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Investigating the Role of Translation in Learning English as a Foreign Language

تقصي دور الترجمة في تعلم اللغة الانجليزية لغة أجنبية

**A Thesis Submitted in Fulfilment of the Requirements for the Degree of PH-D in English
Language (Applied Linguistics)**

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Dedication

This study could not be achieved without the support of the people I would like to mention here.

My deep gratitude goes to my supervisor Professor Abdalla Yassin Abdalla, who guided me through all the stages of this thesis. He always filled me with enthusiasm and power to learn, read and research more and more.

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I also dedicate this work to my parents, Abdulhafeez and Umsalama, may their souls rest in peace, my lovable supportive brother, Hassan, who has been standing beside me in all the stages of life, particularly during the phases of this study, my sisters, and my small family Aseel, Ethar, Esra, Mohamed and Ahmed and to my friend and brother Khalaf Alla Ismaeel

My dedication goes to all my colleagues, friends and family. And to all those whose names are not mentioned

Abstract

This study aimed at investigating the role of translation in learning English as a foreign language. The study adopted the descriptive analytical method, the researcher collected the data by using diagnostic test for (50) students of the Sudan University of Science and Technology, Third Year students of English Language, in the College of Languages. To analyze the data the researcher has used the Statistical Package for Social Science (SPSS). The findings of the study have revealed that utilizing translation as a learning tool can produce such an indescribable impact on the level of learning. Furthermore, when it comes to doing exercises based on translation skills, they perform very poorly at first, however as they proceeded with more exercise their standards have gone up so remarkably. In light of the findings of the study, the researcher recommended that the textbooks need to include translation activities that satisfy the students' communicative needs; in addition, teachers should encourage students to participate and express their ideas in English. Moreover, teachers should raise the students' awareness about the importance of oral skills in the process of foreign language learning.

(Arabic Version)

المستخلص

هدفت هذه الدراسة إلى التعرف على دور الترجمة في تعلم اللغة الإنجليزية كلغة أجنبية. اعتمدت الدراسة المنهج الوصفي التحليلي الذي جمعه الباحثة باستخدام الاختبار التشخيصي لعدد (50) طالب وطالبة من جامعة السودان للعلوم والتكنولوجيا من طلاب السنة الثالثة قسم اللغة الإنجليزية بكلية اللغات. لتحليل البيانات استخدم الباحث الحزمة الإحصائية للعلوم الاجتماعية (SPSS). كشفت نتائج الدراسة أن استخدام الترجمة كأداة تعليمية يمكن أن ينتج عنه تأثير لا يوصف على مستوى التعلم. علاوة على ذلك ، عندما يتعلق الأمر بالتمارين القائمة على مهارات الترجمة ، فإن أدائها سيئاً للغاية في البداية ، ولكن مع تقدمهم في المزيد من التمرينات ، ارتفعت معاييرهم بشكل ملحوظ. في ضوء نتائج الدراسة أوصت الباحثة بضرورة أن تتضمن الكتب المدرسية أنشطة ترجمة تلبى احتياجات الطلاب التواصلية. بالإضافة إلى ذلك ، يجب على المعلمين تشجيع الطلاب على المشاركة والتعبير عن أفكارهم باللغة الإنجليزية. علاوة على ذلك ، يجب على المعلمين زيادة وعي الطلاب بأهمية المهارات الشفوية في عملية تعلم اللغة الأجنبية.

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List Of Terms

CMC	Computer Mediated Communication
CALL	Computer Assisted Language Learning
FL	Foreign Language
L1	First Language
L2	Second Language
LL	Language Learning
LFL	Learning Foreign Language
GTM	Grammar Translation Method
ELT	English Language Teaching
EFL	English Foreign Language
DM	The Direct Method
A-L-M	The Audio – Lingual Method
CA	Contrastive Analysis
PT	Pedagogical Translation
TL	Target Language
SL	Source Language
CFT	Critical Functional Translation
T	Translation
TILL	Translation In Language Learning
TT	Targeting Teact

Chapter One

Introduction

CHAPTER ONE

INTRODUCTION

This introductory chapter will provide a description of the theoretical framework of the study with special focus on the statement of the problem, study questions, hypotheses, objectives and the methodology of the study.

1.1 Context of the Study

Translation has been used for centuries by foreign language learners to facilitate language learning, but translation has played various roles under different language teaching methods. While some foreign language educators may consider translation as a critical means to ensure students' comprehension, other teachers may totally forbid or discourage the use of the native language and translation in the classroom. Thus, translation has long been neglected in second or foreign language (FL) classrooms because it was considered an inadequate reminder of old teaching methodologies, especially those associated with (or derived from) the grammar-translation method. This became increasingly evident mainly due to the beginning of Translation Studies as such and the direct, natural and communicative language teaching methodologies, which considered translation exercises as destructive for the development of the new language.

Scholars and educators have always tried to establish a link between EFL learning and translation in an attempt to find out the extent that translation can be useful in this domain. Translation in this context is a means of teaching and learning. It is a tool to facilitate the process of acquiring the second language (L2). Translation in such a context is called pedagogical translation. The term pedagogical translation is suggested by Klaudy (2003:133) and Gile (1995: 52) as cited in Vermes (2010). Also J.P. Vinay and J. Darbelnet distinguished among educational translation, professional translation and linguistic research as cited in Cordero (1984). They all distinguished translation as a means of LFL, and call it the pedagogical translation, which varies from translation as a profession and they call it the professional translation. The interest of this study is the pedagogical translation.

Translation as a tool for language learning (L.L.) has always existed. It was first introduced as a method of teaching basing on the scholastic method (Hell, 2009); and the classical method, with which Latin and Greek were the only foreign languages to be learned in Central Europe in the medieval times. The Grammar

Translation Method was emanated then. A lot of people now in the field do not encourage the use of translation in TEFL, putting in mind that method as it is, does not give much to the communicative competence of the learners, particularly in now the main purpose of learning modern languages is communication.

No one denies the importance of LFL especially English in this era, where it is the international language of science, technology and communication. English is the second language in terms of people who speak it as a native tongue. It is the most taught Lingua Franca in international circles. English is the language of "higher communication" in the third world countries (Zoghoul, 2003).

English language teaching tradition has encountered great changes. It is not like other subjects such as math or physics which have the same theories for years. Teaching foreign languages in general and particularly English has changed, developed and amended so much since its existence.

Language is as old as human history. Societies have enlarged and extended through out the history so as cultures and languages, later the science of learning foreign languages have appeared, developed and strengthened, although the need to learn a foreign language by itself is as old as human history.

Translation has always been a part and parcel of LFL It was first introduced in the grammar translation method (GTM). Now translation is retrieved into L.L. as some authors and educators in the field have strong beliefs about its role as a facilitating tool for the learning process. Although ELT and translation are two different areas of linguistics, they both have the same purpose that of communication. The study will review the relevant works of its history in the second chapter.

1.2 Statement of the Problem

With the growing importance of learner-centered method, researchers have attempted to lighten the load of language learning, and have investigated what is helpful for learners to achieve their objective in the most economical way. Among them, the use of translation and also its place has been a debatable topic. Although, most language educators are completely against the use of translation in English language classrooms, nowadays, this perspective is changing and more and more professionals have believed in the facilitating role of the students' native tongue in language classrooms. In most of Arabic countries, the mother tongue, Arabic, is the formal language of education. All students do their primary education in their

mother tongue. If these students have an early exposure to the English language, it would make a big difference to them. Therefore, ignoring the use of learners' first language in English language classes could naturally lead to the students' demotivation. The purpose of the present study is to deal with translation as a fruitful material in language classes and get rid of its reputation from what considered badly in GTM. Therefore, the challenging problem is to consider that whether translation use in EFL learning and EFL teaching is as facilitating or deteriorating matter.

1.3 Objectives of the study

This research seeks to realize the following objectives:

- 1- To make clear the pedagogical value of translation as a language learning tool.
- 2- To advocate some interesting translation tasks and techniques that will help motivate the learners through the use of translation acquire second language skills.
- 3- To find out the appropriate methods and techniques in connection with the application of translation skills in order to enhance second language learning.
- 4- To develop English language skills using diverse translation approaches.
- 5- To investigate the effect of learning the culture of the target language on developing English language Skills.

1.4 Questions of the study

- 1- What is the pedagogical value of translation as a language learning methods?
- 2- How can interesting and motivating translation activities help the learners to acquire second language skills?
- 3- To what extent can the use of translation activities beside the appropriate methods and techniques, will enhance second language learning?

1.5 Hypothesis of the research

1. Translation has a pedagogical value and can therefore help in foreign language learning.

2. Interesting and motivating translation activities help the learners to acquire second language skills.

3. The use of translation activities beside the appropriate methods and techniques will enhance second language learning.

1.6 Significance of the study

This study is an attempt to help teachers to solve some of the problems of learning English language through utilizing authentic exercises of translation skills at university level. Again has the effect of drawing the learners' attention to the importance of studying cultural aspects of the target language as a means to enhance translation skills and this in turn will develop learning English language. The study also may have great benefits not only to those who are involved in teaching and learning English as a foreign language, but also syllabus designers and researchers who may get the most out of this research.

Translation exercises can weaken the linguistic system in both languages.

Translation has been handled as a method of teaching the language. It has encountered great debates about its role, some do not favor its use, among them Malmkjaer (1998), Modica (1991), Selinker (1992) and Dennis Newson (1998). Others believe it is important in L.L. Cordero (1984), Popovic (n.d.), Vermes (2003), Eadie (1999), Duff (1989), Lazar (1996), Atkinson (1993), Cunningham (2002), Shih-Chuan Chang (2011) Cook (2007-2010) and Widdowson (2003), In the second chapter the researcher will deal with some of their ideas.

People in the field who do not favor translation in LFL rely on their negative perceptions about translation in the grammar translation method. The salient features of this method, according to Prator and Celce Murcia cited in Vaddariz (2012), are:

1. The mother tongue is the main medium of teaching.
2. Long lists of vocabulary are there in isolation.
3. Intensive explanation of grammar is given to the learners with rules of putting words together.

As mentioned above translation in L.L.is one of the old theories, it has been introduced since the 17th century in Europe but at that time learners had to learn by heart long lists of vocabulary and focus on grammar rules and syntactic structures and translate some literary works. There was no interest in the oral use of languages, as the purpose of learning Greek and Latin was not communication. Now translation is introduced back in language classrooms as some EFL authors have strong beliefs about its importance in LFL. Duff (1989) states:"teachers and students now use translation to learn rather than learning translation". He gives reasons for the importance of employing translation in TEFL classrooms, he mentioned that translation develops accuracy, clarity and flexibility, it trains the learner to search (flexibility) for the most appropriate word (accuracy) to convey the meaning (clarity) (Duff; 1989:7). Atkinson encourages teachers to use translation for learners in TEFL classrooms as there is always translation in their minds. Also Macau (2002) mentions that translation taken as a communicative activity can be diverse, imaginative and motivating. Another educator who encourages translation in the language classrooms is Beltran (2002), she says:[...] "translation could not only enhance the process of learning the language from a pragmatically and social point of view, but also contributes to a better and deeper understanding of the second language and culture". More consideration will be shown for this issue in the Literature Review section.

The study will fill a gap in this topic of translation in TEFL, because when the researcher was looking for the literature and data on the topic few are found especially when Arabic is the mother tongue. Much is found when other languages such as German, Spanish, French or others rather than Arabic is the mother tongue. When literature is connected with Sudan the researcher found a nill research on the topic of translation in TEFL. The researcher's colleagues, some people in the field and some department heads reported nothing about a topic or a research of the kind. Nothing also was found in the university databases which are available for the researcher. A tour to some Universities' libraries in Sudan showed nothing.

This study will contribute in improving the level of the performance of foreign language. In Sudan English language is the main foreign language that is taught at schools, colleges and universities. No one denies the poor performance of English language among the university graduates.

1.7 Methodology of the study

The researcher followed the analytical descriptive method in this study using the questionnaire and the test along with the interview as a means to prove the hypothesis of the study. The questionnaire will evaluate the students' ability not only in translation, but also in understanding the target language. The data of this study will be fed into computer so as to be analyzed using the Statistical Packages for Social Sciences programme (SPSS).

The survey will cover the dominant practices in the classroom and the relation between dominant practices and learning objectives. In addition to, cover the current opinions (among teachers, students and academics) about the use of translation in language learning.

1.8 Limits of the study

The researcher will be confined to EFL learners, MA students at English department (translation), Sudan University of Science and Technology. In addition to, lecturers and teachers of EFL in some higher institutes will be included as well.

Chapter Two

Literature Review

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews relevant literature on the issue in question and other related topics with some emphasis on the nature of communicative competence. Important findings and arguments from opponents and proponents of an English-only teaching method will be discussed. The chapter is divided into two parts, the first one is on the theoretical framework, and the other is on previous studies.

Part one: Theoretical framework

Part two: Previous related works

2.1.1 Review

Without doubt, quite a number of educators, classroom practitioners and students alike, foster the feeling that language learning is a set of structural rules and they more concern with grammatical competence apart from its use “whether it is feasible, appropriate, or done in a particular speech community” (Richards & Schmidt 2010: 99). On the contrary, “learning a foreign language is more than a simple task of assembling lexical items in grammatically accurate sentences” (Liddicoat 2017: 1). In point of fact, grammatical competence is a fundamental element to be reckoned with and learned, its connection with other important competences should be taken into account, due to the fact that it is only a single aspect of a multifaceted reality in which the communicative competence includes four interrelated areas: language knowledge; grammatical competence (formal competence), sociolinguistic competence (sociocultural competence), discourse competence and strategic competence (Martínez-Flor, & Usó-Juan 2006, Richards & Schmidt 2010).

One more important is the sociolinguistic competence which includes pragmatic competence which is defined by Richards & Schmidt (2010:449) as “being able to use language appropriately according to context (taking into account such complexities as social distance and indirectness) in order to accomplish one’s communicative goals”. Consequently, to use language appropriately, a speaker or writer is described to be pragmatically competent. All language functions are

undeniably universal so long as they delineate human interaction. (Lackoff 1973, Leech 1983, Brown & Levinson 1987). However, the employment of these functions does not rely exclusively on linguistic competence but rather on sociocultural factors. To further elucidate this part is that what is polite to certain speaker or hearer may be impolite to another or vice versa (Holmes 2001, Watt 2005, and Tagliamonte 2006).

A good grasp of pragmatic theory is essential on the part of practitioners if they intend to explicitly construct the appropriate use of interlanguage or communicative competence.

2.1.2 Interaction

In spoken interaction, speaker and listener do not merely have to be good processors of the spoken word, able to produce coherent language in the difficult circumstances of spoken communication. It is also useful if they are good communicators, that is, good at saying what they want to say in a way which the listener finds understandable. To appreciate what is involved; it can be useful to think of the communication of meaning as depending on two kinds of skill.

Firstly, in many circumstances speakers organize what they have to communicate in typical patterns. These patterns correspond more or less to typical kinds of message, and so deal with recurring cognitive problems. These have been called 'routines' (e.g. Widdowson 1983). Examples of routines include story telling or joke telling; descriptions or comparisons; and instructions.

Secondly speakers also develop skills in solving all sorts of communication problems which can be expected to occur in spoken exchanges. These we will call negotiation skills. They consist of skills which are used to enable speakers to make themselves clearly understood whatever the interaction, and to deal with communication problems that may occur. Negotiation skills are skills which are common to all kinds of communication. For example, they include the ability to check on specific meanings, to alter wording, to correct mistaken interpretations, to find words for ideas for which the speaker does not already have some generally accepted phrase.

We should perhaps note that these skills—they might almost be called thinking skills—are in many respects the same as those required in written communication, where they are equally important. However, both routines and negotiation skills are likely to involve slightly different forms of expression according to whether the language used is oral or written (for instance, a spoken story is likely to have some oral conventions which are less likely in written form).

2.1.3 Historical Perspective

Translation has always been accompanied to learning and teaching second or foreign language. It used to be a part and parcel of learning and teaching Greek and Latin languages in central Europe in the Medieval Ages. The purpose of learning a foreign language at that time was different from the current purposes (Sabir, 2013). This issue will be overviewed from a historical point of view in the second section of this chapter. The theories and hypothesis of language learning will successively be pointed.

2.1.4 Types of Translation

Viewing translation from a classificatory standpoint one has to discuss types and methods of translation. According to Hatim and Munday (2004), Jacobson in his seminal paper (1959/2000) distinguishes between three main types of written translation: Intra-lingual translation, inter-lingual translation, and inter-semiotic translation. Intra-lingual translation is the translation of textual materials within the same language and may include rewording or paraphrasing. Inter-lingual translation is to translate textual materials from one language into another. It is also referred to as the proper translation. Whereas inter-semiotic translation is the translation or the interpretation of the verbal signs by non verbal signs as translating ideas or emotions into a painting or in symphony of music.

In addition, each theorist looks at these types of translation differently and classifies them in different ways. For Ghazzala (1995), for example, literal versus free translation is a sufficient classification. According to him, all the available typologies can be squeezed into these two types. All in all, the available typologies may include the following (Ghazzala 1995:5)

1. Semantic versus communicative translation.
2. Formal versus dynamic translation.
3. Non-pragmatic versus pragmatic translation.
4. Non-creative versus creative translation.

Even though, Ghazzala (1995) discussed only the literal and free translation, he started by literal translation which, according to him, is of two types:

1. Word-for-word translation;
2. Direct translation.

The first type aims at translating individual words only taking no consideration of the grammatical or other linguistic differences. Hence word-for-word translation involves extreme fidelity to the wording of the source text and forces the translator to set the exact equivalents. On the other hand, the second type, direct translation, considers the grammar and the linguistic differences.

2.1.5 Translation Strategies

Strategies are sets of procedures that are used to translate; each one has a scale of facility that may be more helpful than the other. Bosco (1997) classified translation techniques or strategies into two types, direct and oblique.

2.1.6 Direct Translation Techniques

Direct translation techniques are used when there are conceptual elements that can be transposed into the target language. Bosco (1997) classified those techniques as follows

- (i) Borrowing
- (ii) Calque
- (iii) Literal translation

(i) Borrowing

Bosco (1997) defines borrowing as the attempt to take words from one language and put them in another language alphabet. These words are naturalized to suit the grammar and the pronunciation of the target language. Eventually these words become part of the lexicon system of the target language as in Arabic language.

For example

1. Computer كمبيوتر
2. Microwave الميكرويف

Also the English language has borrowed numerous words from different languages. For example,

1. *Résumé* and *café passé* from French
2. *Kindergarten* and *hamburger* from German

(ii) Calque

Calque or loan translation is the literal translation. It is to translate a phrase borrowed from another language literary, preserving the source language structure and the manner of expression which may not be familiar to the target language. For example, *champions' league*, *week-end* and *cool* are new borrowed expression used in French and Arabic.

2.1.7 Literal Translation

Literal translation is to translate from the source language into the target language and to preserve the same effect and wording of the source text, only the language is changed. In literal translation, changes which may affect the source text structures are not allowed. This method usually works with languages from the same family as the following example shows.

1. J'ai parlé au parlementhier → I gave a speech in the parliament yesterday

2.1.8 Oblique Translation Techniques

As for oblique, Bosco (1997) claimed that these techniques are used when the translator cannot translate elements from the source language without adjusting or changing the meaning, the grammatical and stylistic elements of the target language. Oblique translation includes:

- (ii) Transposition
- (iii) Modulation
- (iii) Reformulation or equivalence
- (iv) Adaptation
- (v) Compensation

(i) Transposition

Transposition is to involve changes at the parts speech order when translating, especially at the grammatical level. Zakhir (2008) said that this type is used frequently, because of the wide range of possibilities it offers for translators. Also, it is seen as a solution for *untranslatability*. For example:

1. *A fast train* قطار سريع ; *A fierce dog* → 'كلب شرس.'

2. *Blue ball* → *boule bleue* in French.

(ii) Modulation

Modulation is a type of translation where the translator adds changes to the grammatical and semantic structure of the source language to suit the target language without affecting the meaning, because it has to convey the same idea of the source text, and yet it should not carry awkwardness to the reader of the target text. According to Zakhir (2008), Vinay and Darbelnet(1977)

distinguished between two major types of modulation, *recorded modulation*, also called *standard modulation*, and *free modulation*.

Recorded modulation is usually used in bilingual dictionaries. Thus, it is a ready type to use. The elements translated by standard modulation are fixed, it is obligatory to keep them as they are. For example:

1. It is easy to understand → منالسهلأنا فهم

It does not suit the Arabic language, and stylistically inappropriate to translate it as,
من الصعب ان لا أفهم

Free modulation is considered to be more practical, because it has many possibilities to change the expression of the source language to suit the target language, for instance, translators can change the negative form into the positive form. For example ,1. It is difficult → Cen'est pas facile.

2.1.9 Scientific Translation: Historical Perspective

In this part of the chapter the different steps which were taken in the direction of formulating a technical and scientific theory of translation throughout the history will be considered. This operation will be dealt with in comparison with other research field. It was observed that concern for technical and scientific translation only appears in the 1950s, when obsession with canonical quality seems to decline somewhat within Translation Studies. A further finding is that consideration of this type of translation has been and remains mainly practical, with reflections on

problems posed by terminological domains (mostly legal and, lagging far behind, medical, business and IT), teaching, documentation, the interpreting of technical discourse and professional issues as the favorite topics.

2.1.10 Translation and Language Pedagogy

Teaching approaches and pedagogical beliefs have always been under changes, modifications and developments- a phenomenon common for all sciences. Linguistic competence has changed during the history, which requires shifts in methods, approaches and methodologies. Many different methods and approaches have appeared, others have vanished from the traditional methods to post method era.

2.1.11 Foreign Language Teaching and Learning Methods

The history of learning a foreign Language is dated back to the times of learning Greek and Latin languages. Sverak, (2011) finds it difficult to state its definite history, as almost no records have been kept about the earlier history. But he declares that the two or three millennia prior to the 19th century could be the exact history of learning foreign language. According to Howard, (1998) Latin Language dominated the school curricula in the Middle Ages and shared the pre-eminence with Greek within the Renaissance.

It is mentioned that the first course was prepared in 1793 by Johann Christian Fick in Germany; it could have been the first traces for bilingual approach, Howat quoted in A.Alraoof, (2010). A.Alraoof also quoted Dodson, 1967 that the method of teaching at that time resembled very much the GTM, it was the Classical Method.

It is reported that the method of teaching those Languages was the Classical Method- it was also named the Prussian Method, from Prussia in Germany (Garcia cited in Rivers, (2000)). Latin was taught by techniques that focused on the grammatical rules of the language and memorization of large amounts of vocabulary and grammar structures, and some exercises beside translation of texts. Machida, (2011) expresses that translation was at the heart of the method in the 16th century. Vermes (2010) states that the GTM had been used at that time by a different name. (...employed in the secondary schools in Prussia at the end of the 18th century)

By the beginning of the 19th century the situation started to change when one or more of the European Languages had to be learnt. But still the classical languages were taught at schools there. Howatt cited in Sverak, (2011) ... very few schools

taught foreign languages except as optional extra to the principal work of the school, the teaching of classical languages but by the year 1900 most schools added (a) foreign language(s) subject to their curricula- Howatt cited in Sverak, (2011). Thus the students and teachers used their familiar method- The Classical. Thus the previous method now it was used to teach and learn new other languages. Undoubtedly some adjustments were needed for the sake of teaching and learning the new LIVING languages.

To find why and how changes and alterations occur in the new field of learning languages, it is worth mentioning the Reform Movement.

2.1.12 The Reform Movement

Some innovators like Wilhelm Viëtor (1850-1918), Otto Jaspersen (1860-1943), Henry Sweet (1845-1912), Paul Passy (1859-1940) from Germany, Denmark, Great Britain and France consequently started to call for changes and modifications. Being a founder, Viëtor called for a remodeling of teaching languages by improving teaching and learning. They introduced the importance of pronunciation, they encouraged speaking more than writing. SIEFERT,(2013) SIEFERT,(2013) stated the single characteristic of the Reform Movements.

Methodology is teaching phonetics, with stresses on vocal articulation and hearing. They prioritized also the use of conversation texts and dialogues to introduce expression into the oral language, beside an inductive methodology in grammar (Macau, 2002). As for conventional systems of writing and creative writings, they are far beyond their interests, just for favor of transcriptions and dictation exercises. As for reading it was aloud and then in silence. Translation was used orally from the teacher to help in comprehension or class instructions. Learners sometimes asked to translate selections from the reading passages. Written translation was difficult – only in higher levels. SIEFERT,(2013) SIEFERT,(2013) announces that Reformers never ban translation. They just do not encourage the Old Method.

All in all the Reform Movement opposed the old traditional method of teaching which is directed to translation using in this method, they also criticize the GTMs focus on written translation of texts into the foreign language it is described as : mindless, mechanical, burdensome, old, overly ruled, inadequate, ineffective, unrepresentative of the learners language ability. SIEFERT,(2013) SIEFERT,(2013) goes on that the criticism of translation in language learning and teaching is not aimed at the translation within the GTM particularly, the Reformers

have their severe criticism against written, not oral translation that is used for comprehending, but not as an aid for the learning process. But Sverak sees that the Reformers were the first and greatest opponents of the GTM, as he quoted Randaccio, the principals of the Reform Movements were:

- 1- The primacy of speech
- 2- The importance of connected text in language
- 3- The priority of the oral classroom methodology.

2-2-1-1 The Grammar Translation Method

2-2-1-1-1 The origin

One of the most debatable methods among the teaching methods is GTM. It is referred to as traditional, classical, Old-fashioned time honored. The GTM was not originally a named method and cannot be traced back easily to one creator. Rather, it became something assumed traditional classical time honored etc because of its resemblance to the Classical or Prussian method. The GTM represents some ancient roots- Richards and Rogers, (2001) cited in SIEFERT,(2013) SIEFERT,(2013). He also indicates that the origin of the term is accredited to the Direct method, beside the Reformers, for the need of being different.

For Sverak, (2011) the GTM was the same method that introduced in Gemnasia-Germany at the end of the 18th century and the first courses with this method was published by Christian Fick but the originator for Sverak was John Valentin Meidinger. Macau, (2002) also originated the GTM to that method by which Latin and Greek were taught and learned- it is the same for but not as for other linguists such as SIEFERT,(2013).

Sverak, (2011) mentions that the existence of the GTM was to simplify the techniques of the Classical Method and to make the process of learning easier for the learner, he considered it as a progressive step in the world of methodology, at that time. However it was not so much suitable for the new learners who had to learn languages for the purpose of communication.

The origin of the phrase Grammar Translation Method (GTM) has never been accredited to one creator, however the word Grammar appeared in some Vietors work and it was associated with the word Method essentially, in the previous

method Grammar has been presented alongside with practice texts of translating. The manual of Meidinger cited by SIEFERT,(2013) SIEFERT,(2013) viewed that grammar should have been stressed to learn a foreign language and translation from the mother tongue to the foreign language should have been given a hallmark. He also saw that grammar must have been compared between the two languages. For SIEFERT,(2013) SIEFERT,(2013). The primary originator of the later- formed method is Meidinger and his successor Ollendorff, who also provided a method that could be as much the GTM. Some other theorists who called for activities similar to those in the GTM are: Siedenstrucker and Ahn.

All in all and according to SIEFERT,(2013) SIEFERT,(2013) the publications of Vietor from 1902- 1905 indicated the phrase GTM for the methodology of Meidinger,Seinstucker,Ahn, Ollendorff and Ploetz

2-2-1-1-2 The characteristic and techniques of the GTM

The characteristic and techniques of this method as for theorists of methodology can be as follows:

Macau cited Richards and Rogers, they stated some characteristics:-

- 1- Learn a language in order to be able to read its literature.
- 2- Approach a language through the analysis of its grammar rules
- 3- Focus on reading and writing, not on oral skills
- 4- Learn vocabulary words through bilingual lists.
- 5- The more sentences one translates the better. The sentences are basic units of meaning.
- 6- Correction is base of everything
- 7- Grammar is taught inductively
- 8- In order to learn, the teacher uses the students' first language. Comparisons are frequent.
- 9- This method does not require much from the teacher, and the student is passive.

Sverak,(2011) added some more characteristics quoting Prator and Celce-Murcia:

1- Little attention is given to the target language during the class time because the classes are in mother tongue

2- Vocabulary is taught in lists of isolated words

3- Little attention is given to the reading as texts are treated as exercises for grammatical analysis.

4- The translations are for disconnected sentences from the target language to the mother tongue.

5- Little or no attention is given to pronunciation

Some characteristics are cited in a list from SIEFERT,(2013) SIEFERT,(2013). He quoted OmaggioHadely and Chastian:-

1- Students first learned rules of grammar and bilingual lists of vocabulary pertaining to the reading or reading of the reading of the lesson. Grammar was learned deductively by means of long and elaborate explanations. All rules were learned with their exceptions and irregularities explained in grammatical terms.

2- Once rules and vocabulary were learned, prescriptions for translating the exercises that followed the grammar explanations were given.

3- Comprehension of the rules and readings was tested via translation (target language to native language and vice versa). Students had learned the language if they had translated the passage well.

4- The native and target languages were constantly compared. The goal of instruction was to convert the first language into the foreign language and vice versa, using a dictionary if necessary.

5- There were very few opportunities for listening and speaking practice (with the exception of reading passages and sentence aloud), since the method concentrated on reading and translation exercises. Much of the class time was devoted to talking about the language; virtually no time was spent talking in the language. (OmaggioHadely 2001: 107), italics and reference in original.

All lists quoted above indicate the main points of the method which the name itself conveys:- Grammar and Translation

2-2-1-1-3 Criticism against the GTM

One of the most remarkable features against the GTM is the incoherence that existed in texts and exercises. They were disconnected from the relativity of the class flow, SIEFERT,(2013) noticed this in Meidingers manual. Cook, (2010) asserted the point calling them invented sentences. It is also lack in unauthenticated materials, which will be dealt with later.

Grammar also was given too much concern, beside the inauthentic stretches of sentences that concerned as learning about the language and not learning the language.

The lack of speaking or listening also considered as a taboo to learn a language, because the lack of such skills does provide a big nil to the flow of the process of learning a foreign language, the reasons of learning the contemporary languages now is to speak and to listen.

The translation provided was also far away from the consistent class and SIEFERT,(2013) SIEFERT,(2013) stated that the proficiency of a written translation exercises is not sufficient evidence of a learners having learned a language.

Another point that is also remarkable in the GTM is its diminishing of pronunciation. The method provides nothing for this important part of language learning and for Jespersen cited in SIEFERT,(2013) SIEFERT,(2013) the nonexistent role of pronunciation and phonetics in the old method is actually his most serious criticism of it: Our pronunciation according to the old school is extremely poor, indeed, much more frightful than most people imagine. (Jespersen 1904: 145)

The previous source also expresses that the GTM does not accurately assesses the knowledge of the language for a learner, because of its focus on reciting as opposed to understanding.

In general the artificiality of GTM has played the greatest role for the method to be ignored especially for today's generally preferred styles of teaching and learning are the authenticity of classes and materials. SIEFERT,(2013) SIEFERT,(2013) indicated to refer to Van Lier, (1996: 123-146) for the dichotomy between artificial and authentic. SIEFERT,(2013) SIEFERT,(2013) added that Van Lier solved the

artificiality of the teaching materials with the importance of introducing some simple yet valuable linguistic repair procedures.

The greatest objection to GTM is the frequent translation, however some theorists call for using translation in language classrooms, but it depends on the teacher legitimacy. Such translation can pinpoint and facilitate structures, patterns and instruction sometimes, Sverak advocates translation in classroom and sees it a valid and can lead learners to better mastering of certain areas in language, grammar and vocabulary as examples.

The Criticism and opposition against this method led to the appearance of other methods- Direct Method and Audio- Lingual Method. An overview of these newly introduced methods will be discussed in the following section.

2- 2-2-The Direct Method

As discussed earlier the lack of the communicative competence within the techniques of the GTM has made linguists struggle to create methods Reformers have gone on to force the GTM (Howatt and Widdowson, 2004; Howatt, 1982; Doff, 2008)

2-2-2-1 The origin

For a final dismissal of the GTM, the contribution of the role of the Reform Movement could be felt greatly. Malmkjar, (1998) states: The final and severe blow to the grammar translation method came from methods of language teaching, known variously as Natural Method, Conversation Method, Direct Method, Communicative Approach, etc.

SIEFERT,(2013) SIEFERT,(2013) indicated that ...the DM comes into being with the unfolding of the Reform Movement.

Macau, (2002) states that the Direct Method (DM) was a combination of the Phonetic and Natural Methods. This is because the method is guided by principles of child's natural learning of the mother tongue. Izumi (200-) also expresses that the DM is a collection of all the methods emphasizing the importance of direct input.

Whilst for others the Direct method is a combination of all the methods that call for direct input in language learning including the Berlitz Method which will be dealt with later

The DMs founders were Francois Gouin (1831-1896) and Maximilian Berlitz (1852-1921) according to SIEFERT,(2013) SIEFERT,(2013) Gouin had which considered to be the most influential publication in the history of the DM. After his failure to study another language_ German through the classical method, and then he inspired to form a new method. As for Bearlitz, he had his private school , for some theorists it is another individual method that is called the Bearliz Method (Sverak, 2011; Cook, 2002; Macau, 2002). Gouin technically called his method the Series Method and Bearlitz called it after his name. For Howatt and Widdowson, quoted in SIEFERT,(2013) SIEFERT,(2013) Bearlitz was not an academic methodologist but just a trader for language materials organized in direct methods and they both, Gouain and Bearlitz created the method by a coincidence and good fortune. They both have the same goals:- no translation at any account and banning the use of the mother tongue in general.

2-2-2-2The Characteristics

The main characteristics of this method are the use of the target language is the only language that is used even in presenting class instructions and the prohibition of the use of the mother tongue inside the classrooms.

Macau, (2002) has had a list which she starts it by do notes:-

- 1- Do not translate: prove
- 2- Do not explain: perform
- 3- Do not make a lecture: ask
- 4- Do not imitate errors: correct
- 5- Do not use decontextualised words: use sentences
- 6- Do not speak a lot: make students talk
- 7- Do not use books: use syllabus
- 8- Do not go very quickly: follow the studentspace
- 9- Do not talk very slowly: talk normally
- 10- Do not be impatient: be calm

The most remarkable and considerable feature of this method is that the central focus and burden is not in the teacher but for the learner.

For SIEFERT,(2013) SIEFERT,(2013) grammar and pronunciation is taught deductively, and texts not necessarily be authentic. Teaching of the concrete is by objects lessons and teaching of abstract is by association ideas. Eventually the psychological process that enables the child to learn his mother tongue is the systematized application of the method- that is a reasonable reason as well for the DM to be called the Natural Method.

2-2-2-3 The Audio- Lingual method

The DM started to decline, even though, some theorists find it is still existed in other subsequent methods for example, Communicative Language Teaching SIEFERT,(2013) SIEFERT,(2013), the paper swill discuss it later. For Macau the DM has been remodeled and called differently for the late second half of the 20th century, Audio- lingual Method (A-LM) is one of the remodeling of DM for Macau, (2002). The A-LM is also called the Army Method.

2-2-2-3-1 Origin

The Army Method is called formally as the Army Specialized Training Program. It was introduced after the USA entrance to the World War 2nd and when the American Forces lacked skilled interpreters (Sverak, 2002) The objectives were to learn the militaries as the war was with aliens and enemies from different tongues.

2-2-2-3-2 Characteristics

The name of the method conveys its two greatest features- Audio, which emphasizes listening and Lingual that indicates speaking. This method is another suppress for the enhance ment of the reading and writing in the GTM and another suppress for the aural- oral modification in the DM.

The ALM does not provide teaching of grammar and translation is blacklisted– (Massoumi2012 queted Richards and Rogers. He stresses that translation will hinder the teaching and learning processes of the target language, although Sverak, (2002) quoted Cook that translation was used in practice, he declared also that the success of the method is ...was scribed to its intensity and the high level of motivation of students (Cherrinton 27)the ALM views language as a form of habit, it emphasizes correction. Language is first heard and then it is practiced orally. Macau, 2002

states that they used the first language compared to the foreign language for the purpose of obtaining positive and negative transfer. The teachers were native speakers.

2-2-2-4 Miscellaneous Methods and Approaches

There are some other methods that translation has been encouraged and other discouraged its use in teaching and learning

2-2-2-4-1 The Communicative Language Teaching

This method was introduced in 1972 by Curran. (Macau, 2002)

For many it is a near replica of the DM (SIEFERT,(2013) SIEFERT,(2013) it is still very much common.

The essential criteria of this method are: the strong link between the teachers and the learner, emphasis on the foreign or second language input, exposure to the language are in real situations and there is some employment of the first language using functional equivalence between the two languages. Here even translation is given by the instructor and the learners repeat it (Macau, 2002).

This method has taken great popularity but it is unsuitable for western countries. It also receives some criticism as it has some limitations to teach or learn academic or professional language; it lacks opportunities to develop accuracy in language use- Fluency is more important than accuracy, (, Zou,2015; Hinkel and Fotos quoted in Machida, 2011). Machida also cited Robinson the approach is not so much successful as it does not instruct basis for the learners which can be applied to generate more expressions. One more drawback of this approach is that it is unattainable for learners- especially adults- to achieve its aim of producing native like proficiency and learners sometimes feel sensitive to the requirements of being identical to the natives especially when cultural identity is in consideration (Byranquoted in Barrot, 2014). Because of such apprehensions, more transitions occur in the field.

2-2-2- 4-2 Natural Approach

This is developed by Stephen Krashen in 1983 (Macau, 2002). Acquisition does not require extensive conscious of grammatical rules or tedious drills. Acquisition is developed in meaningful interaction in the target language. Here Krashen has adopted five pillar input hypothesis. The first hypotheses is the most essential one

it is a theory of acquisition- learning. Krashen introduces acquisition as the subconscious acceptance of knowledge where information is stored in the brain through the use of communication, here it resembles the development of the mother tongue where as, learning is the conscious acceptance of knowledge about a language- this involves the product of the formal language instruction, according to Krashen learning is less important than acquisition. The relationship between learning and acquisition is explained by the monitor hypotheses. It defines the influence of acquisition on learning. The acquisition system initiates an utterance and the learning system monitors the utterance. Krashen states that this hypothesis can contribute in accuracy, he suggests to limit its use because of the barriers facing learners during concentrating on accuracy rather than fluency. The third one is the natural order hypotheses, it concludes that the natural teaching of grammar is the best way of teaching, it bases on some grammatical uses where some structures tend to be acquired early while others late. Here the learnersage is not necessary- it relies more on the background of the first language and conditions of exposure to the second or foreign language. Krashen does not encourage the grammatical sequencing as for the input hypotheses language acquisition occurs when learners receive messages that they can understand- comprehensible input. The progress of learners depend on the kindof inputs that arte one step beyond their linguistic competence. The effective filter hypotheses is the screen which is influenced by emotional variables that can prevent learning, factors such as anxiety, self confidence, stress motivation and etc. they prevent input to reach the part of the brain responsible for language acquisition. Here the environment of teaching and learning plays a fatal role. Learners are not to worry about their mistakes. They will need positive class atmosphere is essential. The last one is the reading hypotheses which states that the more we read in a second or a foreign language the greater we earn vocabulary.

2-2-2-4-3 Suggestopedia

Lazanov developed this method with the aim of bridging the psychological barrier. Here drama, art, physical exercises and others are used to facilitate the atmosphere in the classroom. Also it is important to use lighting, music for the sake of comfort and relaxation, thus using of the mother tongue is allowed to introduce the welcoming atmosphere of the class. The philosophical point is if the student they can learn, they will.

2-2-2-4-4 Contrastive Analysis Hypotheses

Since the 19th century the monolingual paradigm has played a crucial role in ELT. Translation abandoned its seat in language learning classrooms, though it has still played roles in other fields. Contrastive analysis (CA) as a sub discipline field of linguistics, deals with comparisons of two or more languages aiming to establish the differences and similarities between them. Sverak, 200 assumed that learners must use translation rules in CA. he also believed that the comparison of the two or more languages could predict the learners errors and prevents its occurrence. Sverak also cited Ross when he declares that the real exploitation of translation is when we use it to compare words, word order, phrases, expressions and etc. Translation as a means of comparison became popular among practitioners. It can be used to compare words, sentences, texts languages and cultures (Leonardo,200). The interest for CA started to decline by 1960s, as it became apparent that not all errors could be predicted or prevented.

2-3 Theories and Hypotheses of Foreign Language Learning

The different theories and approaches of learning are strongly linked to the foreign language learning. Psychologists have based many hypotheses that strongly tied to learning languages.

2-3-1 Behaviorism or conductivism

This theory was popular in the forties and fifties. Pavlov, Skinner and Thorndike are the founders. This psychological approach to language learning is connected to the empiricist trend, because of its physical and observable concerns. The main focus of learning is the change of behavior through habit formation and existence of stimuli and response. It has some links with the contrastive analysis hypothesis. Macau, 2013 stated the two concepts of behaviorism as follows:-

First the positive transfer, which occurs when words and grammar structures in first language are similar and second is the negative transfer, when the words and grammar structures are different. She also quotes that the behaviorism theory as it strongly based on imitation and reinforcement, as well as practice and habit formation. Another main feature of behavior view is the positive and negative reinforcement, praise should be given and physical rewards, when the utterance is correct and in case it is not, the rewards will be suspended.

There is no essential difference between the behaviorist model applied in first language and the one in the second language, according to Budya,(200)cited in----(2----), the same principals are still used in second language learnin such principles as imitation, reinforcement, feedback and habit formation, following a stimulus- response model. Also Lado,(1957) quoted by-----,(----), assumes that the similar features of first languae and second language are easier to learn when elements in the both languges are different. The Audio-lingual method is a real implementation of the behaviorist view. The main element are repetitive drills, no translation, no grammar explanation, word learning is elicited from the contexts and more spoken practices.

2-3-2- Cognitive Hypothesis

This theory was founded by Piaget, (1959). He sees close interrelated processes between cognitive acquisition development and language acquisition. There are stage starting from child birth to begin acquire his first language. This starts when the child observes and recognizes thins around him/her, this stage ends at the age of 18 months. It is called sensorimotor. Piaget views that at this phase a child has cognitive knowledge but not cognitive language acquisition development. This view is known as Cognitive determinism. The development of language forms is guided by cognitive growth. These views inspired Vygotsky, he also declares that language is a means of effect of the child surround world. When children have contacts with their parents and the others they start to interpret new language and form their experience which led them to develop their own competence knowledge later.

Hence cognitivism portrays the learner as an active informer. Learning requires learners to use repetition, recognizing new language, summarizing and guessing meaning besides memorizing. All these strategies require deliberate manipulation of language to improve the learning process.

Cognitive view is an organized internal competence which can lead the learners well to their learning process, i.e. thinking, problem solving and decision making mind. It enables the students to think systematically and critically. It will make their thinking unique which will be called executive control- high level control (consciousness).

2-3-3 Creative Construction Hypothesis

This theory is developed by Chomsky. He sees learners as those who construct internal or mental pictures of the learned language. This internal representation is linked to input, and then acquisition occurs. Krashen develops this theory by creating five pillars for learning languages. He was fond of the communicative language teaching. This theory of communicative language teaching found a lot of praise and followers from teachers

2-3-4 Interactionist Theory

Comprehension and interaction are important for language acquisition and learning. Macau,(2002) cited Gass&Selinker who stated this theory as a base for the similarities between first language acquisition and second language learning, irrespective to the other theories point them as great different processes. Macau, (2002) states that learners use two types of linguistic information: positive evidences, that refer to the well- formed utterances, and negative evidences which considers as information provided to a learner with a deviant utterance in a way or some.

2-4 Pedagogical Translation

Translation as a tool for learning a foreign or second language has always been classified as one of the cognitive learning strategies (Chamot,1987; OMalley et. Al., 1985, Oxford, 1990). It has always accompanied the process of learning a foreign or second language. Macau,2002 states:

learning a language is not an easy task. The bad news is that there is no magical methodology and that the most useful one is a mixture of them all. A conclusion mostly shared by scholars researching in this field of study would be that the fact of accessing a L1 always benefits the learning of an L2 or a FL. Learning a foreign language should not be presented as the acquisition of new knowledge, but as an extension or alternative of what the student already knows. Language learning is more likely to be successful when it is associated with particular areas of use, which cut across linguistic and cultural boundaries.

This topic about the place of translation in language teaching and learning has confronted a lot of controversies among methodologists and even some of them opposed it directly and considered translation as a taboo. The Direct Method, the

Audio -lingual Method, the Natural and the Communicative Approaches are the greatest opponents.

2-4-1 Definition of Pedagogical Translation

Translation has not become merely a means of communication. It has already got into a science with its own. It is now an academic subject. Translation as a field of academic studies is offered programs and accredited MA degrees program in translation and interpreting, with 36 credits over two years (Radawi, 2005).

2-4-2 Definition of Translation

Before dealing with translation in languages some concepts must be explained to be set. First of all the term translation in general must be set out

Bassnet cited in Beltran.2002 stated the term translation as((... translation involves the rendering of a source language text into the target languages to ensure the surface meaning of the source text will be approximately similar and the structures of the source language will be preserved as closely that the target language structures will be seriously distorted)).The term translation is borrowed from Latin origin- transfer and Greek – metaphor which means transferOxford Advanced Learners dictionary defines translation as the process of changing something that is written or spoken to another. A lot of discussion has been held on this something, where theorists of the field find the complication of changing from one text in one language into another, this complication lies on the linguistic realities to achieve the translated text. Thus such definition is simple and does not express the exact process.

Leonardi, 2011 defines translation as a mechanic activity aimed at replacing lexical and morpho- syntactic elements from one language to another. Translation is dual as it can denote translation as a subject field where it can be a production of some process or it can also be referred to the process itself , in other words the act of translation or translating (Kodabakhsh, Sadeghi and Hussien,2013). They also cited Munday who stated translation between two languages includes the translation rendering an original written text (the source text) in the original verbal (the source language) in a different verbal language (the target language)

Translation as a term defined previously can be viewed as an activity that integrates different skills, when the aim is achieved (the product of translation)

then the translation necessarily overlaps some requirements, the competence of the source language as well as the target language. ((Translation is the process in which a word, a segment or a text is conveyed from one language into another. It includes interlingual relationships, cultural differences and when spoken, gesture for the purpose of conveying the source text message ultimately (Sewell cited in Kodabakhsh, Sadeghi and Hussien,2013).

Translation has other crucial elements- recognizing culture is one of them. When translation occur that does not merely conveying the information from a language to the other. Meremadis ,1991 cited in the previous source expresses that translation is a process that as two facets indicating cultures. Thus one of the basic aims of translation is to bridge the gap between cultural bilingual communities. OvidiCarbonell cited in Macau,2002 expresses that there can be many translations for one text relying on the interpreter himself who can convey the text according to a lot of criteria, cultural is among them. Toury,1995 cited in the same previous source defines translation as it ((... is communication between messages integrated in a given linguistico- cultural system, that means they are regulated by norms and through them a society controls the importation of its culture)). Mona Baker also states that the readers cultural background can convey the text and the meaning can exist in text, situations or other variables such participants and settings.

David crystal in his encyclopedia of language learning,1998 puts translation as The neutral term used for alltasks when the meaning of expressions in one language – the source language(SL) – is turned into the meaning of – the target language(TL) – whether the medium is spoken, written or signed)).

Bassnet expresses that translation as any (re) writing is never innocent.

Some linguists discard the notion meaning, they adopt the notion equivalence Nida Defines translation as an act ((... consists in reproducing in the receptor language the closest neutral equivalence of the source language message, firstly in terms of meaning, and secondly in terms of style)). Leonardi,2011 explains that equivalence exists when the source text is replaced with a target text and there are many levels here: linguistic, systematic and pragmatic, resulting in equivalence of meaning, pragmatic equivalence, functional, discorsal and cultural equivalence. Leonardi regards translation also as a tool to enhance the language learners critical and analytical language skills, she sees it as a means of language learning and teaching, as will be explained in the next pages.

2.4.3 Translation and second Language learning

The role that translation might play in language learning and acquisition has been the subject of debate in both Translation Studies and language pedagogy. Despite the fact that language learning or acquisition is an obvious prerequisite for translation, very few experts in language pedagogy have felt inclined to recommend translation as a fruitful method of or aid in language pedagogy, particularly at the primary and secondary levels of the education system – even though many teachers have continued to find it beneficial. For example, Harvey (1996: 46) describes the situation in France as follows:

Until a few years ago, the use of L1, whether for the purposes of translation or grammar explanations, was officially outlawed in the classroom, although a number of teachers continued to engage in “undercover” translation The fact that the ban on translation was condemned back in 1987 by the APLV (Association des Professeurs de Langues Vivantes) in a special issue of Les langues modernes points to ... [a] gap ... between teachers faced with the day-to-day reality of the classroom, and official policy makers.

Consequently, the importance of translation is clearly noticeable, that is in many university language programs, translation also forms a part; translation into the language being learnt is used to test the learners’ productive ability in the language being learnt, while translation out of the language being learnt is used to test their comprehension of the language being learnt.

2.4.4 Translation as a practical language-learning tool

During the latter half of the 20th century, translation has been employed a relatively debated role in second language teaching and learning. It was well thought-out as vital part of the grammar-translation method, besides the role which plays in the context of communicatively oriented approaches. In recent years, however, an increasing number of requests (e.g. Carreres 2007, Cook 2010, Howatt and Widdowson 2004) have been made for a more balanced theory test of the use of translation in FLT.

In line with the above observations, this idea eventually provide a great support to the statement that the time has come to reconsider translation as a practical language-learning tool which it can be used in the FLT classroom for future linguists and translators, particularly at an advanced level.

On the other hand, translation has been suffered the reputation of being an ill-suited aid in foreign language teaching and methodology. For most scholars, this deprived status was derived from the pre-eminent position of monolingual and communicatively oriented approaches in English language teaching (ELT), such as the audio-lingual method or communicative language teaching, within which translation found no application or was even considered harmful.

The audio-lingual method and situational language teaching, which originated in the USA and UK in the 1960s, broaden the idea of foreign language learning as a process of - as Richards and Rodgers (2003:50f) put it - “mechanical habit formation”, maintaining that language skills (listening, speaking, reading, and writing) were developed more efficiently if the items to be learned in L2 were presented in spoken form and with no resort to L1. In this respect, the methods obviously excluded translation, and instead rested heavily on utilizing L2 exclusively, both within and beyond the language classroom.

The communicative approach to language teaching, which leaned on the audio-lingual method and situational language teaching, gathered increasing attention in the 1970s and has occupied centre stage in foreign language teaching to the present day. The main argument this teaching postulates is that learners need to be prepared primarily for communicative situations where only L2 will be used, thus no resort to L1 (or translation) is required. In communicative language teaching, a native speaker of L2, sometimes with no active knowledge of L1, was also deemed to be the best teacher and the ideal narrator. The communicative approach was based on encouraging the use of non-contrived texts and examples, together with learning situations which imitate real life.

The spread of international language schools, such as Berlitz (Cook 2010:7), as well as the worldwide marketing of course materials and textbooks by major international publishers including, amongst others, Oxford University Press (OUP) and Cambridge University Press (CUP), has made translation a dispensable and undesirable element because it does not necessarily contribute to their bottom line.

Translation as used by the grammar-translation method, involves the use of literary or invented sentences, or shorter text segments, which were selected primarily to develop students’ reading and writing skills, and, at a afterward stages, besides testing their knowledge. Such translation was carried out both into and out of the target language (L2) and was, as Cook mentions (2010:10), a prime example of what later came to be called a “synthetic syllabus” in which items to be learnt are formulated, graded and presented to students in an ordered and cumulative way.

Since such translation is impossible without knowing vocabulary items, a few words were selected by the teacher and presented to the students in each lesson together with their equivalents in L2. The grammar-translation method thus implicitly endorsed a 1:1 equivalence between lexical items, i.e. the belief that for every L1 item there is an L2 match or equivalent on word levels, which became a much-disputed issue in FLT as part of courses and syllabi designed to train professional translators. In translation theory, the concept of equivalence (if at all employed) has been usually defined in broader terms and on several different levels (lexical, syntactical and textual) as well as depending upon the type of meaning (denotative, connotative, pragmatic, etc.) which was said to be held constant (Baker and Saldanha 2011:77-80).

2-5 writing as a skill

Writing in English language considers a complicated task due to its reliability on the writers capacity and interests beside the readers potential point of view (Perez et al., 2003). It is an important element of teaching language. It strengthens, reinforces and assures the learners grammatical structures, vocabulary and idioms and all others that have been taught. It also prepares learners to face the demands of language in its real life situations. It can also produces good future writers. De Silva, 1999 cited Kellog that successful writing depends on the ability of the writer to retrieve and apply relevant procedures, schemas, facts and episodes through working memory. Also writing needs a lot more than just planning; it needs ideas and content generation (Wong, 2003; Woodwall, 2002).

For the purpose of improving the process of writing, some techniques and methods will have to be taken into account, starting from the writers initial ideas to the final accomplished product- Zamel,(1982) claimed the writers to go through certain stages such as revising, redrafting. Zamel, (1989) along with other authors such as Ferris, 2001; Hege,1988; Nuran, 1991;Raimes, 1983 stress that teaching in writing should be involved in every stage of the process and not just at the end of the product, here the teacher stands beside the learners in each step during the class of writing aiding learners in initiating ideas , planning organizing the ideas finally in expressing these ideas.

Zamel, 1989 also suggests to use editing for the mechanical errors such as vocabulary and grammar, he also stresses on the larger elements of text organization and meaning in support of this, a research by Ferris,(2001) has shown how important teachersfeedback on earlier drafts of work can be in influence of the learners writing, furthermore, peer response is also valuable in providing feedback

and also increasing the writers audience beyond just the teacher when helping learners with initial ideas in their writing, linking it to reading texts.

Recent research (Atkinson, 2003; Leki, 2003) has shifted the focus of writing research to what they term the post- process era. This conception of writing share much with the process approach of hi- lighting the importance of all the stages of writing such as pre- writing, drafting, feedback and revision. However, the post-

process conception of writing takes greater account of the writing takes place under this perspective, the importance of factors such as fluency, accuracy,

originality; critical thinking and clarity are viewed as dependent on the context in which writing takes place.

2-5 -1 Writing and the Insertion of the First Language

Writing in first language an second or foreign language has already captured the attention of educators for decades (Friedlander, 1999; Van Wejen, Sanders 2009). Lifiang, 2008 has been one of the first who stated the use of first language in the second or foreign language in Chinese contexts, he stated Lays founding that first language served much in writing, she pointed the role of foreign language as a positive impact, Cumming, 1989; Guo and Lin, 1997; Wang and Wen, 2002 are among others who were inspired by Lays discoveries. Cumming, 1989 cited Lifiang, 2008 who reported that when writers of the second language- French in his context use their first language to generate ideas whilst expert writers use translation to verify the suitable word choice. No doubt these writers seem to know that their first language will enhance their writing in English.

Uzama and Cumming, 1989 conducted a study for English learners of Japanese language that shows learners use their first language- English to generate ideas, search for topics, develop concepts, and to organize information when composing an essay in Japanese.

Thus here we come again with the view that states translation as a natural phenomenon in the learnersmind. Instead of ignoring it as a factor, it would be better to include translation in writing classes

Lifang, 2008 also cited Guo and Liu, 1989 they examined the amount and the reasons of the uses of first language in second language learnersthinking procedure, while they are writing in their second language. They came up with that first language major function thinking had logic reasoning and target language output.

Wang and Wen, 2002 also studied the way first language use affected the second language proficiency and writing tasks. They examined sixteen Chinese English majors with low English proficiency. They reported that these learners tended to translate directly from Chinese to English. They also found that the higher the level is there noticed more use of translation with purposes of generating ideas and searching for lexical items. All the previous studies are held in the use and thinking of using translation from first language to the second or foreign language.

It is also reported that translation may be beneficial in organizing and complexion of a text to the target language essays especially for students at lower proficiency levels.

2-6 Reading and Translation

Reading is one the principal skills of language learning. Without reading learning can never be achieved (Grob&stoller, 1997, cited in Celce Maurcia,2001; Kodabakh, Sadeghi, Bakhsh, 2013). Reading is the most needed skill in L.L.(Robinson,1991)

The research on reading is so much and all aspects connected to reading(Ediger, 1993; cited Celce and Maurcia, 2001; Kasmer, 1999), but little of this research has been paid to the effect of T. on reading and comprehension(Kodabash, Sadeghi and Bakhshi,(2013))

The reading process and reading strategies in teaching English are similarly to writing strategies, they are techniques and methods readers employ to have a successful reading process. These methods include ways conceive a task and textual cues, they are also ways aid readers to make sense of what they read and what to do when they read and not understand (Block, 1986)

Reading is an interactive, top- down and bottom- up process; the reader can form the meaning of the text through interaction of a variety of their mental process to work at different levels such as using the bottom- up process to identify the meaning and grammatical category of words, sentences, syntax and text details (Aebersold and Field, 1997). Readers draw meaning out of the text based on their existing linguistic and schematic knowledge as well as the input provided by the text (Bernahardt, 1986; Birch, 2002; Carrell, Devine and Eskey, 1989; Rumelhart, 1979; Wallace, 1992)

The reading process also gives rise to the issue of reading strategies. EFL learners usually use a number of language learning strategies during their reading, they involve cognitive, metacognitive, compensation, memory, effective and social strategies (Chamot and OMalley, 1994; Gandall et al. 2002; OMalley and Chamot, 1990; Oxford, 1990).

Some of the reading strategies include reading for pleasure in English, skimming and scanning, summarizing information, making guesses, prediction, making inferences, underlining words or phrases and making notes.

Relevance between reading and translation Bassnett views translation as an effective means of forcing to read thoughtfully.

Machida,2002, states that translation encourage advanced learners to further their reading and writing, since they are advanced learners they comprehend talk but their reading lag behind native speakers.Reading activities involving act of translating assist advanced learners to improve their reading and writing skills, since act of translating naturally focuses learners" attention more on a) detailed sentence form and b) discourse structures, and assists learners to develop metalinguistic knowledge/awareness and metacognitive skills.

Translation into another language requires thorough comprehension of the original text first. SL/FL learners are often trained to read SL/FL text using strategies to compensate for the gap between SL/FL and their interlanguage systems.

The learners usually either read for particular tasks such as answering questions in class (either in L1 or SL/FL) or read in detail limited length semi- authentic text with gloss for learning vocabulary and revising learnt language expressions. These reading exercises involve only classroom learners and the teacher as participants/audienc e for the activities. translation involves an assumed audience outside of theclassroom, i.e. monolingual L1 or SL/FL speakers. This context of translation puts SL/FL reading activities" in a different perspective.Saddegi&Ketabi calls for a critical Functional translation(CFT) Approach in Reading:

2-7 CFT a suggested approach

In this section we outline a suggested approach for implementing CFT in an EFL situation. This could easily be

Generalized to the second/foreign language contexts .After exploring the relevant sociopolitical themes in thelearners' lives, we select a range of possibly provocative materials To guarantee maximum learner involvement, we

may ask the learner to bring their own material to class, or we may allow them to choose from the available texts chosen by us. A typical procedure for CFT approach which allows incorporating translation into reading comprehension would involve the following stages:

2-7-1 Stage 1

"prediction to motivate learners, activate their schemata, and maximize engagement, we ask them to predict the content and purpose of text. A brainstorming activity, in which one group of learners says something in the first language and the other group translates it into second/foreign language, can be a good starting point. Another good activity is finding unknown or new words and predicting their meanings. Learners may resort to different sources to find meaning for unknown words and expressions, e.g. guessing, negotiating with peers, dictionaries, online encyclopedia, etc. The most important aspect of this activity is to show learners that there is no objective, fixed, or pre-established meaning. Learners must be aware that meaning is quite volatile, fleeting and fluid. It is subject to manipulation

Deconstruction to gain an overall understanding and familiarity with the subject matter learners must read the text and reflect on it several times (perhaps, as a homework activity), it is essential for learners to deconstruct the text with the following questions in mind:

- Who is the author?
- What are the author's purposes, ideologies, and beliefs?
- Who are the intended readers?
- Does the author use a particular structure, style, or discourse?
- Who is empowered, disempowered, silenced, or marginalised?
- Whose voice and values are represented?

In general, precise answers are not the objective - an overall gist is also acceptable. Since not all texts and linguistic choices are objective and neutral, learners should be cautioned not to take for granted that the content of the text is objective and correct. They must be guided to see how different linguistic

Devices such as use of passive constructions, nominalisation, quotation, word choice, ambiguity, etc., may serve to present different aspects of the same reality or event. But having said this, learners should not be too occupied with excessive scrutinizing and challenging of every text for traces of ideological stances or manipulation. What is necessary is to have an open and flexible mind. We may ask 'how do we say...?' instead

Of 'what does it mean...?' to illustrate that there is a range of possible forms for expressing the same thing. One activity which focuses on deconstruction of text involves collective translation of the same text:

The teacher gives the target text to one group and its translation to another group. Each group is then asked to translate it into the other language. Later, the groups exchange their texts and compare the translation style, structure, form, and meaning. Another activity which

Resembles oral interpretation is bilingual consciousness-raising: one group deconstructs the text in the first language, and another group translates it simultaneously. This activity could be used when a complicated for more concept

(present perfect or modal verbs of deduction) is problematic for learners; they can

discuss it in their first language and later translate it into the second language.

Stage 3

Reconstruction working from a text in the second/foreign language, learners translate the text, either individually or in groups (group work is preferable since it allows learners to share their impressions, voice, attitudes, and knowledge). The aim of this stage is to arrive to a version of the text which reconstructs in the first language the original text, including the range of culture-bound meanings and hidden agendas. It is quite natural that the first draft is more literal. Through revision, redrafting and rewriting each group aims to adequately reconstruct the original text. All groups then compare their polished translations and defend their diverse positions. Finally, learners reconstruct the text in their own language- not as a translation. It can be seen that this CFT approach is learner-centered collaborative, authentic, and challenging. The role of the teacher is predominantly as an organizer, prompter, participant, or supporter who provides the learners with necessary materials and clues. Leonardo, (200) also has the same point of view, in terms of reading she claims that translation is an excellent task for practicing reading skills; the source text must well be read prior to any other step of translation. Moreover the reading for the purpose of translation must be more extensive.

2-8 Arguments for and against Pedagogical Translation

The insertion of Translation in Language learning has been opposed and the widespread stream is that when translation is mentioned in language learning and teaching, it should be rejected (Cook, 2007).

Banning translation in language learning and teaching must be because of its association with the GTM, although pedagogical translation does not have any relation with the GTM, as discussed earlier.

The demands for a more communicative approach, that can rely more on the learners' output, and the situations given is to obtain the message more than to have notions of correctness. Thus T. exercises were discouraged (Rivers and Temperly quoted in Garcia, 1995). Rivers also quoted in the previous source explains: learners are given few chances to practice the Target L. and this result in confusion when the students are addressed in the language they are learning.

Duff alleged that T. is a real life communicative activity which improves the four skills

Widdowson, 2003 admits learners cannot be immunized against the influence of their own, thus transfer, use of the L1, contrastive analysis, and translation should all be positively welcomed, instead of abhorred.

The failure of TILL to meet the learners' communicative competence may be ascribed to the misleading approaches. Sadeghi&Ketabi, 2010 stated that T. exercises receive harsh criticism, because they are regularly artificial out-of-context stilted and soulless. T. exercises must be authentic, appropriate and relevant; hence learners can be motivated and then a fruitful communicative foreign language class will be led.

Critics of PT view T as an independent and different skill from the other four language competence skills: Reading, writing, listening and speaking, Malmkjar,(1998)states the main objections of using T in L.L and L.T, he adds that it consumes much time for using it in classrooms, beside the texts are unreal ones, they also provide nothing to the learners' spoken fluency. It misleads learners from thinking in second language and gives credence for word-to- word equivalence. Malmkjar,(1998) also concludes the objections of using T. as it brings interference and thus it is not an appropriate way in the classrooms, only for training translators.

After the domination of the use of T. in L.L. it got seated on the back seats. T. is not favored because of the communicative trend and demands for languages. Alan Duff wrote his book –Translation, where he calls for getting back to using TILL. Duff, (1992) states the unfavorable reasons of translation in language learning as follow:-

- 1- Translation is text-bound; it provides some competence for only reading and writing skills.
- 2- Translation is associated with scientific language, not appropriate for the other language uses.

3- Using the first language in a second or foreign language classroom is not favored, beside it considers as a pointless activity.

Some of the disadvantages of the use of TILL, sometimes can be assets. Macau, 2002 sees that they are not really drawbacks. She admits that TILL can make some weaknesses on the learners, but only when T. is taken as a methodology. It should be taken as a useful task not done for its own sake but for the process it entails which is very rich. Macau calls for TILL as the call of Sverak, 2011 and Leonardi, 2002. They all have the same thought for TILL they look at it as a means not an end as we will see their points of view later.

TILL in the sense of isolation, time consuming and boring has been proved by Sadeghi&Ketabi that T. can be transformed into a lively, useful and meaningful activity by giving a multi- skilling, integrative approach to T., carefully designed and implemented. They calls for appropriate preparatory activities that activate their schemata, make text relevant to their needs, interest and levels. They also claim that TILL should work on learners general literacy capacities and employ strategies such as gaining the gist of the text, analyzing the text at different levels, deconstructing original text, strategic decision- making in relation to semantic, pragmatic, and culture- bound connotations, initial drafting, rewriting, reconstructing in ones own words polishing, etc.

Some other authors have deeper thoughts, Alan Duff, sees TILL as an excellent means improving language because it invites speculation and discussion. Other advantages of TILL are that it helps students develop three essential qualities: accuracy, clarity and flexibility. Also Harmer, 1991 sees some of the advantages of TILL that learners can notice the link between grammar and usage and TILL can be a very suited technique to introduce new words or even to explore the obscure nuance between them.

Sverak,(2013) also comments on the critics; he assures that translation is not a mechanic activity as he quoted Leonardi,(2002); T. is a means to learn not an end, it is not a purpose for its own self. It should not to be seen as a product, it should be thought of as a process during which a learner overcomes many steps that enhance his or her language competence, and she mentions some useful activities like

anticipation, resource exploitation, cooperation, revision and translation. All of them are considered language learning activities encompass a great amount of reading, writing and speaking, if treated appropriately. Malmkjar, (1992) admits them as focal stations in the process of L.L. thus T. is not an independent activity, it is inclusive of the other skills as well.

The critics of T. as a different skill stated by Lado quoted in Ranccio,(n.V) . he sees T. as a complex and not necessary for the L.L. skill. Sverak,(2013) declares that the differentiation of translation is just like the differences among the four skills:

reading, writing, listening and speaking, it could be complex but complexity is not always banned.

T. is also seen as unnatural although it is the most natural phenomenon, again Sverak, (2013) admits the psychological point of view of coordinate bilingualism, which explained in the main source as the separation that must be done in the learners mind between his or her first language and the learned one. E quoted Vivian Cook: that it is the tenet which lies at the core of monolingual instruction- that successful language acquisition is based on and learning a language cannot be the same as acquiring the first language. The existence of T and interference of the first language in the learners mind proves that T. is natural. It is also admitted that successful learners are all those who benefit from all the linguistic and world knowledge that gathered from their own language.(Butzkamm quoted in Sverak, (2013).

The concepts are in the first language in everyones mind when a new language is learned this concept may be altered in another language if a new framework is established firmly by this new language. Here the term Scaffolding can be defined as social and instructional support- Lev Vygotsky and By Spada and Lightbown defined as The language that an interlocutor uses to support the communicative success of another speaker. According to Butzkamm scaffolding is closely related to the concept Language Acquisition Support System

Ideas and meaning in other language are greatly attached to a specific use or expression on first language. Also new ideas or meanings can be constructed from them. Thus when a person tries to understand ideas or meaning in a new language, the first language will naturally play a major role in their comprehension. Machida, (2011) adds that T. provides golden opportunities for L.L. particularly in focus of form (F on F) as T. itself requires a very clear attention on form and meaning. To handle a good translated text; learners must go in details of language. Thus

Machida sees T. as activities that result in available input. It also encourages learners to go ahead with their reading and writing skills, especially for advanced learners. They can seek more resources to quench their comprehension and then translate. Here the learner is required to fill the gap between two not equally developed languages, so the less developed language needs to be developed further for the purpose of meeting linguistic cognitive, social and cultural systems of the fully developed language. The learner here is demanded not only to develop their second or foreign language linguistic system by learning new lexicon for example, but also learn non linguistic conceptual knowledge, Machida gives coherence as

example. The learners also should seek for rhetoric structure, subject matter and background knowledge (contextual knowledge)

Translating from second or foreign language provides learners with chances not only to comprehend the language but also to experience its use in cultural or social situations. Machida adds more benefits of translation in L.L.: it develops the language metalinguistic awareness, and metacognitive skills. It also opens the learners mind to look for deeper input levels. The linguistic, cultural and social sensitivity which must be acquired during the process of translation can also be developed with the learners. The learners noticing, observing and analyzing skills will be flourished during this process of translation as well (Machida, 2011).

There are some voices claim translation to be as individual independent method, Cordero, (20) calls for the use of translation not only as exclusive foreign language course in the program, but as a skills course among the other options. It should be well developed and taught, Cordero adds: It can maintain and strengthen its own vital role, while contributing to the development of other skills and consequently to a higher overall competence. Translation is thus conceived as an end desired in itself and as a method of furthering proficiency in the foreign language. To believe that translation is the only goal to be approached when a high degree of proficiency is reached is to deny the language instructor a valuable medium of the teaching process. Cordero thinks that the objections of the insertion of translation in L.L., is because it is misunderstood and its function is not specified in the learning process, beside no agreement of the legitimacy of translation as an academic discipline within the curriculum, particularly of higher education, in spite of the great debate and participants.

He assures Malmkjars point of view: translation is a text-production process during which a translator produces a target language text(TT). This has to fulfill a specific purpose a specific readership, and is elaborated Studies on pedagogical translation

are not satisfied, particularly the empirical studies, according to the above mentioned source.

It is not easy to convince some people in the field with the insertion of the first language in teaching a second or foreign language. The prevalence of the Direct Method has almost gone beyond that. It has been discussed previously that one the greatest opponents is the Reform Movement, the Direct method is not better than it. No surprise that the principal of the Direct Method are:

- The teaching Language is the only one language that is used even for the class instructions
- Teaching of concrete vocabulary is taught through pictures,, objects, whilst abstract vocabulary is taught by association of ideas.

Leonardi, cited in Sverak, (2013) the impracticality of the direct method is its success depend more on the skills of the teachers than a text book, it did not take into account that not all teachers are proficient in language teaching, and the Direct Method is also criticized for its overemphasizing that first language and second language are similar although it is widely accepted that the acquisition of the first language and second language differs.

On the other hand, there are some theorists who encourage pedagogical translation. This section of the research will look out to find the proponents of pedagogical translation and their points of view, and later the opponents.

Izumi, (1995) quoted Palmers modes of conveying the meaning of whatever unit in foreign language teaching, they are as preceded:-

- 1- By material association, i.e. associating the unit with that what is designated by.
- 2- By translation, i.e. associating the unit with the equivalent native unit.
- 3- By definition, this is to associate the unit with its definition or paraphrasing.
- 4- By context, that means to give example of its use.

In spite of the four modes as kinds to explain the new words in the foreign language, factor number two has been ignored; Izumi exclaims that there is no clear reason to exclude translation as one of the modes, attributing its advantages by comparing it to the other modes. He states that factor one.

Credits of translation in language teaching and language learning view translation as an independent of the other four skills, Sverak, (2011) stated that translation is however much more complex, in respect to language learning and teaching, translation is considered as a means, not an end; it is a process by which second or foreign language learning could be well achieved. Malmkjar, (200-) understands translation as an illuminating example. In her view, translation is a text production process during which a translator produces a target text, which purpose is to achieve a particular aim for its readership; for Malmkjar, the translator engages at least five activities before coming to the ultimate goal - the translated text; these stages are:- anticipation, resource exploitation, cooperation, revision and at last translation. All the activities are common in learning languages. The first four of them encompass a great deal of reading, writing, listening and speaking, as translation could not be done without them. And therefore translation is not independent of the four skills, but inclusive of them..

The widespread of the association of translation with the unfavorable, old fashioned method- the grammar translation method makes pedagogical translation discouraged among a lot of theorists and linguists. As the current purpose of learning foreign language is communication, the grammar translation method provides nothing to the learners communicative competence. Beside the stretches of sentences used for translation within the above mentioned method are separated, unrelated, artificial, although they play as the context, but they are far away from the authentic use of texts. Sverak,(2003) considers the previous two reasons are the strongest meet the harsh attack of the pedagogical translation. Leonardi,(2010) advocates to generalize our view from just translation is translating texts from two various languages in written form. For her such translation is narrowly proceeded as word for word equivalence, she agrees that such texts are as incoherent and disconnected. Leonardi demands to A historical background has been given to show the place of translation in language learning since its appearance. There are also the theories and hypothesis of language learning and the new term for the insertion of translation in language learning- pedagogical translation has been overviewed .

The last but not the least section deals with the advantages and disadvantages some educators in the field have stated. Finally is the part that puts some previous studies under investigation.

2.9 Tools and learners

Translation is not merely a language – learning technique. It is mainly a professional training approach. Therefore, importance should be given both, to the tools used in achieving its purposes as well as to the persons who used such tools. Hence, if it is thought of a better translation, it should be thought also of a better translator. A translator is like a fighting soldier in the field of war; although he depends upon his basic faculties as well as his whole background such as his

learning, training and experience, he depends also upon the assistance provided by others who serve him in the field as well as the tools provided to him by his seniors.

2.10 Brief history of translation in EFL teaching

There is a rapidly growing literature on the didactic role of translation in FLT. Recently, the method of using translation in English classrooms has been considered one of the most hotly debated issues —whether explicitly or implicitly— to different linguistic, psychological and pedagogical assumptions. Accordingly, a historical overview is crucial to reach rational conclusions about the role of translation in FLT and FLL; therefore, this may provide a general assistance to understand its current role in the Communicative approach as well as in the common framework of languages. Hence, several schools of thought and methodologies have emerged such as, the Grammar-

Translation, the Direct, and the Audio-lingual methods, as well as the Communicative approach.

2.10-1 The Grammar-Translation method

The Grammar-Translation method was originally established by German scholars (Howatt 2000: 131) and later on promoted by the American linguists, who makes significant efforts to the usage of translation in FLT. As reported by Vermees

(2010: 85), this method inherited the philosophies of other traditional methods, however at that time (that is, the 19th century) it took place to be used along with modern languages. Vermees (2010: 86), also puts forward the view that the deficiencies of this approach are doubtlessly responsible for the general

misapplication of translation in general and using translation in FLT in particular. Linguistics in 19th-century held the view that languages were subject to rules, which acceptable for communication between speakers. This is also one of the implicit beliefs in the Grammar-Translation method, that is grammar rules has been created a formal code, of which proficiency in a language was assessed in terms of the lexical and grammatical accuracy (Enríquez Aranda 2003: 120). One of the basic techniques, he adds, in this method is to memorize the grammar rules and lists of vocabulary which support to promote deduction in general and translation and contrastive analysis in particular.

Some scholars have criticized this method for disregarding oral skills or interaction, due to the concentration on form and on written texts. In addition to be hardly motivating (Martín Sánchez 2010: 145). Bloomfield, who belongs to structuralism, stated that “translation into the native language is bound to mislead the learner, because the semantic units of different languages do not match, and because the student, under the practiced stimulus of the native form, is almost certain to forget the foreign one” (1933: 505). Due to all these criticisms, and others, this method has been neglected to be used as a didactic tool in English classes.

2.10-2 The Communicative approach

The term Communicative approach is a flexible term which can be applied to various approaches of FLT that concentrates on communication as means to learn a

new language. This method is basically associated with the Functional-Notional approach, which emphasis on functions, for instance time, location, travel, etc.

The key point of this method is the process itself, but not the outcome of the learning process (Cuéllar Lázaro 2004: 2). The most significant aspect of this method is to recreate real-life, social and functional situations, in the classroom in order to guide students towards communicative competence (Martín Sánchez 2010: 148-149). There are three main consequence activities in the Communicative approach : a) be grounded on the transmission of relevant content for the speakers; b) subordinate form to content; and c) be participative and interactive (Sánchez 2009: 111).

Disagreeing with the general belief that translation has little to contribute; scholars like Tudor (1987) and Duff (1989) believe that translation plays a great role in the

communicative language classroom. Tudor maintains that “translation, as the process of conveying messages across linguistic and cultural barriers, is an eminently communicative activity, one whose use could well be considered in a wider range of teaching situations than may currently be the case”. In turn, Duff (1989: 7) expresses that “translation develops three qualities essential to all language learning: accuracy, clarity, and flexibility [...]”.

2.11 Arguments for and against translation and L1

Along translation history, several arguments for and against the use of translation have been put forward. The most effective one is that it has been argued that translation disregards spoken language by focusing on the written counterpart, Vermes (2010: 87). An alternative view on the perception of the use of L1 by students and teachers, based on research data, is offered by Ferrer (2002). Since he determines that there is a handy place for L1 in the L2 classroom, and that cross-linguistic comparison (including translation) is the best technique for learning a new language. Since the central role of cross-linguistic comparison is to promote the awareness of the similarities and differences between the L1 and the L2. Therefore, students will improve not only their grammatical competence, but also their communicative skill. Besides, many scholars have pointed out that learners often use this method mentally as a spontaneous strategy to help them learning a new language, whereas others conclude that linguists and teachers should benefit from this natural desire, rather than attempting to overcome it. Be it as it may, it has been claimed that the use of translation involves a numerous of benefits for language learners. First of which, it has been reported that using this method will foster participation hence, it is considered to be the favorite strategy for language learners (Pegenaute 1996: 115). Secondly, by using the learners’ L1 in the classroom, their level of nervousness acquired in early stages of learning may be reduced (Vermes 2010: 87).

2.12 Pedagogical Translation

Translation may possibly be comprehends only as a transferring tool, with which written texts in one language is substitute with equivalent texts in another language (Catford 1974: 20), so that readers may access a final product. However, recent researches show that translation will be simply analyzed as a potential tool for the EFL classroom; a long with its role in training translators. This distinction,

according to Holmes (1994: 77), seems to come into view from the necessitate to set two forms (or applications) apart: translation in translator training courses and translation as a general activity in any foreign language teaching (FLT) and

learning (FLL) environment. In the same line, Vermes (2010: 83-85), has recently argued that a crucial prerequisite to consider translation a suitable educational means is to distinguish pedagogical from real translation in terms of their function, the item being dealt with and the addressee.

Therefore, pedagogical translation is mainly considered as tool to improve students' second language (L2) proficiency. Correlated highly, translation competence cannot be attained without a translator already possesses respectable awareness of both SL and TL. This meaning may include: linguistic knowledge, socio-linguistic, pragmatic and (inter-)cultural knowledge. The following figure will express clearly the connection of the two competences containing the above mentioned elements:

According to Vermes (2010: 84), a further distinction must be made between the two types of pedagogical translation: In the first place, translation used as a way to teach and learn FL; in the second place, the kind of translation that is used in translator training courses.

From a different point of view, Martínez expresses that what she termed 'pedagogical macro function of translation' depended basically on two factors: the learners' level of competence and the linguistic feature to be taught (1997:156). She follows Duff (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.

In the same line, Newmark, states: "translation is important as an exercise in accuracy, economy and elegance in manipulating a variety of L2 registers in a first degree" (1991: 62), According to the result of the survey he was conducted, Newmark (1991: 62), finds out the sort of translation appropriate to each level. Accordingly, it is a brief time-saver in preliminary stages; a means of control and consolidation of essential grammar and vocabulary in elementary stages; a method to deal with errors and to enlarge vocabulary in intermediate stages; and a fifth

skill and the fundamental skill to promote communication in advanced stages. Lado, on the other hand, considers in view of the fact that 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). Duff, also proposes using translation as a “language learning activity” (1989: 8). In turn, Malmkjaer believes that translation was not possible without the four skills, as it was “dependent on and inclusive of them” (1998: 8).

2.13 The role of translation and mother tongue in English Language Learning:

Our starting-point is to differentiate between two fundamental aspects, that is, the teaching of translation as a professional skill and the use of the mother tongue in the teaching situation as an aid to language learning. The idea of using translation in second language learning is usually maintained by non-native teachers. Native instructors of English always accept as true that foreign language learning needs as much exposure to the L2 as possible during valuable classroom time, and any usage of the L1 or translation is considered to be a misuse of time.

In the last few decades, most methods in English language pedagogy dictate that L1 should be banned in the classroom. In the 1970s and 1980s, Communicative approaches to language learning think about the use of the L1 or translation in English classrooms as a detrimental factor for the learning process. Nevertheless, in recent times the mindset towards using translation and mother tongue in language classes has undergone a constructive alteration.

Some recent linguistics every now and then identify translation as the fifth language skill along with the other four basic skills of listening, speaking, reading, and writing. Other linguistics have classified them as input skills and output skills as shown in Figure.

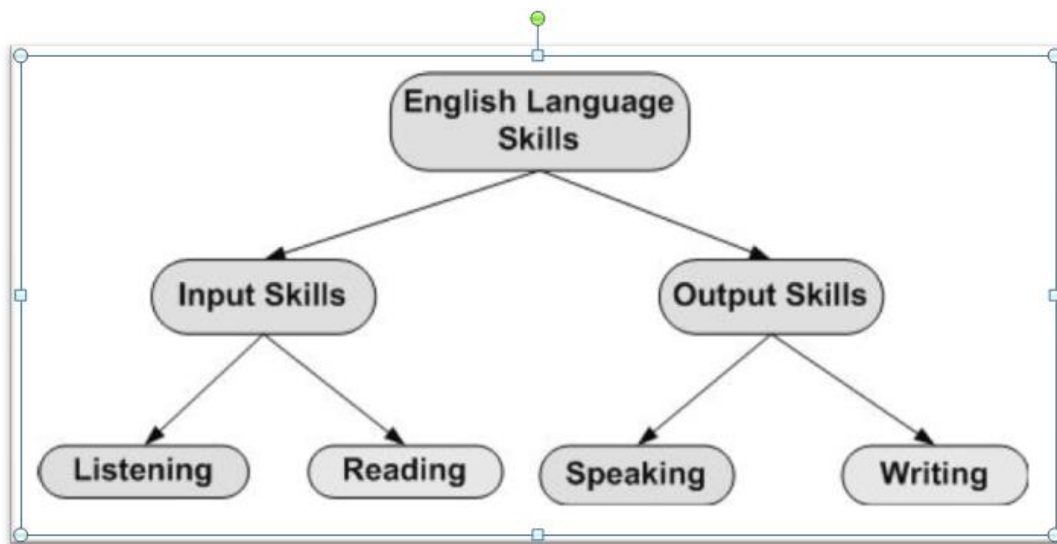


Figure1: Classification of English language skills

Another supporter of this concept is Ross (2000:63), who states that:

‘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’.

However, the majority of students keep mentally translating from L2 into L1 and vice versa when trying to comprehend authentic reading or listening materials. Therefore, teachers of foreign languages usually give more attention to the significance of using translation in language classrooms. According to J. Harmer (2001:131), the principal cause of using the mother tongue in class is that the L1 use is required by the activity, if students are linguistically unable to activate vocabulary for a chosen task. Additional reason is that code-switching between

languages is regarded as naturally developmental skill; hence, translation is a normal interactive talent to do in language learning. Another key factor to remember is that, the real value of translation in English classes is to utilize it in order to make a practical comparison between languages in terms of grammar, word order, sentence structure, vocabulary and other language items in English as well as the student’s mother tongue. N. J. Rose (2000) has also found that, language interference and intervention are likely to be reduced in case that the students are aware of the differences between languages, namely, Arabic and

English. The most interesting approach to this issue has been proposed by Mahmoud (2006:29) who explains, many teachers recognize that most of second language learners will always think more often in their mother tongue when dealing with new vocabularies, even at the advanced levels. Furthermore, Mahmoud (2006:30) specifies that, using translation in L2 classes gives learners a chance to draw special interest on similarities and differences between L1 and L2 forms. Thus, translation is a very effective method for L2 acquisition because of the following reasons: first of all, it uses authentic materials; besides, it is interactive; in addition to, it is a learner-centered; and above all, it promotes the learners autonomy.

C. Schweers (1999:7) has carried out a research into this concern and comes across that considerable proportion (88.7%) of the participants prefer to use their mother tongue in their English classes. In addition, if learners of a second language are encouraged to pay no attention to their native language, they may consider that their identity is threatened. The result of the research into the use of native language has shown that as many as 86% out of 110 respondents felt that a native language must be used in the classroom, principally to give explanation to complex concepts (90%), introduce new material (57%), define new vocabulary(74%), explain the link between English and mother tongue. It is worth mentioning that in teaching and learning English there has been a long-felt dissatisfaction, essentially on the students' part, about not including or minimize the usage of translation in mastering new foreign language. Thus, is a natural feeling that learners frequently feel like to check the precise meanings of the terms they are dealing with in their native language by consulting bilingual dictionaries or simply request the teacher's explanations. Nevertheless, overusing native language in the classroom may lead students to think that vocabulary and structures in English always have a L1 correspondence, which does not always exist. Therefore, to get rid of such circumstance, students' must learn to raise consciousness of the non-parallel nature of language which is likely to allow learners to think comparatively. The vital issue is how to reach a sense of balance of the L1 use in learning. It is recommended that four factors should be considered, namely, the students' preceding knowledge, the students' level, the stage of the course, and the stage of the individual lesson (Harmer, 2001:132). One of the most significance outcomes and major ideas of the IATEFL Conference which held in Manchester from 18 to 20 of April 2007, has been presented by a well-known British linguist, G. Cook (Cook, 2007):

'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 de-motivate the students and be counter-productive. 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’.

Considering, what has been mentioned, it is essential to bring up to date information and conduct more researches concerning the use of mother tongue and utilizing of translation in English classrooms. 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. 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.

On another side, the implicit upshot of this research shows the idea of sharing the experiences of using translation in class activities. Besides, the students’ perceptions of mental translation they employ in learning English for Specific Purposes. There are a number of different aspects that should be taken into account when dealing with translation as a teaching tool, such as grammar, syntax, collocation and connotation.

2.14 Culture as Barrier to the Acquisition of Language and Translation Skills

One of the strategic goals of teaching English as a foreign language, then, is to free the learners from their culture – based assumptions and to develop an intercultural identity that facilitates the acquisition of the skills of a second language that belongs to an additional culture. The borders between self and other are explored to face the problems attending this relationship and to redraw it in a positive way. Concentrating on this intercultural perspective in English language teaching and

learning involves more than developing the knowledge of other places and people. It means accepting that human beings are shaped by their cultures and that

communicating across cultures involves a possible confrontation of one's own culturally conditioned nature and that of others.

In view of this immense and bulky presence of culture in the learning situation of a foreign language, those interested in planning and teaching of translation from or into a second language have to realize that the cultural background features are not as much of significant than the linguistic ones. Regardless this concept, a vital part will be misplaced and therefore, a factual agreeable ends will be considered as a false impression. If we accept that the acquisition of a second language is the acquisition of a second culture, we should think of how this second culture is acquired in the presence of the deeply- rooted beliefs and mechanisms of the culture of the mother tongue. On the other hand, studying the link between language and culture with its all aspects, is the most fundamental step towards the acquisition of the skills of translation Hence, it expresses the extremely nature of culture as a multipart and varied component. In The United States of America, for example , different groups of American people maintain a widespread roots such as: Irish – Americans, Arab – Americans, Afro-Americans and German - Americans. Although all these groups identify themselves as Americans first , they remain to some extent parts of some other cultural mainstream. Manifestations of this sub-cultural categorization find their way to the food habits, the costumes, the language and other traditions of each group. Culture, in this sense, is a hidden force that provides meaning , direction and mobilization . Creating a positive culture is of a great importance to the success of teaching a foreign language and a good translator. Actually, the learners of a second / foreign language may experience what is called “cultural shock” . John Macionis and Linda Gerber define the cultural shock as “the personal disorientation a person may feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country , or to

move between social environments”.(2010 , p.54) . The cultural shock may create the feeling of helplessness, irritability, anger, stress reaction, a deep sense of hostility towards language and the instructor and boredom .The cultural barrier, in this respect, does not only affect the students' acquisition of language but even their lifestyle and attitude to the instructors of the new language and accordingly to into or from this language.

Cultural difference may occur because of ideological variation and it is practical to have a considerable awareness about cultural differences alongside traditions and

customs of the target languages. Aaron Pun, a Canadian correspondent, wrote: "In studying cross cultural differences, we are not looking at individuals but a comparison of one ethnic group against others. Hence, we are comparing two bell curves and generalization cannot be avoided."

2.15 The impact of using new technologies on learning and teaching English language

During the last few decades, computer technology have been witnessed central developments which doubtlessly affecting many aspects of our lives today. Currently, communications with computers and similar devices have become natural alternatives for face-to-face contact. Consequently, such progress has directly affected both the way foreign languages are taught and the way they are learnt and bring some recent changes and improvements to teaching and learning tools, curriculum and methodologies.

Strictly speaking, the Interest has been extensively used with computer technology as a modern means to enhance foreign language learning, or as the so-called CALL (Computer-Assisted Language Learning).

Particularly, the era between the years 1990 and 2000 is considered to be a turning point in teaching and learning strategies. Hence, scholars and educators have created new techniques in education such as: videos with subtitles as a language learning method at universities and a tool for virtual mobility in FL education. Besides, CMC (Computer- Mediated Communication) which mainly uses E-mail and chat or forum in distance learning in general. As emphasized by Chapelle (2003: 37), little attention is paid by CALL research to the concrete development of teaching materials, however the better implementation of softwares and the

widespread use of CMC in the foreign language classroom will definitely contribute to a more open methodology towards audio-visual translation.

Showing this change formerly, Kress (2003) forecasts that, Language-as-speech will keep on to be the major method of communication; whereas, language as-writing will gradually be substituted by image in many fields of public

communication, however writing will remain the ideal mode of the administrative, political and cultural elite.

Part TWO

Previous related works

This study (Roshan, 2014) was conducted in Iran. It is an investigation into the comparative critical evaluation of New Interchange Intro and New Headway Pre-intermediate series.

The researcher explains that Iran as an Islamic country has some special rules regarding English language schools. All language schools are under the observation of the Ministry of Education and anyone who wants to establish a language school must first get a Ministry license. In each city, there is a Ministry of Education representative who regularly checks language schools to make sure they are following the rules. For instance, boys and girls cannot go to the same language school; therefore, most language schools have two separate branches, one for boys and the other for girls.

The researcher points out that the author has extensive experience of teaching English in Iranian context. He has remained both a teacher and a manager of a language school in Iran for some years; as a teacher the author has used these texts with students and as a manager he has experienced some of the challenges these texts pose to teachers and learners' parents.

This second study (Rajabi and Ketabi, 2012) is a descriptive study on an Iranian four English Language textbooks currently in use. It sets out to identify or determine the most prominent cultural dimension found in these textbooks. It also intends to describe the cultural contexts portrayed.

The study sought to answer the following question:

What is the most prominent cultural dimension portrayed in English Language textbooks in Iran: the aesthetic, sociological, semantic or the pragmatic (sociolinguistic)?

Sample consisted of four global textbooks:

1. The Interchange,
2. Headway,
3. Top Notch, and
4. On Your Mark

The scope of the study is only confined to the analysis of written text. It does not consider illustrations and other visuals, tape scripts of listening texts, sound recordings, realia and pseudo-realialia of all sorts.

Examination of the four cultural dimensions adapted from Adaskou, Britten and Fahsi (1990) is carried out on the textbook sample. The written text in the textbook is scrutinized looking out for language discourse which suggests and conforms to the cultural dimensions in the conceptual framework. Text analysis is carried out drawing attention to:

- 1) Informative or descriptive text material
- 2) Texts presenting foreign attitudes and opinions
- 3) Human-interest texts (including dialogues), authentic or fictitious, with details of everyday life
- 4) Contextualized practice activities, writing tasks

The third study (Nurhayati et al. 2006) was a two-year research which was conducted in the Province of Yogyakarta Special Territory, Indonesia.

The goals of this first phase are:

- 1) to describe the teachers' awareness to include cultural elements in the teaching and learning process,
- 2) to identify what cultural aspects are included in the English textbooks currently used by the junior high school teachers, and
- 3) to identify the patterns of insertion of these cultural aspects in the English textbooks used.

The study investigated the seven junior high school English textbooks most used in the Province of DIY are:

- 1) *Real Time: An Interactive English Course for Junior High School Students Year VII* (Bates, N., 2007);
- 2) *English on Sky 1 for Junior High School Year VII* (Mukarto, et al., 2007);
- 3) *The Bridge to English Competence for SMP Grade VII* (Kistono, et al., 2006);
- 4) *Interactive English Junior High School Grade VII* (Iragilia S, et al., 2009);
- 5) *English in Focus 1 for Grade VII Junior High School* (Wardiman, A., Jahur, M.B., and Djusma, M.S., 2008);
- 6) *Passport to the World I* (Djarmika, Priyanto A.G, and Dewi I.K., 2009); and
- 7) *Scaffolding: English for Junior High School Students Grade VII* (JokoPriyana, Riandi and Anita Mumpuni. (2008)

The data were analyzed following Miles and Huberman's (1994) qualitative data analysis model consisting of

- 1) data reduction,
- 2) data presentation, and
- 3) inference making.

Based on the quiz completed, the textbooks used by the majority of the schools were selected. The selected textbooks were discerned to find the cultural elements included using content analysis (Krippendorff, 2004). These cultural elements were then classified based on the cultural aspect categorization : aspects of *knowledge*, *behavior*, and *artifact*. Upon the completion of the classification, further analysis was conducted to see other dimensions of the cultural elements such as origin, proportion, media used, clarity of the message, and possible interpretation or misinterpretation.

This fourth study (Ahmed and Shah, 2014) *is a case specific attempt to explore the impact of English textbooks (New Headway Plus Special Edition) on Saudi EFL learners' cultural attitudes* The study aimed to understand how the EFL teachers perceive the suitability of the textbook applied in their context and how it impacts EFL learners' attitudes towards English language.

The study applied a mixed-method approach. A two-part instrument, comprising closed ended questionnaire and open-ended questions, was used for data collection. The instrument was partly adapted from the 'Guidelines to evaluate a textbook for cultural information from an intercultural dimension' prepared by Kilickaya (2004). This instrument was designed on the basis of vast literature review on the chosen project title. It embraced some of the most current themes, being debated by specialists in the subject of cultural studies and TESOL. The questionnaire comprised ten statements to be evaluated on a Likert scale. The participants were requested to indicate their level of agreement by adding comments in the appropriate box. The last question was an open-ended question on the research topic and was an opportunity for the participants to comment on the subject.

The project participants were selected from among the male teachers working at the English Language Institute of a Saudi Arabian University. They were all qualified and experienced professionals in the field of EFL. Their minimum experience in Saudi EFL context was at least three years; however, their total TESOL experience ranged between 5 to 15 years approximately. The participants were 30 teachers from Saudi Arabia, Egypt, Tunisia, Morocco, Syria, Pakistan,

India, US and UK. The researchers used purposive sampling for the study in order to access all those teachers who have good ranking in the institute in terms of their delivery in the classroom and experience in the field of TESOL

The researchers found out through this study that 'New Headway Plus Special Edition' does not bring any significant change in the attitudes of Saudi EFL learners towards the target culture of the above mentioned textbooks. The reason behind the unchanged attitudes of the learners is the mono-cultural and Eurocentric approach adopted in terms of the book's contents with slight cosmetic changes to make it Saudized. Another reason could be the learners' disinterestedness in understanding any foreign culture which is antithesis to their own, as Fairclough (1989, p. vi) describes that language is a social practice rather than an 'independent construct' that 'creates and created by certain forces and structures forming our functions in the society'. Moreover, the study also revealed that the textbook under study fails to foster the element of intercultural understanding due to the absence of sufficient Islamic and/or Saudi depiction.

Chapter Three
Research Methodology

Chapter three

Research Methodology

3.0 Introduction

This study primarily involved a survey, comprised of two sets of data collecting techniques namely a questionnaire for teachers and a test for the students. A short questionnaire as attitude measuring was also given to students. Moreover, in order to discover more deeply the relationships and among learners' beliefs about translation, strategy use, and individual demographic variables, interviews were conducted with students as well. Sampling, tools for collecting and analyzing data will be described and discuss in details.

3.1 Study design

The researcher adopts two study designs. Initially, a questionnaire has been designed for lecturers-besides, assessing Test. An attitudes questionnaire was given by the researcher to measure the students' opinion towards using English language supported with Arabic if necessary or using English language without any usage of Arabic (only English language) in teaching English language. Besides, pre- and post-test which is designed to find out the impact of the experimental factor (translation) on enhancing students' comprehension of English language Skills (Reading, Writing, listening and speaking). As a final point, the researcher compares the pre- and post-tests results to see if there is a progress in the students' performance.

3.2 Sample

The subjects are MA students, Sudan University of Science and Technology. A number of 60 of EFL students (males and females) have been selected randomly out of 80 students who represent the target population. The subject's ages range between (23 - 27) years.

3.3 Materials

A special reading authentic material has been adopted from the Internet for the reading part of the test to be given to the students. The materials for reading are customarily extracted from the Internet and hence the entire subject matter that forms the bulk of the translation course.

To evaluate the students' performance in communicative skills, pre- and post-tests were used. The pre-test measure the students' previous knowledge, whereas post-test evaluates the change that takes place after the course.

3.4 Reliability of the test

The reliability of the test is calculated by the use of ranks:

$$\text{Reliability} = 1 - \frac{6 \sum D^2}{N(N-1)} = .98$$

N(N - 1)

The calculation resulted in (1.3) for the reliability of linguistic knowledge element test. Thus, (1.3) emphasizes that the test is reliable. The calculation resulted in (1.2) for the reliability of translating skills test, and also emphasizes that the test is reliable.

3.5 Validity of the test

The test is valid and reasonable. The researcher has consulted four judges, and it has been corrected according to their suggestions. The translating skill and language competence test has been made to measure students' performance after being exposed to course material.

3.6 Tools of data collection

The tools that have been used in the experimental study are pre- and post- test. The later was given after teaching the programme. The pre-test “diagnostic” is designed to find out the students’ ability to translate English to Arabic and vice versa. The course aims at investigating how to use translation as a means to develop the students’ competence and comprehension in English language. The course items included how to introduce yourself, describing peoples, places¹ (countries, cities, towns, etc.), places² (streets and houses), describing a day and describing a scene.

The subjects are exposed to a pre-test to measure the candidates’ previous knowledge, then a post-test takes place after teaching course in which the researcher uses the translation techniques and activities to teach language course, extended for three weeks during which three lectures per week were taught(15 hours). In the end, the researcher co-relates the pre- and post-tests results to see whether there is a difference in students’ performance or not. If the scores of the post-test are higher than that of the pre-test then progress has taken place.

The test has been designed in a way that suits the teaching and testing purposes. The aim of this test is to help the researcher to find out the weakness and strength of the candidates; and to evaluate their performance. The researcher also uses what is so called “*dicto – comp*” methodology which uses dictation as means of testing students skills in translation and interpretation. Dictation is quite useful in a translation classroom to test the receptive skills of listening and recognition and use of terminology. After students are familiar to the text to be translated or read parallel texts, they can benefit from dictation taken from one or more of the texts.

3.7 Data analysis

For calculation of data analysis the researcher uses the following procedures:

$$\text{A- Mean} = \frac{\sum X \times f}{N}$$

For the standard deviation:

$$\text{S.D} = \frac{\sqrt{\sum d^2}}{N}$$

For the testing significance:

$$t. \text{ Value} = \frac{X_1 - X_2}{\sqrt{\frac{\delta_1^2}{n_1} + \frac{\delta_2^2}{n_2}}}$$

δ = population standard deviation

δ^2 = population variance

\sum = the sum of

X = the random variable X

f = function of

d = standard deviation

Chapter Four
Data Analysis Results And Discussion

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the analysis of the data collected by the instruments discussed in chapter three. It will also discuss the results of the analyses with the purpose of answering the research questions and testing the hypotheses. The data informing the present study can be categorized into two types:

- Input data
- Intake data

4.1 Input data

The input data is connected with the different types use and translation of the relative pronouns as performed by the participant. This also includes

1. Data from the class observation during the semester observed and registered by the tutor of his students' behavior towards the employment or use of the relative pronouns in response to questions they were presented with during classes.
2. Tutors response to the questionnaire
3. Students' performance over the tests administered **translation** tests to collect data. The tests, besides translation included: diagnostic, where two tests were administered, namely:
 - (i) composition and,
 - (ii) multiple-choice questions

The present research as it was already mentioned uses both strategies of qualitative and quantitative research. Employing the two techniques can reciprocally have the effect of strengthening and supporting the outcome of each other.

4.1 The Test's Results

The diagnostic test was given intentionally to investigate the Difficulties in Translating English Lexical Collocations as drawn from varied resources including the internet as this area of collocation was known to pose specific problems for students of translation and hence can act as a rudiment to learning. It is only the area of lexical collections which has been considered in this part. This is largely because so many students when interviewed admitted that they specifically suffer when it comes to translating lexical collocations. As many as 24 lexical collocations were given to students in English to render them into Arabic

The following tables summarize the results obtained from the performance of the M.A students in translating the sentences in the test.

Table (1) Idiomatic Expressions.

Item	Correct		Incorrect	
	Frequency	Percentage	Frequency	Percentage
Sentence (20)	1	2%	49	98%
Sentence (21)	3	6%	47	94%
Sentence (22)	6	12%	44	88%
Sentence (23)	12	24%	38	76%
Sentence (24)	3	6%	47	94%
Total	50	100	50	100

Table (1) indicates that M.A students encounter difficulty in translating idiomatic expressions. So idiomatic expressions though are difficult to deal with by students they can still be considered a useful tool for learning the language. In the first item

(2%) of the participants able to translate the idiomatic expression in sentence (22) correctly, while the majority (98%) fail to give the exact translation for the idiomatic expression. In the second item, (6%) of the students succeed to give the exact meaning for the idiomatic expression in sentence(23), whereas (94%) translate the idiomatic expression incorrectly. In the third item, (12%) of the subjects transfer the meaning of the idiomatic expression in sentence (24) into Arabic correctly, while (88%) unable to transfer the idiomatic expression correctly. In the fourth item, (24%) of the respondents render the meaning of the idiomatic expression correctly, while (76%) fail to give the exact meaning of the idiomatic expression. In the sixth sentence, (6%) of the subjects translate the idiomatic expression in sentence (26) correctly, whereas the majority (94%) of them fail to give the correct translation.

It is obvious that from table (1) the majority of M.A students encounter a great difficulty in translating English idiomatic expressions into Arabic because of lack knowledge of choosing correct equivalence into the source language and the cultural differences between the two languages (English/Arabic).

So as the research sets out to investigate the role to be played by translation in enhancing the level of EFL learning, idiomatic expressions has to be given specific consideration for cultural factors mainly.

4.2 Composition data analysis

Students were asked to write a composition in Arabic first in a topic selected by the tutor and then asked to translate their production. Composition data have been analyzed in terms of:

1. The total number of relative clauses in each pattern, and
2. The type of errors produced in each pattern of relative clauses

Table(2) total number of relative clauses in the participants' compositions (60 participants)

The number of relative clauses in a composition	0	1	2	3	4	5
Total number of subjects %	45 75%	7 11.6%	4	2	1	1

As shown in table (2) percentages reflect the students' poor performance on the composition test. More than two thirds of the participants have not produced a single relative clause in their compositions a matter which can apparently account for their inadequate knowledge or perhaps their complete ignorance of the relative clauses. This is an area which has to be addressed when teaching translation proper.

Table (3) Classification of the type of relative clause produced in compositions

No	Items	Total NO. Of Relative Clauses	Total No. of Correct Relative Clauses	Total No of Incorrect Relative Clauses
1	Restrictive Relative Clauses	15	4	11
2	Non-restrictive Relative Clauses	10	3	7
3	Sentential Relative Clauses	3	2	1
TOTAL		28	9	19

Table (3) is more specific as to the type of the clauses produced by students in their compositions. Judging by the items cited above in the table participant's knowledge of sentential is immensely poor. Even those who could make it and produced two or one were not technically informed of the difference between a sentential and a non-restrictive relative clause.

Table (4) the total number of relative clauses in students' compositions

The total number of relative clauses in a composition	0	1	2	3	4	5
Total number of subjects (%)	20 33.3%	3 50%	2 3.3%	1 1.4%	2 3.3%	2 3.3%

Table (5) Classification of the types of relative clauses produced in composition

Function of antecedent (Matrix position)	Function of relative pronoun	Total number of RC	Total number of correct RC
Subject	Subject	3	1
Subject	Object	23	13
Object	Subject	65	18
Object	Object	92	41
Object	Object preposition	4	2
Object	Gen	2	0

4.2.1 Multiple-choice test data

Students' performance on multiple-choice is far better than that of the composition because of the excessive training they did at the secondary schools. Almost all classroom practitioners put greater emphasis on teaching grammar explicitly. Hence, students' have managed to score higher marks on types of questions as multiple-choice questions. Table (6) indicates how positively students were able to perform on this test.

Table (6) analysis of students' performance in the multiple-choice test

Item	1	2	3	4	5	6	7	8	9
RC type	Those who	Sub	sub	sub	where	sub	sub	sub	sub
Accuracy rate %	91.1	65.6	56.3	37.4	85.8	66.3	88.6	85.8	54.7

4.3 Validity of the diagnostic test

Odlin (1990) states that validity of a test arises out of what it seeks to measure. In other words, validity refers to the extent to which an instrument measures what it intends to be measure. There are many types of validity, this study used referee validity besides two types of statistical validity to evaluate the instrument validity.

- (i) **The Referee Validity :** The test, prior to application, was handed over to a panel of expertise in English language and methodology at the English Department, University of Science and Technology, to mention experienced linguists in Arabic language. The original tests have actually undergone significant alterations in response to the panel's suggestion.
- (i) **Internal Validity:** The internal validity of the test is the first statistical test that used to test the validity of the test. It is measured by a inspection sample, which consisted of 20 tests through measuring the correlation coefficients between each question in one field and the whole filed.

4.4 Pre-test

To attain the goals of the study, the researcher designed a pre-test of translation, which is based on the results of the diagnostic test . The test consisted of (60) sentences that were divided into two main parts; amongst the high and low level

students. The first part was the English ones (30) sentences, and the subjects of the study were asked to translate them from English into Arabic. Those sentences contained English relative clauses in three domains; defining relative clauses, non-defining relative clauses and sentential relative clauses. The second part of the test was the Arabic relative clauses (30) sentences that addressed two domains; defining relative clauses and non-defining relative clauses.

The entire test comprised five domains, and each one of the five domains was represented by different number of sentences. The items of the test were classified as follows:

1. Defining relative clauses (English)
2. Non-defining relative clauses (English)
3. Sentential relative clauses (English)
4. Defining relative clauses (Arabic)
5. Non-defining relative clauses (Arabic)

The entire sentences in English and Arabic were extracted from books mainly *Practical English Usage*, by *Michael Swan*, articles, educational websites and mono and bilingual dictionaries. Upon designing the pre- test, the divisions of relative clauses in some Arabic and English references were examined. *Practical English Usage*" and " *Alnahw A lwafi*" were examples of such resources. The divisions of relative clauses identified in the test were the most common in most references. Then the test was handed to 5 referees to judge its appropriateness and validity for the purposes of the. Their recommendations and suggestions were taken into consideration, and then the test was administered to 60 students to check its statistical validity and reliability. The subjects were given enough time to perform the translation task, and they were allowed to use dictionaries or ask about any difficult word they faced. Also the subjects of the study were given one hour as an allotted time for their translation task and it was their lectures.

4.5 View of quantitative data collection

The main purpose of the quantitative data analysis is to show the percentages of errors made by the sample used in this research, who were first-year university students of the University of Science and Technology (senior students) at the Department of English/Faculty of Chemical Engineering. In addition, the quantitative analysis paves the way for the qualitative one which follows in this chapter. The rationale for the employment of such a technique as the qualitative data analysis is to describe the errors made by the sample used in this research, identify the reasons for such errors, and suggest some remedial solutions for them. It is important to note that the errors and results of the present research are restricted to the data collected and analyzed from the performance of first year students, mainly from the sample used in the present research during the academic year 2011-2012. Again, the researcher kept sizable records of the students' mistakes which occurred during classes as part of the researcher's classroom observation.

It is very much important to note that prior to conducting any work of analysis of the students' mistakes over the translation of the relative clauses from English into Arabic and vice versa, that all types of errors other than those relating to relative clauses have not been taken care of. Such errors as manifested in the inappropriate use of the tenses, word order, and punctuation marks, and the like.

4.6 Quantifying and analyzing collected data

"....a quantitative procedure...serves to give some weight to a qualitative judgment. ...the quantitative aspect is mainly of importance in documenting borderline failures; passing or failing candidates are generally identifiable on a first reading."
Campbell (1968:169)

This indicates that validity and reliability of empirical research are enormously measured against the quantification of the analyzed data.

In the present study the number of the students has amounted to 120 as already stated.

The criterion to be adopted in the present study in relation to data collection has been a dichotomous criterion comprising the following elements for the assessment of the quality of the translation:

- (i) satisfactory, (correct)
- (ii) incorrect

Though some questions left unanswered or unattempted, they constitute a very insignificant portion. Thus this element has not been considered as part of the overall criterion.

Table (7) Criteria of translation evaluation

The criterion	Definition
Satisfactory	Is the type of rendering that conveys a clear equivalent (meaning) in the target language to that of the source language with no linguistic (grammatical) errors.
Incorrect	The one that fails to convey a correct equivalent (meaning) in the target language to that of the original of the source language and/or includes linguistic (grammatical) error(s)

Kenny (2009) roughly defines equivalence as “a relationship between two texts: a source text (ST) and a target text (TT). Equivalence relationships are also said to hold between parts of STs and TTs. In many cases, it is the relationship that allows the TT to be considered a translation of the ST in the first place.”

Some students have managed to translate some constructions quite satisfactory, however they have not used relative clause. They successfully employed other syntactic structures to convey the intended meaning of the relative clause. Though such rendering is correct, was not taken into consideration as the prime goal is the use and translation of the relative clauses. Examples of the constructions in which the relative clauses were left out in rendering are the following:

1. He showed me a photo **that** saddened me.

عرض على صورة احزنتنى

2. It is a family of eight children, all of **whom** are studying music.

إنها عائلة من ثمانية أطفال يدرسون الموسيقى

4.7 Quantitative data analysis

The first texts of (Test One) given to students of the experimental group who were categorized into high-level as opposed to low –level have been handled differently. Some were translated satisfactorily (correct), other mistranslated, while a few were unattempted. As many as twenty texts were given to high-level ones and the same texts were given to the low-level group. The texts were to be translated from English into Arabic. Each text consists of one statement (sentence) labelled as for example: text one, text two etc...

The text/ Relative clause	Satisfactory. T	%	Incorrect	%	Unattempted	%
Text (1) Relative clause one	7		12		4	
Text (2) Relative clause two	5		11		5	
Text (3) Relative clause three	9		9		3	
Text (4) Relative clause four	8		6		7	
Text (5) Relative clause five	8		6		5	
Text (6) Relative clause six	7		12		4	
Text (7)Relative clause seven	7		12		3	
Text (8) Relative clause eight	8		9		4	
Text (9) Relative clause nine	9		4		8	
Text (10) Relative clause ten	9		8		4	
Text (11) Relative clause eleven	8		6		7	

Text (12) twelve	Relative clause	7		7		8	
Text (13) thirteen	Relative clause	8		8		5	
Text (14) fourteen	Relative clause	11		5		4	
Text (15) fifteen	Relative clause	5		12		4	
Text (16) sixteen	Relative clause	9		9		3	
Text (17) seventeen	Relative clause	9		8		6	
Text (18) eighteen	Relative clause	7		12		5	
Text (19) nineteen	Relative clause	5		11		4	

Table (2) (Test One) shows English Arabic translation by high –level group:

4.2 The Questionnaire

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 100 respondents who represent tutors of Sudan University of Science and Technology Faculty of language and other universities.

(i) The Responses to the Questionnaire

The responses to the questionnaire of the 120 respondents were tabulated and computed. The following is an analytical interpretation and discussion of the

findings regarding different points related to the objectives and hypotheses of the study. Each item in the questionnaire is analyzed statistically and discussed. The following tables and figures will support the discussion.

(ii) Analysis of the Questionnaire:

A number of questionnaire forms have been distributed to the determined study sample (120), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, , agree, and strongly agree) to quantitative variables (1, 2, 3, 4,) respectively, also the graphical representations were used for this purpose.

(iii) Statistical Reliability and Validity:

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (20) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach's coefficient; the results have been showed in the following table.

Table (4.6)

Calculated results of reliability coefficient

Scale	Validity	Reliability	Number of items
Alpha Cronbach	0.88	0.94	15

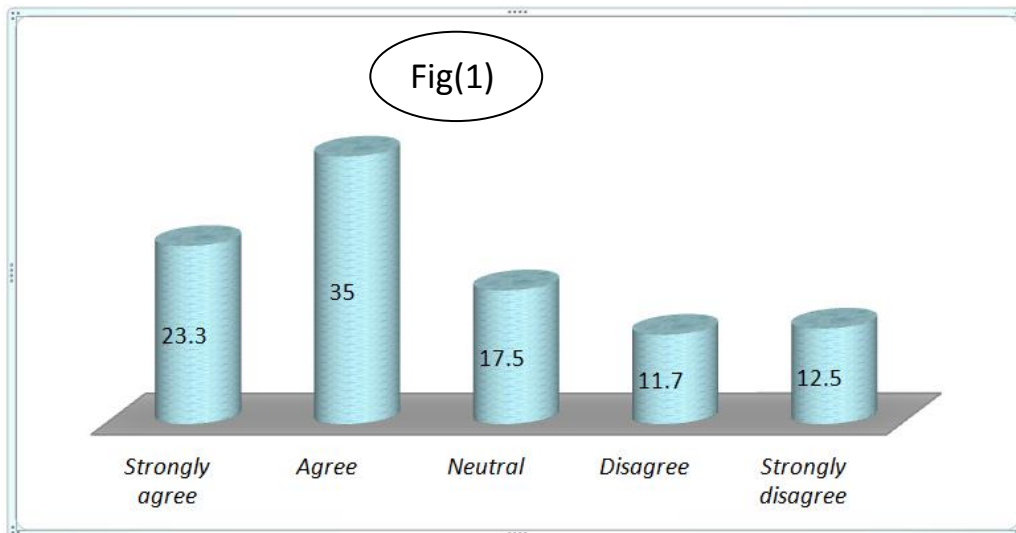
Statement No (1) *Translation has been used for centuries by foreign language learners to facilitate language learning, but translation has played various roles under different language teaching methods*

Table No (5) The Frequency Distribution for the Respondent's Answers of Statement No. (1).

Variables	Frequency	Percentage%
Strongly agree	28	23.3
Agree	42	35.0
Neutral	21	17.5
Disagree	14	11.7
Strongly disagree	15	12.5
Total	120	100

It is clear from the above table No.(5) and figure No (1) that there are (28) persons in the study's sample with percentage (23.3%) strongly agreed with *“Translation has been used for centuries by foreign language learners to facilitate language learning, but translation has played various roles under different language teaching methods”* There are (42) persons with percentage (35.0%) agreed with that, and (21) persons with percentage (17.5%) were not sure that, and (14) persons with percentage (11.7%) disagreed and (15) persons with 12.5% with strongly disagree option.

While some foreign language educators may consider translation as a critical means to ensure students’ comprehension, other teachers may totally forbid or discourage the use of the native language and translation in the classroom. Thus, translation has long been neglected in second or foreign language (FL) classrooms because it was considered an inadequate reminder of old teaching methodologies, especially those associated with (or derived from) the grammar-translation method. This become increasingly evident mainly due to the beginning of Translation Studies as such and the direct, natural and communicative language teaching methodologies, which considered translation exercises as destructive for the development of the new language.



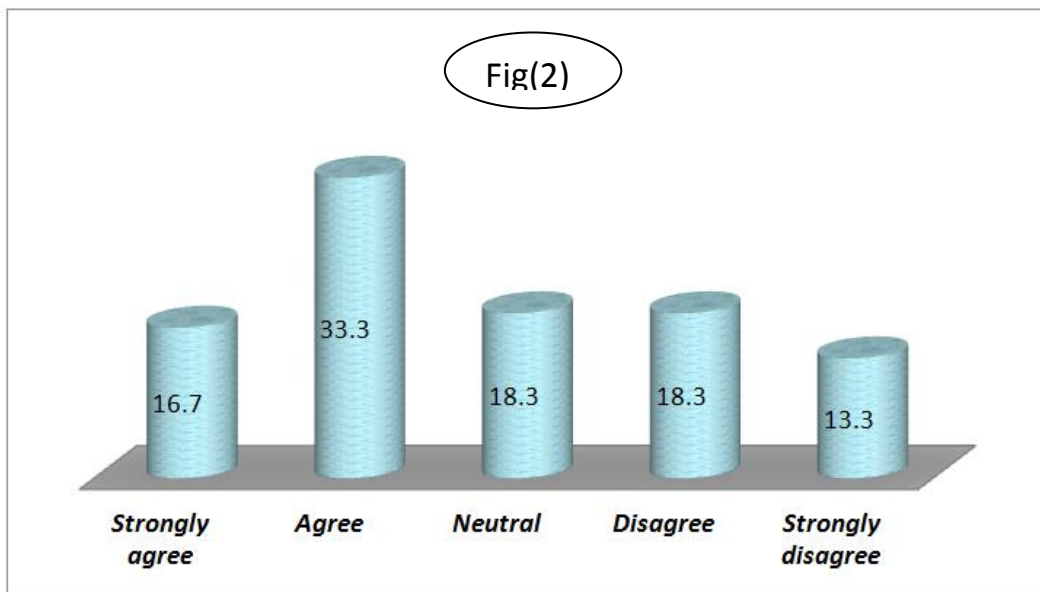
Scholars and educators have always tried to establish a link between EFL learning and translation in an attempt to find out the extent that translation can be useful in this domain. Translation in this context is a means of teaching and learning. It is a tool to facilitate the process of acquiring the second language(L2). Translation in such a context is called pedagogical translation.

Statement No (2) . *Linguists and educators distinguished translation as a means of EFL, and call it the pedagogical translation, which varies from translation as a profession*

Table No (6) The Frequency Distribution for the Respondent’s Answers of Statement No. (1).

Variable	Frequency	Percentage%
Strongly agree	20	16.7
Agree	40	33.3
Neutral	22	18.3
Disagree	22	18.3
Strongly disagree	16	13.3
Total	120	100

It is clear from the above table No.(6) and figure No (2) that there are (20) persons in the study's sample with percentage (16.7%) strongly agreed with "*Linguists and educators distinguished translation as a means of EFL, and call it the pedagogical translation, which varies from translation as a profession .*" There are (40) persons with percentage (33.3%) agreed with that, and (22) persons with percentage (18.3%) were not sure that, and (22) persons with percentage (18.3%) disagreed. and (16) persons with 13.3% are strongly disagree.



Translation as a tool for language learning (L.L.) has always existed. It was first introduced as a method of teaching basing on the scholastic method(Hell, 2009);

and the classical method, with which Latin and Greek were the only foreign languages to be learned in Central Europe in the medieval times. The Grammar Translation Method was emanated then. A lot of people now in the field do not encourage the use of translation in TEFL, putting in mind that method as it is, does not give much to the communicative competence of the learners, particularly in now the main purpose of learning modern languages is communication.

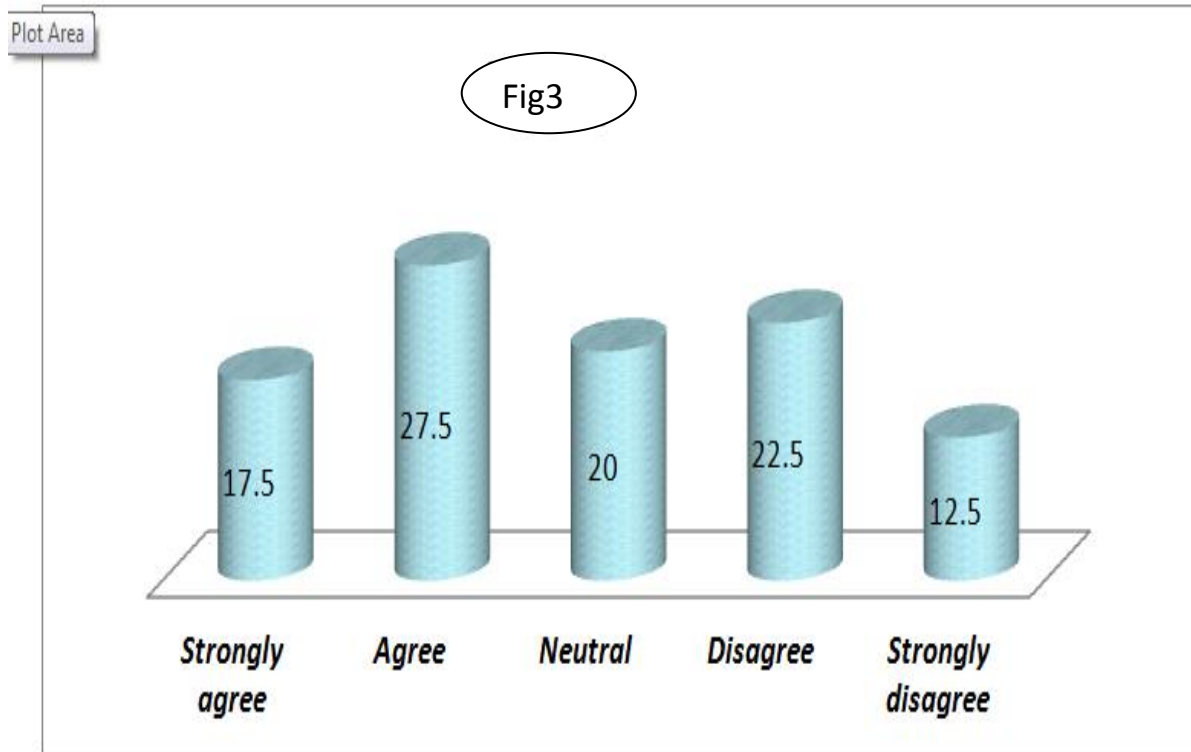
No one denies the importance of LFL especially English in this era, where it is the international language of science, technology and communication. English is the second language in terms of people who speak it as a native tongue. It is the most taught Lingua Franka in international circles. English is the language of "higher communication" in the third world countries.

Statement No. (3): *English language teaching tradition has encountered great changes. It is not like other subjects such as math or physics which have the same theories for years.*

Table No (7) The Frequency Distribution for the Respondent's Answers of Statement No. (6)

Variable	Frequency	Percentage%
Strongly agree	21	17.5
Agree	33	27.5
Neutral	24	20.0
Disagree	27	22.5
Strongly disagree	15	12.5
Total	120	100

It is clear from the above table No. (7) and figure No (2) that there are (21) persons in the study's sample with percentage (17.5%) strongly agreed with "*English language teaching tradition has encountered great changes. It is not like other subjects such as math or physics which have the same theories for years*". There are (33) persons with percentage (27.5%) agreed with that, and (24) persons with percentage (20.0%) were not sure that, and (27) persons with percentage (22.5%) disagreed. and (15) persons with 12.5% are strongly disagree.



Teaching foreign languages in general and particularly English has changed, developed and amended so much since its existence.

Language is as old as human history. Societies have enlarged and extended through out the history so as cultures and languages, later the science of learning foreign languages have appeared, developed and strengthened, although the need to learn a foreign language by itself is as old as human history.

Translation has always been a part and parcel of LFL It was first introduced in the grammar translation method (GTM). Now translation is retrieved into L.L. as some authors and educators in the field have strong beliefs about its role as a facilitating tool for the learning process. Although ELT and translation are two different areas of linguistics, they both have the same purpose that of communication. The study has reviewed the relevant works of its history in chapter two.

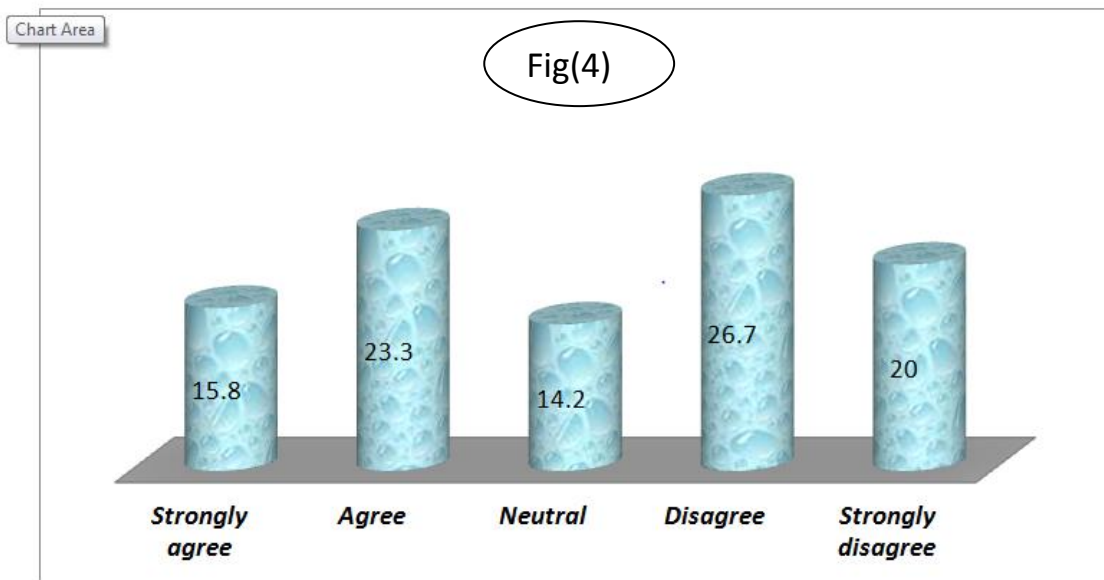
Statement No. (4) *In spoken interaction, speaker and listener do not merely have to be good processors of the spoken word, able to produce coherent language in the difficult circumstances of spoken communication.*

Table No (8) The Frequency Distribution for the Respondent's Answers of Statement No. (4)

Variable	Frequency	Percentage%
Strongly agree	19	15.8
Agree	28	23.3
Neutral	17	14.2
Disagree	32	26.7
Strongly disagree	24	20.0
Total	120	100

it is clear from the above table No.(8) and figure No (3) that there are (19) persons in the study's sample with percentage (15.8%) strongly agreed with " *In spoken interaction, speaker and listener do not merely have to be good processors of the spoken word, able to produce coherent language in the difficult circumstances of spoken communication.* ". There are (28) persons with percentage (23.3%) agreed with that, and (17) persons with percentage (14.2%) were not sure that, and (32) persons with percentage (26.7%) disagreed. and (24) persons with 20.0% are strongly disagree

It is true that in spoken interaction, speaker and listener do not merely have to be good processors of the spoken word, able to produce coherent language in the difficult circumstances of spoken communication. It is also useful if they are good communicators, that is, good at saying what they want to say in a way which the listener finds understandable. To appreciate what is involved; it can be useful to think of the communication of meaning as depending on two kinds of skill.



Firstly, in many circumstances speakers organize what they have to communicate in typical patterns. These patterns correspond more or less to typical kinds of message, and so deal with recurring cognitive problems. These have been called ‘routines’ (e.g. Widdowson 1983). Examples of routines include story telling or joke telling; descriptions or comparisons; and instructions.

Secondly speakers also develop skills in solving all sorts of communication problems which can be expected to occur in spoken exchanges. These we will call negotiation skills. They consist of skills which are used to enable speakers to make themselves clearly understood whatever the interaction, and to deal with communication problems that may occur. Negotiation skills are skills which are common to all kinds of communication. For example, they include the ability to check on specific meanings, to alter wording, to correct mistaken interpretations, to find words for ideas for which the speaker does not already have some generally accepted phrase.

We should perhaps note that these skills—they might almost be called thinking skills—are in many respects the same as those required in written communication, where they are equally important. However, both routines and negotiation skills are likely to involve slightly different forms of expression according to whether the language used is oral or written (for instance, a spoken story is likely to have some oral conventions which are less likely in written form).

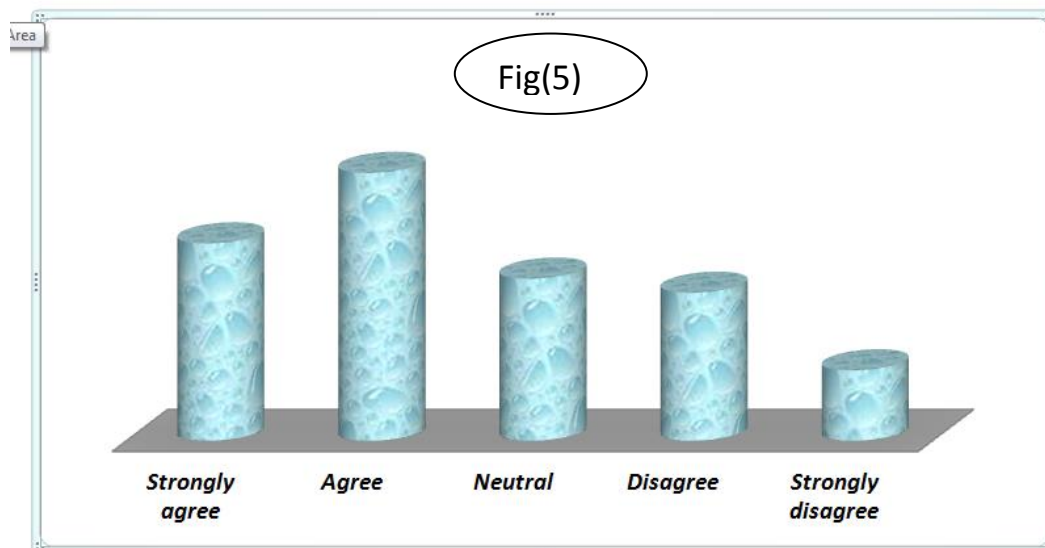
Statement No. (5).*The history of learning a foreign Language is dated back to the times of learning Greek and Latin languages..*

Table No (9) The Frequency Distribution for the Respondent’s Answers of Statement No.(5)

Variables	Frequency	Percentage%
Strongly agree	28	25.0
Agree	38	23.3
Neutral	23	19.2
Disagree	21	25.8
Strongly disagree	10	6.7
Total	120	100

It is clear from the above table No.(9) and figure No (4) that there are (28) persons in the study's sample with percentage (25.0%) strongly agreed with “*The history of learning a foreign Language is dated back to the times of learning Greek and Latin languages.* ”. There are (38) persons with percentage (23.3%) agreed with that, and (23) persons with percentage (19.2%) were not sure that, and (21) persons with percentage (25.8%) disagreed. and (10) persons with 16.7% are strongly disagree.

Undoubtedly, the history of learning a foreign Language is dated back to the times of learning Greek and Latin languages. Sverak, (2011) finds it difficult to state its definite history, as almost no records have been kept about the earlier history. But he declares that the two or three millennia prior to the 19th century could be the exact history of learning foreign language.



It is remarked that the first course was prepared in 1793 by Johann Christian Fick in Germany; it could have been the first traces for bilingual approach, Howat quoted in A.Alraoof, (2010). A.Alraoof also quoted Dodson, 1967 that the method of teaching at that time resembled very much the GTM, it was the Classical Method.

It is reported that the method of teaching those Languages was the Classical Method- it was also named the Prussian Method, from Prussia in Germany (Garcia cited in Rivers, (2000)). Latin was taught by techniques that focused on the grammatical rules of the language and memorization of large amounts of vocabulary and grammar structures, and some exercises beside translation of texts. Machida, (2011) expresses that translation was at the heart of the method in the 16th century. Vermes (2010) states that the GTM had been used at that time by a different name. (...employed in the secondary schools in Prussia at the end of the 18th century).

According to Howard, (1998) Latin Language dominated the school curricula in the Middle Ages and shared the pre-eminence with Greek within the Renaissance.

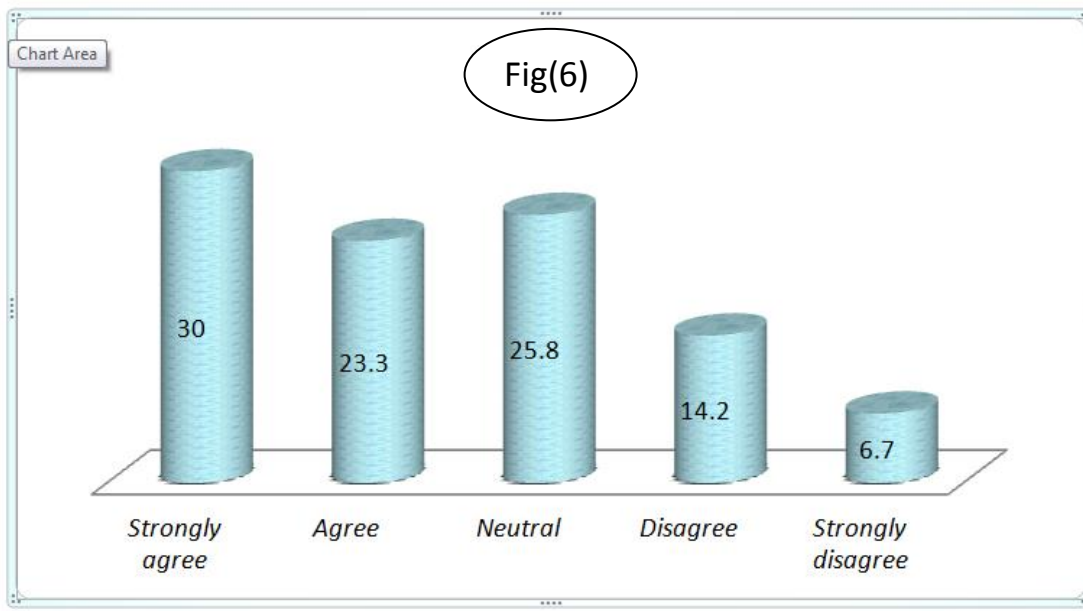
Statement No (6) *Some innovators like Wilhelm Vietor , Otto Jasperson Henry Sweet Paul Passy from Germany, Denmark, Great Britain and France consequently started to call for changes and modifications. This is known as Reform Movement*

Table No (10) The Frequency Distribution for the Respondent's Answers of Statement No. (6)

Variable	Frequency	Percentage%
Strongly agree	36	30.0
Agree	28	23.3
Neutral	31	25.8
Disagree	17	14.2
Strongly disagree	8	6.7
Total	120	100

It is clear from the above table No. (10) and figure No (5) that there are (36) persons in the study's sample with percentage (30.0%) strongly agreed with "*Some innovators like Wilhelm Vietor , Otto Jasperson Henry Sweet Paul Passy from Germany, Denmark, Great Britain and France consequently started to call for changes and modifications. This is known as Reform Movement.* ". There are (28) persons with percentage (23.3%) agreed with that, and (31) persons with percentage (25.8%) were not sure that, and (17) persons with percentage (14.2%) disagreed and (8) persons with 16.7% are strongly disagree.

Being a founder, Veitor called for a remodeling of teaching languages by improving teaching and learning. They introduced the importance of pronunciation, they encouraged speaking more than writing. SIEFERT,(2013) SIEFERT,(2013) stated the single characteristic of the Reform Movements.



Methodology is teaching phonetics, with stresses on vocal articulation and hearing. They prioritized also the use of conversation texts and dialogues to introduce expression into the oral language, beside an inductive methodology in grammar (Macau, 2002). As for conventional systems of writing and creative writings, they are far beyond their interests, just for favor of transcriptions and dictation exercises. As for reading it was aloud and then in silence. Translation was used orally from the teacher to help in comprehension or class instructions. Learners sometimes asked to translate selections from the reading passages. Written translation was difficult – only in higher levels. SIEFERT,(2013) SIEFERT,(2013) announces that Reformers never ban translation. They just do not encourage the Old Method.

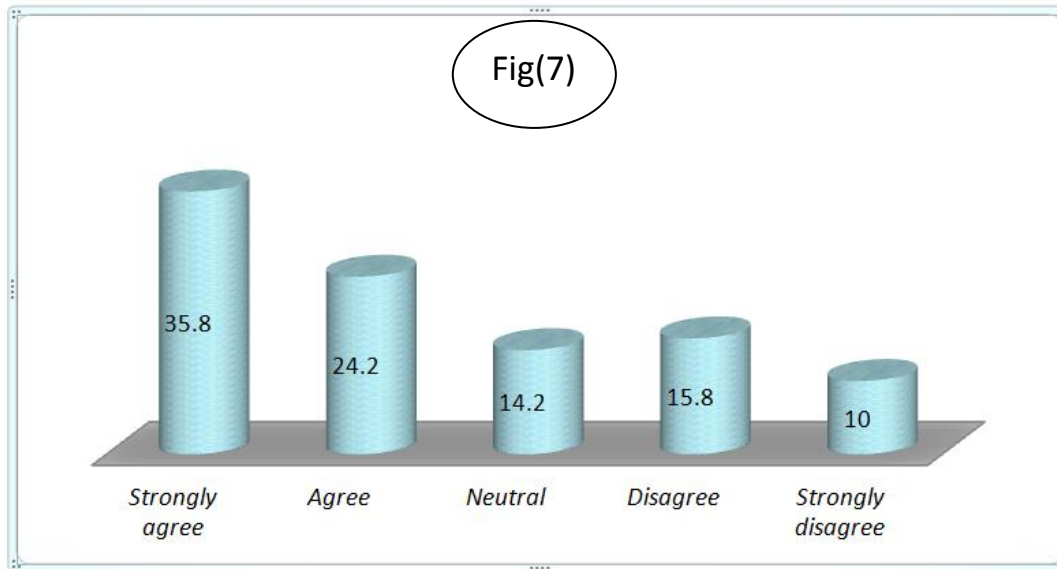
All in all the Reform Movement opposed the old traditional method of teaching which is directed to translation using in this method, they also criticize the GTMs focus on written translation of texts into the foreign language it is described as : mindless, mechanical, burdensome, old, overly ruled, inadequate, ineffective, unrepresentative of the learners language ability. SIEFERT,(2013) SIEFERT,(2013) goes on that the criticism of translation in language learning and teaching is not aimed at the translation within the GTM particularly, the Reformers have their severe criticism against written, not oral translation that is used for comprehending, but not as an aid for the learning process.

Statement No. (7).*the existence of the GTM was to simplify the techniques of the Classical Method and to make the process of learning easier for the learner*

Table No (11) The Frequency Distribution for the Respondent’s Answers of Statement No. (7)

Variable	Frequency	Percentage%
Strongly agree	43	35.8
Agree	29	24.2
Neutral	17	14.2
Disagree	19	15.8
Strongly disagree	12	10
Total	120	100

Judging by the table above, and Fig (6) it is clear that there are (43) persons in the study's sample with percentage (35.8%) strongly agreed with “*the existence of the GTM was to simplify the techniques of the Classical Method and to make the process of learning easier for the learner*”. There are (29) persons with percentage (24.2%) agreed with that, and (17) persons with percentage (14.2%) were not sure that, and (19) persons with percentage (15.8%) disagreed. and (12) persons with 10.0% are strongly disagree.



the existence of the GTM was to simplify the techniques of the Classical Method and to make the process of learning easier for the learner, he considered it as a progressive step in the world of methodology, at that time. However it was not so much suitable for the new learners who had to learn languages for the purpose of communication.

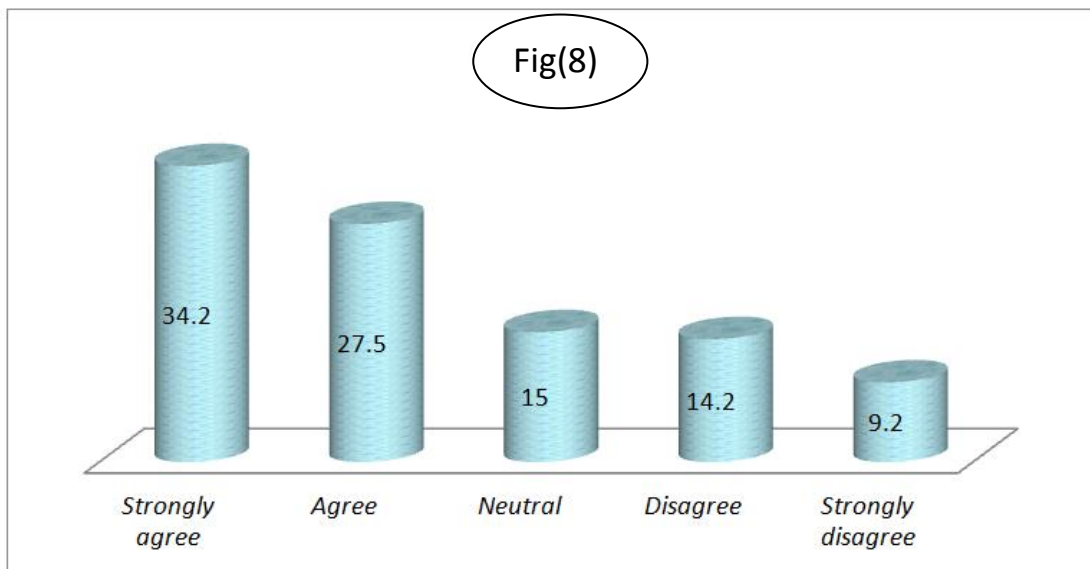
The origin of the phrase Grammar Translation Method (GTM) has never been accredited to one creator, however the word Grammar appeared in some Vietors work and it was associated with the word Method essentially, in the previous method Grammar has been presented alongside with practice texts of translating. The manual of Meidinger cited by SIEFERT,(2013) SIEFERT,(2013) viewed that grammar should have been stressed to learn a foreign language and translation from the mother tongue to the foreign language should have been given a hallmark. He also saw that grammar must have been compared between the two languages.

Statement No. (8). *The main characteristics of this method are the use of the target language is the only language that is used even in presenting class instructions and the prohibition of the use of the mother tongue inside the classrooms.*

Table No (12) The Frequency Distribution for the Respondent's Answers of Statement No.(8)

Valid	Frequency	Percentage%
Strongly agree	41	34.2
Agree	33	27.5
Neutral	18	15.0
Disagree	17	14.2
Strongly disagree	11	9.2
Total	120	100

Looking at the above table No.(12) and figure No (10) that there are (41) persons in the study's sample with percentage (34.2%) strongly agreed with " *The main characteristics of this method are the use of the target language is the only language that is used even in presenting class instructions and the prohibition of the use of the mother tongue inside the classrooms.*". There are (33) persons with percentage (27.5%) agreed with that, and (18) persons with percentage (15.0%) were not sure that, and (17) persons with percentage (14.2%) disagreed. and (11) persons with 19.2% are strongly disagree.



The most remarkable and considerable feature of this method is that the central focus and burden is not in the teacher but for the learner.

For SIEFERT,(2013) SIEFERT,(2013) grammar and pronunciation is taught deductively, and texts not necessarily be authentic. Teaching of the concrete is by objects lessons and teaching of abstract is by association ideas. Eventually the psychological process that enables the child to learn his mother tongue is the systematized application of the method- that is a reasonable reason as well for the DM to be called the Natural Method.

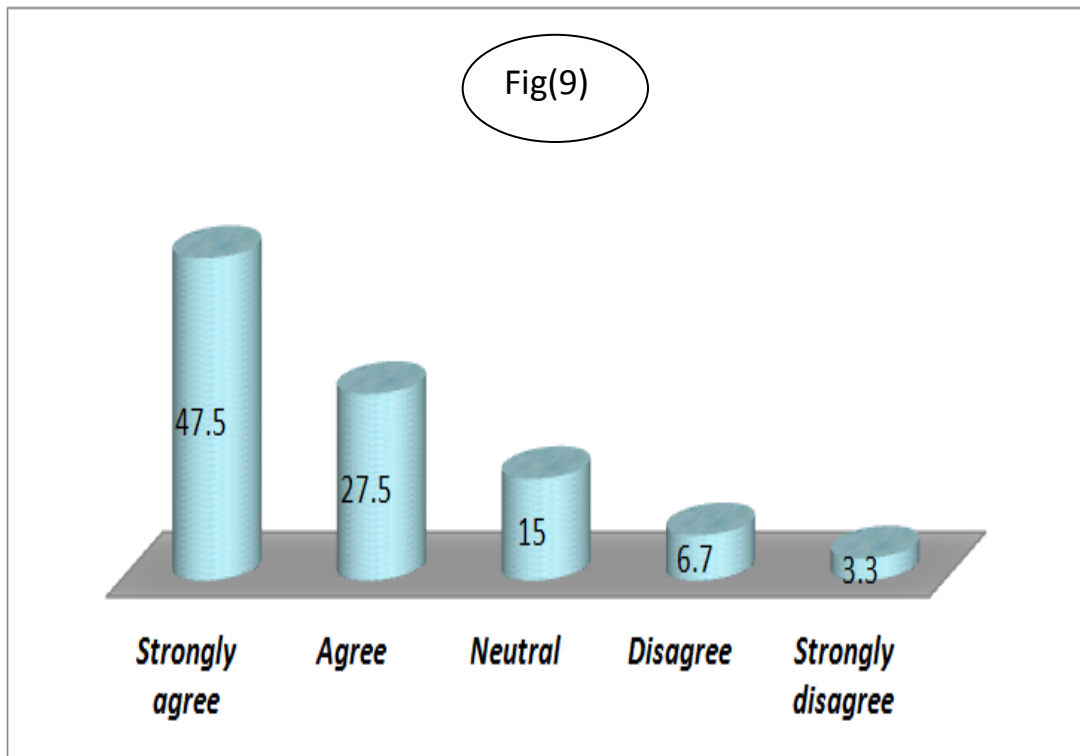
Statement No. (9)*The Direct Method is also called The Army Method is formally as the Army Specialized Training Program. It was introduced after the USA entrance to the World War 2ndand when the American Forces lacked skilled interpreters*

Table No (13) The Frequency Distribution for the Respondent’s Answers of Statement No.(9)

Variables	Frequency	Percentage%
Strongly agree	57	47.5
Agree	33	27.5
Neutral	18	15.0
Disagree	8	6.7
Strongly disagree	4	3.3
Total	120	100

It is clear from the above table No.(13) and figure No (12) that there are (57) persons in the study's sample with percentage (47.5%) strongly agreed with ")*The Direct Method is also called The Army Method is formally as the Army Specialized Training Program. It was introduced after the USA entrance to the World War 2ndand when the American Forces lacked skilled interpreters.*) There are (33) persons with percentage (27.5%) agreed with that, and (18) persons with

percentage (15.0%) were not sure that, and (8) persons with percentage (6.7%) disagreed. and (4) persons with 13.3% are strongly disagree.



The name of the method conveys its two greatest features- Audio, which emphasizes listening and Lingual that indicates speaking. This method is another suppress for the enhance ment of the reading and writing in the GTM and another suppress for the aural- oral modification in the DM.

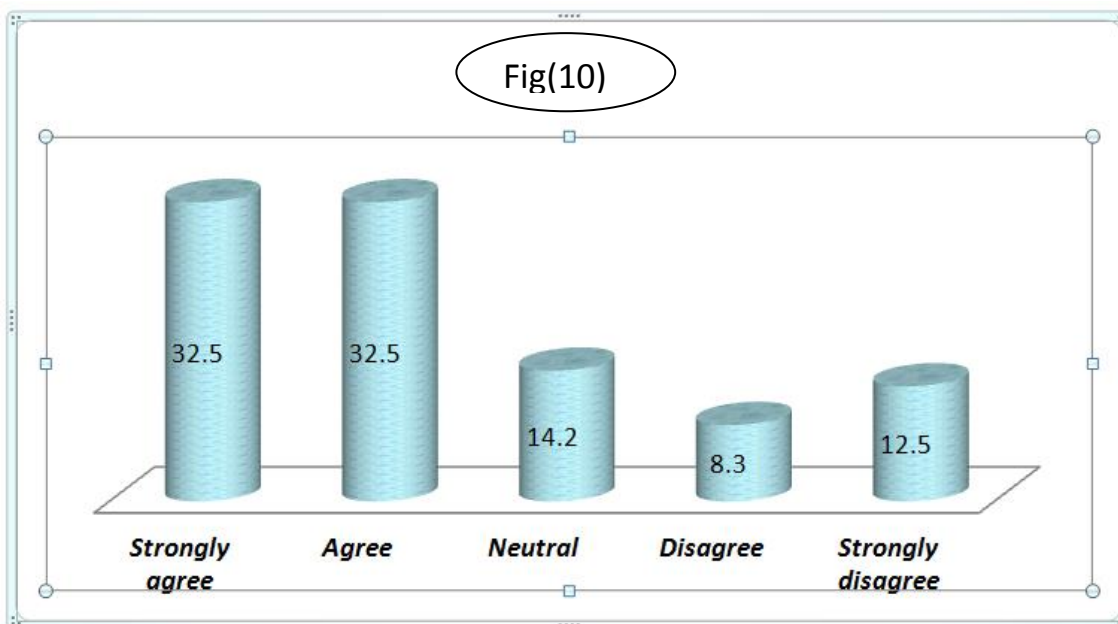
The ALM does not provide teaching of grammar and translation is blacklisted- (Massoumi2012 queted Richards and Rogers. He stresses that translation will hinder the teaching and learning processes of the target language, although Sverak, (2002) quoted Cook that translation was used in practice, he declared also that the success of the method is ...was scribed to its intensity and the high level of motivation of students (Cherrinton 27)the ALM views language as a form of habit, it emphasizes correction. Language is first heard and then it is practiced orally. Macau, 2002 states that they used the first language compared to the foreign language for the purpose of obtaining positive and negative transfer. The teachers were native speakers.

Statement No.(10)*The communicative method has taken great popularity but it is unsuitable for western countries. It also receives some criticism as it has some limitations to teach or learn academic or professional language*

Table No (14) The Frequency Distribution for the Respondent’s Answers of Statement No. (10)

Variable	Frequency	Percentage%
Strongly agree	39	32.5
Agree	39	32.5
Neutral	17	14.2
Disagree	10	8.3
Strongly disagree	15	12.5
Total	120	100

it is clear from the above table No.(14) and figure No (11) that there are (39) persons in the study's sample with percentage (32.5%) strongly agreed with "*The communicative method has taken great popularity but it is unsuitable for western countries. It also receives some criticism as it has some limitations to teach or learn academic or professional language.*". There are (39) persons with percentage (32.5%) agreed with that, and (17) persons with percentage (14.5%) were not sure that, and (10) persons with percentage (8.3%) disagreed. and (15) persons with 12.3% are strongly disagree.



Statement No (11) *Acquisition does not require extensive conscious of grammatical rules or tedious drills. Acquisition is developed in meaningful interaction in the target language. Here Krashen has adopted five pillar input hypothesis.*

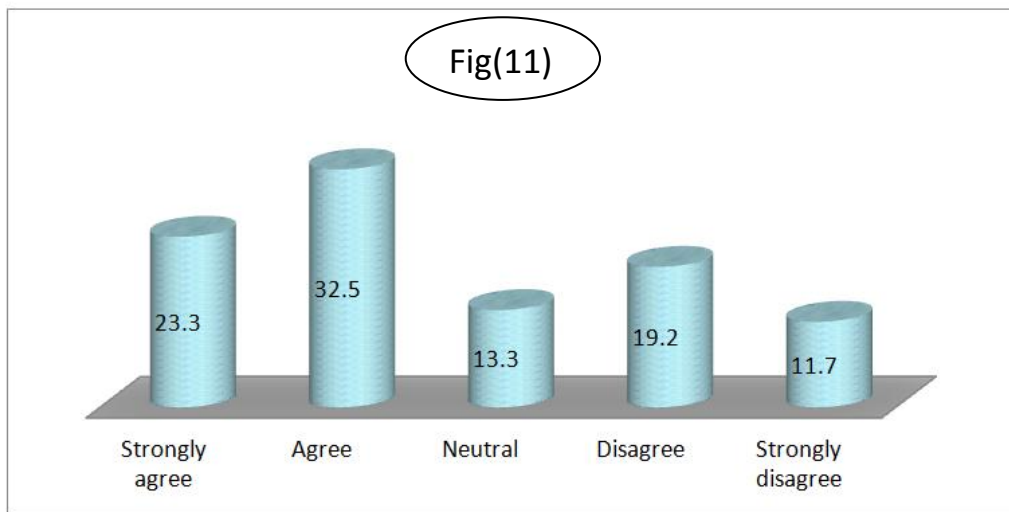
Table No (15) The Frequency Distribution for the Respondent’s Answers of Statement No.(11)

Variables	Frequency	Percentage%
Strongly agree	28	23.3
Agree	39	32.5
Neutral	16	13.3
Disagree	23	19.2
Strongly disagree	14	11.7
Total	120	100

It is clear from the above table No.(15) and figure No (10) that there are (28) persons in the study's sample with percentage (23.3%) strongly agreed with "Acquisition does not require extensive conscious of grammatical rules or tedious drills. Acquisition is developed in meaningful interaction in the target language. Here Krashen has adopted five pillar input hypothesis.

. ". There are (39) persons with percentage (32.5%) agreed with that, and (16) persons with percentage (13.3%) were not sure that, and (23) persons with percentage (13.3%) disagreed. and (14) persons with 11.7% are stron

This is developed by Stephen Krashen in 1983 (Macau, 2002). Acquisition does not require extensive conscious of grammatical rules or tedious drills. Acquisition is developed in meaningful interaction in the target language. Here Krashen has adopted five pillar input hypothesis. The first hypotheses is the most essential one it is a theory of acquisition- learning. Krashen introduces acquisition as the subconscious acceptance of knowledge where information is stored in the brain through the use of communication, here it resembles the development of the mother tongue whereas, learning is the conscious acceptance of knowledge about a language- this involves the product of the formal language instruction, according to Krashen learning is less important than acquisition.



The relationship between learning and acquisition is explained by the monitor hypotheses. It defines the influence of acquisition on learning. The acquisition system initiates an utterance and the learning system monitors the utterance.

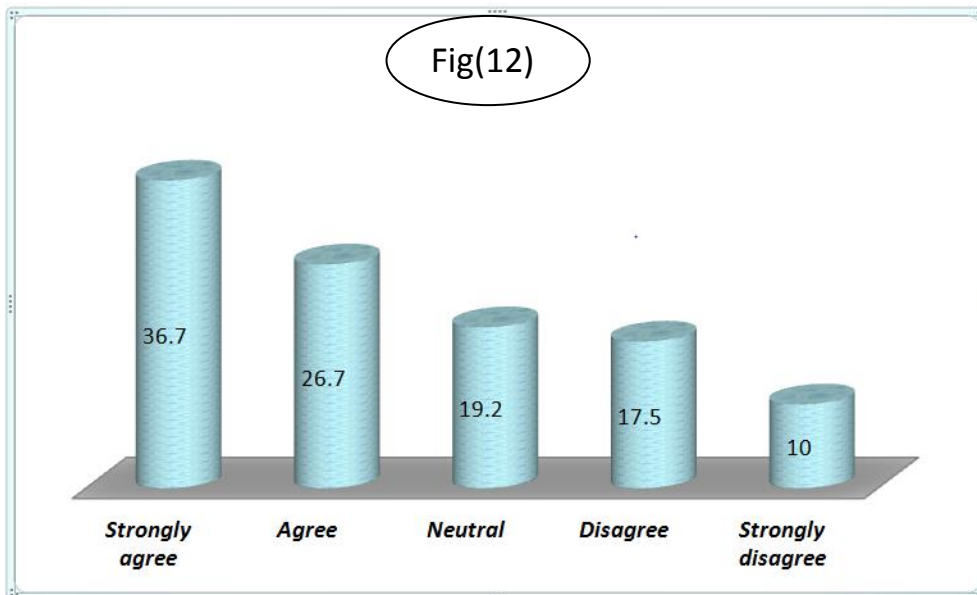
Krashen states that this hypothesis can contribute in accuracy, he suggests to limit its use because of the barriers facing learners during concentrating on accuracy rather than fluency. The third one is the natural order hypotheses, it concludes that the natural teaching of grammar is the best way of teaching, it bases on some grammatical uses where some structures tend to be acquired early while others late. Here the learners age is not necessary- it relies more on the background of the first language and conditions of exposure to the second or foreign language. Krashen does not encourage the grammatical sequencing as for the input hypotheses language acquisition occurs when learners receive messages that they can understand- comprehensible input. The progress of learners depend on the kind of inputs that are one step beyond their linguistic competence. The effective filter hypotheses is the screen which is influenced by emotional variables that can prevent learning, factors such as anxiety, self confidence, stress motivation and etc. they prevent input to reach the part of the brain responsible for language acquisition. Here the environment of teaching and learning plays a fatal role. Learners are not to worry about their mistakes. They will need positive class atmosphere is essential. The last one is the reading hypotheses which states that the more we read in a second or a foreign language the greater we earn vocabulary.

Statement No.(12) *Lazanov developed this method of Suggestopedia with the aim of bridging the psychological barrier. Here drama, art, physical exercises and others are used to facilitate the atmosphere in the classroom.*

Table No (16) The Frequency Distribution for the Respondent’s Answers of Statement No. (12)

Valid	Frequency	Percentage%
Strongly agree	44	36.7
Agree	32	26.7
Neutral	23	19.2
Disagree	9	17.5
Strongly disagree	12	10.0
Total	120	100

It is clear from the above table No.(16) and figure No (11) that there are (44) persons in the study's sample with percentage (36.7%) strongly agreed with "*Lazanov developed this method of Suggestopedia with the aim of bridging the psychological barrier. Here drama, art, physical exercises and others are used to facilitate the atmosphere in the classroom..*". There are (32) persons with percentage (26.7%) agreed with that, and (23) persons with percentage (19.2.3%) were not sure that, and (9) persons with percentage (17.5%) disagreed. and (12) persons with 10.0% are strongly disagree.



Lazanov developed this method with the aim of bridging the psychological barrier. Here drama, art, physical exercises and others are used to facilitate the atmosphere in the classroom. Also it is important to use lighting, music for the sake of comfort and relaxation, thus using of the mother tongue is allowed to introduce the welcoming atmosphere of the class. The philosophical point is if the student they can learn, they will.

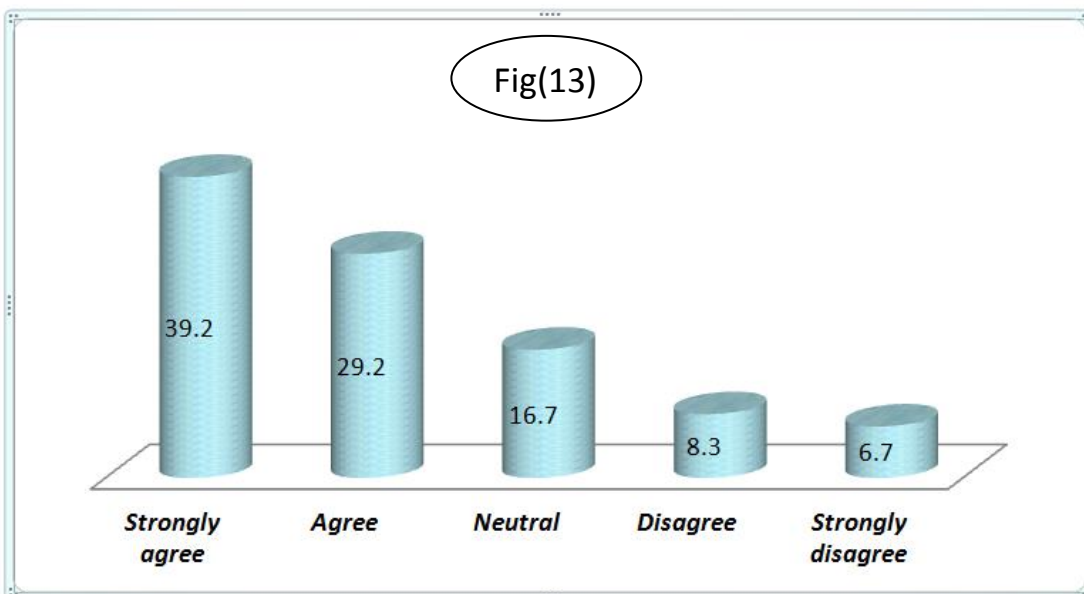
Statement No. (13) *Contrastive analysis (CA) as a sub discipline field of linguistics, deals with comparisons of two or more languages aiming to establish*

the differences and similarities between them. Sverak, 200 assumed that learners must use translation rules in CA

Table No (17) The Frequency Distribution for the Respondent’s Answers of Statement No. (13)

Variables	Frequency	Percentage%
Strongly agree	47	39.2
Agree	35	29.2
Neutral	20	16.7
Disagree	10	8.3
Strongly disagree	8	6.7
Total	120	100

It is clear from the above table No.(17) and figure No (12) that there are (47) persons in the study's sample with percentage (39.2%) strongly agreed with "*There are number of ads show women portrayed in traditional female roles like cooking, cleaning, caring for kids...* ". There are (35) persons with percentage (16.7%) agreed with that, and (20) persons with percentage (8.3%) were not sure that, and (10) persons with percentage (6.7%) disagreed. and (8) persons with 110.0% are strongly disagree.



Since the 19th century the monolingual paradigm has played a crucial role in ELT.

Translation abandoned its seat in language learning classrooms, though it has still played roles in other fields. Contrastive analysis (CA) as a sub discipline field of linguistics, deals with comparisons of two or more languages aiming to establish the differences and similarities between them. Sverak, 2000 assumed that learners must use translation rules in CA. he also believed that the comparison of the two or more languages could predict the learners errors and prevents its occurrence. Sverak also cited Ross when he declares that the real exploitation of translation is when we use it to compare words, word order, phrases, expressions and etc. Translation as a means of comparison became popular among practitioners. It can be used to compare words, sentences, texts languages and cultures (Leonardo,2000). The interest for CA started to decline by 1960s, as it became apparent that not all errors could be predicted or prevented.

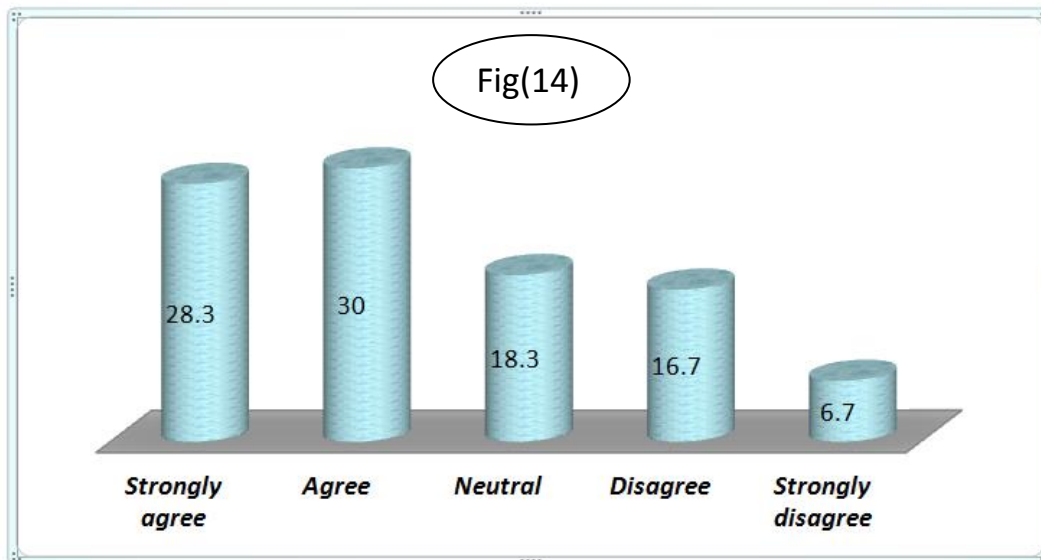
Statement No.(14) This theory of behaviorism was popular in the forties and fifties. Pavlov, Skinner and Thorndike are the founders. This psychological approach to language learning is connected to the empiricist trend, because of its physical and observable concerns.

Table No (18) The Frequency Distribution for the Respondent’s Answers of Statement No. (14)

Variables	Frequency	Percentage%
Strongly agree	34	28.3
Agree	36	30.0
Neutral	22	18.3
Disagree	20	16.7
Strongly disagree	8	6.7
Total	120	100

It is clear from the above table No.(18) and figure No (13) that there are (47) persons in the study's sample with percentage (39.2%) strongly agreed with "This theory of behaviorism was popular in the forties and fifties. Pavlov, Skinner and Thorndike are the founders. This psychological approach to language learning is connected to the empiricist trend, because of its physical and observable

concerns..". There are (35) persons with percentage (16.7%) agreed with that, and (20) persons with percentage (8.3%) were not sure that, and (10) persons with percentage (6.7%) disagreed. and (8) persons with 110.0% are strongly disagree.



This theory of behaviorism was popular in the forties and fifties. Pavlov, Skinner and Thorndike are the founders. This psychological approach to language learning is connected to the empiricist trend, because of its physical and observable concerns. The main focus of learning is the change of behavior through habit formation and existence of stimuli and response. It has some links with the contrastive analysis hypothesis. Macau, 2013 stated the two concepts of behaviorism as follows:-

First the positive transfer, which occurs when words and grammar structures in first language are similar and second is the negative transfer, when the words and grammar structures are different. She also quotes that the behaviorism theory as it strongly based on imitation and reinforcement, as well as practice and habit formation. Another main feature of behavior view is the positive and negative reinforcement, praise should be given and physical rewards, when the utterance is correct and in case it is not, the rewards will be suspended.

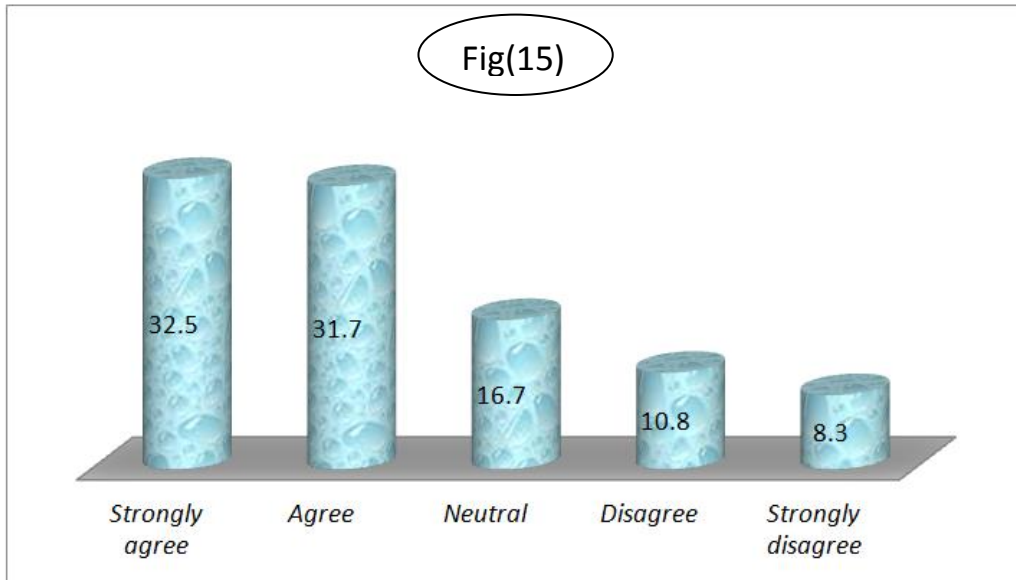
Statement No (15). *This theory of cognitive hypothesis was founded by Piaget, (1959). He sees close interrelated processes between cognitive acquisition development and language acquisition.*

Table No (19) The Frequency Distribution for the Respondent’s Answers of Statement No. (15)

Variable	Frequency	Percentage%
Strongly agree	39	32.5
Agree	38	31.7
Neutral	20	16.7
Disagree	13	10.8
Strongly disagree	10	8.3
Total	120	100

It is clear from the above table No.(19) and figure No (14) that there are (39) persons in the study's sample with percentage (32.5%) strongly agreed with "*This theory of cognitive hypothesis was founded by Piaget, (1959). He sees close interrelated processes between cognitive acquisition development and language acquisition.* ". There are (38) persons with percentage (31.7%) agreed with that, and (20) students with percentage (16.7%) were not sure that, and (13) persons with percentage (10.8%) disagreed. and (10) persons with 18.3% are strongly disagree.

There are stage starting from child birth to begin acquire his first language. This starts when the child observes and recognizes things around him/her, this stage ends at the age of 18 months. It is called sensorimotor. Piaget views that at this phase a child has cognitive knowledge but not cognitive language acquisition development. This view is known as Cognitive determinism.



The development of language forms is guided by cognitive growth. These views inspired Vygotsky, he also declares that language is a means of effect of the child surround world. When children have contacts with their parents and the others they start to interpret new language and form their experience which led them to develop their own competence knowledge later.

4.8 Summary

This chapter as apparent from its title:Data analysis and discussion, has analyzed the collected data through the test and the questionnaire to confirm the hypotheses of the study and find answers for the questions posed in chapter one.

Chapter Five

Findings, Recommendations, Conclusion And Suggestions For Further Studies

CHAPTER FIVE

FINDINGS, RECOMMENDATIONS, CONCLUSION AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter provides a summary for the present study. It sheds light on the study problems, questions, objectives and its limits. Moreover, the methodology for collecting data and conducting this study will be summed up. Then a brief conclusion about the findings of this study will be presented. Finally, recommendations that concern the impact of translation on EFL learning as well as, suggestions for further studies will be introduced.

5.1 Summary

As mentioned before in the first chapter, the present study aims at clarifying the impact of translation on EFL learning. It reflects on the fact of translation which has been used for centuries by foreign language learners to facilitate language learning, but translation has played various roles under different language teaching methods. While some foreign language educators may consider translation as a critical means to ensure students' comprehension, other teachers may totally forbid or discourage the use of the native language and translation in the classroom. Thus, translation has long been neglected in second or foreign language (FL) classrooms because it was considered an inadequate reminder of old teaching methodologies, especially those associated with (or derived from) the grammar-translation method. This became increasingly evident mainly due to the beginning of Translation Studies as such and the direct, natural and communicative language teaching methodologies, which considered translation exercises as destructive for the development of the new language.

Translation as a tool for language learning (L.L.) has always existed. It was first introduced as a method of teaching basing on the scholastic method (Hell, 2009); and the classical method, with which Latin and Greek were the only foreign languages to be learned in Central Europe in the medieval times. The Grammar Translation Method was emanated then. A lot of people now in the field do not encourage the use of translation in TEFL, putting in mind that method as it is, does not give much to the communicative competence of the learners, particularly in now the main purpose of learning modern languages is communication.

5.2 Findings

The researcher has come out with the following findings:

1. No one denies the importance of EFL especially English in this era, where it is the international language of science, technology and communication. Therefore, linguists, educators and classroom practitioners are always in pursue of new techniques, tools and instruments amongst which translation has been considered to be fairly effective in the realm of foreign language learning.

2. English language teaching tradition has undergone very great changes. It is not like other subjects such as math or physics which have the same theories for years. So translation as a tool of learning has been found to be very valuable in foreign language classes.

3. English language is observed to be progressively developing and is viably linked with technology. Teaching foreign languages in general and particularly English has changed, developed and amended so much since its existence.

4. Philologists do agree that Language is as old as human history. Societies have enlarged and extended throughout the history so as cultures and languages, later the science of learning foreign languages have appeared, developed and strengthened, although the need to learn a foreign language by itself is as old as human history.

5. It is quite agreeable that translation has never ceased to be part and parcel of the learning process. It was first introduced in the grammar translation method (GTM). Now translation is retrieved into L.L. as some authors and educators in the field have strong beliefs about its role as a facilitating tool for the learning process.

5.3 Recommendations

The researcher has come out with the following recommendations:

1. It has become clear more than before that translation should be incorporate into English language learning programs to help our students to have a deep understanding of the language particularly its culture.

2. It is recommended that translation should be used as a pedagogical tool in order to enhance the value of learning and motivate students to develop love for foreign language learning particularly upon reflecting on the different cultures to be presented in the texts they handle.
3. Classroom practitioner should be encouraged to include translation tasks as parts of their teaching plans.
4. Translation tasks have to be very interesting that will help motivate the learners through the use of translation acquire second language skills.
5. Translators and tutors should pay more attention to the words and structures used by members of different age groups within a community, or words used at different periods in the history of a language, e.g. verily and really.
6. Translation should be prepared as to give extra information to the target language reader. He/she would explain this extra information in a footnote.

5.4 Suggestions for Further Studies

Based on the findings of the study, the researcher recommends the following studies for further researches:

1. Factors influencing the inclusion of translation as a classroom technique.
 1. Translation as the Catalyst for foreign language learning.
 2. Translation as a means of cross cultural communication through learning foreign languages, namely English language.

5.5 Conclusion

It quite feasible through careful incorporation of translation activities into classrooms EFL can be learnt moderately well. To develop language skills, different approaches of translation can be used as part of the lesson plan along with other normal language activities. Culture of foreign language can further sharpen the students' abilities to learning. The acquisition of cultures leads to better performance on foreign language learning.

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