7
Strongly disagree	6	10.0
Total	60	100.0

Figure (4.14)

According to the statistical analysis of statement (14) table and diagram (4.14) show that, most respondents (53.4 %) agree, (37.7%) disagree and (10%) of the sample to some extent that, Translation in groups encourages learners to discuss the meaning and use language at the deepest possible levels. Thus this statement is accepted.

Table (4.15) Translation is a real- content, natural activity and necessary in increasing class environment

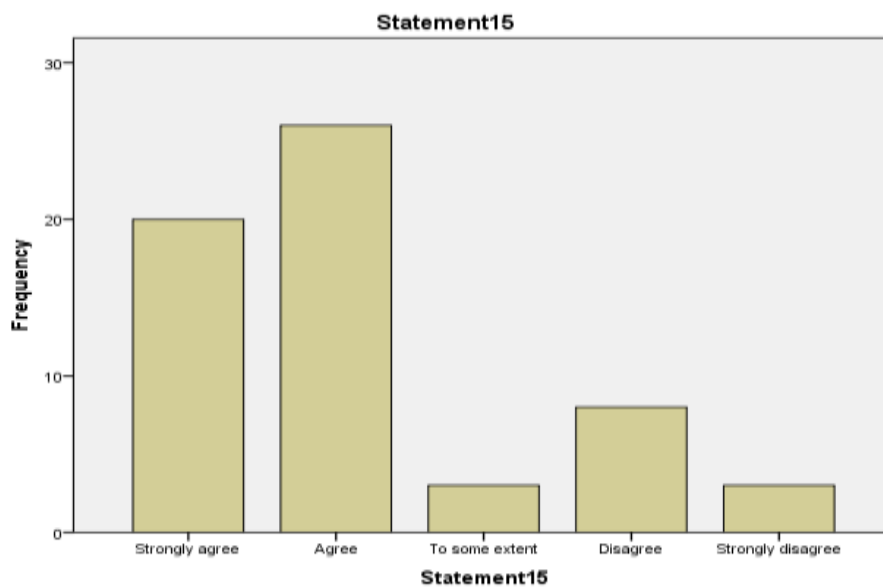|	Frequency	Percent
Strongly agree	20	33.3
Agree	26	43.3
To some extent	3	5.0
Disagree	8	13.3
Strongly disagree	3	5.0
Total	60	100.0

Figure (4.15)

Table and diagram (4.15) show that, most respondents (76.3%) agree, (18.3%) disagree and (5%) to some extent that Translation is a real-content, natural activity and necessary in increasing class environment. According to the statistical analysis the statement is accepted.

Tble (4.16)Translation is a frequently used strategy for teaching foreign

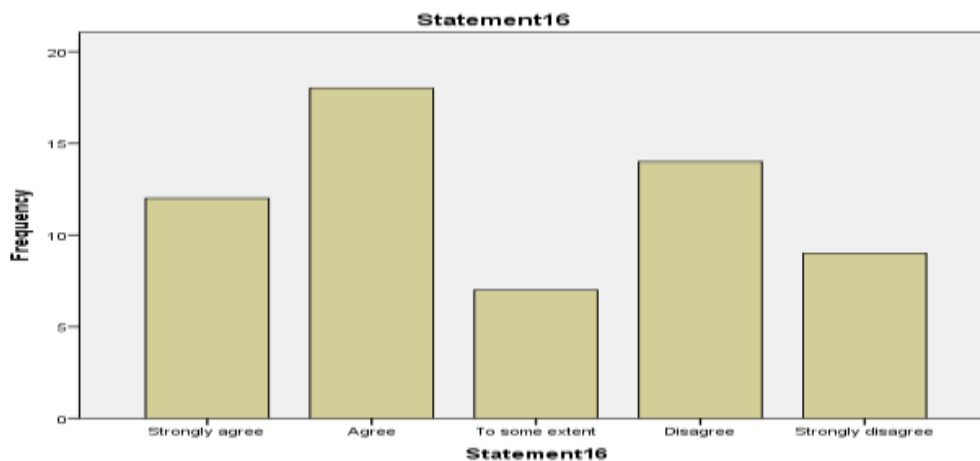|	Frequency	Percent
Strongly agree	12	20.0
Agree	18	30.0
To some extent	7	11.7
Disagree	14	23.3
Strongly disagree	9	15.0
Total	60	100.0

Figure (4.16)

Table (4.16) shows that most respondents (84%) agree that, Translation is a frequently used strategy for teaching foreign. According to the statistical analysis only few respondents (50%) agree,(11.7) % disagree and (38.3%) disagree, Translation is a frequently used strategy for teaching foreign. Therefore this statement is accepted.

Table (4.17) Translation supports language learning process, especially at lower levels

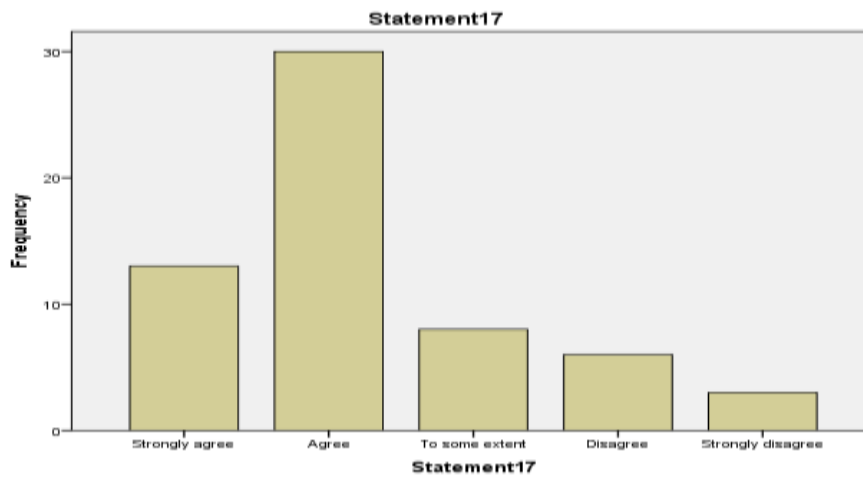|	Frequency	Percent
Strongly agree	13	21.7
Agree	30	50.0
To some extent	8	13.3
Disagree	6	10.0
Strongly disagree	3	5.0
Total	60	100.0

Figure (4.17)

Translation supports language learning process, especially at lower levels. The participants give positive response to the statement. Table and diagram (4.17) show that, (71.7%) agree with the statement, (13.3%) of the sample to some extent and (15%) disagree. The statement is accepted.

Table (4.18) Discussion of differences and similarities during the translation process helps learners understand the subtle meaning of the two languages

	Frequency	Percent
Strongly agree	11	18.3
Agree	19	31.7
To some extent	12	20.0
Disagree	16	26.7
Strongly disagree	2	3.3
Total	60	100.0
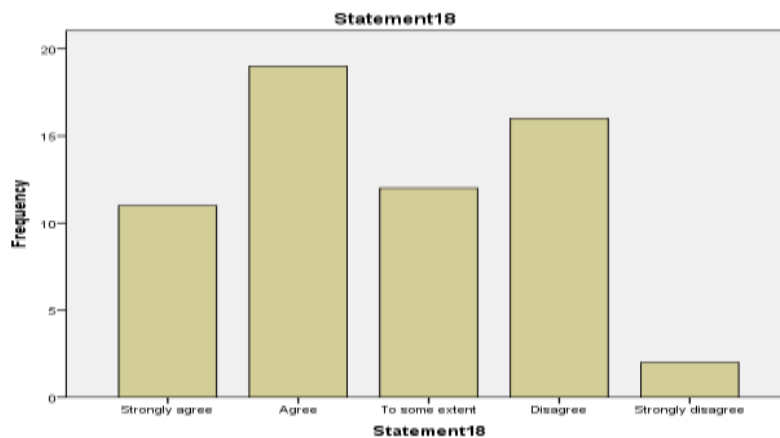
Figure(4.18)

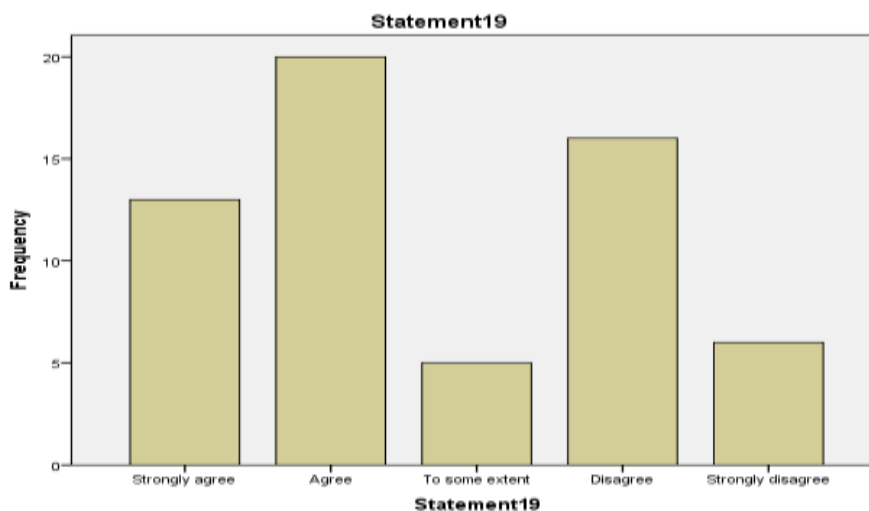Table and diagram (4.18) show that, most respondents agree that, There is discussion of differences and similarities during the translation process helps learners understand the subtle meaning of the two languages .According to the statistical analysis of statement (50 %) agree, (20%) to some extent and (30%) disagree that, There is a good coverage for the language skills therefore, this statement is not accepted.

Table (4.19) translation tests all language skills and keeps students active

|	Frequency	Percent
Strongly agree	13	21.7
Agree	20	33.3
To some extent	5	8.3
Disagree	16	26.7
Strongly disagree	6	10.0
Total	60	100.0

Figure(4.19)

The statistical analyses in table and diagram two show that, Translation tests all language skills and keeps students active shows that most respondent (55%) agree, (8.3%) to some extent and (36.7%) of the sample disagree that Translation tests all language skills and keeps students active Therefore the statement is accepted.

Table (4.20) Translation activate social concept in Sudanese Classrooms

	Frequency	Percent
Strongly agree	7	11.7
Agree	28	46.7
To some extent	11	18.3
Disagree	5	8.3
Strongly disagree	9	15.0
Total	60	100.0
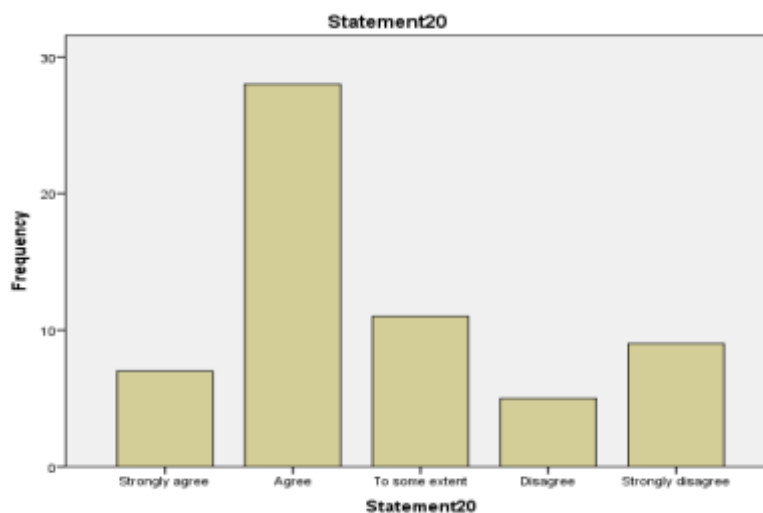
Figure(4.20)

Table and diagram (4.20) show that, most respondents agree that, Translation activates suddenness classroom and social concept. According to the statistical analyses of statement (58.4 %) agree with the statement,(18.3%) to some extent and (23.3%) disagree that,Translation activates suddenness classroom and social concept , so that this statement is accepted.

4.2 Verification of the Study Hypotheses

1-students find difficulties in practicing target language without using translation.

2- Some teachers have bad effects and wrong use of translation.

3-The curriculum construction and its achievement through translation motivate students to English language acquisition.

4-Translation helps in qualifying teachers and learners in Arabic and English languages.

5-. Translation helps in discovering the difficult and hiddens meanings of the two languages.

6 - The discussion of the similarities and differences of two languages motivate learners to second language acquisition.

4.3 The Summary of the Chapter

This chapter proved that the hypotheses of the thesis are verified and acceptable.

CHAPTER FIVE
MAIN FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter concludes the study summering through the findings, suggests and recommendations.

5.1 The Main Findings of the Study

The results have proved that:

1. Using translation in teaching English is an essential and fundamental issue through considering why, when and how we use it in classroom.

2. Translation is time- saving but should be restricted to abstract words only.

3. Designing of well translation activities in classroom can encourage and enhance learners to practice the four skill of language.

4. Translation considers the skill number five as a helpful, a useful, a meaningful medium and a natural communicative activity for both teachers and students.

5. Not only teachers but also students should have various linguistic commands and cultural aspects of the two languages to facilitate second language acquisition.

6. Discussion of linguistic differences and similarities of language one and language two among the students can help them to reduce the mother tongue interference to enable them understanding the subtle meaning of the two languages.

7. Translation motivates students to participate and interact in the lesson effectively but without overusing of it.

5.2 The Recommendations

1. The syllabus designers should insert translation in curriculum of both basic and secondary levels to motivate students using dictionary skill well.

2.The teachers should notice that the limited and judicious use of translation in classroom does not reduce students' exposure to English but it can assist and enhance teaching and learning processes.

3.The teachers must be trained well how to teach English language through translation .

4. Student should have more exercise in translation of suitable texts to enable them acquire the language accurately and fluently.

5.3 Suggestions for Further Study

1. More studies on the role of translation as authentic materials on integrating culture with language to facilitate second language acquisition.

2. More studies aiming at investigating on the problems and suggesting solutions of translation using in teaching English in Sudanese schools.

5.4 The Summary of the Chapter

In fact, translation is more necessary nowadays than ever before and our age has been called the age of translation so that translation is specific skill whose practice extends over differing areas with distinct objectives which can enable both teachers and learners to master the two languages.

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Appendices

Sudan university of science and technology

College of Graduate Studies

College of Education

Questionnaire for Teachers

Dear teachers:

Really, I would be grateful if you response to the following statements which are intended to collect data for study under the title

(Enhancing learners competence and performance through using translation)

No	Statements	Strongly agree	agree	To some extent	disagree	Strongly disagree
1	Translation attracts students to cultural variations					
2	Translation should be taught by well experience trained teachers					
3	Translation enhances learners autonomy and collaborative learning					
4	Translation qualifies depend on carefully chosen texts					
5	Translation motivates students to participate and interact in the lesson					
6	Learners may not see the value of translation as an activity to help them learn English language					
7	The skills involved in translation may not be suitable for all kinds of learners.					

8	The teacher needs to be aware of cultural difference of the two languages involved					
9	Translation supports the effective use of Dictionary					
10	Students weakness in vocabulary hinders translated teacher's task					
11	Translation is time-saving but should be restricted to abstract words only					
12	Designed well translation activities in the classroom enhance to practice the four skills					
13	Translation by its nature is a highly communicative skill					
14	Translation in groups encourages learners to discuss the meaning and use language at the deepest possible levels					
15	Translation is a real- content, natural activity and necessary in increasing class environment					
16	Translation is a frequently used strategy for teaching foreign languages					
17	Translation supports language learning process, especially at lower levels					
18	Discussion of differences and similari process helps learners understand the s languages					
19	translation tests all language skills and keeps students active					
20	Translation activates social concept in Sudanese Classrooms					