

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

**The Role of Translation in Enhancing
Undergraduate Students' Language Learning**

دور الترجمة في تعزيز تعلم اللغة الانجليزية لطلاب الجامعة

A case Study of English Language Students in Third and Fourth Years

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Dedication

To the soul of my mother. To my father and the members of my family, my wife Shaza Abbas Hamid, my sons Mohammed and Ahmed who were patient and helpful.

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Abstract

This study investigates the role of translation in enhancing students' language learning. The research is an attempt to shed the light on the ongoing debate over the pedagogic value of translation.

The first chapter of this study is initiated with historical background related to translation in language learning. It gives idea about the earlier use of translation associated with the classical teaching method known as the Grammar-Translation. This chapter explains how the Grammar-Translation was defied and replaced by the communicative approaches. It provides insights of some language experts in the issue of translation in language. Moreover, it deals with the research problem, states the objectives of the study, its importance, its questions, hypotheses and the methodology the researcher followed to collect data and achieve the study objectives.

The second chapter is a review of literature. It gives concepts about the studies and previous accounts provided by some language scholars on the merits and demerits of applying translation on language learning. It compares the classical use of the Grammar- translation with the communicative approach. The chapter constitutes an analytical look to translation. It tackles the pedagogical value of translation.

The third chapter introduces the method adopted by the researcher. It gives an overview about sampling, the research design, tools for data collection and procedures.

The fourth chapter is the data analysis. It deals with statistical reliability, validity and the statistical instruments used to present data including graphical figures and frequency distribution.

The fifth chapter summarises the findings, the recommendations and the suggestions of this study.

مستخلص البحث

تستقصي هذه الدراسة دور الترجمة في تعزيز تعلم اللغة. وذلك بتسليط الضوء على الجدل المستمر حول القيمة التعليمية للترجمة وتعلم اللغة.

يبدأ الفصل الأول بخلفية تاريخية عن الترجمة في تعلم اللغة. ويوضح الاستخدام الأولي للترجمة المتعلقة بطريقة التدريس التقليدية المعروفة بطريقة الترجمة النحوية. يوضح هذا الفصل كيفية التخلي عن الترجمة النحوية والتحول إلى الطرق التواصلية ويستعرض آراء علماء اللغة المتعلقة بالترجمة في تعلم اللغة. فضلاً عن ذلك يتطرق الفصل لمشكلة البحث وأهداف الدراسة وأهميتها وأسئلتها وفرضياتها والمنهجية التي اتبعتها الباحثة لتحقيق أهداف الدراسة.

يستعرض الفصل الثاني أدبيات البحث والمفاهيم والدراسات السابقة المقدمة من بعض علماء اللغة والمتمثلة في إيجابيات وسلبيات استخدام الترجمة في تعلم اللغة ويقارن بين الطرق التقليدية القديمة والطرق التواصلية. يستعرض البحث الإطار النظري للترجمة بما في ذلك الترجمة كأداة تعليمية.

يتطرق الفصل الثالث للمنهجية التي اتبعتها الباحثة ونموذج الدراسة وتصميم البحث وأدواته وخطواته.

يمثل الفصل الرابع تحليل للبيانات ويتناول مدى الثبات والمصدقية للدراسة والأدوات الإحصائية التي استخدمت لعرض البيانات بما في ذلك الرسومات التوضيحية والجداول التكرارية.

يلخص الفصل الخامس النتائج والتوصيات والمقترحات.

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Chapter One

Introduction

1.1 Background

Translation in language learning has never been treated seriously and the use of translation as a language learning tool is restricted only to the grammar translation method of the language teaching. With the emergence of the twentieth century, the grammar translation method of the language teaching loses its importance as a methodology for learning English language due to a variety of reasons presented by some scholars of time, including the claim that the grammar translation approach focuses only on two skills of language reading and writing, Also that it inhibits the thinking in target language and consequently L₁ is seen as an obstacle for L₂ learning and a cause of interference. This same notion towards the grammar translation method is associated with the use of translation in the process of foreign language learning and exerts a negative impact on using translation in language classrooms. One of the main reasons which leads to the neglect of translation in language teaching and learning is the claim that it decreases exposure to language which is a corner stone in the dominant communicative approaches and language practices. Owen (2003) views Translation as a time consuming process and prefers that all the time in the language classroom to be allocated for L₂.

Phillipson (1992) argues that monolingual paradigm is the best way for learning language. He adds that the more English is used the better the result. For him the ideal teacher is a native like speaker and when other languages are used, the standard of English declines. Carrers (2006) regards translation as a useless task since translators operate into and not out of their mother tongue. Pan and Pan (2012) declare that translation makes the learners view the FL through their native language. Sankey (1991) mentions that the learners who use translation do not promote a natural FL learning. Furthermore, Vermes (2010) confines translation to training of professional translators which is not the aim of

language learning and sees that both are independent fields of study. Allwright (1979) urges the language teachers to direct activities exclusively to involve the learners to solve communication problems in the target language and then according to him the language learning will take care of itself.

Generally, the opponents of translation in language learning claim that it has negative effects on the learners in terms of communication skills, they say it encourages learners to use L1 for long periods rather than using L2 which is the essence of modern learning, the more L2 is used in communication, the more the learners are provoked to use it. Also, they see translation as not suitable for all types of learners. According to them, the learner who uses translation should have analytical and professional skills which enable him to distinguish the verbal linguistic learning strategies and so it is not suitable for young learners. However, this might not be the case for some language scholars who propose certain situations and activities to use translation and make use of it as an efficient and supporting technique for language learning. The controversies about the use of translation in language learning and teaching have renewed in several current discussions and studies with the call for the revival of translation made by some scholars in FL. They stress the positive role that translation plays in language learning and suggest that the use of translation in learning a language can be something which is restricted to specific time, activities and situations which can make of translation an effective tool.

Guy Cook states that using translation is surely a natural and obvious mean of learning a new language. It has lots of good effects. It can be used to aid learning, practice what has been learned, diagnose problems, and test proficiency. In any case teachers' can't stop students translating. It is such a fundamental basis for language learning. According to him translation is all around us as an authentic act for communication between the different nations, we use it in various institutions such as : schools, clinics, hospitals and courts.

Translation is an important task to extend knowledge, promote noticing and language awareness.

The comparison between rules and structures, similarities and differences between the new language and the existing language enhances a person's language abilities.

1.2 Statement of the problem

Translation as a language tool is not given the concern it deserves and the role that translation plays in learning a foreign language is not fully investigated. The role of translation is increased when we consider the views of some language theorists who see that a lot of learning takes place outside the classroom. However, the use of translation is not encouraged in modern language teaching and learning and no trials are made to incorporate translation in language learning ,despite the fact that experiments which have been made revealed the positive impacts of translation in certain areas of language such as: vocabulary, grammar and different types of texts.

Moreover, since the adoption of communicative approach in language teaching, the grammar translation methodology is no longer seen as a valid way of learning a language, this adversely affects the use of translation in language classroom especially after the introduction of the inductive approach of language teaching which totally prohibits the use of L₁ in teaching a foreign language.

The way translation is treated following the rejection of the grammar - translation methodology obviously states the confusion between translation as a tool used in language learning and the problems of grammar translation method of teaching.

Translation as a language learning technique is regarded by many scholars in recent times such as Guy Cook author of the award- winning applied linguistics book as a useful and important part of modern language.

Hence, this study will investigate the role of translation in enhancing the second language learning.

1.3 Objectives

The purpose of this study is to find out the impact of using translation (Arabic language) on students' achievement in English.

The researcher refers to some of the important studies and researches which deal with the role of translation as a mean of language learning. Also the advantages and disadvantages of using translation .

Another main objective of this study is to decide the areas of language where translation is helpful and the appropriate amount and time for using translation. The researcher aims to clarify whether translation plays a supportive role or if it is passive in regard to language exposure and communication in general. .

Translation is almost absent from language teaching methods except in grammar translation method.

In his view the researcher sees that the neglect of translation is unjustifiable and the role of translation needs further investigations.

1.4 Significance of the study

The researcher hopes that this study will high light the role of translation in language learning. The researcher gives utmost importance to translation activities that support the learners in language and the prospects of translation in terms of language learning. The study provides suggestions of incorporating translation in syllabi of language learning.

1.5 Questions of the study

1. What is the impact of using translation on language learning?
2. How to plan translation activities in language Classroom?
3. What are the ways to apply communicative learning using translation?
4. In what amounts should translation be used?
5. To what extent is translation appropriate for language learners at earlier or at advanced levels?

1.6 Hypotheses of the study

- 1- The use of translation in FL affects students' achievement in language positively.
2. The benefit from translation activities is increased in case of good planning of the teacher. Translation is useful in the areas of comparisons, grammar, structures, etc.
3. Teachers can apply communicative learning using group discussions through dialogues, videos, comparing equivalents, etc.
- 4- Translating should not exceed 30% of the lesson.
- 5- Translation enriches the learners' grasp of new vocabularies and helps learners of different levels and deepens their language knowledge.

.1.7 Methodology

The researcher uses the descriptive methodology to collect the data for this research. The students are surveyed in the issue of translation through a multiple choice questionnaire containing close-ended questions, the last part of the learners' survey contains open-ended questions to allow the students to give their accounts in this regard. The sampling of the study population will be done in a simple random sample. The data from the questionnaire will be analyzed using statistical analysis.

1.8 Limit of the study

The study is limited to the use of translation in English language learning for the years 2017-2019 .It investigates whether the use of Arabic for learners of English supports their learning and plays a positive role in raising their English standard and interest in learning English or negatively affects it.

1.9 Summary

This chapter gives description of the theoretical framework of this study. It focuses on the research problem, objectives, questions of the study and the hypotheses. In addition, it indicates the methodology that the researcher has adopted to achieve the objectives of the study.

The research aims at identifying the role of translation in learning English language .The study traces the use of translation as a means to learning a foreign language .The research as well tackles the benefits of using translation in language classroom.

The next chapter will be a literature review.

Chapter 2

Literature Review

2.1 Translation in Language Learning

A lot of discussions were made about the place of first language in the learning of a second which led to the present methodologies applied in language learning. Before the nineteenth century many formal language learners were scholars who studied rules of grammar and consulted lists of foreign words in dictionaries. But in the nineteenth century moves were made to bring foreign language learning into school curriculums, and so something more was needed. This gave rise to the Grammar translation method.

2.2 The Grammar-translation Method as a Learning Tool

The Grammar-Translation Method started in Prussia by Johann Valentin Meidinger (1783) and Johann Christian Fick (1793). The Grammar – translation constituted the major teaching method from 1840s to 1940s. This method focused on literary texts, mental activities and the intellectual development occurred as a result of foreign language learning (Richards and Rodgers 2001: 5). The rules of grammar were given to the learners in their mother tongue. Grammatical items were dealt with at the level of the sentence. Vocabularies were in lists for both languages. Lexical items and phrases were learnt through memorizing bilingual lists of lexical items and phrases. The practice of lexis and grammar was done through drilling and construction of sentences from L2 back to L1 and vice versa.

Reading and writing were the main tasks of language instruction. Speaking was carried out using questions and answers to be translated from the L1 and practiced during the interaction between the teacher and the learner (Howatt 2004, p. 161–5). The learners' mother tongue was seen as the major means of communication used to convey meaning and to compare between the two languages.

The process of learning in Grammar-Translation was explained in text books. The language course was tabulated in the parts of speech, particularly sentences used as examples for learners who are asked to construct similar sentences. The learners were required to have knowledge of grammar. The translation activity could be performed with the help of a dictionary to translate into a foreign language. Formation of a sentence depended on the arrangements of words in a certain order according to a range of given rules (Sweet 1900, p. 202).

Recently, the Grammar-Translation appeared in specific research studies of some language scholars like Cook (2010). The use of this method lately was associated with literary work (Richards and Rodgers 2001: 6 –7).

Since 1830, the Grammar-translation has been absent from the teaching methods and is no longer regarded as a valid method to be used as recommended by number of methods which recognise the Grammar – translation as not valid. This was followed by the reform movement.

The Reform Movement emerged in 1882, and appeared in the publication of Wilhelm (Language teaching must start fresh!) which was considered as the beginning of the Reform Movement, commenced by number of phoneticians from various European countries: Wilhelm Viëtor in Germany, Paul Passy in France, Otto Jespersen in Denmark and Henry Sweet in England (Howatt 2004, p 187–209).

Most reformers recommended the free composition using the texts under discussion instead of exercises and translation of FL (Sweet 1900, p. 206). However, translation in to the mother tongue was not recommended by association psychologists such as Felix Franke who suggested “the teaching of vocabulary through pictures to allow the learners to realise direct association between the word and the idea and by so they can avoid complex psychological process of associating the foreign word first with the L1 equivalent concept.”

Following the natural method after about twelve years, Maximilian D. Berlitz introduced in his first language school of Providence, Rhode Island “Berlitz Method of Teaching Languages”, known as the Direct Method. Like the natural method, the direct method aimed to provide the learners with the basic oral skills. Berlitz course books clearly indicated to the teachers how to teach.

Translation was strictly excluded. Nevertheless, the European scholars considered the direct method as not suitable for public secondary schools, because only the native teachers could teach, since the use of the mother tongue was not allowed. In addition, the European teachers recognised the mother tongue as a useful tool in studying comprehension.

In 1920, Harold E. Palmer tried to incorporate between the Direct Method and the Oral Method following the reform movement. His approach was a result of his experience in English language teaching in different abroad secondary schools. The rules of grammar in the oral method were acquired through “habit formation”, therefore, the teaching of grammar was not included.

Like Sweet’s approach, translation was regarded as a medium of learning. Palmer recognized authentic translation as good medium of learning a foreign language, and he declared that translation would not create a faulty association in case it is official and authentic, but in the contrary, it would develop students’ engender of language.

In the mid-nineteenth century, some linguists such as: Jean Joseph Jacotot, Claude Marcel, Thomas Prendergast and François Gouin provided substantial different techniques in contrary to the Grammar-translation. Jacotot’s (1830) introduced a new approach to teaching French to Flemish-speaking university students in Belgium making it was one of the earliest trials to teach a foreign language through a monolingual non-native paradigm (Howatt 2004, p. 169 –70).

. According to Thomas Prendergast (1864), “children learn their native tongue through infer of meaning and nonverbal communication which he calls the Mastery System.”

The role of translation in the Mastery System was to enable learners to familiarize themselves with the foreign language through the formation of sentences in L2.

Like Prendergast’s system, the Series Method introduced by François Gouin in 1880 (Howatt 2004, 178 – 85) demonstrated his remarks about the way young children use of their mother tongue.

The system was taught in Geneva, where Gouin established his own school, and received recognition and fame for a time.

Generally saying, the earlier paradigm and methods practiced by the first language reformers adopted the monolingual paradigm versus the bilingual, meaning versus form, oral versus written skills and inductive versus deductive learning. These were the earlier linguists of the Reform Movement, a new trend in language teaching which entirely discarded the use of the Grammar-translation Method.

2.3 Points against the Use of Translation in Language Teaching

Relying on the communicative approaches, many arguments were made against the use of L1 in language classroom. One of the prominent views against translation was that “it causes interference” Newson (1988) indicated that “there are a number of disadvantages in using translation”:

- 1- Translation makes the learners see the target language in L1 view.
- 2- It decreases the benefit of working in the target language.
- 3- It gives a false perception that there is one to one correspondence between languages.
- 4- Translation makes learners neglect the spoken language.

Carreras (2006) stated that “translation lacks the communication methodology, and it focuses on two language skills only reading and writing.” Also, she demonstrated that “translation causes a state of dependence on L2 and consequently, inhibits expression in L2.” According to her “the use of translation deprives learners to reach a high level of accuracy or stylistic polish and that it pursues mistakes rather than precise use of language.”

Phillipson (1992) reflected that “English is best taught monolingually, the model teacher is the one who is a native like speaker and the more English is used the better the outcome.” “The standard of English is declined in case L1 is used.”

Many scholars of EFL argued that the L1 should be avoided in the language classroom. Chief opposition of and points against translation included:

- 1- Translation is not a communicative act and has no place in communicative approach (Duff 1989).
- 2- Translation is an artificial exercise and there is no room for oral skills.
- 3- Translation activities do not resemble real life activities (Carreras 2006).
- 4- Translation gives a false resemblance between the two languages (Malmkjaer 2010).

- 5- Translation deprives students to receive enough FL input (Pan and Pan (2012). The time spent in using the mother tongue is better specified for the foreign language (Wilkins 1974) .
- 6- The students who learn language using translation view language through their mother tongue.
- 7-Translation does not develop a natural way of language learning.
- 8- Translation is not the ultimate end of language learning ,it is the goal of training translators (Vermees 2010. P.84).
- 9-Translation is a demotivating and boring task (1989).
- 10- Translation is not appropriate for all learners. It is suitable for professional language learners.
- 11- Translation is independent and radically different from the four skills which define language competence.
- 12- Translation takes up valuable time which could be used to teach these skills.
- 13- Translation misleads and prevents students from thinking in the foreign language.
- 14- Translation is a bad test of the language skills (Malmkjaer 1998. P.6).

Some linguists spoke about the negative effects of translation on learners, they regarded that, “translation teaches learners about language, but not how to use it”. According to them, “translation impedes learners to develop skills related to interaction with others in terms of communication and encourages learners to use L1 instead of using L2”. In addition, they assumed that “translation requires learners to have advanced language skills and therefore, it is not suitable for all learners.”

The scholars mentioned above (e.g: Malmkjaer, Duff, Vermees, etc.) considered translation as “difficult for learners and specialized activity.” To them “Translation is a difficult skill which needs to be done well so as to have a productive practice. The teachers have to pay attention to meaning and bear in mind a range of language issues including form, register and style.”

Also“translation activities are tricky to set up and need a lot of planning and preparation, the teacher needs to anticipate problems that may arise during the translation process, it requires motivated class, the teacher should have sophisticated knowledge of both languages without which translation maybe a problem rather than a learning tool, translation undermines the atmosphere of having an English speaking environment.”

Furthermore,“the over use of translation may affect the use of L2 and hence decreases exposure to L2”,(Harbord 1992, p.353), “the more time is allocated for input language the better the students are motivated to speak it,the teacher who uses translation can find himself spending much time on the source language rather than the target language”,(Linda Bawcom 2002,p.50).

2.4 The Rejection of Translation In favour of the Communicative Approaches

Translation in language learning prevailed up to the end of the nineteenth century. The twentieth century marked the transition to L2 as the only medium to learn a language; this obviously appeared in language teaching methods such as the direct method which was the outcome of the reform movement against the restrictions of Grammar-translation.

Almost all the teaching methods following the direct method based on L2 as the only means to learn language. This gave rise to classroom practices including the communicative method which has been the dominant method in language teaching and learning “The teacher uses only English in classroom, language structures and explanation of meaning are made using objects, pictures or demonstrations.” The point here is that a concentration on form (rather than subconscious acquisition) is considered to be advantageous.

2.5 Acritical Look at the Communicative Approach

In his book 'Deschooling Society', the educational theorist Ivan Illich questioned the whole purpose of formal education as the title of his book indicated, he had a very bleak view of "what happens in classrooms". We might think he suggested that: (the more input we are exposed to, the more we learn). (We may even go so far as to assume that we can measure knowledge with tests and grades. But all this is a delusion).

"In fact, learning is the human activity which at least needs manipulation by others; most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting." (Illich (1972)).

At about the same time, Dick Allwright and his colleagues (who had the task of the English language skills of students from overseas who were soon to study on post graduate courses at the University of Essex in England) started to question the ways they had been teaching. For example, they asked students to study grammar, they explained vocabulary and taught paragraph organization. But it didn't seem to be working and it did not (feel right). How would it be, they wondered, if they abandoned all that and instead devoted their efforts to exposing students to English and getting them to use it, particularly giving that they were highly motivated to learn, the hypothesis they were working on was that: "If the language teachers' management activities are directed exclusively at solving communication problems, the language learning will take care of itself." (Allwright 1979).

In the course which followed, students were given tasks to do outside the classroom (such as interviewing people and searching for library books), which involved them in speaking and reading real tasks for which the teachers gave no language training, advice or, crucially, no correction. Students also took part in communication games where the only objective was to complete the task using all and/or any language at their disposal.

A student had to draw the same picture as their partner without looking at the partner's picture, for example, or they had to arrange objects – both tasks relying on verbal communication alone. The results, although not scientifically assessed, were apparently favourable. Everyone enjoyed the process far more (especially the teachers) and the student's progress appeared to have been more impressive than in previous years.

Allwright and his colleagues shifted the attention away from the product of learning (knowledge of grammar and lexis) to the learning process itself. In other words, he seemed to be suggesting, “we learn to do something by doing it, and if the goal of language is communication, then communicating as we learn is the best way to go about it.” Merrill Swain named this ‘comprehensible output’ in a clear echo of Krashen's comprehensible input (Swain 1985). Jane Willis maintained ‘you must learn the language freely to speak it, even if you make a lot of errors’ (1996). While not going as far as Allwright in suggesting that language learning might take care of itself, she suggested that (students need chances to say what they think or feel and to experiment with using language they have heard or seen in a supportive atmosphere, without feeling threatened).

Based on the above mentioned, translation was abandoned in favour of the teacher and students speaking together, relating the grammatical forms they were studying to objects and pictures, etc to establish their meaning. The sentence was the main object of interest, and accuracy was all important, it was considered vitally important that only the target language should be used in classroom.

This might have been a reaction against incessant translation, but, allied to increase numbers of monolingual native speakers who started, in the twentieth century to travel the world teaching English, it created a powerful prejudice against the presence of L1 in language lessons, however, this position has shifted dramatically in the last few years, but for many decades L2 – only

methods were promoted all over the world .Particular concern was given to the communicative language (CLT) , or the communicative approach , which is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

Communicative language teaching rose to prominence in the 1970s and early 1980s as a result of many disparate developments in both Europe and the United States. First, there was an increased demand for language learning, particularly in Europe. The advent of the European Common Market led to European migration and consequently there was a large population of people who needed to learn a foreign language for work or for personal reasons. At the same time, children were increasingly able to learn foreign languages in school. The number of secondary schools offering languages spread worldwide in the 1960s and 1970s as part of general trend of curriculum broadening and modernization, and foreign- language study ceased to the elite academies.

In Britain, the initiation of comprehensive schools meant that almost all children had the opportunity to study foreign languages.

This increased demand put pressure on educators to change their teaching methods. Traditional methods such as grammar translation assumed that “students are aiming for mastery of the target language , and that students are willing to study for years before expecting to use the language in real life.” However, these assumptions were challenged by adult learners who were busy with and by schoolchildren who were less academically able. Educators realized that to motivate these students an approach with a more immediate payoff is necessary. The trend for progressivism in education caused further pressure for educators to change their methods. Progressivism held that active learning was more effective than passive learning, and as this idea gained traction in schools there was a general shift towards using techniques where students were more actively involved, such as group work. Foreign- language education was no

exception to this trend, and teachers sought to find new methods that could better embody this shift in thinking.

The development of communicative language teaching was also helped by new academic ideas. In Britain, applied linguists began to doubt the efficacy of situational language teaching, the dominant method in that country at the time. This was partly in response to Chomsky's insights about the nature of language.

Chomsky had shown that the structural theories of language prevalent at the time could not express the creativity and variety evident in real communication. In addition, British applied linguists such as Christopher Candlin and Henry Widdowson began to see that a focus on language structure was also not helping language students. They saw a need for students to develop communicative skill and functional competence in addition to mastering language structures.

In the United States, the linguist and anthropologist Dell Hymes developed the concept of communicative competence. This was a reaction to Chomsky's concept of the linguistic competence of an ideal native speaker. Communicative competence redefined what it meant to "know" a language, in addition to speakers having mastery over the structural elements of language, according to communicative competence they must also be able to use those structural elements appropriately in different social situations. This neatly summed up by Hymes's statement, "There are rules of use without which the rules of grammar will be useless." Hymes did not make a concrete formulation of communicative competence, but subsequent authors had tied the concept to language teaching, notably Michael Canale.

An influential development in the history of communicative language teaching was the work of Council of Europe in creating new language syllabi. Education was a high priority for the Council of Europe, and they set out to provide syllabi that would meet the need of European immigrants and. Among the studies used by the council when designing the course was one by British

linguist, D.A. Wilkins, that defined language using “notions” and “functions”, rather than more traditional categories of grammar and vocabulary. National categories included communicative acts such as offers, complains, denials, and requests. These syllabi were widely used.

At the University of Illinois, there was a study that investigated the effects of explicit teaching of learning strategies to language learners. The study encouraged learners to take risks while communicating, and to use constructs other than rote memorized patterns. At the study’s conclusion, students who were taught communicatively fared no worse on grammar tests than students who had been taught with traditional methods, and they performed significantly better in tests of communicative ability.

This is the case even for beginners.

CLT is usually characterized as an approach to teaching, rather than as a teaching method with a clearly designed set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan’s (1991) five features of CLT:

- 1- An emphasis on learning to communicate through interaction in the target language
- 2- The introduction of authentic texts into the learning situation.
- 3- The provision of opportunities for learners to focus, not only on language but also on the learning process in itself.
- 4- An enhancement of the learner’s own personal experiences as important contributing classroom learning.
- 5- An attempt to link classroom language learning with language activities outside the classroom.

These five characteristics of CLT demonstrate that it emphasizes the needs and desires of their learners. Based on this, any teaching practice that encourages students and promotes their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction. Thus,

in classroom CLT often takes the form of both pair and group work to stimulate discussion and interaction between learners, fluency-based activities that motivate learners to develop their confidence, role plays in which students practice and develop language functions, as well as judicious use of grammar – and punctuation-focused activities.

In 1985, Michael Swan published his “A critical look at the Communicative Approach” in the *ELT Journal* (Parts 1 and 2) .

In the first part of his “ Critical Look” after identifying the great role the communicative approach have played in foreign language learning, Swan illustrated the major two deficits of the dogmatic approach, the first one concerned the belief that “students do not possess, or cannot transfer from their mother tongue, normal communication skills” and the second was about “whole system fallacy” which arises when the linguist, over-excited about his or her analysis of a piece of language or behaviour, set out to teach everything that have been observed (often including the metalanguage used to describe the phenomena), without stopping to ask how much of the teaching is (a) new to the students and (b) relevant to their needs .

In his second article, Swan pointed out that “the issue is not about what syllabus to teach ,it is rather about integrating a number of syllabuses” (functional, notional, situational, topic, phonological, lexical, structural, skills) into a sensible teaching programme and that “a good language course is likely to include lessons which concentrate on particular structures, lessons which deal with areas of vocabulary , lessons on functions, lessons on productive and receptive skills, and several other kinds of component...reconciling a large number of different and often conflicting priorities ...”

He went to point out that students already knew how to “convey information, define, apologize and so on” in their own language and that “what they need to learn is how to do these things in English”. He argued that once

they knew how to “carry out the main communicative functions”, according to the course, students still need to learn most of the language, i.e. the vocabulary.

Swan investigated some of the pedagogical aspects of the Communicative Approach, including the idea of a “ semantic syllabus” and the question of “ authenticity” in materials and methodology. It is argued that the Communicative Approach generally presented an over-simplified and misleading account of these issues, and that a sensible approach to language teaching involves integrating semantic and formal syllabuses and combining authentic with especially written teaching materials. It is also suggested that “the Communicative Approach fails to recognize the crucial role of the mother tongue in foreign language learning.”

As far as the British version of the Communicative Approach is concerned, “students may as well not have mother tongues. Meanings, uses, and communication skills are treated as if they have to be learnt from scratch.” Syllabus design takes no account of the fact that students may already possess some of the knowledge that was tabulated in a need analysis.(Munby’s Communicative Syllabus Design, for instance (Munby1978) made no significant reference to the mother tongue at all).

Communicative methodology stresses the English- only approach to presentation and practice that is such a prominent feature of the British EFL tradition. (perhaps because this has it possible for us to teach English all over the world without the disagreeable necessity of having to learn other languages).

This is a peculiar state of affairs. It is a matter of common experience that the mother tongue played an important part in learning a foreign language. Students are always translating into and out of their own languages- and teachers are always telling them not to. Interlanguages notoriously contain errors which are caused by interference from the mother tongue; it is not always realized that a large portion of the correct features in an inter-languages also contain a mother tongue element, in fact, if we do not keep making

correspondences between foreign language items and mother tongue items, we will never learn foreign languages at all. When we set out to learn a new language, we automatically assume (until we have evidence to the contrary) that meanings and structures are going to be broadly similar to those in our own language. The strategy does not always work, of course—that is why languages are difficult to learn—and it breaks down quite often with languages unrelated to our own. But balance this kind of “equivalence” assumptions “put us ahead in the game, it makes it possible for us to learn a new language without at the same time returning to infancy and learning to categorize the world all over again.

If, then, the mother tongue is central element in the process of learning a foreign language, why it is so conspicuously absent from the theory and methodology of the Communicative Approach? Why is so little attention paid, in this and other respects, to what learners already knew? The Communicative Approach seemed to have a two-stage approaches need analysis.

As we have seen, there are some powerful arguments in favour of English-only classrooms. Chief of these is the idea that if English is the medium of communication in classroom, the students will be provoked into more and more communication attempts, and the process of language learning may well “take care of itself. Furthermore, in classes where students have different first-language backgrounds, such a policy may be the only realistic option.

2.6 The Revival of Translation in Language Learning

In spite of the views against translation as a learning tool, recent studies presented by several linguistic scholars called for the revival of translation, prominent among them was Guy Cook, the author of the award winning Applied linguistics book “Translation in Language Teaching”.

In his book Cook asked for reestablishing translation as part of modern language teaching and learning. He stated that “using translation is surely a natural mean of teaching someone a new language.” According to him, “translation has numerous positive effects.” He added” It can be used to aid learning, practice what have been learned, diagnose problems and test proficiency. Translation is a helpful method to learn a language and not just for professional translators and interpreters. It is widely spread in a globalized world of today and used as an authentic medium of communication. It allows learners to relate knowledge to their previous one, enhance observation and raise language awareness.”

He further explained:”tackling of translation problems increases the learners’ interest in language learning and aesthetically satisfying. “It assists teachers and learners to maintain good relations.” It also develops classroom management as the learners feel comfort and maintain their own sense of first language identity while building another bilingual identity, it seems highly probable that our identity is shaped to some extent by the language or languages we learn as children.”

This is the case when children are brought up monolingually, or more commonly bilingually, where they often have a home language and a public language. Any of these will help to shape their way of seeing and, of course, enable them to communicate in the world around them. And our natural inclination to communicate in our mother tongue is non-negotiable, it is just part of what make us “us”, even if this is sometimes politically uncomfortable – why else, after all, would dictators try to suppress the use of languages whose

speakers they come into conflict with, as they have done countless times in history?

And so, whether we like it or not, students in our classrooms are going to be operating both in their first language and in language they are studying. They can do this because we encourage it. They use their L1 in the classroom to communicate with each other (whether we want them to or not- Harbard 1992), or they may be translating what they are learning in their heads. Indeed this latter process is a natural part of any language learner's behaviour. We are bound to try to make sense of a new linguistic (and conceptual) world through a linguistic world we already familiar with. This kind of code-switching between L1 and L2 is naturally developmental (Eldridge 1996-310), and not some example of misguided behaviour.

It is worth pointing out that irrespective of whether students grow up mono-or bilingually, the likelihood is that, especially in urban areas and on the Internet, they are likely to be operating in more than one language. That is the way the world is.

For all of these reasons, it seems possible to make a strong case either for the careful and measured use of the students' first language or, at least, for acknowledgement of the place of a first language in the learning of a second. As stated and ever since the emergence of what became known as the communicative turn and the adoption of the communicative approach to language learning, translation has gradually lost importance both as teaching and assessment tool. This decline was mainly due to

- 1- Fallacious perception of the notion of translatability on the part of pedagogy or conflation of the use of L1 with translation.
- 2- The equally fallacious interpretations of the translation task as the common attempt of finding lexical and structural correspondence among L1 and L2(grammar translation).

3- An inadequate, if not totally missing-attempt on the part of translation studies to examine ways of informing other domains of language-related activities in a manner similar to the way translation studies has consistently been informed by other disciplines. In other words, these circumstances were indexical of a relative lack of epistemological traffic among language learning and translation studies as disciplines in their own right.

Nevertheless, developments within translation studies have led a more confident profile of the discipline and language teaching and assessment by rediscovering translation as a tool for its purposes.

Although English teachers often neglect or reject incorporating translation in to language classrooms because of its close association with the grammar translation method, certain researchers (Whyatt 2009, Weydt 2009, O'Muireartaigh 2009) have proven that it is promising to apply translation tasks to improve L2 learner's proficiency in language control and reading skills.

As Duff (1989, p.6) put it "translation happens everywhere, so why not in the classroom?"

The consequence of the violent reaction against the grammar translation method in teaching languages was a complete discredit of translation itself as a learning tool. What was wrong with this method was not that translation was made use of, but that it was used badly.

Learners of a foreign language do refer to their mother tongue to aid the acquisition of L2 or in other words they translate silently (Titford 1985, 78), in light of this translation in to L2 can help them systemize and rationalize a learning mechanism that is taking place anyway.

As for the contention that learners will never need to translate in to L2 in their practical life, in many cases this is the expression of an ideal situation, rather than a description of actual practice. It is arguably true that one

needs native command of the target language when translating a text. However, in reality EFL learners need to translate in to L2 to prepare them for what they may find outside the classroom.

There are significant and visible signs of a revival of translation in language teaching according to recent literature and applied linguistics (Malmkjaer 1998,1). Many theorists, linguists and teachers agree on the importance of using translation in foreign language classes.

Most language teaching approaches which are still practiced today follow the monolingual paradigm of language learning which may represent a reason why translation is disregarded .

The monolingual paradigm plays a dominant role in leading English language teaching literature from the late nineteenth century onwards. This discourages the use of L1 in classrooms.

Contrastive Analysis which is a branch of linguistics tackles the differences and similarities between two or more languages. The point is that contrastive analysis assumes that the learner transfer rules of his own language when learning the new language i.e that L1 affects the learning of L2. This is the basis of contrastive analysis hypothesis . Contrastive analysis believes that a comparison of differences could predict errors and prevent their occurrence . The rules of contrastive analysis stress the importance of translation as a pedagogy and a vital part of language learning. Translation can be used to words, sentences, texts, languages and cultures (Leonardi 42).

Guy Cook author of the Award winning linguistics book “Translation in Language Teaching”, presented his arguments for reestablishing translation as an essential part of modern language teaching and learning . He declared that “using translation is surely an obvious means of teaching someone a new language . It has lots of good effects . It can be used to aid learning, practice what has been learned, diagnose problems, and test proficiency.” Designed well translation in the classroom can practice the four language skills and the four

systems. In terms of communicative competence, they require accuracy, clarity and flexibility. Duff stated that “it trains the reader to search (flexibility) for the most appropriate word (accuracy) to convey what is meant (clarity).”

Following on from this, translation is by its nature a high communicative activity, the challenge is to make sure that the content being communicated relevant and that we exploit all possibility for communication during the activity. Whether we encourage it or not translation is a frequently used strategy for learners, if we accept this, we need to support them in developing this skill in the right way. In any case teachers can't stop students translating; it is such a fundamental basis for language learning. Translation is also useful skill in itself .And not just for professional translators and interpreters.

In multilingual societies and a globalized world, translation is all around us as an authentic act of communication from families ,schools ,hospitals ,courts and clinics, to business meetings and the United Nations. We find it in notices, labels, menus, subtitles, news interviews, and many other places.

In addition, it allows learners to relate new knowledge to existing knowledge , promote noticing and language awareness and highlights the differences between new and existing language. Many people also find the tackling of the translation problems intellectually stimulating and aesthetically satisfying. In addition, it helps create and maintain good relation between teacher and students, facilitates classroom management and control, and allows students to maintain their own sense of first language identity, while also building a new bilingual identity. It does not seem to impede efficient language use. Many students who began their studies through translation go to become fluent and accurate users to the new language .It seems most peculiar that the main stream literature on language pedagogy and second language acquisition has routinely dismissed translation as a desirable component of language teaching and learning for over a hundred years without research reasoning or evidence.

Popvic (2001) pointed out that from the class room experience and observation, we come to notice three things:

The first is that the stands against translation are unjustified, the second is that learners need it and the third is that it is efficient tool to promote their learning. He further gives some valid points in favour of translation:

It deems necessary to demonstrate that the process of translation comprises both skills of listening and speaking in terms of interaction between the teacher and the learner during the discussion of problems related to translation task (Leonardi 2010). Moreover, when the translation activities are well organized, the four language skills of listening, speaking, reading and writing can come into play. Duff (1989 p.7) mentions that translation improve accuracy, clarity and flexibility. Ross (2000) considers translation as the fifth language skill. Cook (2010 p.20) declared that: "being able to translate is a major element of bilingual communicative competence."

Carreres (2006 p.6) indicated that: "translation resembles real life practice in our present globalized world where both the native and foreign languages are used by professional translators", she further explained that: "the process of translation requires linguistic and cultural knowledge and consequently it enhances the communicative competence."

Translation makes the learners look for the perfect one to one correspondence between the languages involved which in its turns lead extend knowledge of semantics, functions and language pragmatics.

The idea that only the target language should be used in learning a foreign language prevents the learners from advantage of the linguistic knowledge they already have of their L1 which may be useful in L2 learning. (Hall and Cook 2012 , p.272). Butzkamm and Caldwell (2009,p.13) recognised L1 in L2 learning as the greatest pedagogical resource and could enhance learners' confidence and focus on meaning.

The learners have a natural inclination to think in their mother tongue and so it is useless to prevent them to sometimes switch their L1 and therefore, it is more beneficial to make use of L1 rather than abandoning it totally. The learners consciously or unconsciously tend to compare the two languages. This code switching between L1 and L2 should be seen as naturally developmental (Kavaliauskiene 2007). The idea that L1 causes negative interference need to be investigated , many studies reflect L1 as positive in the learning of L2 ninstead of the claim that it hinders the learning of L2 The similarities and differences between the two languages raise studnets awareness towards the acquisition of difficult structures and elements in FL. Accordingly, the interference which might happen between the two languages is removed and the learning of L2 is enhanced (Pan and Pan 2012, p .5).

It is true that when children learn their mother tongue they do not translate and directly learn to understand it, however, this may not be the case for learning of FL. Translation proves to promote the analytical skills of learners (Leonardi, 2010, p.29).

Cook(2010,p. xv) stated that:” the claim that translation is reasonable only training of translation is not true since translation is an effective tool to learn a foreign language and a number of language learners end up to be translators “, therefore, there is no obvious reason why translation is not used in language classroom .However, translation and language learning should not be regarded as separate skills or a different field of study. Nevertheless, many fields like: linguistics, literary studies, cultural studies, language engineering,...etc have made use of translation.

For those who regard translation as boring and demotivating, experts say that if translation is used in the proper way, it can be rather motivating and beneficial when it is practiced with appropriate activities and in correct amount .Particularly, translation is helpful in contrast position between the mother tongue and the foreign language. Carreres(2007,p.7) demonstrated

that:“translation activities play a motivational role since students like them and are too happy to be involved in translation activities.”“They deal with their translation with passion and persuasiveness.”

Many scholars come out with the view of the usefulness of translation especially in literary texts, but this does not mean to confine translation on literary texts , but translation proves to be a useful tool in other language domains such as: comparisons, creativity and areas of similarities between the two languages(Christ 1990, p.113-133). Posen (2006, p.197) pays tribute the role of translation in language learning both to beginners and students in advanced stages, he further stresses that “translation promotes problem solving potential and subtleties of language.”

Whether we confess it or not, translation is commonly found in the form of simple code switching or as intended tasks. The important issue is to determine the amount of mother tongue and to investigate the role of code switching.

Carless 2008, Edstrom 2006, Levine 2011, Duff 1994 and others tackled this issue and tried to study the effects of translation and all of them came out with the positive role of translation in FL and that “it raises the awareness of learners. However, translation as a form of pedagogical approach is not considered as an effective tool and only seen as a method of improving competence. The interaction of learners when using translation is denied as well as the cooperation that erupted when using it.

Some scholars propose certain situation where translation is recommended particularly in structures, patterns of sentences, vocabulary, texts and grammar. They suggested that the materials should be interesting, varied, expressive and related to the learners knowledge. It deems necessary to assess students’ needs and to select the appropriate materials to explain a particular aspect. One of the major benefits of translation is that it enhances students’ ability to link between language and its use. Duff (1994) mentioned that “students in language classrooms translate to each other, express observations and signs in a learning

environment and translate instructions, moreover, they unconsciously translate ideas from their mother tongue into English”. Leonardi (2009) stressed the importance of analyzing a text to make use of the content in translation. According to him “a careful text analysis improves learners’ writing when transferring from one language to a nother.”Leonardi pointed out that “translation runs naturally constituting both style and context of the original text and follow target language conventions.” According to him “translation encourages the interaction between the teacher and the learners and stimulate the discussion on the rights and wrongs as well as problems related to translation task” (Leonardi 2009, p.45). He explained that “students converse over their translation strengthen their speaking skill, moreover, students listen to both the teacher and the learners and hence improve their listening skill.’ He further indicated in 2011 that” translation is an efficient pedagogical tool in terms of and proficiency at school or university”. Translation in his view is a significant teaching aid which can be employed to promote the traditional language skills of reading, writing, listening and speaking.

Liao (2006) summarizes the positive effects of translation:

- 1- Translation aid students to comprehend L2.
- 2- Learners can check whether their comprehension is correct or not.
- 3-It helps students to memorize words, idioms, grammar and sentence structure.
- 4- It enables learners to express ideas in another language.
- 5- It can help to reduce anxiety and motivate learners to learn another language.

Nolasco and Arthur (1995) propose that translation activities must meet the following requirement:

- 1- Specifying a certain learning outcome of language.
- 2- Having a communication goal in mind.
- 3- Motivating learners and encourage them to be creative and share ideas.
- 4- Concentrating in what to say rather than how to say it.
- 5- Students work free from the teacher control of activity.

6- Students decide what to say and write.

7- Translation activities must be part of a learning course.

It is crucial to design well translation activities in class in terms of competence, accuracy, clarity and flexibility. It is essential to make sure that the content is relevant and we exploit all the possibilities during the communication activity.

Dr.JabrDajani suggested the use of translation in planning, self-assessment and training of learners. He further pointed out that” learners are stimulated in more discussions when the teacher speaks their mother tongue particularly for beginners and in elementary levels.” Deller (2003) regarded“translation as a means of enhancing group dynamics and make it easier for them to give feedback and share experience.” Daniel Linder indicated that:“it is useful to include translation in short and long texts.” In addition, the social atmosphere is enhanced when the teacher speaks the students’ mother tongue. If we pose a question to learners of English about the use of the mother tongue most of them will prefer the use of L1. The students found themselves inevitably refer to their mother tongue when dealing with L2, so why not make this more effective by introducing some translation while teaching , this will facilitate understand some areas of errors ,if we state to them the difference.

Schaffner (1998) mentioned a number of advantages of translation for students and foreign language learning:

- 1- To improve verbal agility.
- 2- To enrich learners’ vocabulary.
- 3- To increase their understanding of how language works.
- 4- To consolidate L2 structures for active use.
- 5- To develop their style.
- 6- To observe and develop the comprehension of L2.

Translation in foreign language learning is progressing to be a pedagogical form of translation which is an effective learning tool that can be used to

develop competency. The students can use it to promote their reading, writing, vocabulary, grammar and speaking. Ross (2000) stated that “learners can use translation interactively and communicatively as a useful tool for learning a foreign language.” Translation develops language awareness, while translating the learners develop strategies to communicate in both languages. Leonardi (2009, p.45) indicated that during the process of translating , the students can converse with both their fellow learners and the teacher and accordingly develop their speaking and listening skills .In 2011 Leonardi declared the usefulness of pedagogical translation for all learners at different stages whether at school or university or for professionals.

Nolasco and Arthur (1995) talked about the requirements of pedagogical translation which includes:

- 1- Setting objectives for language use.
- 2- The translation activity should provoke learners’ communication.
- 3- Translation activities must motivate learners, stimulate their ideas and creativity.
- 4- The learners’ interest should be what to say no matter how to say it.
- 5- The learners should work independently from their teacher.
- 6- The learners decide the materials to be translated.

De La Fuente(2008) illustrates that L1 can represent a mediation between learner and within an individual learner in what he calls the inter-psychological role; the inner mediation of a learner is named the intra psychological role. The first is an important factor to create interaction of learners which encourages them to provide support for each other. The learners through their L1 can help each other to reach the L2 and understand the form and produce their own language. (meta talk). L1 is regarded as a powerful tool to produce meta talk and convey meaningful messages. L1 is supposed to enable learners to figure out rules related to meaning and structures .

It has been found that learners resort to their L1 to make sense of structures and do this in their minds. The L1 helps to maintain a healthier language environment and the learners can interact thoroughly and avoid language difficulties that may arise in L2 which may interrupt learners' communication. This condition enhances the learning opportunities and boosts the contribution of all participants in the educational process as well as having a fairer environment.

The intra psychological role allows the learner to formulate his own cognitive skill to think logically and regulate his thinking for the conclusion of different language tasks by relating what he already knows in his L1 and use this knowledge in the L2.

Vermes(2010, p.83-85) introduced two forms of translation according to the purpose of it. He spoke about pedagogical and real translation. According to him "the role of pedagogical translation is to develop the learner's L2, while in real translation the aim is the translation process itself". The first type aims to teach a language, while the latter intends to give content.

Vermes(2010, p.84) agreed with Klaudy (2003) in distinguishing between two types of pedagogical translation. The translation that is used to learn FL and the translation aims to train translators. Martinez (1997,p.156) explained that" the pedagogical translation depends on two factors , the learners' level of competence and the linguistic field to be taught." She followed Duff on the selection of materials according to the students' need.

Most of translation activities are directed to provide the right equivalents whether in semantics, functions or pragmatics; relying on this the learners seek to be accurate and precise translation assignments.

The views about the use of FL only in classes is now be a matter of question, after the various recommendation on the advantages of the mother tongue (Hall and Cook 2012 ,p.272). Butzkamm and Caldwell (2009,p.13) demonstrated the importance of the mother tongue as a pedagogical resource

and that it increases the learners' confidence and deepens their knowledge of meaning." "It sounds purposeless to avoid the mother tongue in the language classroom for the learners automatically and internally code switching between L1 and L2 and since it is considered naturally developmental" (Kavaliauskiene 2007). "Translation is a useful tool to promote the learners' analytical skills" (Leonardi 2010, p. 29). Cook (2010, p. xv) stated that "several language learners end up to be translators, there is no obvious reasons to prevent the use of translation in the language classroom. Malkjaer (2010, p. 187) mentioned that "translating and language learning cannot be seen as separate skills or different fields of study, since translation involves a range of fields including linguistics, literary studies, cultural studies and language engineering".

In his book "Translation in Language Teaching", Guy Cook advocated the revival and rehabilitate translation as a main purpose for the learning of language and a tool to judge success, especially in single-language classes which were taught by bilingual teachers. He invented the expression "Translation in language learning" to demonstrate the crucial role of translation in the overall language teaching and learning process and as a vital essential part of bilingual teaching.

Cook argues for a language pedagogy, and initiation of a language theory that is designed to consist of four educational philosophies of: technological, social reformist, humanistic and academic. He stated his linguistic principles in four tenets as follows:

- 1- Education should meet the practical aims by equipping the individuals in society with the necessary skills whether general (numeracy, literacy, IT, etc) or specific (e.g medical training).
- 2- Education is a way to achieve the desirable social change concerning values, beliefs and behaviours. It can be utilized to create good patriot, pious people with faith or certain political affiliation.

3- Through education, the person should meet his own interests not only for social or practical motives but for intrinsic good as well.

4- Education should extend knowledge and enhance the understanding of various academic affairs.

With regard to the technological revolution Cook (2010, p.109), affirmed the growing need for translation with diversified multilingual and multicultural societies. He gave different reasons for the need of translation including: personal (e.g. mixed marriages), educational (passing a language exam), social (immigrant communities) and professional (e.g. international communication). In relation to the social change, he regarded translation as a way to develop freedom, humanistic and democratic values, promote the people's acceptance of differences of languages and cultures as well as understanding of others. Furthermore, he claimed: "translation ensures the presence of L1 in the foreign language learning process, aids to maintain identities and keeps them safe from other languages threats, other related risks, and increases the perception of speakers about powerful languages of nature, and how to protect from others." From a humanistic educational point of view, he explains that translation is admired and desired by students. Finally, from regarding the academic aim and as an instructional mean, he argues that scholars should regard translation as an element of language learning, as an explicit declarative knowledge about languages, metalanguage, and formal description.

Cook proposed different solutions to the problematic situations in translation and the barriers against the implementation of it as a language learning method, and introduced suggestions for various practical activities. He viewed that teachers could vary activities, quantity and functions according to the learners' level, age, preferences, favoured learning styles and experience. For him the purpose of translation for beginners is to increase understanding and resolve difficulties, however, it may be used to deal with specific activity. As for intermediate learners the amount of translation should be minimized for

language learning, but the amount of translation for acquiring translation skills and related explicit information can be increased. The advanced learners can use translation to raise cultural awareness, promote translation as a skill in itself and analyse challenging language situations, to deepen their declarative knowledge and evaluate the relation between the foreign language and their own language. He stated that, the view about translation as a way for learning literary work can be expanded to include the discourse.

Therefore, the suggested tasks which bear traditional and communicative purposes which are considered as an addition, rather than being activities in themselves. Cook proposes the type of translation which is a form-focused, that closely resembles the original to allow the teacher and the learners to spot the difficulties of the new language and determine problematic areas related to lexical, grammatical or pragmatic misunderstanding. This teaching method is similar to the Grammar-translation and based on Contrastive Analysis Hypothesis, it must contain efficient materials of scientific description of the language to be taught and being compared with the corresponding description of the mother tongue. However, the application of word to word translation may result in inappropriate grammatical utterance and therefore, each word should be studied in relation with the other component to clarify the meaning of the utterance. Translation as well was a good way to shed the light on the corresponding vocabulary and lexis which may not confront in the two languages. In addition, it promotes metalinguistic knowledge because it motivates the address of various linguistic issues like: mistranslation, evaluation of film subtitling, translation dilemmas (e.g use sexist or racist words in the source text) and untranslatable phrases like puns or word- play. It also deepens the declarative knowledge of the two languages, translation as a communicative activity and meaning focused process can stimulate real- life situations. Translation as a communicative activity develops the learners' procedural awareness and self-autonomy.

The determination of its effectiveness is better determined in connection with the ability to use it communicatively, rather than an objective for its own sake. It appears that translation works well in single-language classes which are taught by bilingual teachers who speak the learners' mother tongue and who learned English before. However, in multilingual classes the situation is different, and the previous tasks do not represent basic patterns to be followed, and alternatively, translation is used to demonstrate procedures. It aids the learners to organize the presence and relevance of the mother tongue and statement of crucial role of translation in real-world bilingual language use.

Cook tried to combine between the traditional use of translation, formed-focused language teaching and communicative, functional method. He managed to compromise between translation as a means and an end in itself in language learning classroom through the grading of translation tasks based on various ideas of correspondence elaborated in translation studies and consequently, he succeeded in paving the way for pedagogical translation as a precedent theory in this direction.

The importance of Cook's work emerges from the fact that, he urges to the revival of pedagogic translation and recognises it as a task to deal with bilingual instruction and tackling it as a skill in its own right as many linguists suggested. His contribution is a full project and research on language pedagogy that is concerned with the rehabilitation of translation, and gives it the position it deserves. The study is a move beyond the language classroom practices and innovative plan that can enhance the benefit of translation activities. This requires the establishment of new materials, tests design and application of new elements by the teacher, In pursue of this objective, we need to consolidate theory with research and practice.

Henry Sweet viewed a connection between the word and its association and the idea came easily rather than being a complex psychological process. Furthermore, pictures might not work well in situations related to abstracts and

mental ideas (Sweet 1900,p. 200). Sweet also defends translation and negatethat it produces inaccurate associations across languages and suggests four levels to apply translation:

The firstlevel involves the use of translation as the only way to give information to the learner. Here, translation of foreign word and phrases isregarded as the most appropriate technique and way to explain the meaning.

During the second level, the use of translation diminishes and restricted to just few foreign words. The learner is assumed to infer the meaning of words from the context.

The third level includes the free translation of idiomatic equivalents between the two languages.

During the fourth level learners are expected to have knowledge of both their mother tongue and the FL, that they will smoothly translate from one language to the other without any difficulty (Sweet 1900, p. 202).

2.7 The usefulness of Translation in Language Learning

In order to investigate the usefulness of translation Hermann Klinghardt conducted an experiment about an elementary English Course based on Sweet's phonetic notation, practical listening and speech exercises.

The learners in his Real gymnasium in Silesia (1880) represents the sample of the study. Following pronunciation, he moves to texts and complex sentences. The teacher introduces the sentence, write it on the board and reads it aloud for students, then the students repeat with the teacher until they pronounce the sentence correctly. After that the students copy the sentence and the teacher translates the words in the sentence. When the students master the use of the sentence, the teacher selects grammatical items to be tackled from the sentences, the teacher moves to another sentence in the texts and so on until all the sentences in the text are tackled. The grammar is dealt with inductively as in Sweet model. Therefore, grammar and vocabulary are determined by the teacher according to the need of students. It is assumed that after a month the students can move to other parts of language such as asking questions about texts, developed oral communication skills, take part in discussions and told stories.

The writing task is done through the answering of comprehension questions and retelling exercises. At the beginning, the longer narrative texts are used instead of descriptive writing.

The outcome of Klinghardt's model is amazing, the learners express good knowledge over grammar and spoken language is satisfactory. In his experiment Klinghardt distinguishes between "Approach" and "Method" in language teaching. He defines an approach as a group of theoretical principles related to language teaching and opens to different interpretations about how to practice them. On the other hand, method concerns the classroom practices taken from the approach and applied in the various educational contexts. Klinghardt identifies the reforms and investigates their pedagogic impact giving

analysis of linguistic and psychological grounds and benefiting from his experience as a schoolteacher who came across various class situations.

The discussion about the usefulness of translation has not stopped for a long time and whether it should be considered as a language learning method and testing technique. Translation as learning and testing approach is boosted by several critical reflections on the assessment of translation as a means of second language learning and a tool for developing metalinguistic competence, as a motivating activity, as crucial skill in modern multilingual societies and globalized world. It not only aids the learners to develop L1, but also helps to promote the knowledge of various identities, and increased the notion about cultural diversity.

The previous points about translation were introduced by some prominent experts in foreign language and bilingual education including Butzkamm (2003), Manyak(2004), Cummins (2007) and House (2009). Also people make use of learning styles published by Penelope Sewell in 2004 who indicates that the motivation of translation comes from the fact that it meets the needs of learners who are not able to use communicative tasks like open- ended unpredictable role play effectively due to reflection of their self-image.

Translation is regarded as an activity which produces confidence and appreciation of the person's one self. During the tasks carried out by students as homework ,they are able to develop target text freely in free will. Translation meets the need of the being self- rewarded as the learner evaluates his own work and achievement. Furthermore, it satisfies the need for confirmation ,closure and autonomy as it is seen as open-ended task related to target text which is assessed in comparison with the source text, free from the teacher' personal intervention.

The role-paly activities are convenient for learners who are extrovert and like to engage with others and take risks, whereas translation can help to deal with learners who are introvert and reluctant to accept challenges of learning a foreign language and who have low levels of interaction. Sewell concepts and

treatment of translation resembles the ones adopted and the research by Ashouri and Fotovatnia in 2010 concerning the impact of personal traits on learning a foreign language. Amir Farzad Ashouri and Fotovatnia (2010,p.232) investigated in their study surveys EFL learners about whether they consider translation as negative or positive regarding foreign language. The sample of the study are students of Iranian EFL at intermediate level and a combination of risk-averse learners and a high risk takers whose ages range between 15 to 25 years.

The finding of the study reveals that 73.7 respondents have a positive view related to the use of translation strategies in learning of the foreign language. However, the high risk- learners have a negative view about translation in learning, while those who are averse risk-averse ;learners give positive view about translation in learning. The study shows that tolerance and ambiguity have no influence on the beliefs of learners about translation.

Guy Cook regards translation as a means to an end, he states that it is difficult to separate these two roles of translation, since translation theory and translation studies are parts of language learning and should not be treated separately (Guy Cook 2010).

The Ad Hoc committee Report on Foreign languages which was issued by the Modern Language Association of America in 2007 confirmed the importance of preparing translation programmes because of the crucial role and need of educated translators and interpreters, and stressed the need for translation in enhancing translingual and transcultural abilities and arrangement of language curriculum.

In line with this view is the volume presented by Witte et al (2009), which consisted of 24 papers about “ Translation in Second Language Teaching and Learning”, following a conference held in the National University of Ireland, Maynooth, in 2008 to discuss this issue. The participants in the conference gave a similar views of the editor of the volume and most of them demonstrated the

teaching role of translation in motivating learners and regarded translation as part of activity of language learning and complement other activities and not replacing them.

Therefore, translation is seen as a means to an end and not an end in itself, this paves the way for translation to be part of foreign language learning and brought new ideas about real life translation. Like Sewell and Higgins Witte et al stresses the role of translation in language proficiency and interrogates the absence of it in teaching methods and restriction of controversies to psycholinguistics studies of bilingualism, second language acquisition studies and foreign language education theory. The contribution of translation studies was rather sparse.

In fairness, Claus Gnutzmann acknowledged that:

Translation science has shed light on the complexity, by developing new theories and models and also by researching translation processes as well as the quality of its products (Gnutzmann 2009: 56). However, he maintains that the achievements of translation studies are influential in translator training (Gnutzmann 2009: 56). Gnutzmann views it as less important in a language learning context, where, as Theo Harden argued, ‘the product, the finished translation, is of only secondary interest’; hence ‘the debates about audience, authority of the source text etc., which still form the basis of a lively debate in Translation Theory and Translation Studies’ are not the main concerns (Harden 2009: 126). There is almost an agreement about translation as a means of testing and enhancing the foreign language proficiency, in addition, translation is considered as a separate skill in itself. The debate is over the types of translation that should be used to achieve these language objectives and functions.

Another concern is about the place of translation in the language curriculum. In 2010 Malmkjaer introduces some aspects of this issue, she explains that the undergraduate learners can deal with situated translation and interpreting activities. For functional translation, she suggests the use of

functional translation assignment with a clear aim in mind. In 2010, Cook also commented on the issue, “he proposes the focus on semantic equivalents for young learners, while the functional forms for intermediate levels and to be developed at advanced stages.” Cook gave details about his view in the issues when he spoke about translation-oriented pedagogy.

2.8 Translation Pedagogy

During the last decades, the debate over translation as part of language teaching and learning has renewed. The first attempt to consideration of translation in the communicative approach was made by Alan Duff in 1980s, when he published his volume about translation which owed him the award of Duke of Edinburgh. The book is the implementation of translation in teaching and talks about the use of the mother tongue as a language learning tool used as any other method like literature, drama , project work, role play, writing or class readers used to improve language practice.

Duff advocates translation as a language learning technique and not just a skill to develop language acquisition. According to him, “while using translation the students can select the most convenient word to express meaning of the source language and in the process, they learn flexibility, accuracy and clarity.” By doing this, the students can use language freely and give their own ideas in discussion. To him “Translation increases students’ awareness about the impact of the mother tongue on the foreign language.”

Duff proposes that the best way to remove the effect of the mother tongue can be achieved by using translation activities which are text based tasks and translating sentences a loud from memory. He considers translation as a natural and important means of communication, so why can’t we use it in the classroom? He suggested a variety of texts, registers and styles in oral or written language. Translation to him could promote a number of skills related to language learning and multilingual work environment.

Like Penelope Sewell and Ian Higgins suggest teaching translation in universities in their book “ Teaching Translation in Universities- 1996”.

Duff supports the use of translation as a language learning method and as a good way in its own to achieve proficiency in language learning.

Sewell and Higgins draw the attention to translation, and suggest the opening of academic debate over translation providing real-life examples of

translation and shared ideas. The participants in the debate are language lecturers or translators trainers in English, French and German universities. Each one is supposed to share his ideas with the others in order to come out with insights towards this issue and suggests proper ways that aid to tackle translation successfully in universities, improve command foreign language and proficiency.

Crisine Klein-Braley(1996) proposes language pedagogic courses to enable language professionals to use translations for in-house and informal aims and as well to tackle texts translation for both in-house and formal purposes. Graduate students learn translation so as to be professionals and study translation to acquire the basic techniques hoping to be translators or interpreters in the future and get more training at post graduate levels. Based on this concept, translation is regarded as a separate type of communication. (Frazer 1996,p.121).

The study of translation through specific forms of activities and real-life training enhanced the process of translation and develop learners' competence and abilities concerning translation. Translation enriches learners' vocabularies and increases knowledge of linguistic patterns and specialized terminologies, language specific collocations, false cognates and words group whether single or multi forms which give variety of meanings in the foreign language. Translation aids the learners to avoid mistakes occurred as a result of first language interference and so deepens learners' knowledge of their mother tongue (Harvey 1996). During translating the learners will look for the appropriate corresponding words and grasp the various communication techniques of both the source and the target languages

. The learners of translation will come across different types of texts and styles which are boosted by the teachers (Frazer 1996).Malmkjaer (1997-1998) in her book “ Translation and language Teaching” demonstrates that incase translation is fully understood, the traditional views against it as a language

teaching method fall away. She defines the significant role of translation in learning the basic skills of language reading, writing, speaking and listening of the foreign language. She further ensures the role of translation in developing language skills, communicative competence and negates the traditional opinion of treating translation as a separate language form. Translation to her represents a reliable means to measure the foreign language competence, since students translate different types of texts, and have much knowledge they get from within these texts (Malmkjaer 1998- Newson 1998).

Malmkjaer supports the idea of providing the most suitable translation equivalents which develops the transferring from the source language to the target language and make the learners think in both L1 and L2. Translation can help learners to express a good control over interference and realize that expressions of the two languages should not necessarily be a one to one correspondence. The learners come to realise that contexts differ between the two languages regarding expressions and equivalents. She encourages the teaching of translation for students at earlier stages as she recognises it supportive to basic skills they will develop at advanced stages when having specialized translation courses and training. She comments that, “if translation in classroom resembles real-life situations, learners can use it in teaching rather than only a preparation for the purpose of examination.”

According to Guy Cook (1998), the restriction of L1 use in foreign language teaching should stimulate students’ avoidance strategies which results in formal inaccuracy. Translation can promote learners’ accuracy and encourage them to overcome the difficulties of L2. In addition, Stuart Campbell views the Interlanguage Hypothesis as a reasonable way to develop competency of translation to target language. The learners who use translation are in the right track to develop language command and perception. He suggested three criteria for teaching and assessing L2 translation:

- 1- Expressing good command of the texts in target language, that is to say, being able to handle the lexis and grammar above the sentence level.
- 2- The ability to carry out varied performance according to the characteristics and stylistic preferences of individual translator that are not connected with language competence.
- 3- The ability to use effective editing strategies.

2.9 Pedagogic Proposals

Several studies were conducted to investigate the contribution of translation in teaching and learning a foreign language. The experimental research on the validity of translation as a language teaching approach and a method to develop language proficiency had been the focus of the research. Two of the prominent studies were done in 1995 and 2000.

The first study was carried out by Marie Kallkvist at the English Department of Lund University in Sweden to investigate the effect of L1 Swedish on the learners of English. The second study was carried out by Annie Schjolager at the University of Aarhus, the sample of the study were the students of languages, the final year students of secondary school at Risskov and the students of English who received a course of translation at the University of Aarhus. Both of the studies had the same results regarding lexical and grammatical mistakes appeared in students' translation in the experimental tests in comparison with free compositions or picture verbalization.

Kallkvist indicated that, common mistakes in translating were in meaning, especially the use of non-existent English words. Some errors were attributed to collocation and general words in writing. She explained that, the errors in translation among students who were deprived from the avoidance strategy and who committed more errors when dealing with lexis and instead they gave non-existent English words which were produced with reference to the source text "what was known as word-coining". Learners resort to word coining when they fail to give the right equivalent L2.

Kallkvist provided some examples of errors which had happened in collocational and general words during translation. Kallkvist attributed such errors to the interlanguage interference, when students set out from aversion of their mother tongue. They failed to produce their own collocational patterns and looked for one to one equivalent instead of using general and common words to convey the same meaning. Kallkvist did not speak about causes of interference

and the claim that most lexical errors occurred in translation as a result of it. She suggested that translation should be implemented to test proficiency. She explained that students who were rich in vocabulary could do better in translation than those who had poor vocabulary. However, this variation would not appear in free composition, because the students with poor vocabulary might not be noticed as they use the avoidance strategy.

Schjoldager's research findings included inclination to the interference hypothesis particularly for secondary students who were examined, but for university students the situation was different and even turned to be the opposite. The group of learners investigated revealed that the different performance between translation and verbalization resulted from the nature of the source text and not as a result of the avoidance strategies and by situation they were compelled to use L2 system.

In 2001 Andrew Cohen and Amanda Brooks-Carson followed a similar direction to the study of Schjoldager and Kallkvist. After conducting their research on 39 learners of French (25 speakers of English, 10 Spanish-English bilinguals and 4 speakers of other languages) and analyzed the learners' reflections, they came to a conclusion similar to those provided by Kallkvist. They carried out an experimental test in 1999. The first test included writing an essay in French, while the second test pertained to writing a draft essay in L1 to be transferred into French. After the completion of three writing sessions, the students were asked to complete a questionnaire with five scores about the strategy they used when they translated to French.

The findings of the experiment demonstrated that 25 of the students performed well in direct writing mode. 13 students did well in the translation mode and one did equally well in both. The grammar performance was not substantially affected with the different modes. 80% of the students indicated that they thought in English when writing directly in French. This indicated that during the translation process, they were engaged in written

translation on paper, and that they simultaneously engaged in metal translation during direct writing activity. The researchers recommend the implementation of various techniques to evaluate writing skill in order to avoid biased result. They suggested that, first the teacher should introduce the essay in L1 . Furthermore, Kakkkvist in 2008 affirmed the importance of contrastive analysis and L2 translation drilling, beside other forms of structural practices. She conducted a research on two groups of learners whose mother tongue was Swedish and at advanced stages of education.

The programme was carried out at the university of Halmstad in Sweden. The two groups received English grammar in the traditional way aiming at the second language structure. Following instruction, the learners were given exercises in forms of pair or group work and the teacher controls the discussion. Also, the morphosyntactic forms were dealt with according to the difficulty areas proposed by the learners and then a discussion is carried out in shape of comparison between L1 and L2. The group which used translation asked to translate sentences or parts of sentences. The non-translation group tackled the same forms using the target language informs of gap-filling activity and structure of English sentences. The translation group was taught only through the comparison and contrastive analysis at the level of presentation and correction. The researchers tested the students during and after instruction. The tests contained a multiple choice test and written activities. Both groups did well in pre and post- tests of multiple choice questions, however, the translation group showed distinction and greater accuracy in both tasks, but the difference was significant in the translation test. Nevertheless, the non- translation group was relatively gained accuracy in the written test.

The hypothesis stated that both groups did equally well and had similar performance, however, most of the students expressed great performance when the tests and the exercises were similar. What was remarkable was that 33% of the students of non-translation group had got equal or better performance than

the translation group on the translation test compared to 73% of the translation group who did well in the retelling task. This indicated that some learners could perform equally well in both types of tests however the test was. Relying on these findings Kallkavist indicated that the place of L2 was limited in tasks when students share the same L1 at advanced levels. She also demonstrated that the learners used L2 easily when they were asked to translate or express themselves directly. Therefore, it was convenient to give them exercises and other rich varied inputs using both techniques.

A similar study was done by ShhinVaez and Mehdi Miezaei in 2007 to measure the influence of L2 on the learning of grammar. The sample of the study were Persian students of English who received four forms of L2 over 16 sessions. The lessons included the passive voice, indirect reported speech, secondconditional and wish followed by past simple. Following the instruction of each structure the experimental group was asked to translate 24 sentences in a kind of individual work in class, while the control group were given activities from within the coursebook. When the students finished tasks, the teacher gave the correct answers and grammatical explanations. The post- test contained 20 structures and form- focused exercises selected from the textbook. The findings showed that the translation group gained high scores. Another study on cross-linguistic information and grammatical structures which was conducted by BatiLaufer and NanyGirsani in 2008, also revealed the effective role of translation in teaching grammar. They pointed out the part played by translation in contrastive form-focused instruction and the usefulness of it in forms and in learning of new vocabulary.

Contrastive form-focused instruction aided the learners to develop understanding of the differences and similarities between the mother tongue and the target language specifically those related to words and lexical system. Moreover, it represented a good practice in positions of differences via form-focused instruction and contrastive analysis.

Two research questions were investigated in Laufer and Girsai's study:

- 1- Can the contrastive form-focused activities improve the acquisition of a great number of lexical items than non-contrastive form-focused activities and the message focus exercises whether related to single or collocations?
- 2- Can the forementioned variations tests be carried out after one week of the first post- test or delayed to more time?

The experiment was carried out in 75 students from grade 10, whose ages range between 15 to 16 years old and spoke Hebrew as their mother tongue and to whom English was a foreign language at the intermediate stage. They were randomly selected and received three learning situations: message-focused instruction, non-contrastive form- focused instruction and contrastive analysis and translation. They were provided with ten unusual single words and ten verb-noun collocations included in a reading text extracted from Bill Clinton's book "My Life". The tasks offered at the beginning to the three groups were similar. The students were asked to 13 comprehension questions in form of true or false statements without the help of a dictionary or a glossary. However, the teacher gave the meaning of word when it deemed necessary. The second task was given after a day of the first, the message-focused group was given two communicative activities related to the same text and followed by open questions and gap filling activity accompanied with pair and group discussion about issues include in the text.

The non-contrastive focused-form tackled two form- focused tasks including multiple choice questions and a text gap filling activity followed by words in the target language. The contrastive analysis and translation group received sentence based translation tasks from L2 into L1 and from L1 into L2, followed by a short explicit contrastive analysis of target words with the corresponding L1 translation options. After a day and a week the students were tested on the active and passive recall of the target vocabulary. The evaluation of the given tasks was done in relation to the students' response with regard to their

ability to provide the equivalents items in Hebrew. The passive retention was evaluated according to the translation of items into Hebrew or explained them in English. The result revealed that the students of the third group(contrastive analysis and translation group significantly outperformed the two groups in all the tests.

The researchers attributed this outstanding performance to three hypotheses related to L2 learning in general:“ observation”, “pushed output” and the task induced involvement load as well as the positive impact of L1 in the acquisition of L2 lexis. The cross information helped the learners to associate the target vocabulary with their L1 equivalents. Furthermore, translation expanded learners’ linguistic resources and enabled them to deal with difficult words. In addition, translation tasks enhanced the involvement load as they combined need with search for meaning in L1 and structures for L2 and assessment of various choices before taking decision (no avoidance strategy was possible).

Based on several theoretical arguments which supported the implementation of pedagogic translation, the empirical researches introduced in the issue so far varied in their findings, but considerable number of relevant studies urged and called for the revival of translation as a supporting approach to the learning of the foreign language and a useful tool for testing linguistic competence. Many linguists regarded translation as a helpful addition to the language teachers especially in developing grammatical accuracy and acquiring of language related skills. They argued that future consideration should be given to incorporate translation in language learning and conduct more research in terms of pairs and other forms of translation-based teaching with emphasis on forms instruction.

An equal stances stressed the investigation of students beliefs in translation as a useful and aid to the learning of L2 as well as if a motivational t process in language learning (Sewell 2004 and Cook 2010). A model study

conducted in this regard was carried out by Angeles Carreres in 2006, the participants in the study were the students of the second and third year undergraduate learners of Spanish at the university of Cambridge in the United Kingdom. The fields of language investigated were literary or essayistic in nature. The translation they dealt with related to their mother tongue whether in or out of it as integral part of curriculum and consisted of three main aims:

1- To provide the learners with the essential learning skills so as to be able to assess the challenge of literary or philosophical texts in a foreign language to learn the different styles concerning their mother tongue and the foreign language. Moreover, they managed to develop their linguistic skills in foreign language (Carreres 2006,p.8)

Nearly all the participants suggested that translation should be included as part of modern language teaching. Translation into L2 was considered as a supporting tool to language learning particularly in areas of vocabulary, grammar, writing and register. The majority of the learners (54%) indicated that, it was beneficial in the place declared above and enables the learners to achieve faster progress for example in: general language class, literature seminars, reading ,watching films, etc

Nevertheless, the answer to a question concerning the enjoyment of translation ranged between 5 to 2 out of the maximum score 5. Some students stated that the course of translation was filled with professional translation skills, despite the fact that two of them indicated that the course should contain different types of texts for the translation purpose. One of them gave the following speech:

To prepare for 'real' professional translation, I think we should do a wide variety of texts. At the moment all we seem to do is literature. It would be nice to study/attempt journalistic, legal, advertising texts, etc.

In 2010, Carreres conducted a study on the second year students of Master Degree in Modern Languages and Literatures, at the University of Bari, Italy. In

the findings of the study the respondents suggested the use of variety of texts when translating into L1 and L2; they regarded translation useful to learn vocabulary, grammar, writing, register and culture. In addition to other tasks of reading, watching films or writing e-mails to native speakers of foreign language.

Teachers advised taking of texts at home and then discuss them in class which was seen as the best technique to acquire translation skills through the use of comparisons of texts, reading in the target language and applying of Internet resources were recognized as the beneficial activities to improve translation competence. Most of the students expressed their interest in translation activities which helped them to develop professional skills during their degree course. They gave the following points about their experience:

“Translation is a beneficial activity that enables the learners to understand the similarities and differences between two distinct cultures develop the knowledge of both languages. Translation enables learners to distinguish the different forms of grammar structures and how they are governed by the grammar rules. Translation is significant to realize the various functions of language structures. They say that their life is a constant translation. Translation is regarded as a way to understand the world. Translation makes people keep in touch with other cultures and learn about the experiences of others.”

Following the same direction, two studies were carried out at the School of English , Adam Mickiewicz University in Poznan, Poland (Whyatt 2009). The participants in the first study were undergraduate students who finished a module of translation as part of a course on Practical English. The majority of the students(72%) confirmed that translation had aided them to gain confidence in the use of English.

The second study was conducted on 33 second-year undergraduate students who came across the same translation module. Following the translation of a tourism text from Polish, The students were given a

questionnaire to get their feedback about translation as a language learning tool. The large majority of the respondents (85%) gave positive responses.

Furthermore, 94% of the students explained that they had benefited from the translation experience, especially in terms of acquiring vocabulary. 98% of the students showed great interests in translation classes and indicated that they would attend the translation classes even if they were optional. This indicated clearly that the translation classes were strongly supported by students which was in contrary to survey of opinion with regard to translation carried out in 20 universities in 1996 (19 in the UK and one in France). The respondents expressed different views against translation including the claim that:

1- Translation activities and content of texts do not capture the imagination of learners.

2- Non-native speakers of either English or French doubt the merit of translation in English and summary in English, stating that they aim to learn French, not English.

3- Honours students prefer to learn stylistic challenges which are available in their literary studies.

4- Translation is a complex task and more sophisticated than they expected.

5- Translation into French is regarded as a necessary evil, although the structure and course were appreciated.

Sewell (2004) and Cook (2010) were among the proponent of translation in foreign language teaching and learning. They stated the crucial role of translation in motivating language learners which was supported by the views of different investigated learners. Moreover, most learners were enthusiastically involved in translation activities like bees round the honeypot as Sewell said. This fact, he attributed to the learners' awareness of the importance of this activity and the challenges they met when studying translation, things like intellectual challenge, self-consent when carrying out translation tasks.

Jack Richards and Theodore Rodgers attempted to set descriptive framework for translation based teaching in 2001. They started with introducing three main perceptions to deal with the matter including: the definition of an approach, design and procedures concerning the language learning. The approach was defined as a range of pedagogic principles which were supported with the theoretical framework in the field of language teaching and learning .Design was seen asa combination of the approach with the procedures related to:

- a- Method's general and specific objectives.
- b- Syllabus model
- c- The kinds of learning activities supported by the method
- d- The role of learners
- e- The role of teachers
- f- The role of instructional materials

The procedures stated howthe approach and design were implemented in classroom techniques, practices and behaviours. The views of Jack and Theodore about the methodologies were collected in two volumes and were submitted to the EU for consideration and received recognition from the EU. The EU admitted translation as an important part to promote multilingualism policy and as a major way to identify other cultures(EU Commission 2008, p.13).

The call for the revival of translation in language learning is supported by the empirical research. It is high time to investigate these researches' findings and theoretical insights to find out a new language approach that can benefit from this language pedagogy and gives consideration to the diversified learners' backgrounds and bilingualism to make use of the linguistic knowledge the learners' already have in their mother tongue.

Chapter Three

Research Methodology

3.1 Introduction

This research investigates the role of translation in language learning and sheds the light on the prominent theoretical and empirical researches attempt to measure the impact of translation in the field of language. Furthermore, it gives attention to what is known as pedagogic translation and the current arguments and calls for the revival of translation as a language learning tool.

In reviewing the literature on translation and translation pedagogy, the researcher notices that translating into L2 as a language learning device started lately with the publications of some scholars including Guy Cook (2010), Malmjaer (1998), Sewell and Higgins (1996), Duff (1989) and others, otherwise, translation was reflected upon only for professional purposes save the traditional method mentioned earlier in the literature review of this research.

The materials provided by the scholars mentioned gave advice in the issue and practice-oriented works to establishment of translation design and development to incorporate it in to curriculums and courses of language teaching. Most of these books raised a substantial theoretical discussion and methodological questions about translation in language teaching and learning. The inclination against pedagogical translation seems to be unjustified and there is a controversy a round translation as pedagogy or for professionalism.

The methodologies presented by Lavault (1985) was remarkable in this regard, but the most outstanding trial and proposal in my personal view is the one proposed by Guy Cook who strongly called for the revival of translation in language methodologies. It is also worth mentioning that Angeles Carreres distinguished between cognitive translation and pedagogic translation as a language tool and methodology. She spoke of translators training programmes and modern language teaching as a distinct areas of language with their own objectives and methodologies.

3.2 Population and Sample of the Study

The students of English in grades 3 and 4 in the faculties of education and arts universities of Sudan for science and technology and university of Khartoum who received translation courses constitute the population and sample of this study. The aim is to get the students' views on translation as a learning technique and to obtain their opinions regarding translation courses, translation based tasks, and due concern is given to pedagogic translation. There are about 104 students who constitute the population of this study. 50 of these students are selected to be the experimental group, while the others were kept to be the control group.

3.3 Methodology

The researcher adopts a positivism approach to link the objectives of the research with the research questions. The study employs a descriptive research method.

The research design combines between the quantitative and qualitative methods. A deductive method was used to reach the conclusion and findings of the study.

The descriptive method is seen by the researcher as appropriate due to the complex nature of tackling translation issue. The majority of the study is partly of a quantitative nature as it allows him to obtain in depth knowledge. The researcher plans as well to implement a qualitative approach which is vital regarding experience, attitudes, feelings, and opinions, by so doing, the researcher is able to cover all the aspects of the issue of translation. The researcher hopes to meet all the research objectives and find more about the attitudes of the students towards translation and to what extent they perceive the process of translation and how they react to translation courses. Special concern is also given to how students regard the paradigm and whether they prefer the bilingual or monolingual approach in dealing with language pedagogy.

3.4 Research Design

The questionnaire is seen as the most convenient means to achieve the communication with the largest number of tertiary students in the chosen faculties of English in Sudan. One hundred and twenty questionnaires were distributed to the students in these faculties. Another reason why the questionnaire is chosen is that it is easy to be delivered in a short time. All the students in this research have Arabic as their mother tongue. All the questionnaires are printed out and delivered to the students. The questionnaire is anonymous and is written in English. The students in grades 3 and 4 who are studying English and will be rewarded the Bachelor of English language after graduation. All of them receive translation courses among the different English language courses.

3.5 Tools for data collection

The questionnaire contains four parts and fifty questions(appendix 1). The first part consists of ten questions and statements about the use of translation in learning of language and the students are required to answer by yes or no. The following two parts include open-ended questions in the form of multiple-choice questions using a five-point likert scale with options agree, strongly agree, not sure, disagree, and strongly disagree which represent the quantitative parts. The second part pertains to students views regarding the translation courses they received. The third part attempts to investigate the positive and negative impacts of using translation in language learning. The fourth part contains a mixture of quantitative and qualitative methods and has questions on pedagogic translation.

The design of this scale is appropriate to achieve validity and reliability, as it is considered as one of the most applicable scales used in quantitative research.

3.6 The Instrument

The questions included in the questionnaire are simple and clear. There are two types of questions close ended for the quantitative parts and open-ended for the qualitative part. The students are required to tick the appropriate option for the close-ended questions, while the open-ended questions are in the form of blank spaces for students to give their feedback in terms of pedagogic aspects of translation.

3.7 Procedures

The aim of the research is to investigate the role of translation in enhancing the learning of the foreign language. The students commence with their personal information and tick their genders and then write the names of their universities, faculties and grades. They are notified that the information included is anonymous.

The questionnaires are sent to the students in their faculties by the researcher to be completed and returned in not more than a one week period.

In the first part of the questionnaire, the researcher tries to brainstorm and get ideas through a Yes/ No questions. He seeks to find how translation is regarded as an enjoyable activity or not. The researcher investigates the acceptance of the bilingual paradigm, the hidden uncovered tackled views, and the non-admitted practicality of translation as a natural process existed any way whether naturally or verbally. The remaining parts of the survey are dealt with using the multiple choice technique to obtain views regarding students' translation courses, advantages and disadvantages of translating as well as translation pedagogy.

Chapter Four

Data Analysis, Results and Discussion

4.1 Introduction

This chapter will provide a data analysis for the study and test of its hypotheses. The four hypotheses will be discussed in isolation. All statements are analyzed referring to the hypotheses they represent.

4.2 Analysis of the First Tool: Questionnaire

After the step of checking questionnaire reliability and validity, the researcher distributed the questionnaire on determined study sample (104), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, not sure, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

4.3 Statistical 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 coefficient; the results have been showed in the following table

Table 1.1

Scale	Reliability	Validity
Cranbach-alpha	0.75	0.86

It is noticed from the results of the above table No.(1.1) that all reliability validity coefficients for pre-test sample individuals about each questionnaire's

theme, for overall questionnaire, are greater than (50%), some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

4.4 Statistical Instruments

In order to satisfy the study objectives and to test its hypotheses, the following statistical instruments were used:

1. Graphical figures.
2. Frequency distribution.
4. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

4.5 Discussion and results

Question (1):Do you enjoy the use of Arabic in English Class?

Table (1.2): the frequency and percentage distribution of the respondents answers according to the Q1 part 1

Table1.2

Answer	Frequency	Percentage %
Yes	64	61.5%
No	40	38.5%
Total	104	100%

From the above table it's shown that the number of respondents who Answered yes was (64) with percentage (61.5)%. The number of respondents who answered NO was(40) with percentage (38.5) %.

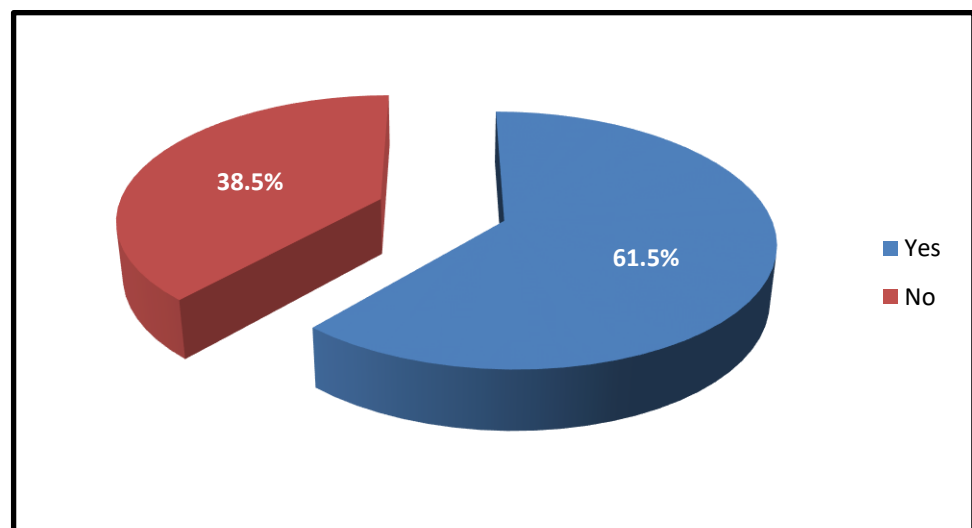


Figure 1.1

The above figure is graphical representation for the results related to the question number (1) form part 1.

Question (2):Do you think that translation should be considered as a language teaching method?

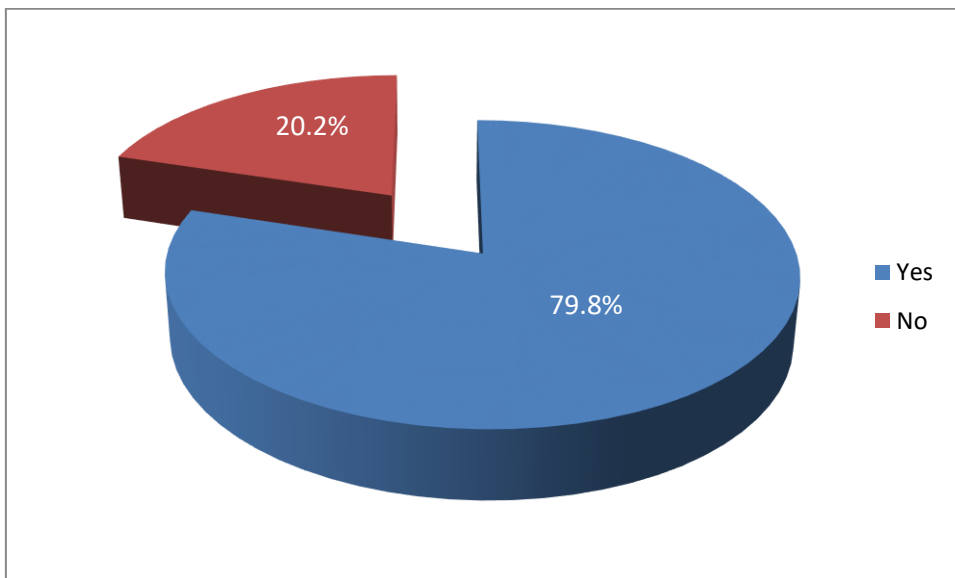
Table (1.3): the frequency and percentage distribution of the respondents answers according to Q(2- part1)

Table 1.3

Answer	Frequency	Percentage %
Yes	83	79.8%
No	21	20.2%
Total	104	100%

From the above table it's shown that the number of respondents who Answered yes was (83) with percentage (79.8)%. The number of respondents who answered NO was(21) with percentage (20.2) %.

Figure1.2



The above figure is graphical representation for the results related to Q2 (part 1)

Question (3- part 1): Do you think that the bilingual paradigm enhances language learning?

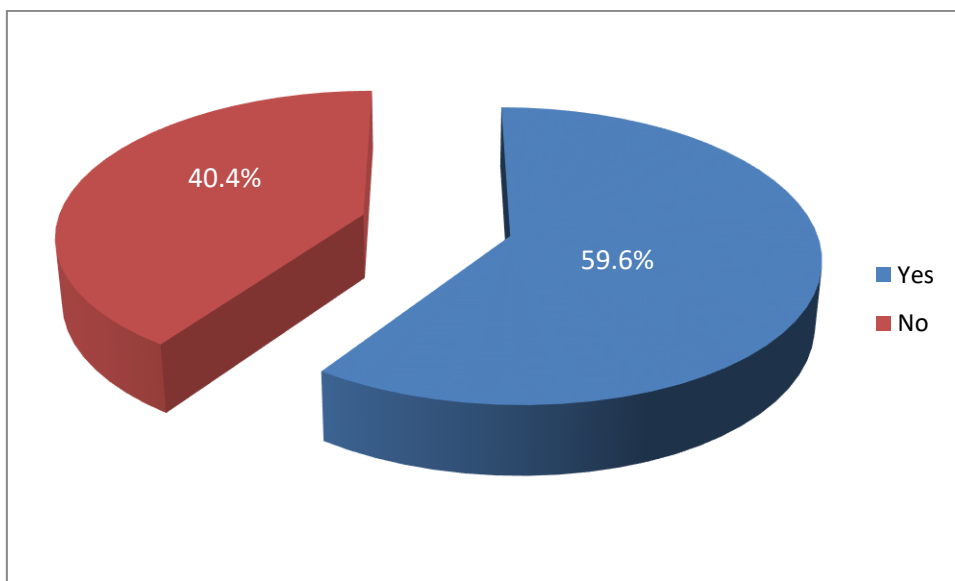
Table (1.4): the frequency and percentage distribution of the respondent's answers according to Q3(part 1)

Table 1.4

Answer	Frequency	Percentage %
Yes	62	59.6%
No	42	40.4%
Total	104	100%

From the above table it's shown that the number of respondents who Answered yes was (62) with percentage (59.6)%. The number of respondents who answered NO was(42) with percentage (40.4) %.

Figure 1.3



The above figure is graphical representation for the results related to Q3 (part 1)

Question4 (part 1): Do you find yourself mentally translating in English classes?

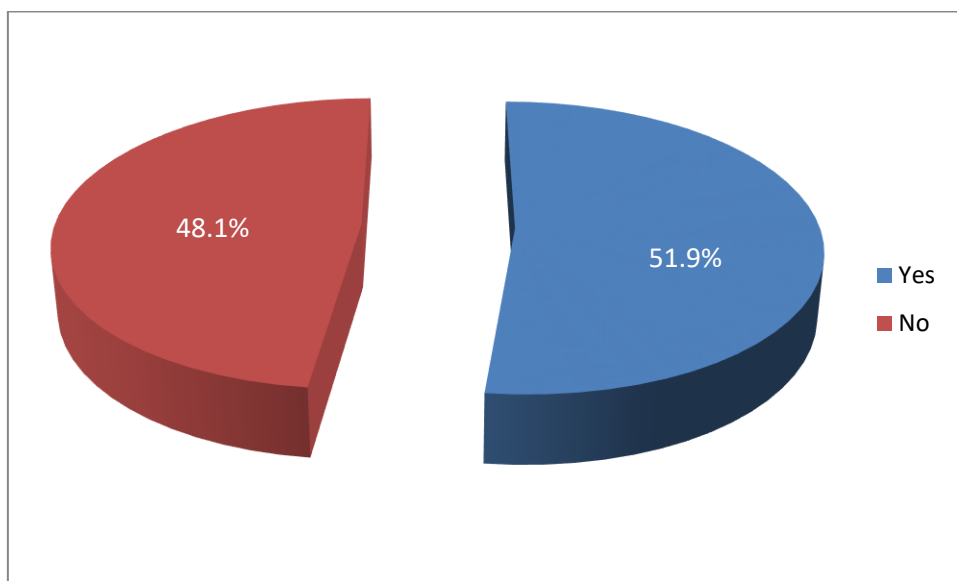
Table (1.5): The frequency and percentage distribution of the respondent's answers according to Q4 (part 1)

Table1. 5

Answer	Frequency	Percentage %
Yes	54	51.9%
No	50	48.1%
Total	104	100%

From the above table its shown that the number of respondents who Answered yes was (54) with percentage (51.9)%. The number of respondents who answered NO was(50) with percentage (48.1) %.

Figure1. 4



The above figure is graphical representation for the results related to Q5(part 1)

Statement (5):Translating is a natural process in learning of language.

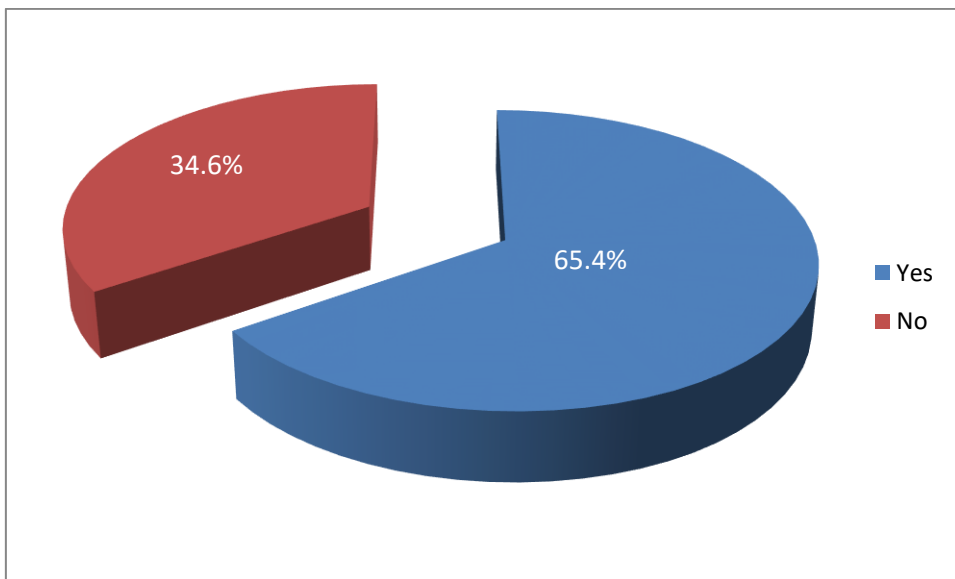
Table 1.6: The frequency and percentage distribution of the respondent's answers according to the statement5(part 1)

Table1. 6

Answer	Frequency	Percentage %
Yes	68	65.4%
No	36	34.6%
Total	104	100%

From the above table its' shown that the number of respondents who Answered yes was (68) with percentage (65.4) % . The number of respondents who answered NO was(36) with percentage (34.6)%.

Figure1. 5



The above figure is graphical representation for the results related to the statement number (5)

Statement(6): Learners resort to translation to learn language whether the teacher uses it or not.

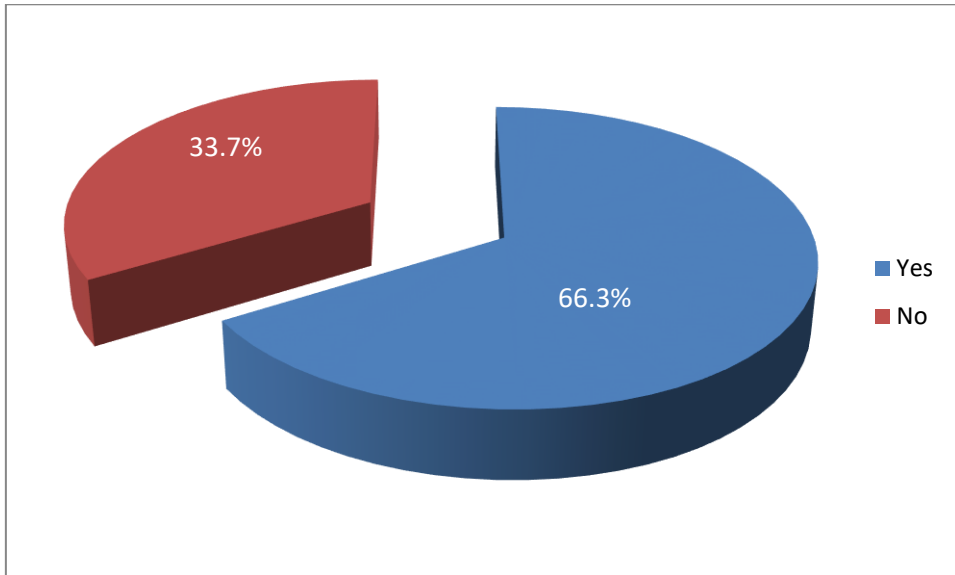
Table (1.7): The frequency and percentage distribution of the respondent's answers according to the statement 6 (part 1)

Table1.7

Answer	Frequency	Percentage %
Yes	69	66.3%
No	35	33.7%
Total	104	100%

From the above table, it's shown that the number of respondents who Answered yes was (69) with percentage (66.3)%. The number of respondents who answered NO was(35) with percentage (33.7) %.

Figure1. 6



The above figure is graphical representation for the results related to the statement number (6)

Question(7): Using Arabic words in English classes confuses you?

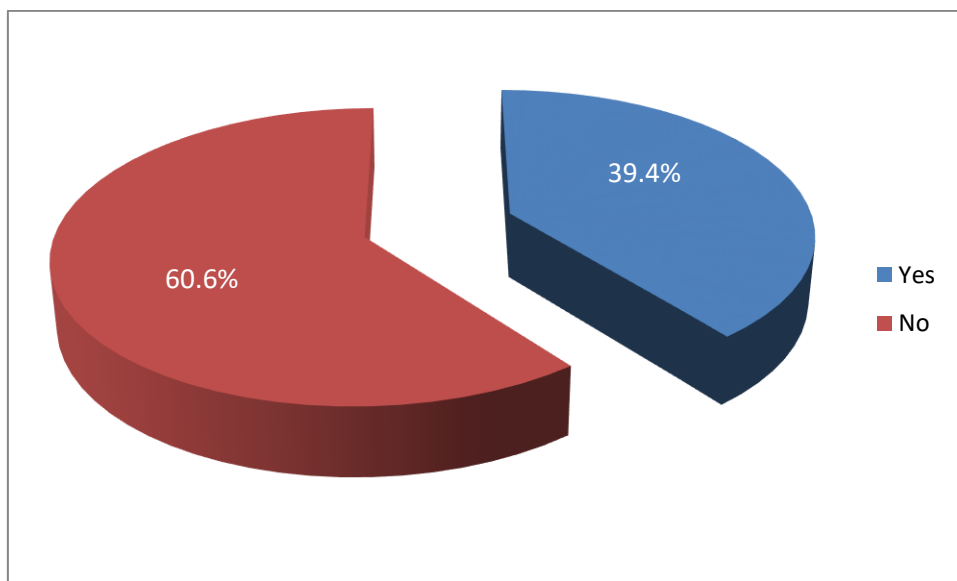
Table (1.8): the frequency and percentage distribution of the respondent's answers according to Q7 (part 1)

Table 1.8

Answer	Frequency	Percentage %
Yes	41	39.4%
No	63	60.6%
Total	104	100%

From the above table it's shown that the number of respondents who Answered yes was (41) with percentage (39.4)%. The number of respondents who answered NO was(63) with percentage (60.6) %.

Figure 1.7



The above figure is graphical representation for the results related to Q 7(part 1).

Question (8): Translation inhibits thinking in the target language?

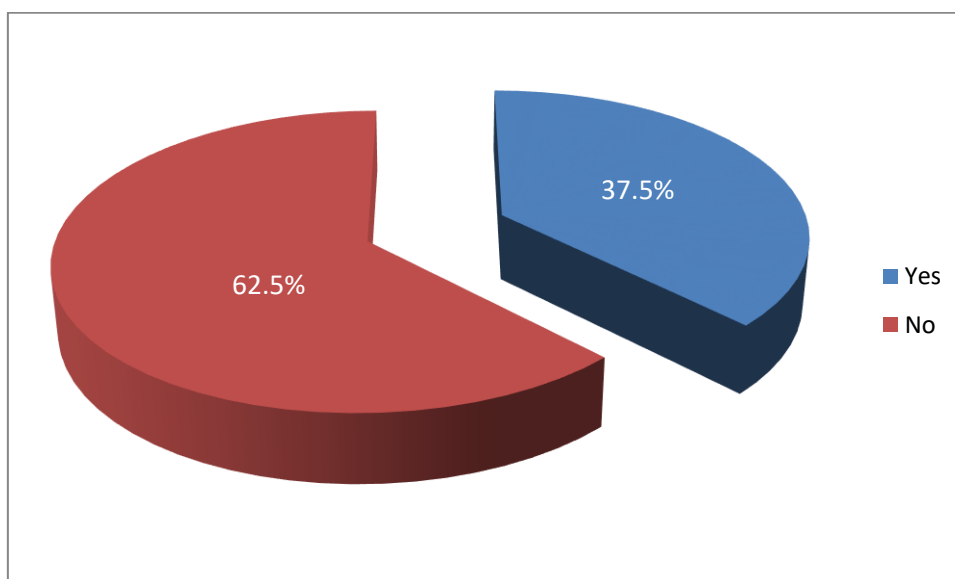
Table (1.9): The frequency and percentage distribution of the respondent's answers according to Q8 (part 1)

Table1.9

Answer	Frequency	Percentage %
Yes	39	37.5%
No	65	62.5%
Total	104	100%

From the above table its shown that the number of respondents who Answered yes was (39) with percentage (37.5)% . The number of respondents who answered NO was(65) with percentage (62.5)%.

Figure 1.8



The above figure is graphical representation for the results related to the Q8(part 1).

Question (9): Translation should be used only for professional purposes?

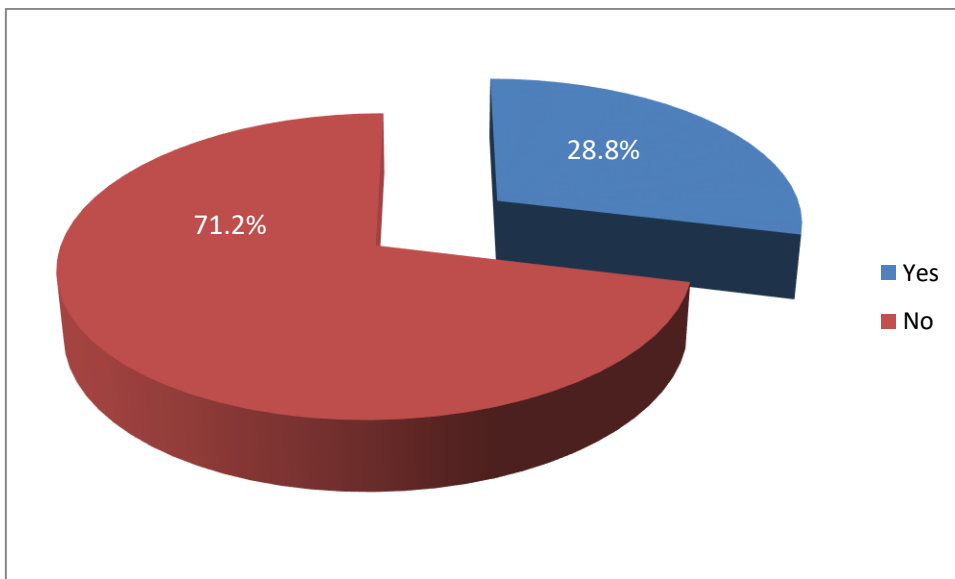
Table (1.10): The frequency and percentage distribution of the respondents answers according to Q 9(part1)

Table 1.10

Answer	Frequency	Percentage %
Yes	30	28.8%
No	74	71.2%
Total	104	100%

From the above table its' shown that the number of respondents who Answered yes was (30) with percentage (28.8)% . The number of respondents who answered NO was(74) with percentage (71.2)%.

Figure 1.9



The above figure is graphical representation for the results related to Q 9 (part 1).

Question (10): Only the target language should be used in language class?

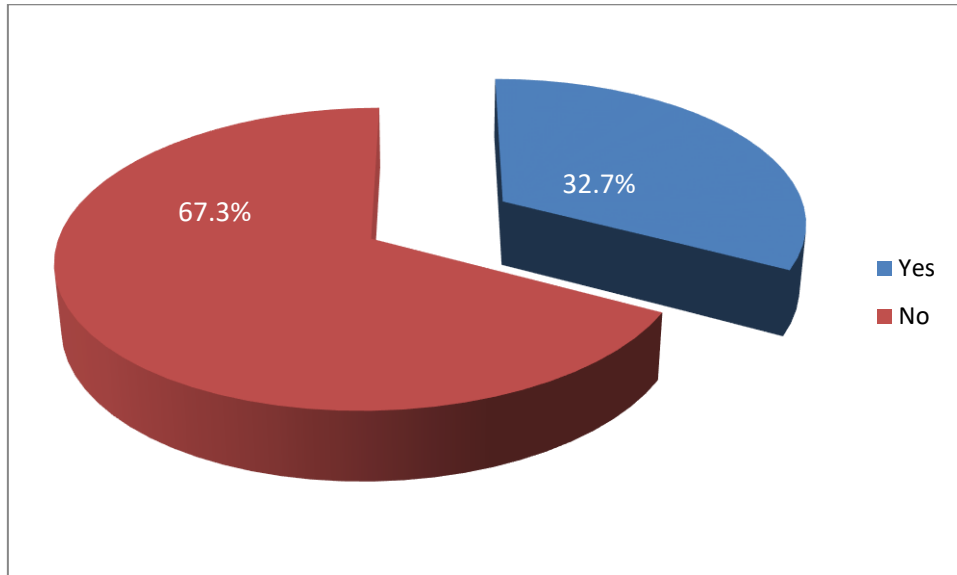
Table (1.11): the frequency and percentage distribution of the respondents answers according to Q 10(part1)

Table 1.11

Answer	Frequency	Percentage %
Yes	34	32.7%
No	70	67.3%
Total	104	100%

From the above table, it's shown that the number of respondents who Answered yes was (34) with percentage (32.7)%. The number of respondents who answered NO was(70) with percentage (67.3) %.

Figure 1.10



The above figure is graphical representation for the results related to Q 10 (part 1).

Table No.(1.12)(See Appendix 2)

Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis. Table 1.12

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question "Do you enjoy the use of Arabic in English Class?"
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question "Do you think that translation should be considered as a language teaching method?".
The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question "Do you think that the bilingual paradigm enhances language learning?"
The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents,

which support the respondent answered positively with the question “Do you find yourself mentally translating in English classes?..

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question “Translating is a natural process in learning of language .

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (25.6) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question “Learners resort to translation to learn language whether the teacher uses it or not..
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (27.5) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question “Using Arabic words in English classes confuse you?.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically

significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question “Translation inhibits thinking in the target language?”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (9) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question “Translation should be used only for professional purposes?”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (10) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question “Only the target language should be used in language class?”

Part 2

Students views regarding the translation courses

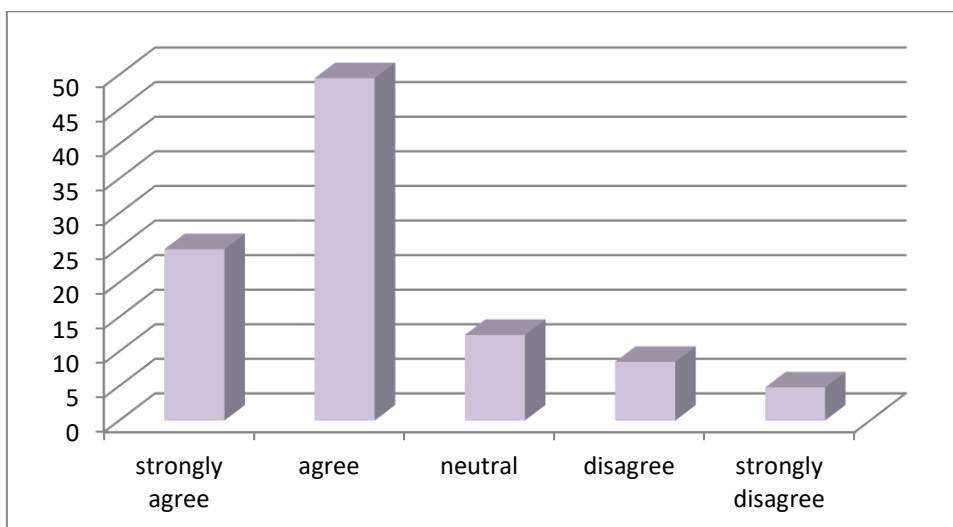
Statement No 1 (part 2):I consider the translation courses I received useful to the learning of English.

Table No (2.1) The Frequency Distribution for the Respondents' Answers of Statement No 1.(part 2)

Table 2.1

Valid	Frequency	Percent
strongly agree	26	24.8
agree	52	49.5
Neutral	13	12.4
disagree	9	8.5
strongly disagree	5	4.8
Total	104	100.0

Figure 2.1



It is obvious from the above table and figure show that there are (26) respondents in the study sample with percentage (24.8%) strongly agreed with that “I consider the translation courses I received useful to the learning of English...”There

are (52) respondents with percentage (49.5%) agreed with that and (13) respondents with percentage (12.4 %) neutral, (9) respondents with percentage (8.5%) disagreed. Whereas, (5) respondents with percentage (4.8%) strongly disagreed.

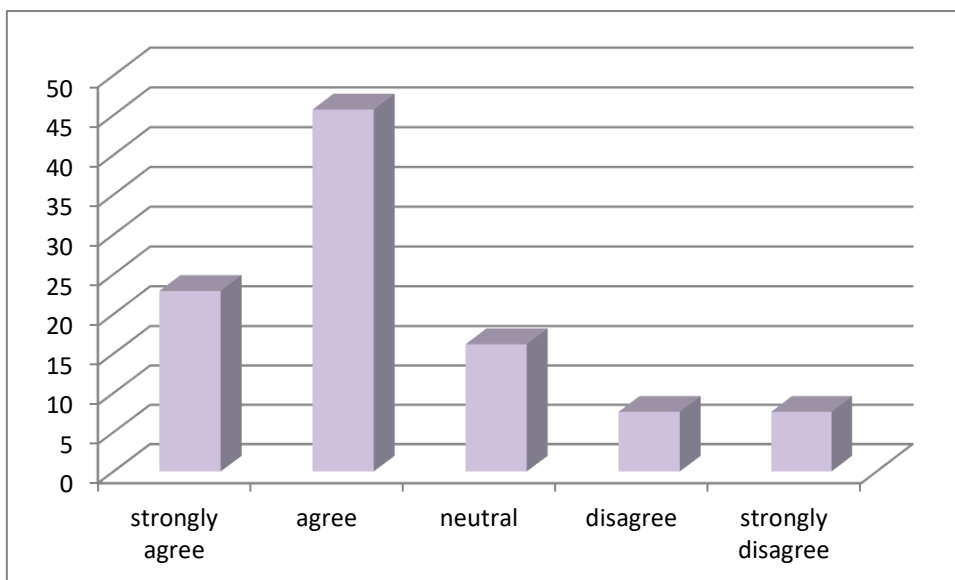
Statement No2 (part 2):The study of translation has changed my view towards language learning.

Table No (2.2) The Frequency Distribution for the Respondents' Answers of Statement No 2.(part 2)

Table 2.2

Valid	Frequency	Percent
strongly agree	23	22.9
Agree	48	45.7
Neutral	17	16.2
Disagree	8	7.6
strongly disagree	8	7.6
Total	104	100.0

Figure 2.2



It is obvious from the above table and figure show that there are (24) respondents in the study sample with percentage (22.9%) strongly agreed with that “The study of translation has changed my view towards language learning.”There are

(48) respondents with percentage (45.7%) agreed with that and (17) respondents with percentage (16.2 %) were neutral, (8) respondents with percentage (7.6%) disagreed. Whereas, (8) respondents with percentage (7.6%) strongly disagreed.

Statement (3):I have the sense of achievement when I finish translating a text.

Table No (2.3):The Frequency Distribution for the Respondents’ Answers of Statement No (3)

Table 2.3

Answer	Number	Percent
strongly agree	20	19.0
agree	42	40.0
neutral	16	15.2
disagree	17	17.2
strongly disagree	9	8.6
Total	104	100.0

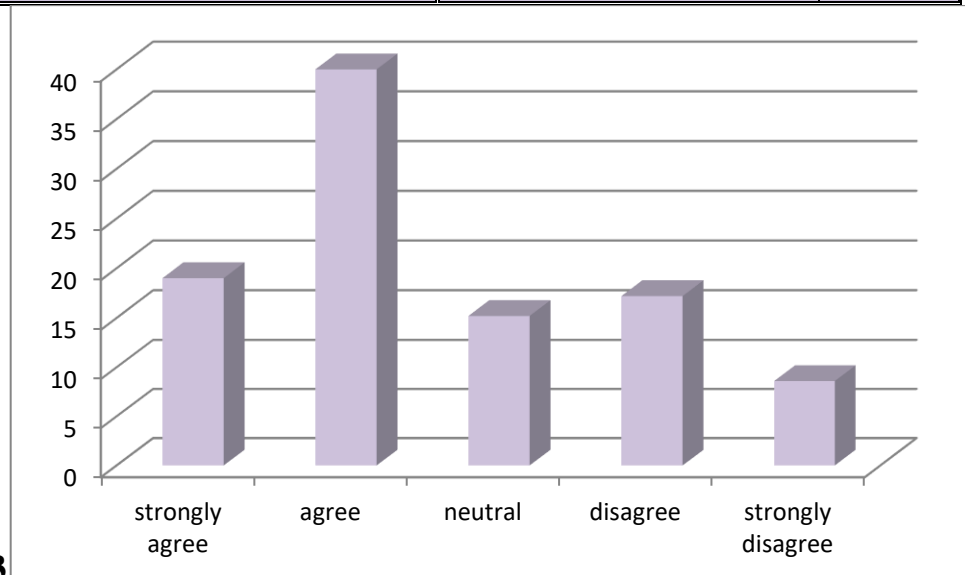


Figure 2.3

It is obvious from the above table and figure that there are (20) respondents in the study sample with percentage (19%) strongly agreed with that “I have the sense of achievement when I finish translating a text.". There are (42) respondents with

percentage (40%) agreed with that and (16) respondents with percentage (15.9 %) were neutral (18) respondents with percentage (17.2%) disagreed. Whereas, (9) persons with percentage (8.6%) strongly disagreed.

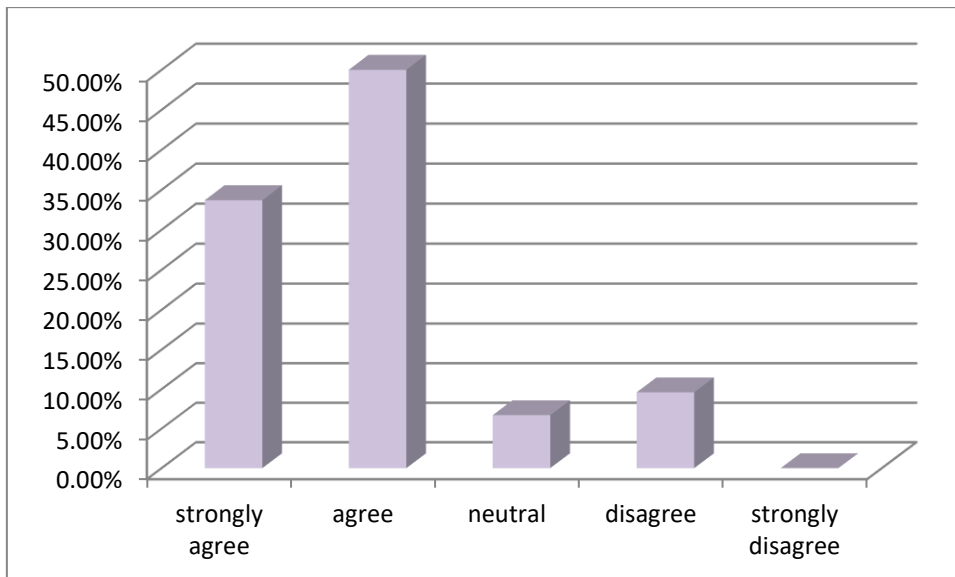
Statement 4(part 2):I notice that my English language knowledge is deepened after the translation course English

Table No (2.4)

The Frequency Distribution for the Respondents' Answers of statement 4

Answer	Number	Percent
Strongly Agree	35	33.7%
Agree	52	50.0%
Neutral	7	6.7%
Disagree	10	9.6%
Strongly Disagree	0	0.0%
Total	104	100%

Figure 2.4



It is clear from the above table No (2.4) and figure No (2.4) that there are (35) persons in the study's sample with percentage (33.7%) strongly agreed with "I notice that my English language knowledge is deepened after the translation course.". There

are (52) persons with percentage (50.0%) agreed, and (7) persons with percentage (6.7%) were neutral, and (10) persons with percentage (9.6%) disagreed.

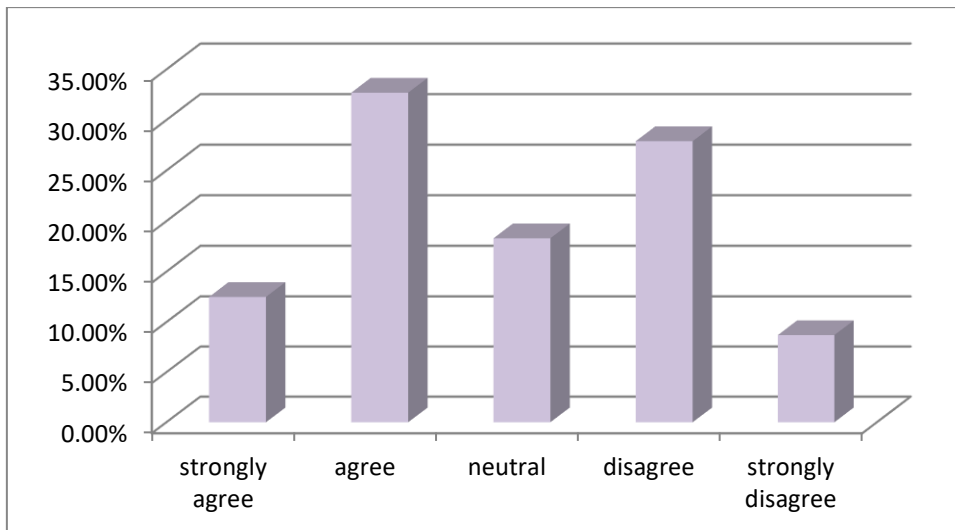
Statement 5(part 2):I have become aware of the cultural and linguistic variations between Arabic and English. **Table No (2.5)**

The Frequency Distribution for the Respondents' Answers of statement 2(part 2)

Table 2.5

Answer	Number	Percent
Strongly Agree	13	12.5%
Agree	34	32.7%
Neutral	19	18.3%
Disagree	29	27.9%
Strongly Disagree	9	8.7%
Total	104	100%

Figure 2.5



It is clear from the above table No (2.5) and figure No (2.5) that there are (13) persons in the study's sample with percentage (12.5%) strongly agreed with "I have become aware of the cultural and linguistic variations between Arabic and English. ". There are (34) persons with percentage (32.7%) agreed, and (19) persons with

percentage (18.3%) were neutral, and (29) persons with percentage (27.9%) disagreed, while (9) persons with percentage (8.7%) strongly disagreed.

Statement 6(part 2): Translation is not only suitable for proficiency courses, but also for language learning in general

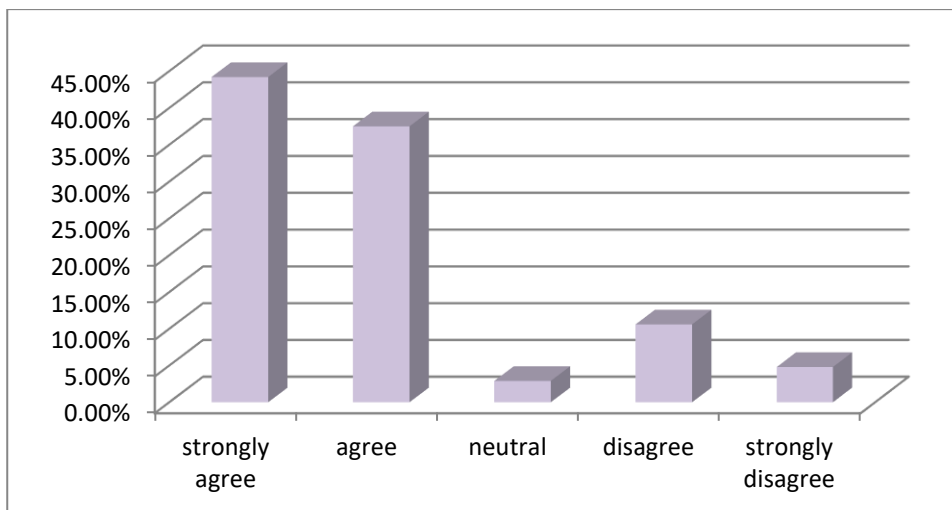
Table No (2.6)

The Frequency Distribution for the Respondents' Answers of statement No 6(part 2)

Table 2.6

Answer	Number	Percent
Strongly Agree	46	44.2%
Agree	39	37.5%
Neutral	3	2.9%
Disagree	11	10.6%
Strongly Disagree	5	4.8%
Total	104	100%

Figure 2.6



It is clear from the above table No (2.6) and figure (2.6) that there are (46) persons in the study's sample with percentage (44.2%) strongly agreed with (Translation is not only suitable for proficiency courses, but also for language learning in general. ". There are (39) persons with percentage (37.5%) agreed with that and

(3) persons with percentage (2.9 %) were neutral. and (11) persons with percentage (10.6%) disagreed, while (5) persons with percentage (4.8%) strongly disagreed.

Statement 7(part 2):Translation is suitable for all learners and not just for adult learner

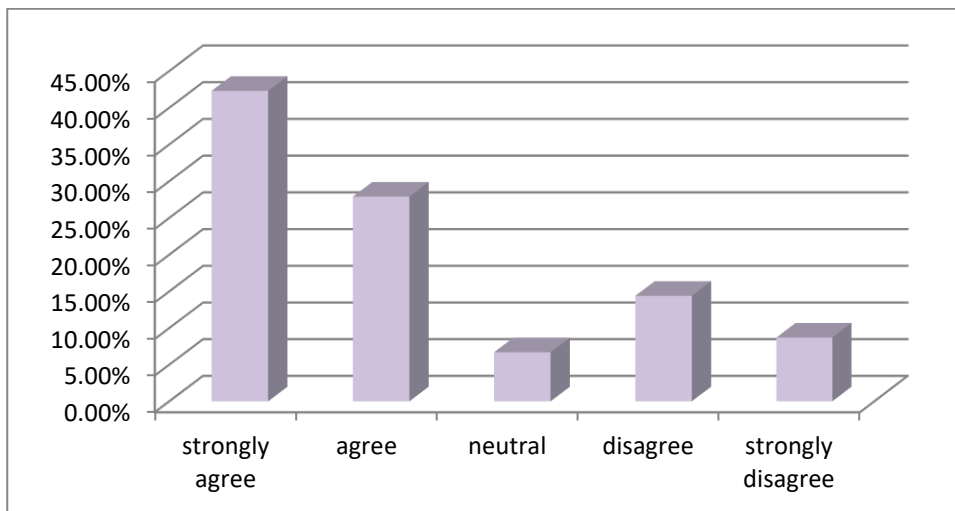
Table No (2.7)

The frequency distribution for the respondents’ answers of statement No7 (part 2)

Table 2.7

Answer	Number	Percent
Strongly Agree	44	42.3%
Agree	29	27.9%
Neutral	7	6.7%
Disagree	15	14.4%
Strongly Disagree	9	8.7%
Total	104	100%

Figure 2.7



It is clear from the above table No (2.7) and figure (2.7) that there are (36.5) persons in the study's sample with percentage (51.0%) strongly agreed with "Translation is suitable for all learners and not just for adult learner". There are (54) persons with percentage (51.0%) agreed with that, and (5) persons with

percentage (4.8 %) were neutral, and (7) persons with percentage (6.7%) disagreed, while (1) persons with percentage (1.0%) strongly disagreed.

Statement No 8(part 2): Translation does not mean knowing of meaning but a range of other skills of form, register, style, etc.

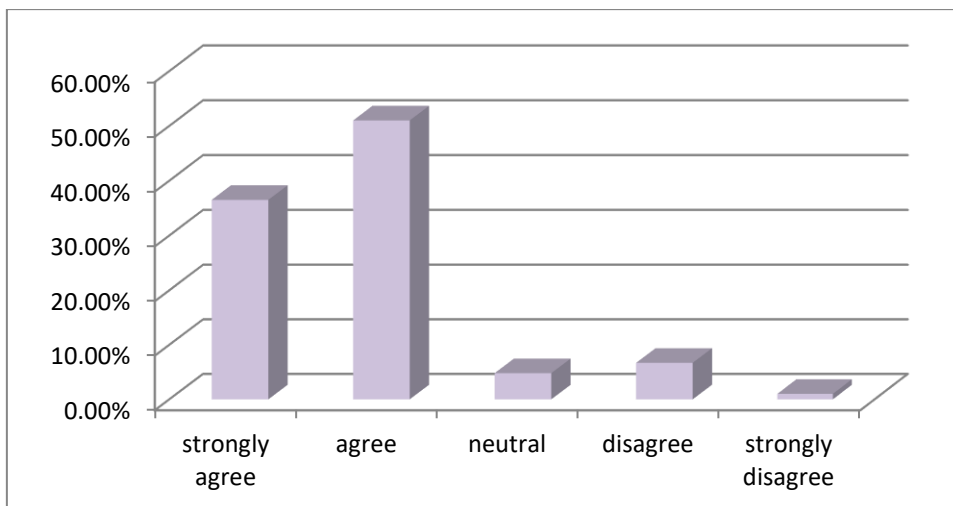
Table No (2.8)

The Frequency Distribution for the Respondents' Answers of statement No 8 (part 2)

Table 2.8

Answer	Number	Percent
Strongly Agree	38	36.5%
Agree	53	51.0%
Neutral	5	4.8%
Disagree	7	6.7%
Strongly Disagree	1	1.0%
Total	104	100%

Figure 2.8



It is clear from the above table No (2.8) and figure (2.8) that there are (36.5) persons in the study's sample with percentage (51.0%) strongly agreed with " Translation does not mean knowing of meaning but a range of other skills of form, register, style, etc. ". There are (54) persons with percentage (51.0%) agreed with that, and

(5) persons with percentage (4.8 %) were neutral, and (7) persons with percentage (6.7%) disagreed, while (1) persons with percentage (1.0%) strongly disagreed.

Statement (9): Translation enhances observation and raises foreign language awareness.

Table No (2.9)

The Frequency Distribution for the Respondents' Answers of statement No (9)

Table 2.9

Answer	Number	Percent
Strongly Agree	32	30.8%
Agree	57	54.8%
Neutral	2	1.9%
Disagree	6	5.8%
Strongly Disagree	7	6.7%
Total	104	100%

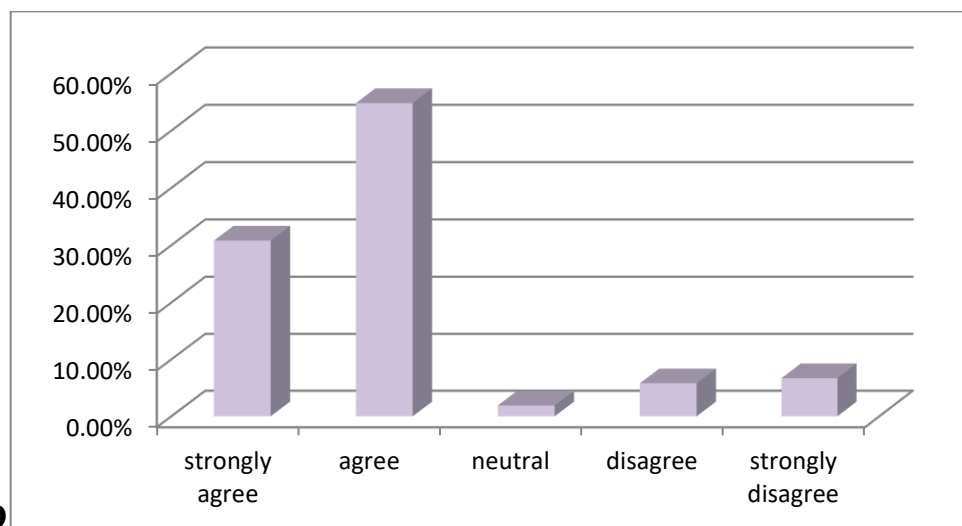


Figure 2.9

It is clear from the above table No (2.9) and figure (2.9) that there are (32) persons in the study's sample with percentage (30.8%) strongly agreed with "Translation enhances observation and raises foreign language awareness.". There are (57) persons with percentage (54.8%) agreed with that and (2) persons with

percentage (1.9 %) were neutral. and (6) persons with percentage (5.8%) disagreed, while (7) persons with percentage (6.7%) strongly disagreed.

Statement 10 (part 2):Tackling translation problems increase learners’ interest in language learning

Table No (2.10)

The Frequency Distribution for the Respondents’ Answers of Question No 10(part 2)

Table 2.10

Answer	Number	Percent
Strongly Agree	40	38.5%
Agree	49	47.1%
Neutral	7	6.7%
Disagree	8	7.7%
Strongly Disagree	0	0.0%
Total	104	100%

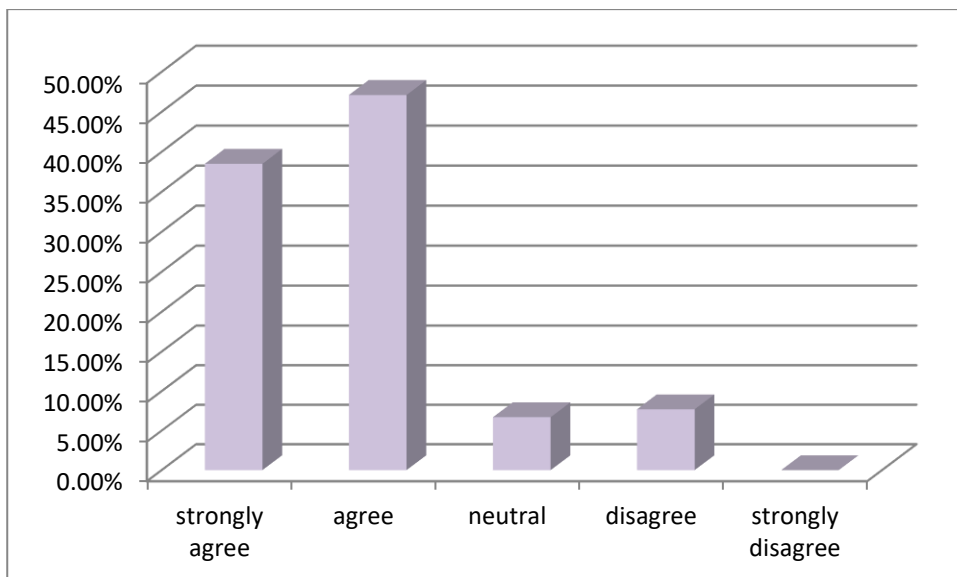


Figure 2.10

It is clear from the above table No (2.10) and figure (2.10) that there are (40) persons in the study's sample with percentage (38.5%) strongly agreed with

“Tackling translation problems increase learners’ interest in language learning. ”. There are (49) persons with percentage (37.1%) agreed with that and (7) persons with percentage (6.7 %) were neutral. and (8) persons with percentage (7.7%) disagreed, while (0) persons with percentage (0.0%) strongly disagreed.

(See Appendix 3)

- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (1) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with (I consider the translation courses I received useful to the learning of English)
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (2) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater then the hypothesized mean (2.3) which support the respondents who agreed with the statement “The study of translation has changed my view towards language learning.
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (3) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.5) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “I have the sense of achievement when I finish translating a text..”.

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "I notice that my English language knowledge is deepened after the translation course..
- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (5) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "I have become aware of the cultural and linguistic variations between Arabic and English.
- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (6) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement Translation is not only suitable for proficiency courses, but also for language learning in general.
- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (7) was (22) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Translation is suitable for all learners and not just for adult learner.

- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (8) was (38) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(3.1) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “ Translation does not mean knowing of meaning but a range of other skills of form, register, style, etc.
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (9) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Translation enhances observation and raises foreign language awareness

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (10) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%)

among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Tackling translation problems increase learners’ interest in language learning ”.

Part 3

The positive and negative impacts of translation

Statement 1(part 3):Isometimes consult a bilingual dictionary to get the meaning of wordsin order to understand texts.

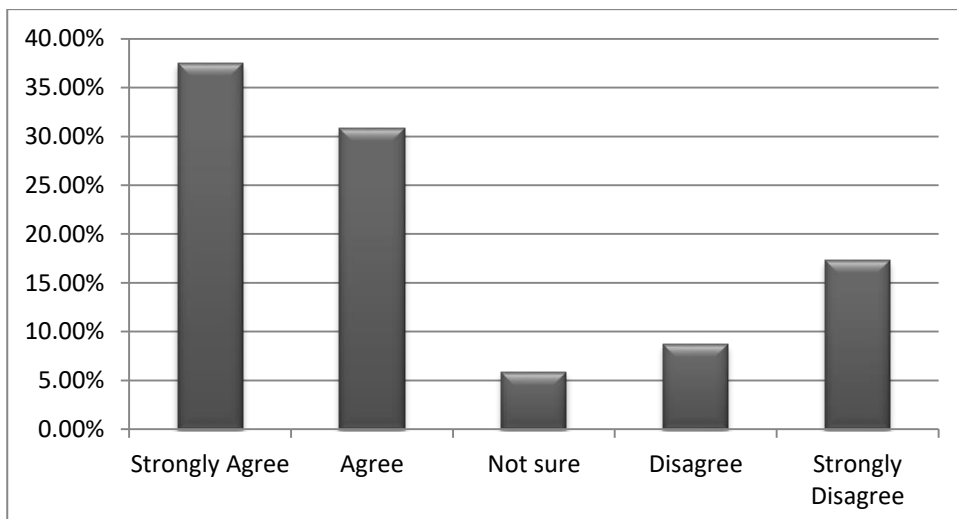
Table No (3.1)

The Frequency Distribution for the Respondents' Answers of statement No (1)

Table 3.1

Answer	Number	Percent
Strongly Agree	39	37.5%
Agree	32	30.8%
Not sure	6	5.8%
Disagree	9	8.7%
Strongly Disagree	18	17.3%
Total	104	100%

Figure 3.1



It is clear from the above table No (3.1) and figure (3.1) that there are (39) persons in the study's sample with percentage (37.5%) strongly agreed with(sometimes consult a bilingual dictionary to get the meaning of words in order to

understand texts. ". There are (32) persons with percentage (30.8%) agreed with that, and (6) persons with percentage (5.8 %) were not sure . and (9) persons with percentage (8.7%) disagreed , while (18) persons with percentage (17.3%) strongly disagreed.

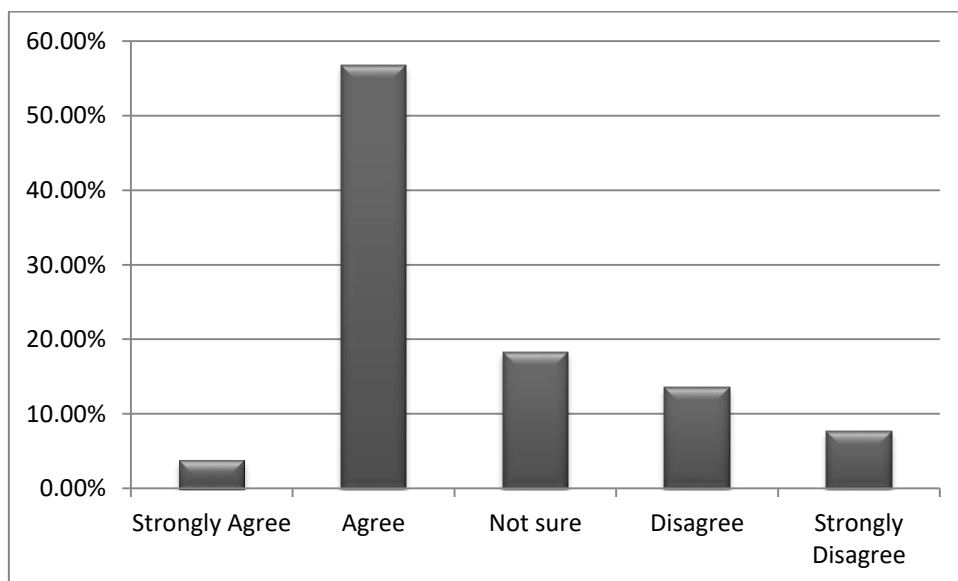
Statement.(2):The use of the mother tongue has a positive impact on language learning.

Table No (3.2)

The Frequency Distribution for the Respondents' Answers of statement No(2)

Answer	Number	Percent
Strongly Agree	4	3.8%
Agree	59	56.7%
Not sure	19	18.3%
Disagree	14	13.5%
Strongly Disagree	8	7.7%
Total	104	100%

Figure 3.2



It is clear from the above table No (3.2) and figure (3.2) that there are (4) persons in the study's sample with percentage (3.8%) strongly agreed with "The

use of the mother tongue has a positive impact on language learning. ". There are (59) persons with percentage (56.7%) agreed with that, and (19) persons with percentage (18.3 %) were not sure. and (14) persons with percentage (13.5%) disagreed, while (8) persons with percentage (7.7%) strongly disagreed.

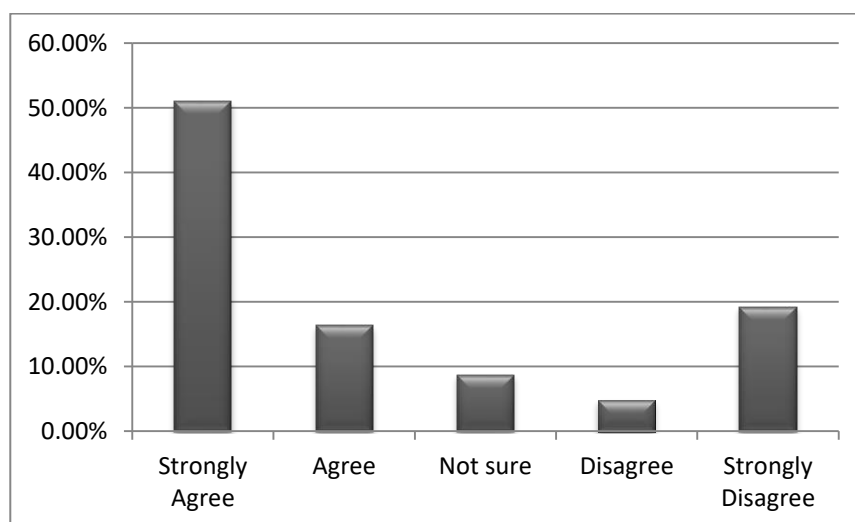
Statement(3):If restricted to a certain time and situations translation will be an effective language learning tool

The Frequency Distribution for the Respondents' Answers of statement No (3)

Table 3.3

Answer	Number	Percent
Strongly Agree	53	51.0%
Agree	17	16.3%
Not sure	9	8.7%
Disagree	5	4.8%
Strongly Disagree	20	19.2%
Total	104	100%

Figure 3.3



It is clear from the above table No (3.3) and figure (3.3) that there are (53) persons in the study's sample with percentage (51.0%) strongly agreed with "If restricted to a certain time and situations translation will be an effective language learning

tool.". There are (17) persons with percentage (16.3%) agreed with that, and (9) persons with percentage (8.7 %) were not sure. and (5) persons with percentage (4.8%) disagreed , while (20) persons with percentage (19.2%) strongly disagreed.

Statement(4):The comparison between the two languages (Arabic and English) enhances language learning..

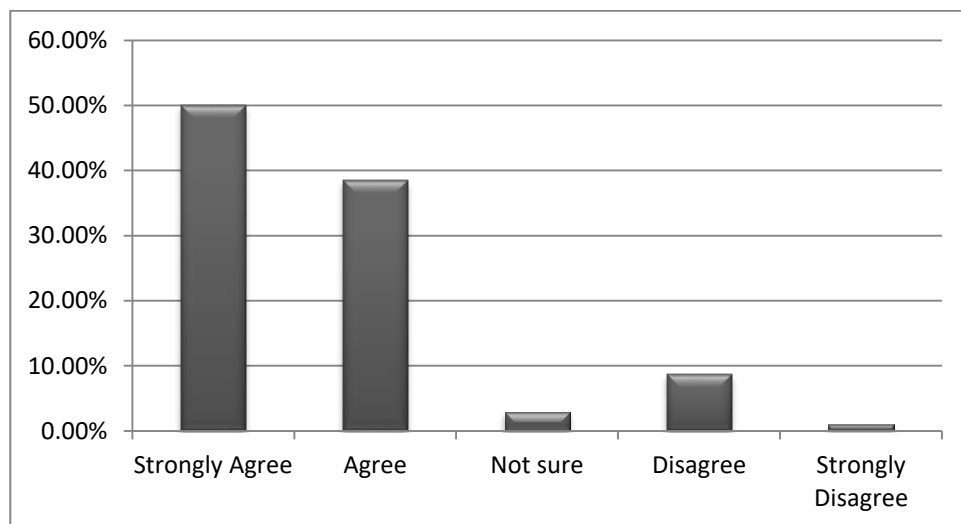
Table No (3.4)

The Frequency Distribution for the Respondents' Answers of statement No (5)

Table 3.4

Answer	Number	Percent
Strongly Agree	52	50.0%
Agree	40	38.5%
Not sure	3	2.9%
Disagree	9	8.7%
Strongly Disagree	1	1.0%
Total	104	100%

Figure 3.4



It is clear from the above table No (3.4) and figure No (3.4) that there are (50) persons in the study's sample with percentage (49.0%) strongly agreed with "The comparison between the two languages (Arabic and English) enhances language learning. . . ". There are (40) persons with percentage (38.5%) agreed, and

(3) persons with percentage (2.9%) were not sure and (9) persons with percentage (8.7%) disagreed, while only one person with percentage (1.0%) strongly disagreed.

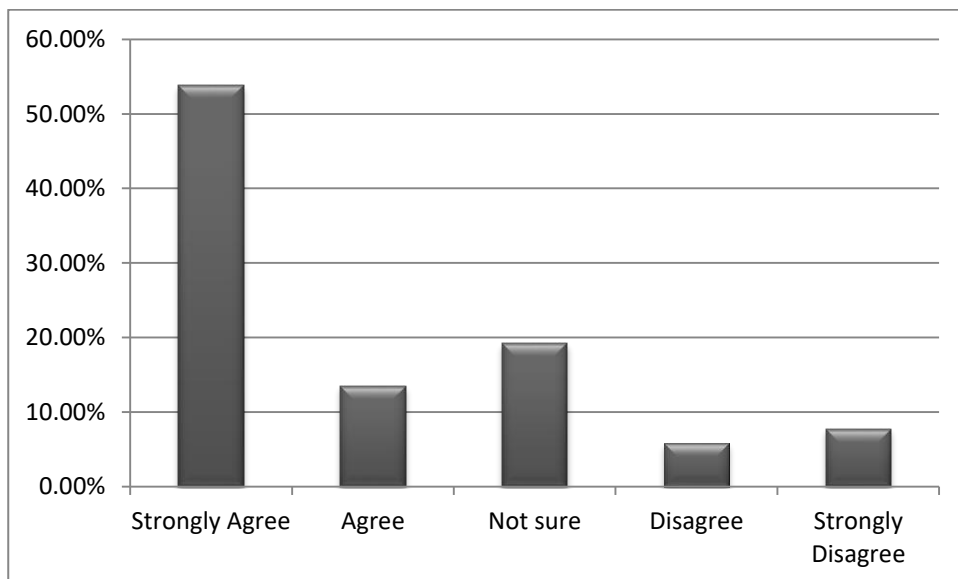
Statement (5) Translation is a communicative activity.

The Frequency Distribution for the Respondents' Answers of Question No (5)

Table 3.5

Answer	Number	Percent
Strongly Agree	56	53.8%
Agree	14	13.5%
Not sure	20	19.2%
Disagree	6	5.8%
Strongly Disagree	8	7.7%
Total	104	100%

Figure 3.5



It is clear from the above table No (3.5) and figure (3.5) that there are (56) persons in the study's sample with percentage (53.8%) strongly agreed with "Translation is a communicative activity. ". There are (14) persons with percentage

(13.5%) agreed with that, and (20) persons with percentage (19.2 %) were not sure . and (6) persons with percentage (5.8%) disagreed , while (8) persons with percentage (7.7%) strongly disagreed

Statement (6) :Our language identity is shaped with our mother tongue.

The Frequency Distribution for the Respondents’ Answers of statement No (6)

Table 3.6

Answer	Number	Percent
Strongly Agree	30	27.9%
Agree	49	47.1%
Not sure	14	13.5%
Disagree	12	11.5%
Strongly Disagree	0	0%
Total	104	100%

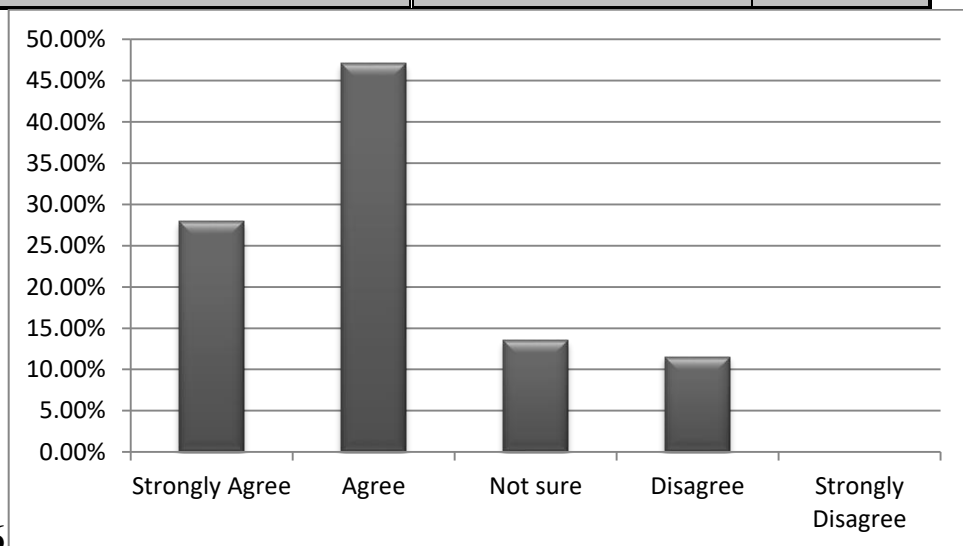


Figure 3.6

It is clear from the above table No (3.6) and figure (3.6) that there are (29) persons in the study's sample with percentage (29.9%) strongly agreed with (our language identity is shaped with our mother tongue. ". There are (49) persons with percentage (47.1%) agreed with that, and (14) persons with percentage (13.5 %)

were not sure. and (12) persons with percentage (0.0%) disagreed , while (10) persons with percentage (9.6%) strongly disagreed.

Statement (7): The differences between the two languages enable learners to identify mistakes in the foreign language.

TableNo (3.7)

The Frequency Distribution for the Respondents' Answers of statement No (7)

Table 3.7

Answer	Number	Percent
Strongly Agree	57	54.8%
Agree	26	25%
Not sure	5	4.8%
Disagree	6	5.8%
Strongly Disagree	10	9.6%
Total	104	100%

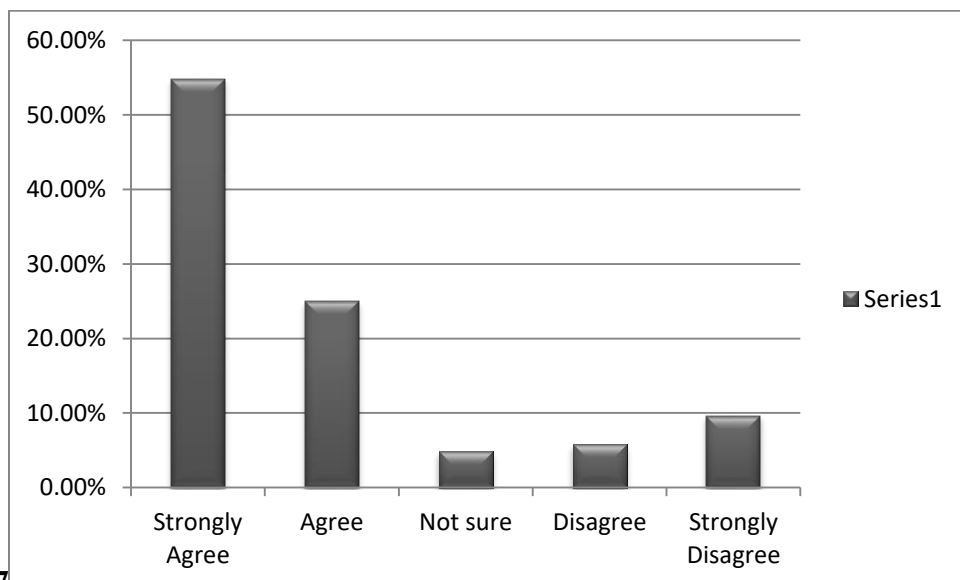


Figure 3.7

It is clear from the above table No (3.7) and figure (3.7) that there are (57) persons in the study's sample with percentage (54.8%) strongly agreed with “The differences between the two languages enable learners to identify mistakes in the

foreign language". There are (26) persons with percentage (25%) agreed with that and (5) persons with percentage (4.8 %) were not sure. and (6) persons with percentage (5.8%) disagreed, while (10) persons with percentage (9.6%) strongly disagreed.

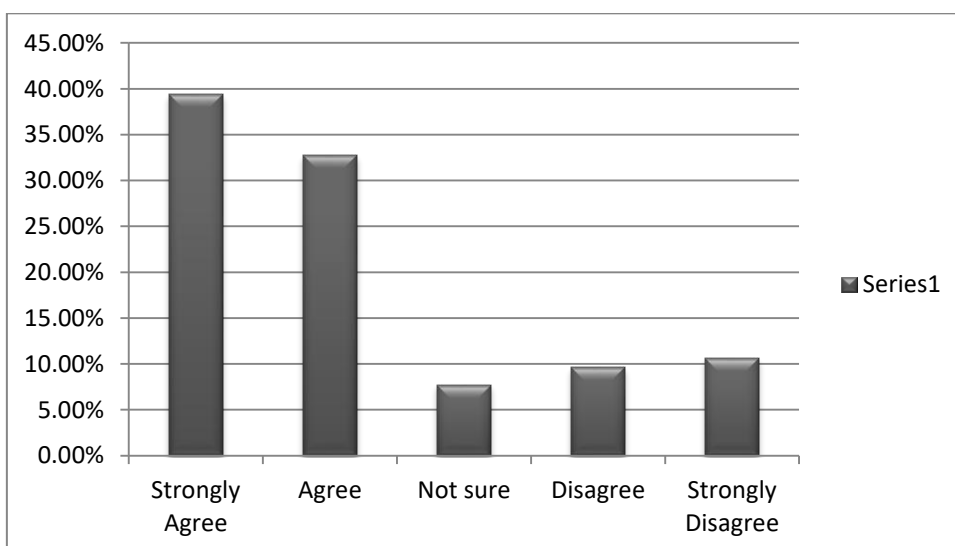
Statement No (8): Translation is appropriate for studying vocabulary, grammar and texts based activities.

Table No (3.8) The Frequency Distribution for the Respondents' Answers of statement No (8)

Table 3.8

Answer	Number	Percent
Strongly Agree	41	39.4%
Agree	34	32.7%
Not sure	8	7.7%
Disagree	10	9.6%
Strongly Disagree	11	10.6%
Total	104	100%

Figure 3.8



It is clear from the above table No (3.8) and figure (3.8) that there are (41) persons in the study's sample with percentage (39.4%) strongly agreed with (Translation is appropriate for studying vocabulary, grammar and texts based activities. ". There are (34) persons with percentage (32.7%) agreed with that, and (8)

persons with percentage (7.7%) were not sure. and (10) persons with percentage (9.6%) disagreed, while (11) persons with percentage (10.6%) strongly disagreed

Statement No (9): Translation is appropriate to learn writing and speaking.

Table No (3.9)

The Frequency Distribution for the Respondents' Answers of statement No (9)

Table 3.9

Answer	Number	Percent
Strongly Agree	35	33.7%
Agree	40	38.5%
Not sure	16	15.4%
Disagree	10	9.6%
Strongly Disagree	7	6.7%
Total	104	100%

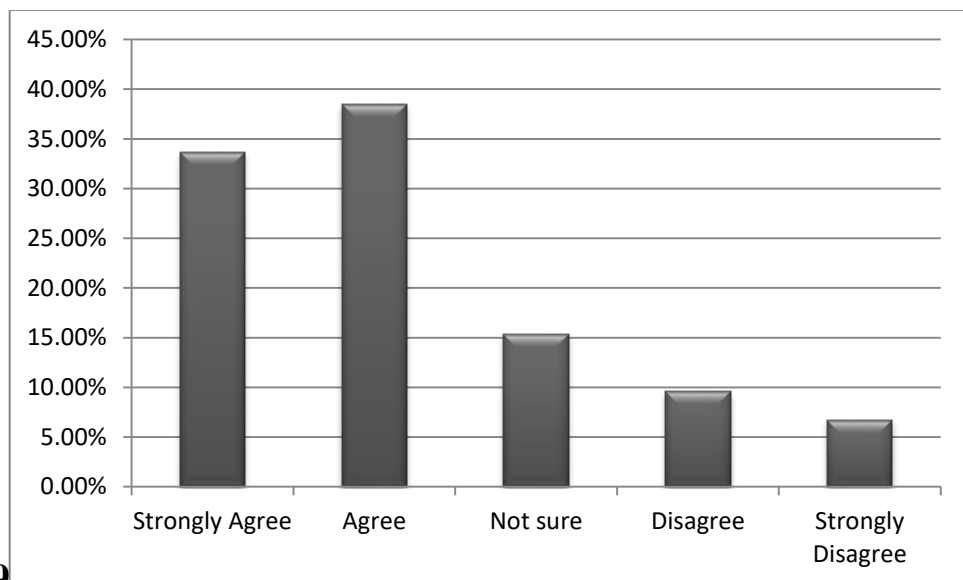


Figure 3.9

It is clear from the above table No.(3.9) and figure (3.9) that there are (33) persons in the study's sample with percentage (33.7%) strongly agreed with "Translation is appropriate to learn writing and speaking..". There are (40) persons with percentage (38.5%) agreed with that , and (16) persons with percentage (15.4%)

were not sure . and (10) persons with percentage (9.6%) disagreed , while (7) persons with percentage (6.7%) strongly disagreed.

Statement No.(10):Translation includes the use of all language skills.

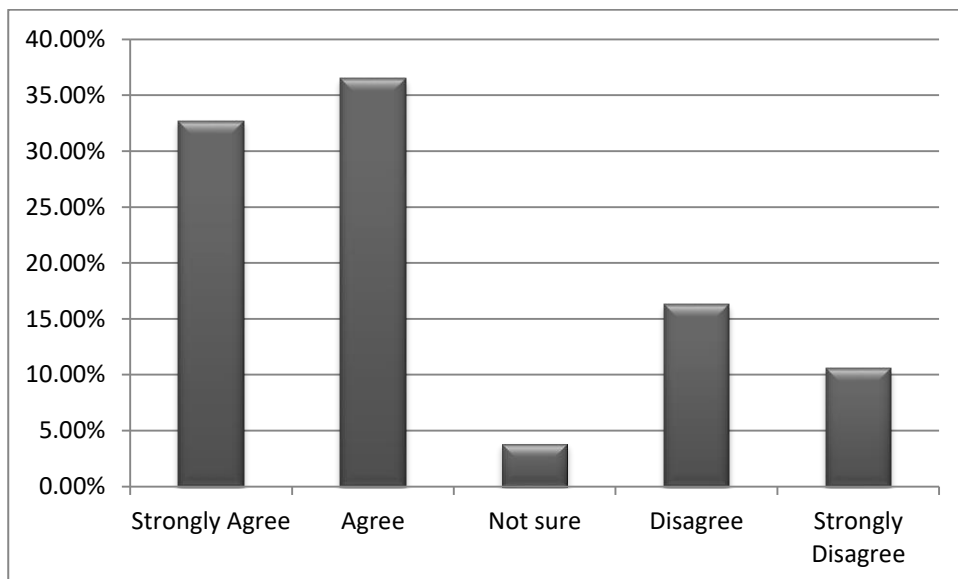
Table No (3.10)

The Frequency Distribution for the Respondents' Answers of statement No (10)

Table 3.10

Answer	Number	Percent
Strongly Agree	33	32.7%
Agree	39	36.5%
Not sure	4	3.8%
Disagree	17	16.3%
Strongly Disagree	11	10.6%
Total	104	100%

Figure 3.10



It is clear from the above table No (3.10) and figure (3.10) that there are (34) persons in the study's sample with percentage (32.7%) strongly agreed with "Translation includes the use of all language skills.. ". There are (38) persons with percentage (36.5%) agreed with that , and (4) persons with percentage

(3.8%) were not sure . and (17) persons with percentage (16.3%) disagreed , while (11) persons with percentage (10.6%) strongly disagreed .

Statement No 11(part3):Translation should not be used for a long time.

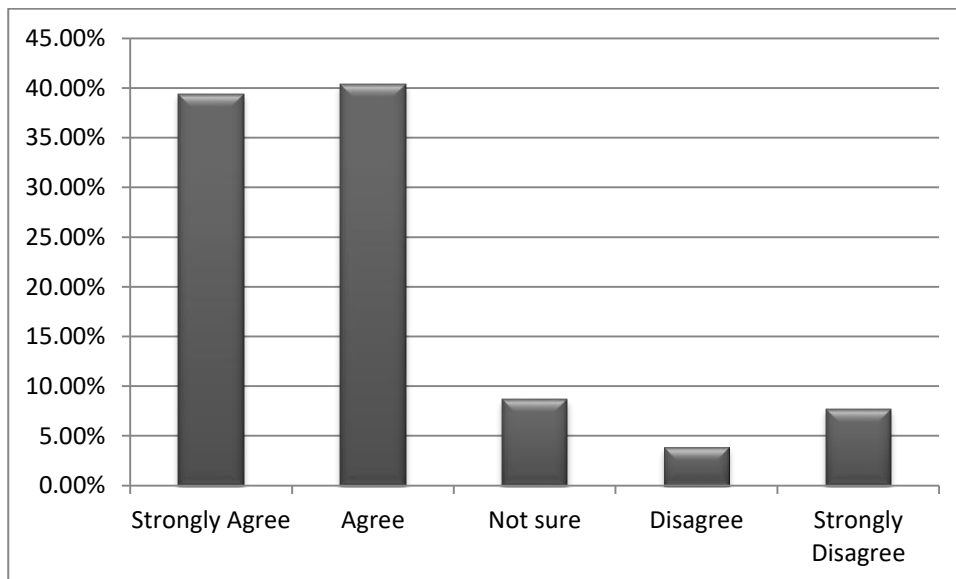
TableNo (3.11)

The Frequency Distribution for the Respondents' Answers of statement No (11)

Table 3.11

Answer	Number	Percent
Strongly Agree	41	39.4%
Agree	42	40.4%
Not sure	9	8.7%
Disagree	4	3.8%
Strongly Disagree	8	7.7%
Total	104	100%

Figure 3.11



It is clear from table No.(3.11) and figure No (3.11) that there are (41) persons in the study's sample with percentage (39.4%) strongly agreed with Translation should not be used for a long time. ". There are (42) persons with percentage (40.4%) agreed with that, and (9) persons with percentage (8.7%) were not sure

about that, and (4) persons with percentage (3.80%) disagreed, while (8) persons with percentage (7.7%) strongly disagreed

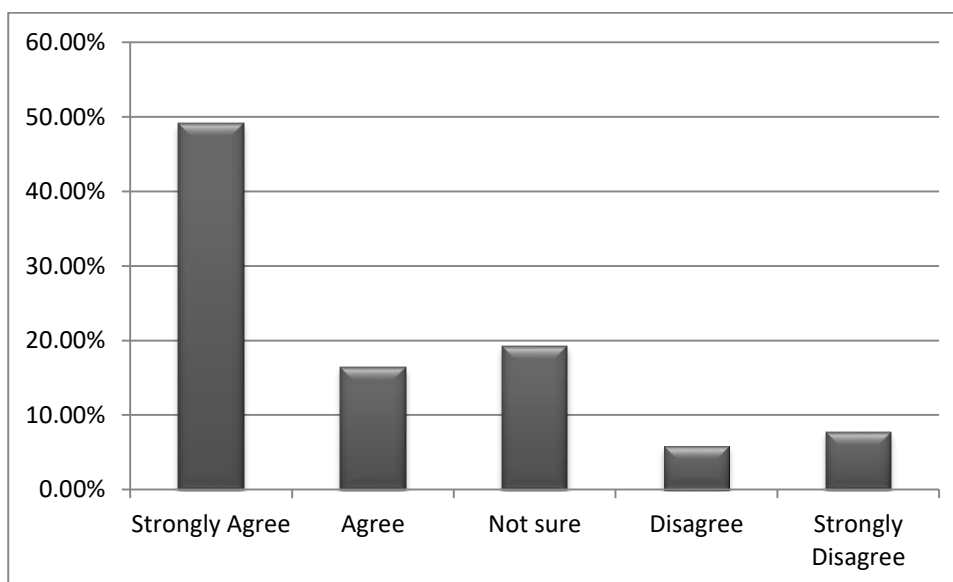
Statement No (12):Learners transfer rules of their own language when learning a foreign language.

TableNo (3.12)

The Frequency Distribution for the Respondents' Answers of Question No.(2)

Answer	Number	Percent
Strongly Agree	51	49.1%
Agree	17	16.4%
Not sure	20	19.2%
Disagree	6	5.8%
Strongly Disagree	8	7.7%
Total	104	100%

Figure 3.12



It is clear from the above table No (3.12) and figure No (3.12) that there are (51) persons in the study's sample with percentage (49.1%) strongly agreed with "Learners transfer rules of their own language when learning a foreign language. ". There are (19) persons with percentage (16.4%) agreed, and (20) persons with

percentage (19.2%%) were not sure , and (6) persons with percentage (5.8%) disagree, while (8) persons with percentage (7.7%%) strongly disagreed .

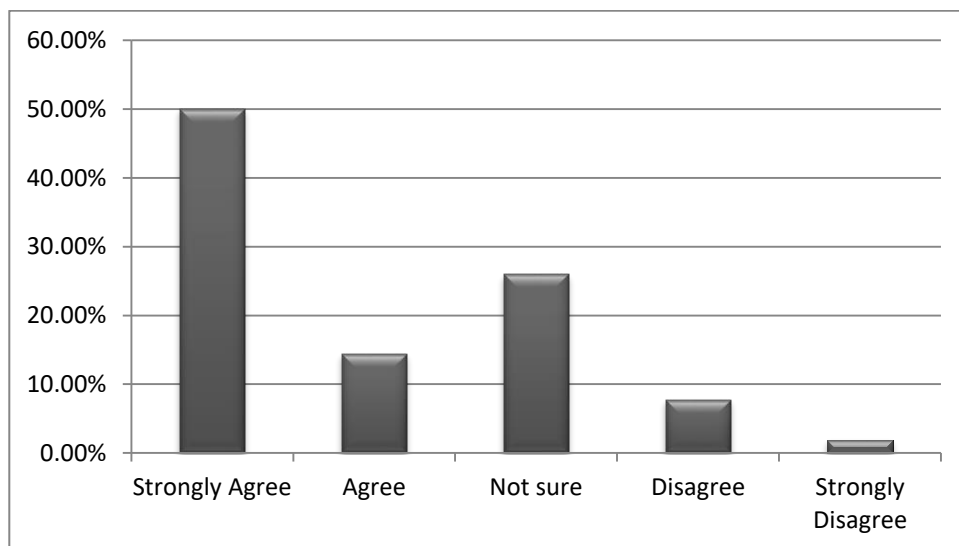
Statement No 13 (part 3):Translation improves accuracy, clarity, and flexibility.

Table No (3.13)The Frequency Distribution for the Respondents’ Answers of Statement No (13)

Table 3.13

Valid	Frequency	Percent
Strongly Agree	52	50.0%
Agree	15	14.4%
Not sure	27	26.0%
Disagree	8	7.7%
Strongly Disagree	2	1.9%
Total	104	100%

Figure 3.13



It is clear from the above table No (3.13) and figure No (3.13) that there are (52) persons in the study's sample with percentage (50.0%) strongly agreed with “Translation improves accuracy, clarity, and flexibility.. ”. There are (15) persons with percentage (14.4 %) agreed, and(27) persons with percentage

(26.0%) were not sure , and (8) persons with percentage (7.7%) disagree, while (2) persons with percentage (1.9%%) strongly disagreed.

Statement (14): Translation extends knowledge of semantics, functions, and language pragmatics.

Table No (3.14)

The Frequency Distribution for the Respondents' Answers of statement No14 (part 3)

Table 3.14

Answer	Number	Percent
Strongly Agree	40	38.5%
Agree	49	47.1%
Not sure	7	6.7%
Disagree	8	7.7%
Strongly Disagree	0	0.0%
Total	104	100%

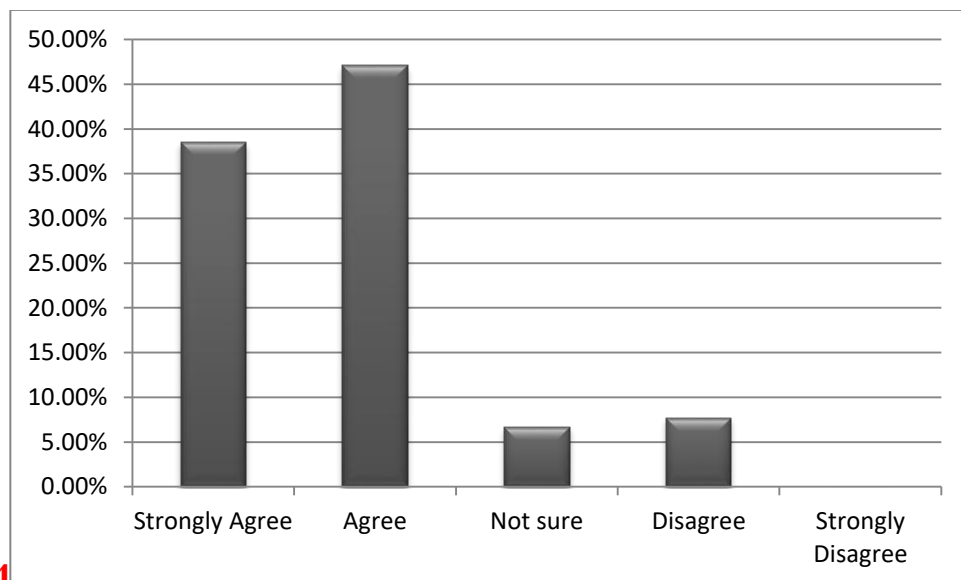


Figure 3.14

It is clear from the above table No (3.14) and figure (3.14) that there are (40) persons in the study's sample with percentage (38.5%) strongly agreed with " Translation extends knowledge of semantics, functions, and language pragmatics.. ". There are (49) persons with percentage (37.1%) agreed with that , and (7) persons with

percentage (6.7 %) were not sure . and (8) persons with percentage (7.7%) disagreed , while (0) persons with percentage (0.0%) strongly disagreed

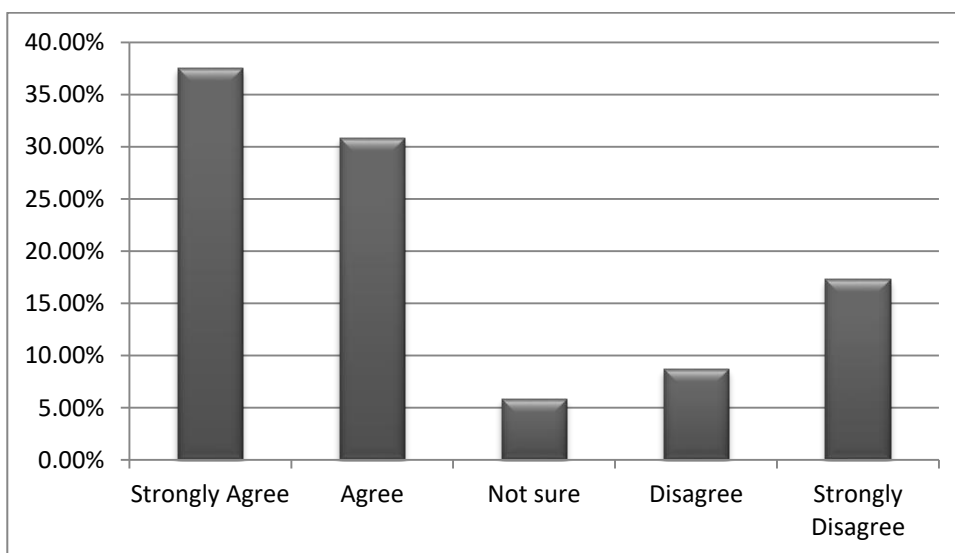
Statement(15):Using translation in language learning makes learners benefit from the Knowledge they already have about their L1.

Table No (3.15) The Frequency Distribution for the Respondents’ Answers of statement No.(15)

Table 3.15

Answer	Number	Percent
Strongly Agree	39	37.5%
Agree	32	30.8%
Not sure	6	5.8%
Disagree	9	8.7%
Strongly Disagree	18	17.3%
Total	104	100%

Figure 3.15



It is clear from the above table No (3,15) and figure (3.15) that there are (39) persons in the study's sample with percentage (37.5%) strongly agreed with "Using translation in language learning makes learners benefit from the Knowledge they already have about their L1.. ". There are (32) persons with percentage (30.8%) agreed with that, and (6) persons with percentage (5.8 %) were not sure . and (9) persons with

percentage (8.7%) disagreed , while (18) persons with percentage (17.3%) strongly disagreed.

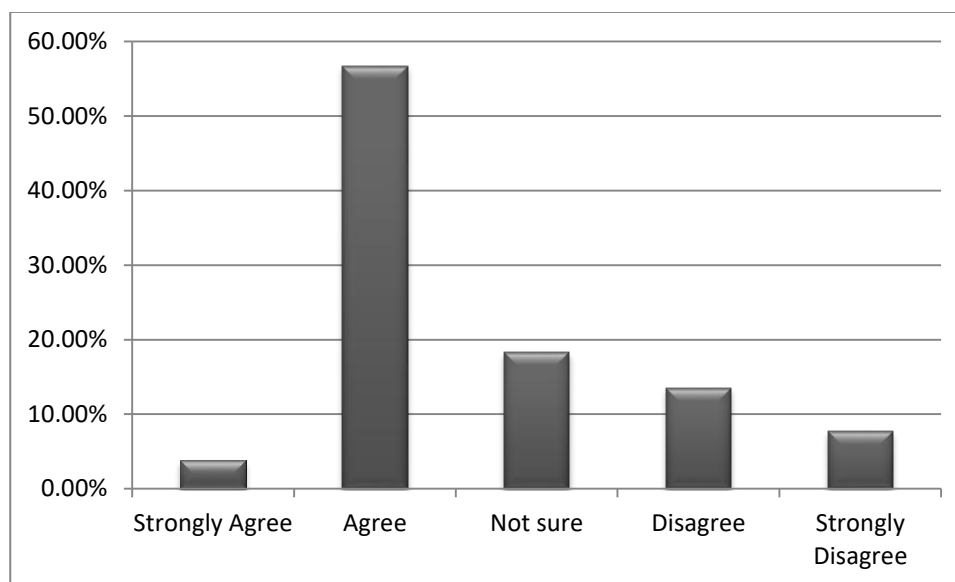
1- **Statement.(16):**Using translation in language learning enhances learners' confidence and focus in meaning.

Table No (3.16) The Frequency Distribution for the Respondents' Answers of statement No.(16)

Table 3.16

Answer	Number	Percent
Strongly Agree	4	3.8%
Agree	59	56.7%
Not sure	19	18.3%
Disagree	14	13.5%
Strongly Disagree	8	7.7%
Total	104	100%

Figure 3.16



It is clear from the above table No.(3.16) and figure (3.16) that there are (4) persons in the study's sample with percentage (3.8%) strongly agreed with "Using translation in language learning enhances learners' confidence and focus in meaning.". There are (59) persons with percentage (56.7%) agreed with that , and (19) persons with percentage (18.3 %) were not sure . and (14) persons with

percentage (13.5%) disagreed , while (8) persons with percentage (7.7%) strongly disagreed.

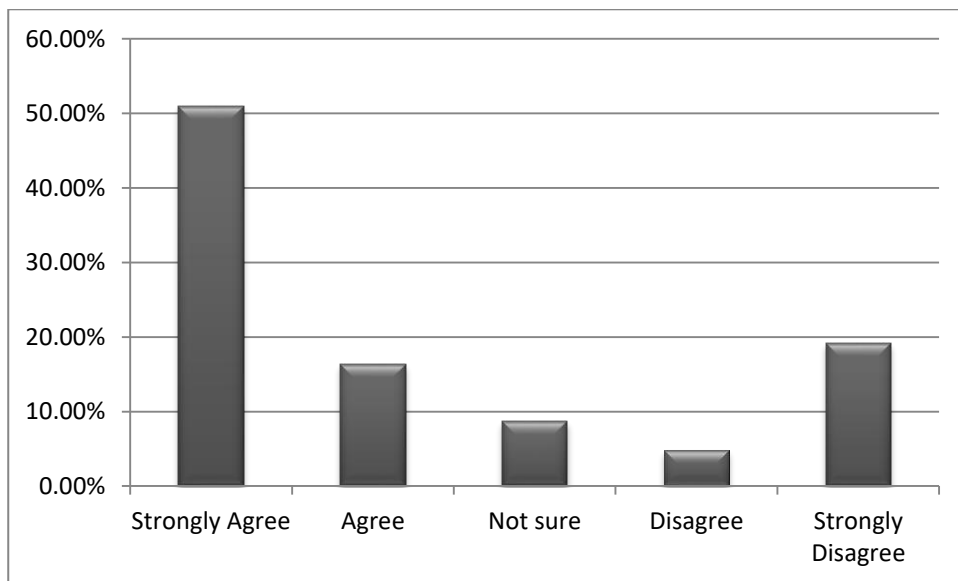
Statement (17): Translation promotes the analytical skills of learners.

Table No (3.17) The Frequency Distribution for the Respondents’ Answers of statement No(17)

Table 3.17

Answer	Number	Percent
Strongly Agree	53	51.0%
Agree	17	16.3%
Not sure	9	8.7%
Disagree	5	4.8%
Strongly Disagree	20	19.2%
Total	104	100%

Figure 3.17



It is clear from the above table No (3.17) and figure (3.17) that there are (53) persons in the study's sample with percentage (51.0%) strongly agreed with “Translation promotes the analytical skills of learners.". There are (17) persons with percentage (16.3%) agreed with that, and (9) persons with percentage (8.7 %)

were not sure . and (5) persons with percentage (4.8%) disagreed , while (20) persons with percentage (19.2%) strongly disagreed

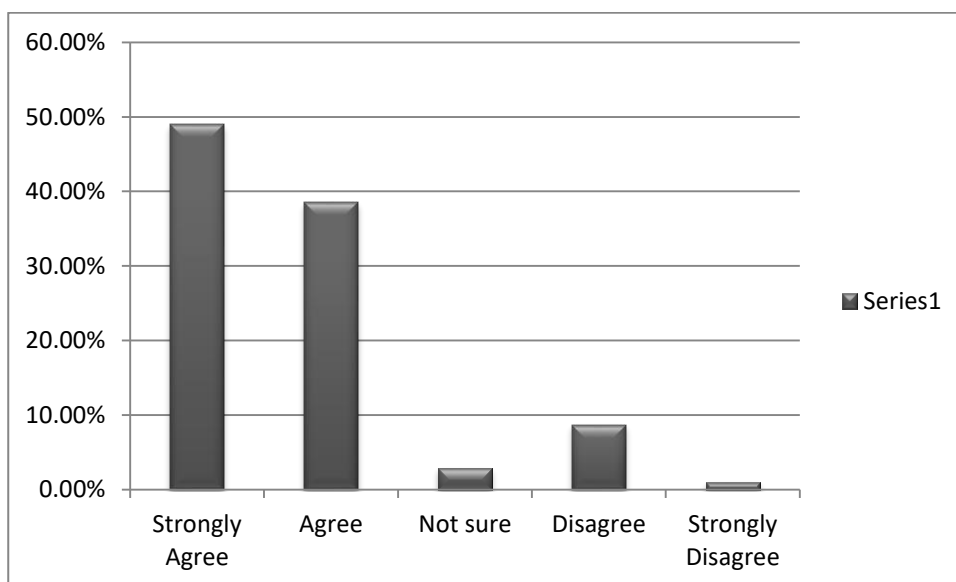
Statement(18): Translation is useful in structures, sentence patterns, vocabulary, texts, and grammar.

Table No (3.18) The Frequency Distribution for the Respondents' Answers of statement No (18)

Table 3.18

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	40	38.5%
Not sure	3	2.9%
Disagree	9	8.7%
Strongly Disagree	1	1.0%
Total	104	100%

Figure 3.18



It is clear from the above table No (3.18) and figure No (3.18) that there are (51) persons in the study's sample with percentage (49.0%) strongly agreed with "Translation is useful in structures, sentence patterns, vocabulary, texts, and grammar. ". There are (40) persons with percentage (38.5%) agreed, and

(3) persons with percentage (2.9%) were not sure and (9) persons with percentage (8.7%) disagreed, while only one person with percentage (1.0%) strongly disagreed.

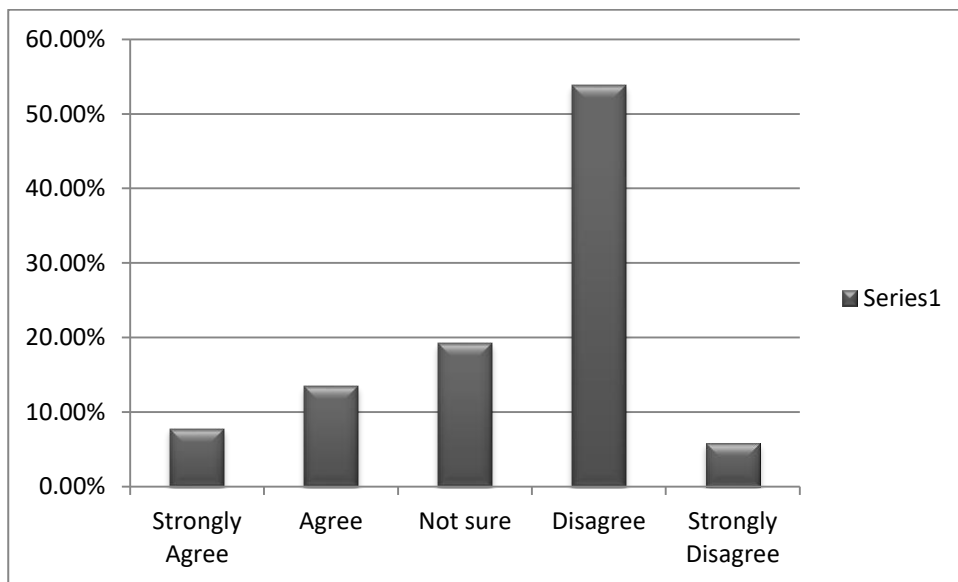
1- **Statement (19)** Translation is suitable only for literary oriented learners.

The Frequency Distribution for the Respondents' Answers of statement No (19)

Table 3.19

Answer	Number	Percent
Strongly Agree	8	7.7%
Agree	14	13.5%
Not sure	20	19.2%
Disagree	56	53.8%
Strongly Disagree	6	5.8%
Total	104	100%

Figure 3.19



It is clear from the above table No (3.19) and figure (3.19) that there are (8) persons in the study's sample with percentage (7.7%) strongly agreed with "Translation is suitable only for literary oriented learners...". There are (14) persons with percentage (13.5%) agreed with that, and (20) persons with percentage

(19.2 %) were not sure . and (56) persons with percentage (53.8%) disagreed , while (6) persons with percentage (5.8%) strongly disagreed.

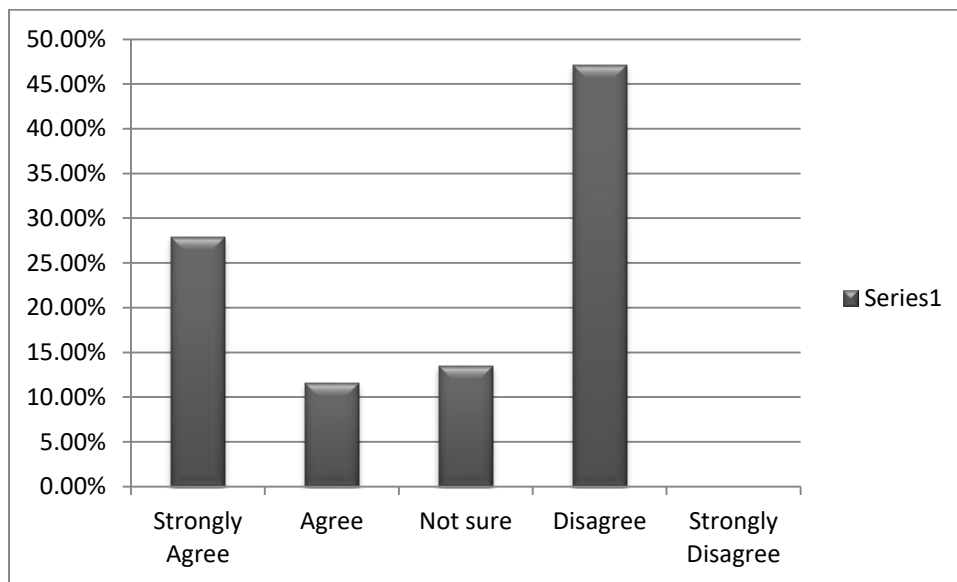
Statement.(20):Translation focuses only on two language skills of reading and writing.

Table (3.20) :The Frequency Distribution for the Respondents’ Answers of statement No.(20)

Table 3.20

Answer	Number	Percent
Strongly Agree	29	27.9%
Agree	12	11.5%
Not sure	14	13.5%
Disagree	49	47.1%
Strongly Disagree	0	0%
Total	104	100%

Figure 3.20



The above table No.(3.20) and figure (3.20) show that there are (29) persons in the study's sample with percentage (29.9%) strongly agreed with (Translation focuses only on two language skills of reading and writing. .) ". There are (12) persons with percentage (11.5%) agreed with that , and (14) persons with

percentage (13.5 %) were not sure . and (49) persons with percentage (47.1%) disagreed , while (0) persons with percentage (0%) strongly disagreed.

Statement 21(part3):Translation inhibits the expression in L2.

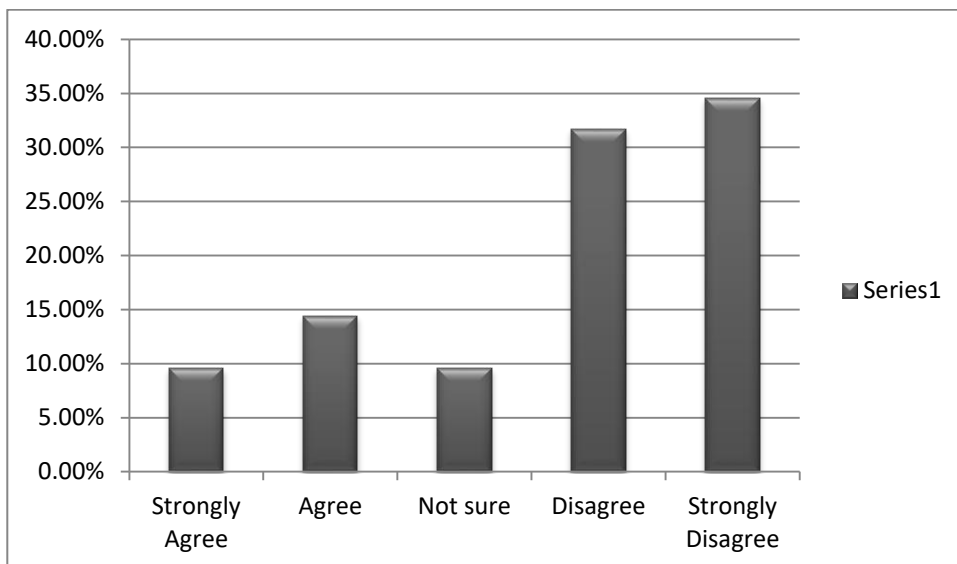
Table No (3.21)

The Frequency Distribution for the Respondents’ Answers of statement No 21 (part 3)

Table 3.21

Answer	Number	Percent
Strongly Agree	10	9.6%
Agree	15	14.4%
Not sure	10	9.6%
Disagree	33	31.7%
Strongly Disagree	36	34.6%
Total	104	100%

Figure 3.21



It is clear from the above table No (3.21) and figure (3.21) that there are (10) persons in the study's sample with percentage (9.6%) answered strongly agree for the question “Translation inhibits the expression in L2.. .”. There are (15) persons with percentage (14.4%) agreed with that, and (10) persons with percentage (9.6

%) were rarely. and (33) persons with percentage (31.7%) answered were neutral , while (36) persons with percentage (34.6%) disagreed.

Statement No 22(part 3): Translation deprives the learners to reach high level of accuracy and stylistic polish

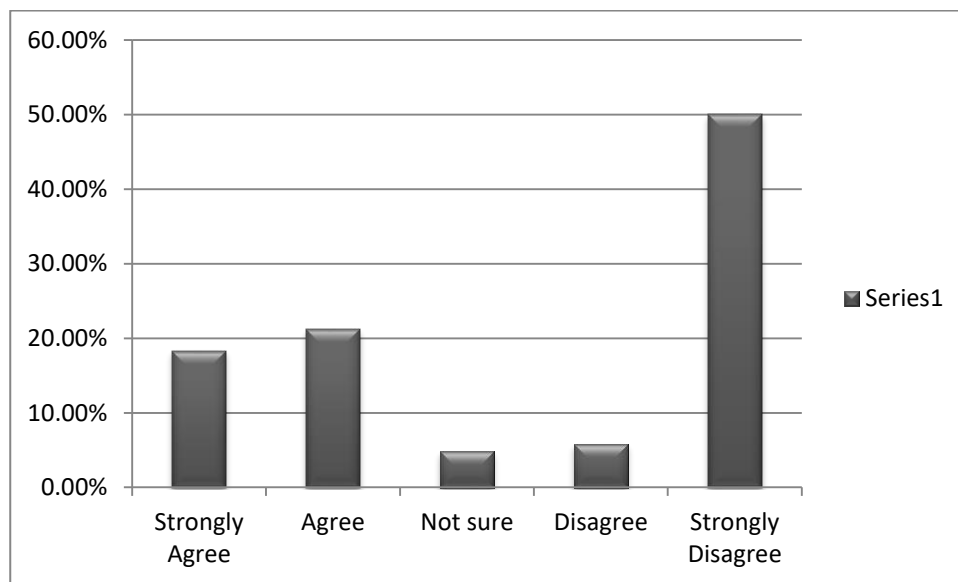
TableNo (3.22)

The Frequency Distribution for the Respondents' Answers of statement No (22)

Table 3.22

Answer	Number	Percent
Strongly Agree	19	18.3%
Agree	22	21.2%
Not sure	5	4.8%
Disagree	6	5.8%
Strongly Disagree	52	50%
Total	104	100%

Figure 3.22



The above table No (3.22) and figure (3.22) illustrate that there are (19) persons in the study's sample with percentage (18.3%) strongly agreed with "Translation deprives the learners to reach high level of accuracy and stylistic polish.". There are (22) persons with percentage (21.2%) agreed with that, and (5)

persons with percentage (4.8 %) were not sure . and (6) persons with percentage (5.8%) disagreed , while (52) persons with percentage (50%) strongly disagreed.

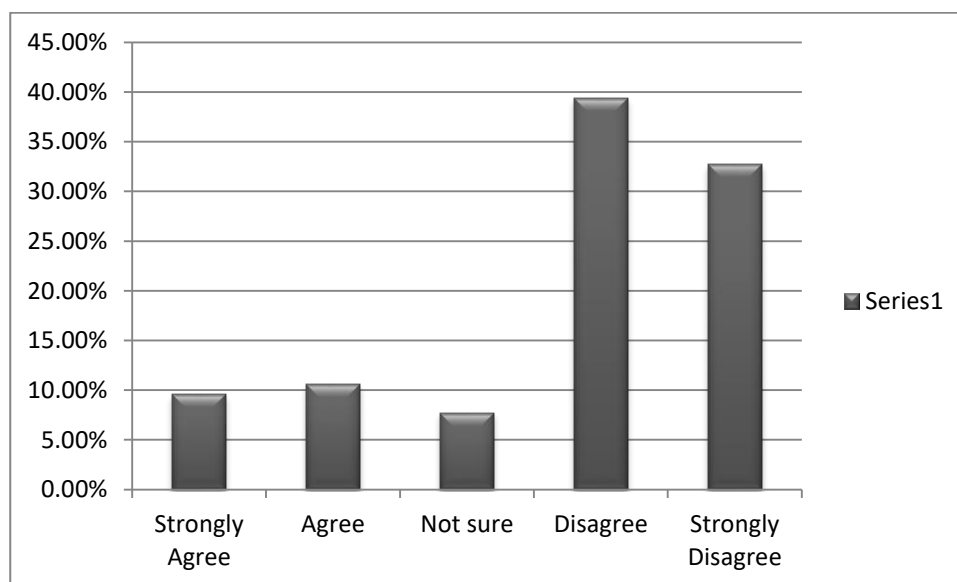
Statement No 23(part 3):The standard of L2 is declined incase L1 is used

Table No (3.23) The Frequency Distribution for the Respondents' Answers of statement No (23)

Table 3.23

Answer	Number	Percent
Strongly Agree	10	9.6%
Agree	11	10.6%
Not sure	8	7.7%
Disagree	41	39.4%
Strongly Disagree	34	32.7%
Total	104	100%

Figure 3.23



The above table No (3.23) and figure (3.23) explain that there are (10) persons in the study's sample with percentage (9.6%) strongly agreed with (The standard of L2 is declined incase L1 is used. "). There are (11) persons with percentage (10.6%) agreed with that, and (8) persons with percentage (7.7%)

were not sure . and (41) persons with percentage (39.4%) disagreed , while (34) persons with percentage (32.7%)strongly disagreed.

Statement No 24.(part 3): Translation encourages learners to use L1 for a long time and hence decreases the exposure to the foreign language.

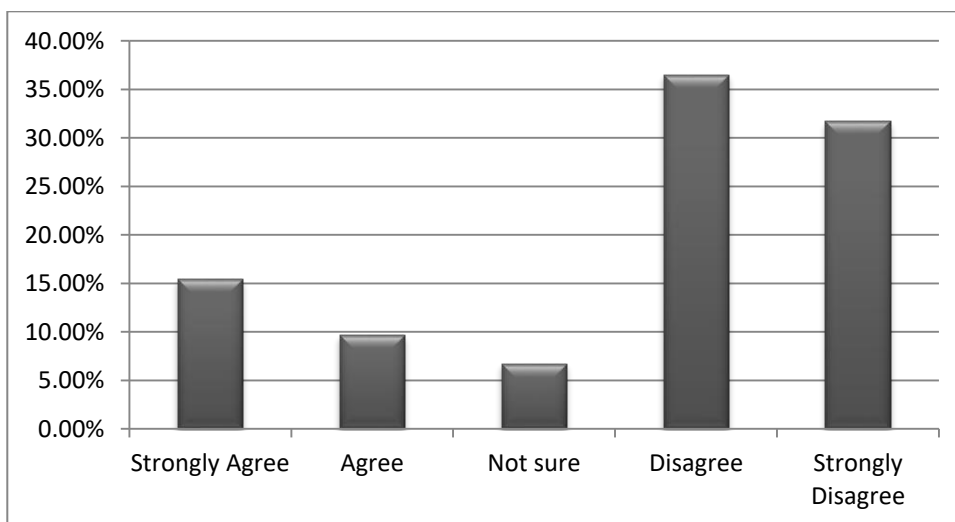
Table No (3.24)

The Frequency Distribution for the Respondents' Answers of statement No (24)

Table 3.24

Answer	Number	Percent
Strongly Agree	16	15.4%
Agree	10	9.6%
Not sure	7	6.7%
Disagree	38	36.5%
Strongly Disagree	33	31.7%
Total	104	100%

Figure 3.24



The above table No.(3.24) and figure (3.24) show that there are (16) persons in the study's sample with percentage (15.4%) strongly agreed with (Translation encourages learners to use L1 for a long time and hence decreases the exposure to the foreign language.. ". There are (10) persons with percentage (9.6%) agreed with that , and (7) persons with percentage (6.7%) were not sure . and (38) persons

with percentage (36.5%) disagreed , while (33) persons with percentage (31.7%) strongly disagreed

Statement No 25(part 3):Translation makes learners neglect the spoken language.

Table No (3.25)

The Frequency Distribution for the Respondents’ Answers of statement No 25

Table 3.25

Answer	Number	Percent
Strongly Agree	34	32.7%
Agree	11	10.6%
Not sure	4	3.8%
Disagree	38	36.5%
Strongly Disagree	17	16.3%
Total	104	100%

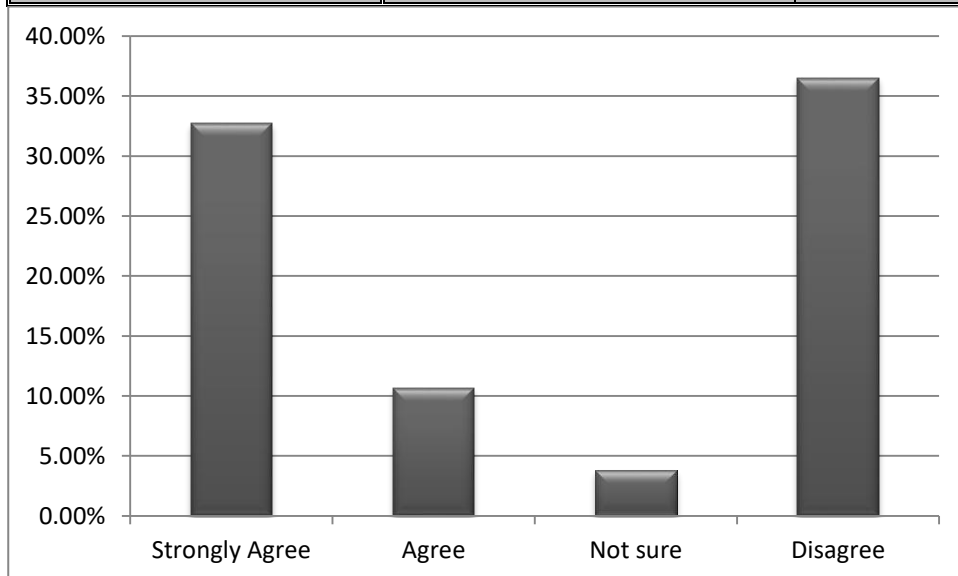


Figure 3.25

It is clear from the above table No (3.25) and figure (3.25) that there are (34) persons in the study's sample with percentage (32.7%) strongly agreed with “Translation makes learners neglect the spoken language... ”. There are (11) persons with percentage (10.6%) agreed with that , and (4) persons with

percentage (3.8%) were not sure . and (38) persons with percentage (63.5%) disagreed , while (17) persons with percentage (16.3%) strongly disagreed.

(See Appendix 4)

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“I sometimes consult a bilingual dictionary to get the meaning of words in order to understand texts.**

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“The use of the mother tongue has a positive impact on language learning.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **” If restricted to a certain time and situations translation will be an effective language learning tool.**

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (25) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “**The comparison between the two languages (Arabic and English) enhances language learning**

- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (5) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “**Translation is a communicative activity.**
- respondents’ answers in question No (6) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “**Our language identity is shaped with our mother tongue.**
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (7) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “ **The differences between the two languages enable learners to identify mistakes in the foreign language**
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (8) was (20) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Translation is appropriate for studying vocabulary, grammar and texts based activities.**

- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (9) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **(Translation is appropriate to learn writing and speaking.**
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (10) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Translation includes the use of all language skills.**
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (11) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Translation should not be used for a long time..**
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (12) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the

significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement (**Learners transfer rules of their own language when learning a foreign language.**

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (13) was (41) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement (**Translation improves accuracy, clarity, and flexibility..**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (14) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Translation extends knowledge of semantics, functions, and language pragmatics.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (15) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Using translation in language learning makes learners benefit from the Knowledge they already have about their L1.**

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (16) was (22) which is greater than

the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement **“Using translation in language learning enhances learners’ confidence and focus in meaning.**

- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (17) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater then the hypothesized mean (2.3) which support the respondents who agreed with the statement **“Translation promotes the analytical skills of learners.”.**
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (18) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.5) which is greater then the hypothesized mean (2.3) which support the respondents who agreed with the statement **“Translation is useful in structures, sentence patterns, vocabulary, texts, and grammar.”.**
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (19) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents,

and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement **“Translation is suitable only for literary oriented learners.**

- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (20) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement **“Translation focuses only on two language skills of reading and writing.**
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (21) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement **“Translation inhibits the expression in L2..**
- The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (22) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement **“Translation deprives the learners to reach high level of accuracy and stylistic polish**

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (23) was (38) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(3.1) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement **The standard of L2 is declined incase L1 is used**

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (24) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater then the hypothesized mean (2.3) which support the respondents who agreed with the statement “**Translation encourages learners to use L1 for a long time and hence decreases the exposure to the foreign language.**”

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (25) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater then the hypothesized mean (2.3) which support the respondents who agreed with the statement “**Translation makes learners neglect the spoken language.**”.

Part 4

Getting students suggestions on pedagogic translation

Question (1) : How can you enhance the learning of English through translation in various language areas?

Answers	Frequency	Percentage
Using translation in general language class	44	42.3%
Use it in literary texts	12	11.5%
Using it in presentations and seminars	25	24.1%
Watching films	10	9.6%
Using it in giving instructions	13	12.5%
Total	104	100%

Question (2) Which activities do you consider useful in learning English?

Answers	Frequency	Percentage
Translating into English	40	38.6%
Translating into Arabic	17	16.3%
Translating texts as homework	20	19.2%
Translating texts in pairs or groups in class	10	9.6%
Discussing translated texts in class	13	12.5%
Using parallel texts	4	3.8%
<u>Comparing your translated work with published translation or translations</u>		
produced by other students	25	24.0%
Using Internet resources	35	33.6%
Doing grammatical exercises	12	11.5%
doing vocabulary exercises	17	16.3%
Reading in English	10	9.6%
Reading in Arabic	5	4.8%

From the above table it's clear that most of the respondents answers when they asked (Which activities do you consider useful in learning English) think that Translating into English is useful activity with 38.6% percent , and also 16.3% answered (Translating into Arabic)

And for the second section its clear that most of them answered (Using Internet resources) with percentage 33.6%.

(See Appnedix 5)

Chapter Five

Findings

Findings, Recommendations and Suggestions

5.1 Findings

Nearly all the participants in the study viewed translation as a natural way of learning a foreign language, something which is conform to ideas presented by language scholars cited in the literature review at the beginning of this research.

The study also revealed that the respondents regard translation as useful regarding the process of comparison between the two languages. Most of the respondents agreed that translation enhances the language awareness, promotes language problem solving and competency. The respondents reflect that they enjoy translation and speak of the knowledge of both languages before translating. They revealed that translation is not only appropriate for professional purposes but also as a mean of learning a foreign language, particularly in situations of grammar, texts based tasks, vocabulary, reading activities, writing activities, sentence analysis, error analysis, and word matching. They preferred learning through translation in activities including translating texts, analyzing literary work and movies joining language centres, group tasks which are done cooperatively, dialogues, acting, watching videos, cultural activities, and games.

Regarding translation pedagogy, translation is recommended for short periods and makes use of it in the activities declared. It seems meaningless to ignore the contribution of mother tongue in foreign language learning and disregard the knowledge the learners already have about their mother tongue.

There should be a distinction between translation for the training of professional translators and pedagogic translation, for each one of them has its own objectives and addresses certain learners. Translation in language courses aims to reinforce students' spoken and written language through implementation

of morphological systems, syntactic rules, vocabulary knowledge, sentences' structures, styles, registers, and other language areas, while professional translation seeks to promote the bilingual skills of trainees. The paradigm of language seems to neglect the benefits of contrastive analysis for the monolingual paradigm disregards the use of the mother tongue. The contrastive analysis includes the comparison of language sub-systems and the establishment of equivalence, something which needs to be considered by the language planners.

Translation from the respondents' perspectives' can be of great help to language leaning and has good points with regard to the language learning concerning even communication, interaction, and discussion of language problems.

The majority of respondents view translation as interesting activity in their language learning. They regard translation suitable for all learners, and not only for adults or professional purposes, therefore, translation is a mean in itself and not an end. The use of translation can increase the language knowledge and linguistic skills of learners. Translation can help to build a solid language foundation. In case, the translation activities are well prepared and designed, they will be useful to learners at all levels. When using translation in language teaching the teacher should put in account the learners' preferences and set objectives for the translation activities. Furthermore, the teacher must choose the most appropriate forms of classroom interaction. The translation tasks are more useful when they are easy and for short time in the classroom, for example to introduce the meaning of words, and to show the differences between the two languages. However, it should also be communicatively to promote the different language skills.

5.2 Recommendations

Here are some of the recommendations for translation tasks:

- 1- Setting objectives for the translation activities.
- 2- Use translation to promote the four language skills
- 3- Do not use translation for a long time in the classroom.
- 4- Use translation to enrich the learners' lexical knowledge
- 5- Resort to translation to study grammar and comparison of forms.
- 6- To compare between the various linguistic systems of the two languages.
- 7- To shed the light on language errors.
- 8- Using role play, debates, presentations, etc. to teach speaking.
- 9- Using comprehension, watching of videos for listening activities.
- 10- Integrating translation with other skills.
- 11- Translation should follow the target conventions.

The translation activities should not be treated as separately, but should rather be incorporated in existing language courses. The pedagogical translation must be used to aid the learning of the second language and not an end in itself. This type of translation can be in form of basic grammar and vocabulary for primary language learners, to be a mean of error correction for intermediate learners, and a tool for communication at advanced stages.

5.3 Suggestions for using L1 in the language classroom:

1-Introduce and acknowledge to your Learners' the place of L1 in language learning.

The teacher needs to shed the light on the importance of L1 In l2 learning, if there is sensible use of L1 in the process of learning in certain situations and conditions.

2-The use of appropriate activities as mentioned in the recommendations above.

The appropriate use of L1 can maximize the benefit from translation activities in foreign language learning. Such activities and exercises like the comparison in the areas of vocabulary, and grammar. The teacher also can use the students' L1 to create a code of conduct and build rapport between him and his students. It is said that the rapport is enhanced when the teacher speaks his/ her students' L1.

3-Consider the Students' levels.

The teacher can use L1 to enhance rapport and give explanations for young learners. For adult learners the teacher can tackle other matters such as the comparison of structures, styles. Registers, cultural variations, etc. Also there is difference in the amount of translation used, the higher the students' level the less translation is used.

4-Set clear instructions.

The teacher should equip his/her students with the knowledge about the areas translation are recommended. Sometimes, the mother tongue is productive and sometimes, it is not.

4- Encourage students to use L2 in areas where translation is not advisable like speaking or when the students use their L1 for more time than required.

The teacher can stop the activity and tell his/her students that he/she does not want the use of translation in this activity.

The result of this study reveals that translation has a positive effect on language learning, particularly in terms of enhancing lexical knowledge, reading activities and grammar.

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Appendix 1 (questionnaire)

Sudan University of Science and Technology

Postgraduate Studies

College of Languages

A questionnaire

2018

Aim: To get students' views on the use of translation (Arabic) in Learning English Language

In completing this questionnaire, you are giving your opinion about the role of translation in enhancing the learning of English language. Note that your answers are anonymous.

Male

Female

University.....Faculty.....Grade.....

Part 1: Translation as a language learning tool

Please tick what you consider as an appropriate option	yes	No
1- Do you enjoy the use of Arabic in English Class?		
2- Do you think that translation should be considered as a language teaching method?		
3- Do you think that the bilingual paradigm enhances language learning?		
4- Do you find yourself mentally translating in English classes?		
5- Translating is a natural process in learning of language		
6- Learners resort to translation to learn language whether the teacher uses it or not.		
7- Using Arabic words in English classes confuse you?		
8- Translation inhibits thinking in the target language?		
9- Translation should be used only for professional purposes?		
10- Only the target language should be used in language class?		

Part 2 Students views regarding the translation course

Please tick what you consider as an appropriate option	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
1- I consider the translation courses I received useful to the learning of English.					
2- The study of translation has changed my view towards language learning.					
3- I have the sense of achievement when I finish translating a text. 4- I notice that my English language knowledge is deepened after the translation course.					
5- I have become aware of the cultural and linguistic variations between Arabic and English.					
6- Translation is not only suitable for proficiency courses, but also for language learning in general					
7- Translation is suitable for all learners and not just for adult learner					
8- Translation does not mean knowing of meaning but a range of other skills of form, register, style, etc.					
9- Translation enhances observation and raises foreign language awareness					
10-Tackling translation problems increase learners' interest in language learning					

Part 3 The positive and negative impacts of translation

Please tick what you consider as an appropriate option	Strongly Agree	Agree	Not sure	disagree	Strongly Disagree
1- I sometimes consult a bilingual dictionary to get the meaning of words in order to understand texts.					
2- The use of the mother tongue has a positive impact on language learning					
3- If restricted to a certain time and situations translation will be an effective language learning tool					
4- The comparison between the two languages (Arabic and English) enhances language learning.					
5- Translation is a communicative activity.					
6- Our language identity is shaped with our mother tongue.					
7- The differences between the two languages enable learners to identify mistakes in the foreign language					
8- Translation is appropriate for studying vocabulary, grammar and texts based activities.					
9- Translation is appropriate to learn writing and speaking.					
10- Translation includes the use of all language skills.					
11- Translation should not be used for a long time.					
12- Learners transfer rules of their own language when learning a foreign language					
13- Translation improves accuracy, clarity, and flexibility.					
14- Translation extends knowledge of semantics, functions, and language pragmatics.					
15- Using translation in language learning makes learners benefit from the Knowledge they already have about their L1.					
16- Using translation in language learning enhances learners' confidence and focus in meaning.					

17- Translation promotes the analytical skills of learners.					
18- Translation is useful in structures, sentence patterns, vocabulary, texts, and grammar.					
19- Translation is suitable only for literary oriented learners.					
20- Translation focuses only on two language skills of reading and writing.					
21- Translation inhibits the expression in L2.					
22- Translation deprives the learners to reach high level of accuracy and stylistic polish					
23- The standard of L2 is declined incase L1 is used					
24- Translation encourages learners to use L1 for a long time and hence decreases the exposure to the foreign language.					
25- Translation makes learners neglect the spoken language.					

Part 4

Getting students suggestions on pedagogic translation

1- How can you enhance the learning of English through translation in various language areas?

Using translation in general language class Use it in literary texts

Using it in presentations and seminars Watching films

Using it in giving instructions

Others (please specify)

2- Which activities do you consider useful in learning English?

Translating into English Translating into Arabic

Translating texts as homework Translating texts in pairs or groups in class
Discussing translated texts in class Using parallel texts

Comparing your translated work with published translation or translations produced by other students Using Internet resources

Doing grammatical exercises Doing vocabulary exercises

Reading in English Reading in Arabic

Others (please specify)

3 -How can translation as a method of language learning be more attractive in order to motivate students? -----

4 - What are the learning effects of using L1 in the L2 classroom?-----

5- what do you think the pedagogical value of using translation in language class?-----

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE

Appendix 2

Translation as a language learning tool

No	Statement	mean	SD	Chi square	p-value
1	Do you enjoy the use of Arabic in English Class?	0.5	0.6	28	0.007
2	Do you think that translation should be considered as a language teaching method?	0.6	0.8	27.7	0.007
3	Do you think that the bilingual paradigm enhances language learning?	0.4	0.9	25.7	0.001
4	Do you find yourself mentally translating in English classes?	0.4	0.5	35	0.008
5	Translating is a natural process in learning of language	0.5	0.8	33	0.006
6	Learners resort to translation to learn language whether the teacher uses it or not.	0.7	0.4	25.6	0.002
7	Using Arabic words in English classes confuse you?	0.0	0.7	27.5	0.001
8	Translation inhibits thinking in the target language?	0.7	0.6	24	0.002
9	Translation should be used only for professional purposes?	02.5	0.4	22	0.004
10	Only the target language should be used in language class?	2.0	0.7	23	0.000

Appendix3

The student's views regarding the translation courses they received

No	Statement	mean	SD	Chi square	p-value
1	I consider the translation courses I received useful to the learning of English.	2.7	4.1	22	0.000
2	The study of translation has changed my view towards language learning.	3.6	0.5	19	0.000
3	I have the sense of achievement when I finish translating a text..	2.5	0.9	31	0.000
4	I notice that my English language knowledge is deepened after the translation course.	2.9	1.6	22	0.000
5	I have become aware of the cultural and linguistic variations between Arabic and English	3.6	0.7	36	0.000
6	Translation is not only suitable for proficiency courses, but also for language learning in general	3.7	1.5	23	0.000
7	Translation is suitable for all learners and not just for adult learner	2.8	0.6	22	0.000
8	Translation does not mean knowing of meaning but a range of other skills of form, register, style, etc. Translation	3.1	3.5	38	0.001
9	enhances observation and raises foreign language awareness	2.8	2.1	27	0.000
10	Tackling translation problems increase learners' interest in language learning	3.7	1.5	29	0.000

Appendix 4

The positive and negative impacts of translation

No	Statement	mean	SD	Chi square	p-value
1.	I sometimes consult a bilingual dictionary to get the meaning of words in order to understand texts.	2.4	1.9	12	0.00
2.	The use of the mother tongue has a positive impact on language learning	2.0	2.6	17	0.00
3	If restricted to a certain time and situations translation will be an effective language learning tool	1.9	2.4	13	0.001
4	The comparison between the two languages (Arabic and English) enhances language learning.	3	0.8	25	0.03
5.	Translation is a communicative activity.	2.9	1.6	20	0.00
6.	Our language identity is shaped with our mother tongue.	2.5	1.4	17	0.00
7	The differences between the two languages enable learners to identify mistakes in the foreign language	2.7	2.6	15	0.00
8.	Translation is appropriate for studying vocabulary, grammar and texts based activities.	2.8	0.8	20	0.001
9.	Translation is appropriate to learn writing and speaking.	2.5	0.7	21	0.008
10	Translation includes the use of all language skills.	3.5	2.7	21	0.001
11	Translation should not be used for a long time.	2.9	3.5	24	0.00
12	Learners transfer rules of their own language when learning a foreign language	2.5	2.7	33	0.00
13	Translation improves accuracy, clarity, and flexibility.	2.03	4.6	41	0.00
14	Translation extends knowledge of semantics, functions, and language pragmatics.	2.8	1.4	22	0.00
15	Using translation in language learning makes learners benefit from the Knowledge they already have about their L1.	2.2	2.4	21	0.00
16	Using translation in language learning enhances learners' confidence and focus in meaning.	2.7	4.1	22	0.000
17	Translation promotes the analytical skills of learners.	2.6	0.5	19	0.000
18	Translation is useful in structures, sentence patterns, vocabulary, texts, and grammar.	2.5	0.9	31	0.000

19	Translation is suitable only for literary oriented learners.	2.9	1.6	22	0.000
20	Translation focuses only on two language skills of reading and writing.	2.6	0.7	36	0.000
21	Translation inhibits the expression in L2.	2.7	1.5	23	0.000
22	Translation deprives the learners to reach high level of accuracy and stylistic polish	2.8	0.6	22	0.000
23	The standard of L2 is declined incase L1 is used	3.1	3.5	38	0.001
24	Translation encourages learners to use L1 for a long time and hence decreases the exposure to the foreign language.	2.8	2.1	27	0.000
25	Translation makes learners neglect the spoken language.	2.7	1.5	29	0.000

Appendix 5

Suggestions for pedagogic translations

Answers	Frequency	Percentage
Translating short and easy text for them	20	19.2%
Show them how native speakers communicate	17	16.3%
Try to use new translation method	20	19.2%
Let them watch films in the class and try to translate the conversation	10	9.6%
Use material liked by students	13	12.5%
By giving text from our daily life situation	4	3.8%
Translating stories	10	9.6%
Took them in to places (face to face translation)	10	9.6%