

**An Investigation into Student and Teacher Attitudes towards  
Pedagogical Translation at Benghazi University**

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## Abstract

This study seeks to evaluate, through students and lecturers' perceptions, the use of translation as a means of teaching and learning English as a foreign language with reference to undergraduate students at Benghazi University. The reason for choosing this topic is that, translation as a tool for foreign language teaching and learning, has been rather overlooked in the academic literature.

Several research studies have been carried out in western countries to examine translation either as a fifth skill in learning a second/foreign language or as an effective/ineffective tool to second/foreign language learning. Yet importantly, only a few studies have been conducted in the Arab world.

The study provides a brief historical overview of the methods implemented in teaching translation and their positive or negative influences on teaching and learning a foreign language. In addition, the study illustrates the difference between pedagogical translation and translation pedagogy. It also seeks to highlight the importance of students' and teachers' cognitions.

Based on the nature of the problem, research questions and objectives, the philosophy selected for this study is the pragmatism. Consequently, the research adopted a mixed methods approach using qualitative and quantitative methods: 400 questionnaires were fully answered and analysed using SPSS to consider student's attitudes and six semi-structured interview were conducted and analysed using content analysis to explore teachers' views.

The findings of this research provided a better understanding of how students and lecturers perceive translation, together with its advantages and disadvantages in teaching and learning English as a foreign language. In addition, the findings revealed that students and lecturers believe that pedagogical translation classes have enhanced students' semantic knowledge, grammar, cultural awareness and linguistic knowledge. Moreover, they believe that implementing contrastive analysis in pedagogical translation classes has raised students' awareness of mother tongue interference.

The research contributes to the literature in the field of teaching second/foreign languages. A conceptual model was designed to illustrate the elements included in pedagogical translation settings, which can be applied in the English language department at Benghazi University and used for further future research.

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## **Dedication**

This thesis is dedicated to my father Mr. Bashir Kisaibat,  
my mother Mrs. Naeima Zreirik, and my husband Mr.  
Fawzi Quidir with love.

## Declaration

This submission is my own work and contains no material previously published or written by another person nor material which has been accepted for the award of any other degree or diploma of the University or other institute of higher learning, except where due acknowledgement has been made in the text, in the United Kingdom or overseas.

SIGNATURE\_\_\_\_\_

DATE\_\_\_\_\_

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## List of Abbreviations

CA	Contrastive Analysis
CAH	Contrastive Analysis Hypothesis
EFL	English as a foreign language
ESL	English second language
ESP	English for specific purposes
FL	Foreign language
GTM	Grammar Translation Method
L1	First language
L2	Second language
MT	Mother Tongue
SLA	Second language acquisition
SL	Source language
SL	Second language
SPSS	Statistical Package for Social Science
ST	Source text
TEFL	Teaching English as a Foreign Language
TILT	Translation in language teaching
TL	Target language
TT	Target text

## Glossary of Definitions

**Translation exercises/activities:** include old posts, word lists, and texts such as, paragraphs, stories, poems as well as standalone sentences and groups of sentences (Arthaey, 2012).

**Learning strategy:** Thornbury (2006:115) defines learning strategies as “Techniques or behaviors that learners consciously apply in order to enhance their learning.” He assumes that it is only considered as a “learning strategy when the intention is long-term learning rather than solely immediate understanding”.

**Use of first language L1:** Thornbury (2006: 81) states that “learners’ first language, also known as their native language or their mother tongue, is referred to as L1”. What is meant by the use of first language is that students may rely on their first language to learn a second/foreign language in second/foreign language classrooms (Carless 2008).

**Pedagogical translation:** should not be thought of as a means of training professional translators but rather as a means to help learners acquire, develop and further strengthen their knowledge and competence in a foreign language (Leonardi 2010).

**Translation pedagogy:** refers to the teaching of translation to train professionals (Leonardi 2010).

**Syntax:** is the knowledge, or the description, of the classes of words, which are called parts of speech, and how these classes fit together to form phrases

and sentences. “Syntax deals with grammatical categories like tense, number, aspect—categories that differ from language to language and which yet are present somehow in all languages” (Kreidler, 1998:8).

**Morphology:** is another part of grammar and it concerns the description and knowledge of word forms, i.e., “the account of different forms of the ‘same’ word such as in, cat, cats; connect, connecting, connected and the derivation of different words, which share a basic meaning as in, connect, disconnect, connection” (Kreidler, 1998:8).

**Phonology:** is the knowledge and description, of how speech sounds are organized in a particular language. The units, which are called phonemes combine in different ways to express meaningful units such as words. “These phonemes contrast with one another to make different units of meaning. Sometimes two words sound the same but have different meanings (homonyms)” (Kreidler, 1998: 7).

**Linguistics:** concerns categorizing the meaningful elements of specific languages, for example, English words like *paint* and *happy* and affixes like the -er of painter and the un- of unhappy. It also concerns describing how such elements fit together to convey more complex meanings—in phrases like *the unhappy painter* and sentences like *the painter is unhappy*—and telling how these are related to each other (Kreidler, 1998).

**Cohesion:** refers to the categories of ties that connect sentences in English. Cohesive ties include categorized lists of transition words, personal and demonstrative pronouns, comparative signals, repetition, collocation (words that generally co-occur), and ellipses (Cooper & Odell, 1999).

**Coherence:** is the way a text makes sense to readers through the relevance and accessibility of its configuration of concepts, ideas, and theories. A cohesive text is easy to read and understand because the text follows a certain kind of logical order and the ideas are organized systematically (Hyland, 2006).

**Cultural equivalence:** is defined as a similar cultural effect on the target text receiver as the source text is deemed to have on source text receivers (Hatim and Mason, 1990; Newmark, 1988).

**Cultural mismatch:** occurs between languages with great cultural differences. It takes place when there are culture-specific words and concepts in the source language that have no direct equivalents in the target language (Hatim & Mason, 1990).

**Semantics:** is the study of the relationship between units of language and their meaning (Griffiths & Cummins, 2017: 1). According to Yule (1996: 114) Semantics is the study of the meaning of words, phrases and sentences. In semantic analysis, there is always an attempt to focus on what the words conventionally mean, rather than on what a speaker might want the words to mean on a particular occasion.

**Pragmatics:** is concerned with how we use language in communication, and therefore involves the interaction of semantic knowledge with our knowledge of the world, including such things as the contexts in which we use language (Griffiths & Cummins, 2017: 1).

**Register:** is the use of language for a particular purpose or in a particular social setting, that is, its level of formality. An important feature of academic

writing is its style and register. The choice of register for a particular text or part of text will vary depending on the genre and who will be reading the text. Therefore, knowing the targeted audience before starting the writing process will have an impact on the stylistic choices. There are two types of registers in academic writing generally between formal and informal registers (Oshima & Hogue, 2006).

# Chapter One: The introduction

## 1.0 Introduction

This chapter explains the purpose of the study, presents key literature in the field of pedagogical translation and English language learning, the research question, research objectives, and the rationale of the study. It also addresses the statement of the problem at Benghazi University as well as statement of the problem from pedagogical researcher's perspectives. Finally, the thesis structure is outlined.

## 1.1 Purpose of the study

The study also seeks to examine the role of translation as a teaching and learning tool at Benghazi University. The results and findings are based on students' and teachers' perceptions and views of whether translation is effective or not, in learning English as a foreign language. Leonardi (2010) states that translation should no longer be seen as a 'negative teaching tool' instead it is a very good teaching tool "whose potential benefits need to be explored and carefully evaluated" (Leonardi, 2010: 81). The research aims to provide practical implications based on the gained findings of students' and lecturers' perceptions.

## 1.2 Key literature

Translation as a tool to enhance foreign language teaching and learning has to some extent been neglected, with few studies focused on its effectiveness in enhancing foreign language learning (Cook 2010, McDonough 2002, Schäffner 1998, Ross 2000, Leonardi 2009, Leonardi 2010, Leonardi 2011).

Even fewer studies have been conducted in the Arab world (Ali, 2012; Mahmoud, 2006). Generally, little research has been conducted on how to implement translation as a tool for developing students' English foreign language and communicative competence (Károly, 2013). Similarly, Károly (2013) and Leonardi (2011) teaching translation in foreign language classrooms has received little attention in translation research, as opposed to professional translation training research, and translation as a process and product. While there is still no consensus about pedagogical translation and developing students' skills, some researchers, such as Newmark (1988), Cook (2010) and Mogahed (2011) believe that translation aids learning a foreign language at advanced levels and consider pedagogical translation secondary for teaching a foreign language. This is because these researchers believe that students only benefit from pedagogical translation at advanced stages as students at this level have sufficient linguistic competence to translate. In addition to this, several research studies (Cook 2010, Brown 2002, Duff 1992) have also criticised using the students' native language in second/foreign language classrooms. However, the overall attitudes have started to change and several researchers argue that translation is a legitimate pedagogical tool especially in an EFL environment, and claim that it deserves to be re-established (Harmer 2001, Ellis 1994, Popovic 2001). Yet, they provide few instructional pedagogical approaches of teaching translation, as the focus for these scholars is in translation theories or methods of training translators. The suggested re-establishing of these ideas is a topic of interest in the Arab world, particularly in Libya. Thus,

more research is required to prove or refute the enhancement of students' foreign language through pedagogical translation.

### **1.3 Statement of the problem**

The statement of the problem is divided into two issues: first, issues that concern pedagogical translation in research. Secondly, issues that concern the University of Benghazi

#### **1.3.1 Statement of the problem according to pedagogical research**

There is still no obvious consensus about whether translation enhances or impedes foreign/second language learning. Several research studies, such as (Richards and Rodgers 2014, Cook 2010, Leonardi 2011, Leonardi 2010, Leonardi 2009, McDonough 2002, Ross 2000, Schäffner 1998) consider pedagogical translation as an effective tool for learning a second/foreign language. On the other hand, other research studies (Malmkjaer 2004, Duff 1994, Brown 2002, Pan & Pan 2012, Mogahed 2011, Vermes 2010) believe that translation hinders learners from learning a second/foreign language. Yet, it is important to consider that research that is in favour of pedagogical translation still outweighs research that discourages it. Only few studies have been conducted in the Arab world (Ali 2012, Mahmoud 2006), and no research in the area of pedagogical translation and the development of students' English language has been undertaken in Libya.

Additionally, researchers, such as, Cook (2010) and Kelly and Bruen (2015) found that several educational institutions were in favour of applying pedagogical translation because it was underestimated and negatively connected with the traditional practices of the grammar translation method.

However, few studies were conducted on the effect of pedagogical translation and developing students' skills (Dagiliene 2012, and Leonardi 2010), some researchers believe that pedagogical translation develops students' writing (Vermees, 2010) and reading skills (Mahmoud, 2006). There also seems to be no consensus on which student level is suitable to begin implementing pedagogical translation in foreign language classrooms (Cook, 2010). Only a minority of studies focused on teaching and learning settings that are preferable to implement pedagogical translation, such as, Kelly and Bruen, (2015) and Cook (2010).

Several researchers believe that translation is a valid pedagogical tool particularly in EFL settings, and indicate that it deserves to be reformed i.e., rehabilitated in order to implement it in foreign language classrooms (Carreres 2006, Carreres and Noriega-Sánchez 2011; Kelly and Bruen 2015).

### **1.3.2 Statement of the problem in Benghazi University**

Regarding the translation textbooks and any shortcomings at Benghazi University, students' and lecturers' opinions have never been taken into account to improve teaching and learning settings. Their input concerning teaching methods, textbooks and teaching tools has not been sought, even though engaging both groups could provide motivation and encouragement to all parties. When updating the material, lecturers' and students' opinions have always been neglected. Moreover, the material is updated once every four years. The English Department adheres a translation textbook to be completed, during the academic year, without focusing on the quality of the teaching and learning process that takes place. This in turn, restricts

translation teachers to add any additional material that students could further benefit from because of time limitation.

Another important issue, which hinders the teaching and learning process, is the large number of students in classrooms. Although the university has some laboratories available, however, there is severe lack of facilities such as, updated library books and journals, IT facilities and internet access.

#### **1.4 Research question**

To what extent do students and lecturers at Benghazi University regard pedagogical translation as either an effective or ineffective tool for teaching and learning English as a foreign language?

#### **1.5 Research objectives**

1. To assess the students' and lecturers' perceptions and views on whether translation is an effective or ineffective tool in learning English as a foreign language.
2. To investigate the pedagogical translation activities, which lectures and their students believe may raise learners' awareness of language use, if any.
3. To explore lecturers' and learners' beliefs, regarding whether there are any developed skills through pedagogical translation or not.
4. To identify through students' and lecturers views and perceptions any language aspects that can or cannot be developed through pedagogical translation classes.
5. To offer pedagogical practical implications based on the findings gained through students and lecturers' perceptions and views.

## **1.6 Rationale of the study**

There have been a lot of research conducted in the field of foreign language teaching and learning as well as research in the field of translation studies. However, few studies have investigated the effect of using translation as a tool to enhance foreign language learning. This study examines current weaknesses and strengths of pedagogical translation as discussed in recently published literature. This study therefore reflects the importance of teachers' and students' perceptions and views on English language learning and teaching, and offers an improved understanding of their beliefs on pedagogical translation in particular.

## **1.7 Structure of the study**

This study contains seven chapters that determine the main issues that concerns the role of pedagogical translation on foreign language learning at Benghazi University through students' and lecturers' perceptions:

Chapter one: provides a brief introduction to the research study by presenting key literature. It also presents the purpose of the study and addresses the nature of the problem. Moreover, this section sheds light on the research question, objectives as well as the rationale of the study.

Chapter two: discusses the importance of lecturers' and students' views and perceptions. In addition, this section covers the background of the study. It tackles several issues of the pedagogical translation research context at Benghazi University including its role, objectives, course design, material design, classroom settings, limitation and gaps.

Chapter three: critically reviews the literature. It presents language acquisition theories, language teaching concepts and classroom implications that are related to pedagogical translation. The section also presents a historical overview of teaching methods related to pedagogical translation. Finally, the chapter provides a summary of research to date and addresses the gap in the literature.

Chapter four: discusses and justifies the adopted research philosophy, approaches, and strategies used for this study. The selected philosophy, approaches and strategies were based on and directed by the research question and objectives. In addition, the chapter considers the validity and reliability of the implemented approaches of analysis that best addressed the research question, objectives, the nature of the research problem, as well as the researchers' values.

Chapter five: presents the analysis of the data in both students' questionnaire and lecturers' semi structured interviews. The findings of the collected data are analysed and presented.

Chapter six: provides a detailed discussion of the data findings. The quantitative and qualitative results are connected and triangulated with the research question and research objectives, to illustrate that the research question is answered and the objectives are achieved.

Chapter seven: this chapter presents a conclusion based on the findings from the research question, achieved objectives. This section also highlights the research limitations, suggestions for future research and a contribution to knowledge and practical implications.

## **1.8 Summary of the chapter**

This chapter presented the purpose and rationale of the study. It also offered an overview of key literature, statement of the problem and presented the research question and objectives. In addition, the chapter provides the structure of the thesis. The next chapter presents the research context at Benghazi University.

## **Chapter Two: Research Context**

### **2.0 Introduction**

The previous chapter introduced the research question, research objectives, and rationale of the study and statement of the problem. It also provided an outline of each chapter. This chapter presents an overview of the research context at Benghazi University. It also provides a detailed insight into the educational system, as well as the language teaching and learning settings.

### **2.1 Background of the Study**

The background of the study refers to several pedagogical translation issues at Benghazi University, such as, the institutions' educational role, pedagogical objectives in teaching, pedagogical translation course aims and material design, the classrooms settings, the limitation and shortcomings of the pedagogical translation programme.

#### **2.1.1 The role of translation teaching at the University of Benghazi**

The department of translation was only established at the University of Benghazi in the academic year 1998/1999. There was a demand to open the department from several authorities and took into account students' needs to institute a separate translation department. Despite all the difficulties that the academic staff faced, they established a translation department, which became part of English language department. The objective of the department was to develop students' competence in both languages, i.e., English and Arabic. To enter the department, students are required to obtain grades of A+ or minimum A which is equivalent to A level in the British educational system i.e., advanced level. The positive side of teaching translation in the English

Department at Benghazi University is that the translation teachers and students come from the same background, i.e. both share the same language and culture.

### **2.1.2 Pedagogical objectives in teaching translation at the University of Benghazi**

The priority of pedagogical translation at the Benghazi University is to use translation as a means of enhancing students' English language proficiency level rather than developing professional translation skills. This is also reflected in the imposed syllabus and textbook materials and in the fact that the Translation Department is considered part of the English Language and Linguistics Department. If students intend to become translators in the future, it is hoped that the primary knowledge they have gained during their undergraduate study would assist them later in their career.

### **2.1.3 The course objectives and design of the translation material**

According to Elmegrab (2013) who has evaluated the translation course including first, second, third and fourth undergraduate students at the University of Benghazi, stated that the course lacks clear objectives. The main objective of the course is to strengthen students' language competence in English and Arabic. Yet, in his research study on error analysis of students' errors in translation found that such errors, which students make in their yearly undergraduate years were still present in both languages even during the final year of the course.

The translation course is structured as follows:

In the first year, translation as a subject is presented in a decontextualised manner using artificial unconnected sentences without presenting any task aims. Students are asked to translate these sentences and then compare their translation with the teachers' translation, rather than each other. Elmegrab (2013) indicates that such techniques can be considered inadequate, as students' perception reflect that the instructor's translation is 100% accurate and there are no other possible alternatives to this version.

In the second year, the principles of translation are presented in a very ineffective manner using definitions. Students memorise theories and their definitions, in most cases even without sufficient comprehension of what they denote or refer to in translation practice. In such process, students are merely receivers without participating in any useful examples, texts or even authentic material that relates these principles of translation to practice.

Progressing to the third year, students practice translating texts from English into Arabic and from Arabic into English. The conception of studying translation principles in the second year and implementing translation practice in the third year and fourth year seems illogical because it creates a gap between theory and practice, so when students enter the third year they may have already forgotten those principles that have been presented to them in the second year. Therefore, the connection between theory and practice can be considered very weak.

In the fourth year, students practice with more complicated texts from different disciplines and topics, from English into Arabic and vice versa. As in the third

year, some translation principles are again included with no connection between presented theories and practice.

#### **2.1.4 The limitation and shortcomings of the translation programme at Benghazi University**

The design of the translation course can be considered to have two central drawbacks. Firstly, the programme makes an obvious distinction between theory of translation (translation models and principles) and translation practice. The translation models and principles are presented in the second year while translation practice is applied in the third and fourth year. This creates a gap between theory and practice. In the third year, students practice translation in two subjects: translation from English into Arabic and translation from Arabic into English without relating practice of translation to any principles of translation. Students are required to translate in groups of two or four and discuss the appropriate forms from their points of view while the teacher writes down on the blackboard whatever he/she deems suitable and students compare their translated version with the teachers' version. In the fourth year, students once again study principles of translation (although such translation principles are not included in the third year) with some focus on genre including argumentative, narrative and descriptive type of texts. In addition, translation practice is included, yet once again with no connection between the presented principles and practice.

#### **2.1.5 The challenges in pedagogical translation at Benghazi University**

There are several challenges to teaching translation at Benghazi University, which include several factors such as, the relationship between the teacher

and their students, the translation material, teaching methods, and lack of facilities, and the orientation.

First of all, only few teachers ask students about what satisfies their needs. Some even rarely take into account students' different learning needs and proficiency level, which can lead to a teacher centred process. Furthermore, the students' textbooks are often outdated, as the updating of material takes place once every four years. In addition, teachers, do not follow any teaching methods and teach in their own way, nor do they recognise the course aims. As they are required to complete the student textbook, some do not have a chance to incorporate additional authentic material. Moreover, the teaching and learning settings lack adequate facilities such as, IT facilities and internet access. Finally, the learning process is teacher centred.

## **2.2 Summary of the chapter**

This chapter sheds light on the role of pedagogical translation at Benghazi University and its teaching objectives. It also provides a review of the design of the translation material and offers an insight into what students study in translation throughout their undergraduate years. Finally, it presents a review of the limitation, shortcomings and challenges of the translation programme at Benghazi University. The next chapter critically reviews the literature related to pedagogical translation.

## Chapter Three: Literature Review

### 3.0 Introduction:

The previous chapter presented an overview of the educational setting at Benghazi University. This chapter presents a review on the literature of pedagogical translation from different research perspectives including practices implemented in the field. The chapter presents pedagogical translation concepts and arguments in learning a foreign language, which are connected to the objectives of the study. Moreover, it addresses SLA theories that are in relation to the research. Furthermore, a historical overview was explained to show the strengths and weakness of foreign language teaching methods.

In addition to illustrating the difference between translation pedagogy and pedagogical translation, the chapter also includes several research studies that have been implemented in the field of translation and foreign language learning as well as presenting their results. This includes, translation in language teaching (TILT), task based approaches and translation, the effect of translation exercises, applying students' native language in foreign language classrooms, the effect of translation on the four skills, contradictory views on translation as a pedagogical tool, the importance of setting out objectives in translation textbooks, as well as the importance of using students' linguistic levels to establish the objective of pedagogical translation. It also addresses the importance of students' and teachers' perceptions. In addition, the chapter provides applied research from different countries in pedagogical translation with the obtained results. Finally, the chapter presents the gaps and summary of the literature.

### 3.1 Second Language Acquisition theories that are related to two main areas linguistic and psychological fields

This section presents an overview of second language acquisition theories that are related to this field of study. Presenting second language acquisition theories is important to consider similar teaching methods and learning habits that are implemented in pedagogical translation classes, particularly at Benghazi University. Researchers of second language acquisition theories believe that these methods and habits aid second/foreign language acquisition.

#### 3.1. 1. Recent psychological theories

##### 3.1. 1 .1 Information processing

In information processing, second language acquisition is considered to build up knowledge systems that can be recalled automatically for comprehension and speaking. Learners have to focus on language aspects that they try to understand or produce, and gradually by experience as well as practice become able to implement certain parts of their knowledge rapidly and naturally. Consequently, learners move to higher stages of learning a language, which is developed gradually and becomes automatic in comprehension and speaking. This automatic performance may originate from conscious learning. Accordingly, learners will have to pay attention to any aspect of language that they are trying to understand or produce (Lightbown and Spada, 2013).

**Criticism:** This type of conscious learning and acquiring skills could also be learned unconsciously as in first language acquisition (Lightbown and Spada, 2013). What may be considered as a weakness is the assumption that there is a limit to the amount of information that learners can pay attention to at one

time. In addition, practice in this theory is not considered as something mechanical (as in the behaviourist theory), yet as something that requires effort from learners. Therefore, learners at their early stage of learning a foreign language would probably pay attention to the main words in a message and not be able to notice grammatical morphemes, which are attached to some of those words (Lightbown and Spada, 2013). Fortunately, this research study does not include learners which are at their early stages of learning a foreign language, since it focuses on third and fourth year students that are competent to notice morphemes and also study phonology, syntax and morphology as subjects in linguistics.

Another criticism that Lightbown and Spada (2013) argue about is that without intensive practice learners' previous knowledge or existing knowledge may interact with new knowledge. This interaction leads learners' knowledge to be restructured or transformed, which in turn produces a sudden burst of learners' progress or could, on the other hand, create apparent backsliding. For instance, when a learner masters the rule of -ed ending to show past tense, in such case irregular verbs, which had previously been practiced correctly, could be affected, thus learners after months of saying I saw the film may say: *I seed the film instead of I saw the film*. Hence, overlapping of general rules could occur.

Fortunately, in pedagogical translation classes learners' intensive practice is achieved through continuously practicing translation exercises in addition to corrective feedback. Moreover, the focus and practice in pedagogical classes include all rules at once and not only one rule.

As an advantage, the information processing theory remains a widely accepted basis for learning and teaching. It helps to understand aspects of cognition and supports teaching by emphasising that information presented in meaningful ways enables students to connect new and existing information to long-term memory.

Through experience and practice, learners become able to produce language quickly and automatically, which in turn enable them produce language naturally and unconsciously. Accordingly, this frees them to concentrate on other aspects of the foreign language, and gradually enables learners to use the language naturally (McLaughlin, 1987). Similarly, Lightbown and Spada (2013) state that in most cases the performance that eventually becomes automatic may originate from intentional learning, i.e., formal study. In addition, they argue that learning, which make learners use their mental processing space even if they are not aware of it or attend to use it on purpose, is a possible source for information or skills' development that can take place automatically, in case there has been enough practice. As for Lightbown and Spada (2013) practice is not considered as something mechanical, yet something which involves effort on the part of the learner.

In support with this, Schmidt (1990) has emphasised the role of noticing .i.e., conscious learning in second language acquisition. He believes that everything learned about the language was first noticed consciously. In contrast, his view sharply contradicts with Krashen's views, of that conscious learning can never be acquired and be produced automatically and naturally. Schmidt, likewise cognitive psychologists, advocates that there is no difference between acquisition and learning. As in pedagogical classes, this type of conscious

learning through intensive practice becomes natural and enables learners to develop their foreign language.

### **3.1. 1 .2 Connectionism**

Connectionism is a psychological perception in SLA that concentrates on the learning processes (Troike, 2006). According to Lightbown and Spada (2013) connectionists attach huge importance to the role of the environment more than to the inherent knowledge for learners to acquire a language. Connectionists argue that learners gradually build up language knowledge through exposure to thousands of linguistic features that learners eventually learn. Connectionists consider this type of input as the basic source of linguistic knowledge. After experiencing these language features repeatedly, learners would have the ability to develop stronger mental 'connections' among these elements. Subsequently, the existence of one linguistic element activates the others mentally in learners. Similarly, in pedagogical environments, students are exposed repeatedly to thousands of linguistic features and practice them. They create connections among several aspects such as meaning, form, syntax, cohesion and coherence when translating. Accordingly, by practicing these features learners create strong connections and develop their foreign language.

In relation to the advantages of this theory, Troike (2006) and Lightbown and Spada (2013) believe that some connectionists even assume that this type of developmental learning leads to acquiring complex structures.

Moreover, like most cognitive psychologists, connectionists attribute greater importance to the role of the environment than to any innate ability knowledge. They believe that the input is the main source of linguistic knowledge.

In contrast to innatists, connectionists believe that there is no need to hypothesize the existence of a neurological module, which is only designed for language acquisition. While innatists consider language input in the environment as a trigger to activate innate knowledge, connectionists consider input as the primary source of linguistic knowledge. After continually receiving and hearing linguistic features in certain situational contexts over and over, learners develop stronger mental or neurological connections between these elements. In the end, the existence of a situational or linguistic element would activate other elements in the mind of learners. Such connections could be either very strong, in case these elements have occurred very frequently together, or they could be relatively weaker, since learners have limited exposure to these elements together. For instance, learners might get correctly the subject verb agreement, not because they know the rule but because they have frequently heard examples of “I say” and “he says” so often that every subject pronoun activates correct verb forms.

**Criticism:** This module postulates that strong connections in our mind can be correlated with very frequent structures found in the input, and weak connections with those that have very little frequency in the input. In connectionism, input is the source of both the units and the rules of language. In addition, connectionism rejects innate rules and the existence of any inherent language-learning module (González Davies, 2014).

These studies focus on the acquisition of vocabulary and grammatical morphemes, i.e., aspects of the language that even innatists believe that they could be acquired through generalisation and memorization. Yet, the question of how this language learning cumulative theory leads to acquiring complex language structures is still under research investigation. In pedagogical classes, students are required to focus on rendering the text as a whole, so the concentration is not only on vocabulary and grammatical morphemes. Consequently, the concentration is on rendering the entire text including vocabulary, grammar, meaning, syntax, cohesion, coherence and culture.

### **3.1.2 The interactionist position**

According to this theory, several researchers believe that second language acquisition could be achieved through conversational communication (Hatch 1992, Pica 1994, Long 1983, Lightbown and Spada 2013).

This is similar to Long's (1983) first language acquisition theory that focuses on child direct speech interaction with native speakers or fluent speakers of the target language. Long (1983) agrees with Krashen (1982) that language acquisition requires comprehensible input. Yet, most of Long's (1983) research focused on how comprehensible input could be attained. He believes that modified interaction is an important tool for second language acquisition to take place. In addition, Long (1983) argues that learners do not necessarily require the need to simplify linguistic items, yet what he sees important is to provide learners opportunities to interact with fluent speakers. This enables them to get an opportunity to interact with other speakers of the target language, in ways that directs them to adjust what they are saying until the learner shows signs of understanding. Interestingly, such modified interaction

does not always include linguistic simplification, and could utilise different methods to aid understanding such as elaboration, speaking slowly, using gestures, or providing other contextual clues.

Long (1983) concludes that this type of modified interaction is important for language acquisition. He summarised this relationship as followed;

Modified interaction leads to comprehensible input.

In turn, comprehensible input promotes language acquisition.

As a result, modified interaction promotes language acquisition.

**Advantages:** Lightbown and Spada (2013) indicate that interactionists highlight the role of modified interaction that take place in conversation. This illustrates some ways that helps learners gain access to new language knowledge through an interlocutor support.

**Criticism:** The interaction process may involve learners to receive more input from their tutors than any other method. Accordingly, learners focus on parts of the target language that they are still not aware of (Lightbown and Spada 2013).

In addition, critics of this theory believe that there is much, which learners need to know that could not be available in the input, and so they largely focus on innate principles of language that learners can draw on (Lightbown and Spada 2013).

This criticism contradicts with Krashen's input hypothesis, in which he argues that the only way to acquire language is by having exposure to comprehensible input or input, which is slightly beyond the learner's level of competence.

This type of language practice i.e., modification, whether in pair work or group work of negotiation of meaning and working to resolve translation texts with feedback, is highly practiced in pedagogical translation classes, which according to the interactionist theory develops learners' foreign language.

The following are some other examples of conversational modifications that are also implemented in pedagogical translation classes:

1. Comprehension checks: this takes place when instructors or native speakers make sure students understand their point.
2. Clarification requests: this happens when students ask instructors to clarify something that is not understood and seek further explanation. Instructors in this case further explain and modify.
3. Self- repetition or paraphrase: when instructors or native speakers repeat their sentence whether totally or partially, and when they paraphrase their sentence, as in translation classes. Long (1983), Krashen (1982), Swain, Harley, & Cummins (1990), Gass (2002) all believe language acquisition is facilitated by using the target language in meaningful conversations. In addition, they note that the usefulness of comprehensible input is further developed when learners have the chance to negotiate for meaning. Swain, Harley, & Cummins (1990) research has presented sufficient evidence that during interaction and receiving feedback, second language learners learn from each other, as well as from their teachers.

### **3.2 Pedagogical translation implemented habits and second/foreign language acquisition**

Lightbown and Spada (2013) believe that adults learning a second language is different from children acquiring their first language in terms of learning conditions and personal characteristics. They suggest some points that should be considered for an adult who is learning a second language. Their suggested points were correlated with learning practices that take place in pedagogical translation classes, in order to show how these practices, help students acquire a foreign language.

In translation classes, learners should already know the target language. When students enter university, their level of competence should be adequate enough to enable them to study translation and develop their foreign language through it.

Additionally, learners should be cognitively mature, i.e., have the ability to engage problem solving, deduction, and complex memory tasks. Problem solving can be applied in translation classes when rendering texts, while deduction and complex memory tasks are implemented in translation when seeking a suitable translation for idioms, cultural aspects, or even in structure. Learners should be exposed to language, which is modified, in terms of speed of delivery, complexity of grammatical structure, and vocabulary, so that it matches the learners' ability to comprehend and interact.

It is important that learners' metalinguistic awareness should be developed enough to engage them to deal with language as an object, for example, to define a word or state a rule. This is something that learners in pedagogical

translation often apply, especially to words or phrases that do not have an equivalent in the target language, so instead they provide an explanation. Furthermore, learners modify the form (structure) of the source language to make it fit the target language text (and vice versa). In addition, students in translation classes adjust the meaning of the source text and render it with the exact intentional meaning to the target text. When applying this, linguistically the whole text should be coherently correlated and make sense. All of these practices denote that the students in pedagogical translation classes are metalinguistically aware of how to deal with the both foreign and native languages.

A further point relates to the extensiveness of learners' general knowledge of the world, as it is important to know to what extent learners can guess meanings, when the language presented is new. Learners in pedagogical translation classes always encounter new words in the text, and translation lessons enables students to practice on how they can guess the meaning of these words from the context.

Learners should also not be nervous about making mistakes when speaking and the educational settings should encourage and motivate learners to be active and participate, even in early stages of learning. There should be plenty of time available to language learning to take place, plenty of contact with proficient speakers of the foreign language.

Similarly, lecturers in pedagogical translation classes try as much as possible to encourage and motivate students to learn by making them work in groups. This encourages students to discuss their opinions together, so they will be

more confident to participate using their views from their translated versions. Group interaction is important, and during the whole year, students have plenty of opportunities to mix and learn from each other as well as learning from their lecturers. Such interaction would be useful for low proficiency students to participate with their colleagues who have higher proficiency levels.

Feedback is also necessary; and learners should receive it when they make errors in grammar and pronunciation. In addition, teachers should not overlook such errors and solely focus on messages, but rather provide corrective feedback the wrong use of words, or encourage students to guess the intended meaning from the context.

Indeed, such approaches occur in pedagogical classes when lecturers make learners try to translate texts in groups, guess the intended meanings and resolve structural sentences that fit within the target text. After that, students would be confident to participate in presenting an adequate target text. When learners make grammatical or pronunciation mistakes lecturers usually correct them, and in translation classes, learners are exposed to modifying the two languages in question, foreign and native. By focusing on rendering the intended meaning, form, sense, semantics and linguistic aspects. Their level of competence becomes good enough to make them deal and interact with the two languages.

### **3.3 A historical overview of the development of pedagogical translation**

Pedagogical translation emerged as an academic discipline in the 1960's. At that time, it was considered as a new discipline in the field of language teaching and had links with other disciplines such as linguistics, modern languages and

cultural studies (Hatim and Munday, 2004: 17). A brief historical overview regarding the role of translation in foreign language learning and teaching is necessary to consider the foreign language teaching methods that have implemented translation, as well as their influence, whether positive or negative on foreign language learning, whether positive or negative.

In the discipline of translation, the following are the most common language teaching methods:

### **3.3.1 The grammar translation method**

The grammar translation method was made popular by Sears in 1845, who was an American linguist. This method was utilised when it comes to conducting translation in foreign language teaching and it was dominant method of foreign language learning in secondary schools in many countries during the 1960s, and it is still widely used nowadays (Vermes, 2010).

The grammar translation method focuses on the grammatical and structural rules of the foreign language and it uses a series of unconnected decontextualised sentences. Munday (2009) notes in this method that, students are required to practice translating the isolated sentences, and then are tested on their performance. Therefore, he suggests that translation exercise helps learners to develop reading proficiency through foreign language literature. Moreover, Bernat and Gvozdenko (2005) believe that in grammar translation method written language is superior to spoken language.

**Criticism:** Several researchers have criticised the grammar translation method (Aguado & Becerra 2013, Brown 2007, Munday 2009). As it is considered to have several disadvantages through presenting the material in

an unnatural manner i.e., artificial manner which is out of its context by using separated sentences. This method has also encountered lots of criticism from reformers. Liu & Shi (2007) argue that this method creates frustration in learners through presenting tedious memorizing lists of grammar rules and vocabulary. Similarly, Aguado and Becerra (2013: 40) state that the grammar translation method recommends, “deduction, memorisation of rules, lists of vocabulary, translation and contrastive analysis.” The method focuses on the study of grammar through deduction i.e., through the study of the grammar rules. In addition, the restriction of utilizing different techniques confines learners to the dominance of their first language. Moreover, this method in general pays little attention of developing learners’ communicative competence due to having a passive role in this teacher-centred method. It also neglects speaking and listening, and language learners have a passive due to this teacher-centred model.

The grammar translation method also implements contrastive analysis of the target language with the source language. This in turn gives comprehension to the structure of the target language as well as of the source language, since the focus is on grammar rules. Overall, the method emphasises translation with a lot of focus on explaining the target language through the first language. It gives a lot of attention to reading and writing and neglects listening and speaking. The grammar translation method overemphasis grammar rules rather than use, which makes it hard for students to use these rules suitably in natural communicative settings.

On the other hand, some researchers suggest there are several advantages of using the grammar translation method (Richards and Rodgers 2014,

Vermes 2010, Qing-xue and Jin-fang, 2007, Larsen-Freeman 2000). Firstly, it concentrates on using the first language to explain the target language that plays a major role in language learning. Consequently, the comparison between the two languages in question helps learners to grasp a better understanding of abstract vocabulary and complicated sentences. Secondly, focusing on grammatical rules systematically could largely enhance reading comprehension skills. In addition, it helps students to strengthen mastery of the target language grammar, morphology and syntax, which in turn develops the ability of analysing and solving problems. Finally, the emphasis on understanding literary texts raises the chance to develop reading and writing skills. This type of teaching method focuses most on translation using the first language to explain the target language structures, understand abstract and complicated sentences, applying systematic grammatical knowledge that leads to develop the translation capacity (Kong, 2011). Consequently, it saves a lot of time for teachers to explain words and complicated sentences.

However, the perceived shortcomings of this method, led to the construct of the direct method (Richards, & Rodgers, 2014), which was developed to strengthen the communicative skills.

### **3.3.2 The direct method**

The direct method was utilised in the 1960's and 1970's in English language teaching. The Direct Method concentrates on the students' natural ability to learn a language and it tends to reproduce authentic conditions of learning a language inside the classroom. Additionally, it usually gives priority to the spoken form of a language over the written (Aguado & Becerra, 2013, Qing-xue and Jin-fang, 2007).

The Direct Method aims to establish a direct connection between thinking and expressing and between acquisition and language. It is based on the assumption that the learners should acquire the target language in the same way as they acquired their first language (Aguado & Becerra, 2013). This approach was developed to make up for the shortcomings of the grammar translation method and focused on developing the contrary aspects (i.e., focusing on speaking and listening) of language teaching and learning as opposed to the grammar translation method. Nevertheless, the emphasis on authenticity and naturalness led to disadvantages in the approach such as abandoning translation in language learning situations (Monday, 2009).

Several scholars have criticized this method, such as, Aguado & Becerra (2013), Larsen-Freeman & Anderson, 2013, Munday (2009) Brown (2007) and Liu & Shi (2007). Such criticisms have raised the emphasis on the similarities between first language acquisition and foreign language learning, which led to exclusive target language usage. In addition, avoiding using the first language in teaching the direct method caused problems for learners to understand abstract vocabulary and concepts. Moreover, avoiding explicit grammar explanation, which is significant for target language comprehension, may cause learners to produce many grammatical errors, as students rely on their own self-correction without using target language direct rules. Furthermore, unlike the grammar translation method, it places high demands on teachers and requires fluent target language teachers or native speakers for successful delivery (Larsen-Freeman & Anderson, 2013).

**Advantages:** Munday (2009) argues that the exclusive use of target language in instruction encourages learners to think and consequently communicate in

the target language naturally. In addition, the focus on speaking and listening is considered a basic strategy to learn reading and writing for developing the four skills of reading, writing, listening and speaking. Using complete sentences in their context as a teaching unit is more natural and efficient for language acquisition and for learners to understand a new text. Likewise, Schäffner (1998) believes that applying translation as a communicative activity in the direct method: expands students' vocabulary in the target language, develops their style and verbal agility, improves their understanding of how language works, consolidates target language structures for active use, and monitors and improves comprehension in the target language (Schäffner, 1998: 125).

However, in relation to translation, Munday (2009) believed that the direct method neglects this area. He argued that it attempts to prevent students from using their mother tongue. This advantage in language learning led to the neglect of translation. Although, other scholars such as, Károly (2013) believes that the direct method strengthens translation skills, as students try as much as possible to maintain the naturalness of the source text into the target text to make sure it has the same influence on the target language audience. The direct method is considered as part of the Natural approach, which sees that learning foreign languages other than one's own language should follow the natural path, i.e., in which learning another language should quite resemble acquiring the original language (Aguado and Becerra, 2013). Yet, this view can be considered misleading because learning can take place even in formal language settings.

### 3.3.3 The audio-lingual method

This method was developed as a result of the shortcomings of the grammar translation method and the direct method (Aguado and Becerra, 2013). The audiolingual method was discovered by Leonard Bloomfield and Fries, and emerged as a result of developing foreign language teaching in the U.S. towards the end of the 1950s. It was implemented widely between 1950-1970 and still used nowadays. The audio-lingual method depends on the structural linguistics as well as the behaviourism paradigm. This means that a second language is learnt by imitating and repeating sounds as well as grammatical structures in order to correct errors in structure (Aguado and Becerra, 2013). Therefore, this method resembles the direct method in that grammar was learnt inductively, and in which gap filling exercises, memorisation and contrastive analysis are largely used.

The aim of the audio-lingual method is to produce accurate pronunciation and grammar, as well as the ability to respond accurately and naturally in spoken situations. In addition to mastering sufficient vocabulary and using it in grammar patterns (Rhalmi, 2009). The audiolingual method was the first method to be based on theory that depends on structural linguistics and behaviourism. Unlike the grammar translation method, this method could be practiced in large groups of learners, and it focuses on producing and controlling grammatical structures and developing speaking skills. Furthermore, this method encourages the development of the four skills as well as separating them (Richards and Rodgers, 2014). This means that it concentrates on developing each individual skill with no integration with other skills.

However, Richards and Rodgers (2014) criticised this method because they believe that it has a weak theoretical basis. Language competence is not developed as expected, and this causes boredom to learners specially when imitating and repeating patterns. Moreover, the method is teacher-oriented following teacher –oriented materials with students having little or no control over their learning.

Regarding translation, the audiolingual method resembles the direct method in that it discourages the use of translation by preventing students from understanding the target language through their first language (Brown 2007, Richards and Rogers 2014). However, the direct method highlights the teaching of vocabulary while the audiolingual method focusses on grammar drills. Therefore, the grammar translation method develops translation capacity more than the direct and audiolingual method (Kong, 2011). Although the audio-lingual method was developed to overcome the defaults of the direct method, however, it still carries similar disadvantages as the direct method. As a result of these shortcomings, the communicative method emerged.

#### **3.3.4 The communicative method**

The communicative language teaching method was established in the 80's as a reaction against previous methods of the 70's which focused on teaching grammatical structures and isolated sentences from their context, and which presented little prominence on how language is actually implemented. The communicative method is still in use.

The method aims to achieve communicative competence, and develops teaching strategies of the four skills to enhance language and communication

(Qing-xue and Jin-fang, 2007). Richards and Rodgers (2014) and Qing-xue and Jin-fang, 2007 believe that this method focuses on conveying the content and meaning of the message, rather than focusing on grammatical or phonetical accuracy (form). Hence, the second/foreign language is evaluated on the basis of students' communicative abilities and competence. The communicative method emphasises the application of the second/foreign language when considering and assessing the language learnt.

This method also stresses teachers using authentic material. Through the application of this method, learners are expected to learn the second/foreign language as well as learn strategies and understand them. Moreover, significance is also given to students' individual needs and class settings. In addition, the method expects learners to encounter unrehearsed learning experiences outside the classroom. The method also encourages engaging students in activities that are similar to real world situations as well as meaningful tasks and co-operation i.e., negotiation of meaning. Moreover, it is learner-centred, which means that it accounts for students' needs and classroom settings. It is also content-based which denotes that it focuses on meaning more than on structural accuracy.

**Advantages:** This method motivates students through engaging them into activities that are similar to real life situations, and it aids developing learners' language and communicative competence.

**Criticism:** Liu & Shi (2007) argue that researchers have debated whether this method could be applied in all students' competence levels. In addition, they wonder whether it is fair to evaluate students' level of understanding based on

their communicative ability and whether there is a way to assess grammatical task based tests.

**Figure 3.1:** A historical timeline of teaching methods

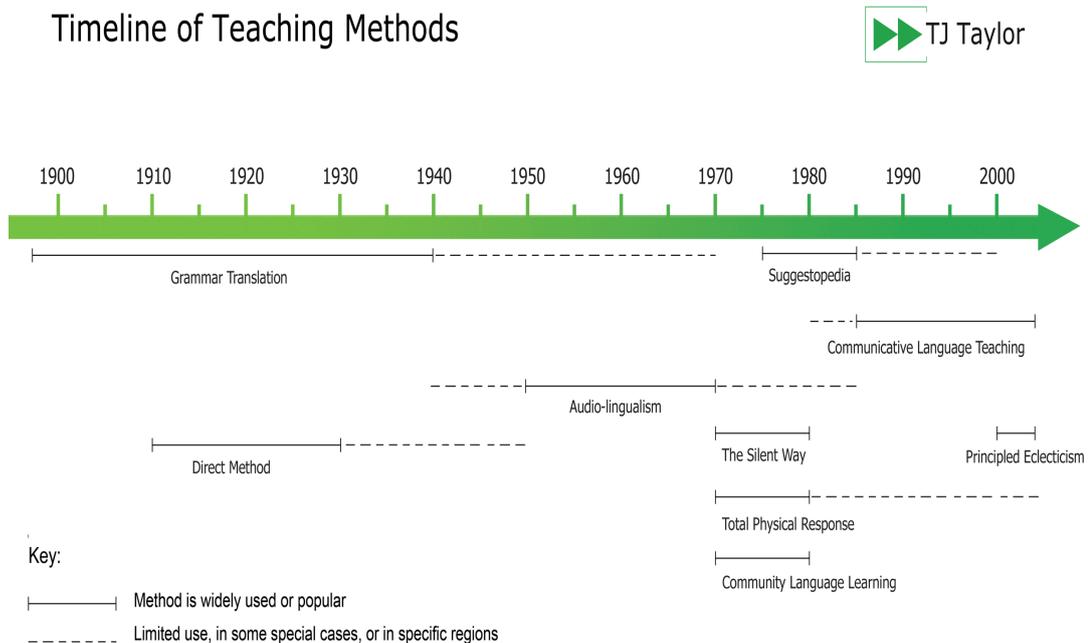


Figure 3.1 A historical timeline of teaching methods adapted by Taylor (2010)

### 3.3.5 Summary of the pedagogical development of the study

The focus was on presenting the aims, advantages and criticism of each type method and considering them from pedagogical perspectives. There is no perfect method that suits pedagogical translation teaching and its effect on second/ foreign language learning. Yet, a mixture of these methods would be more practical to suit learners' needs and setting requirements Larsen-Freeman and Anderson (2013) declare that there is no best method in language teaching. Howatt and Smith (2002) argue that in the mainstream literature on second language pedagogy, it is difficult to encounter arguments against translation, as no significant updated arguments have been suggested

since the general dissatisfaction with the grammar translation method. In some standard introductions, this topic does not occur at all (Lightbown and Spada, 2013) or is dealt with as a historical matter (Richard and Rodgers, 2014) where translation was considered useless.

### **3.4 The definition and role of pedagogical translation**

Leonardi (2010) considers pedagogical translation as a fifth skill in second language learning. In addition, she sees that implementing translation for teaching purposes could be then referred to as 'pedagogical translation', which in turn could to be a valuable and designed to teach and learn foreign languages.

#### **3.4.1 The difference between pedagogical translation and translation pedagogy**

According to Leonardi (2010:81) pedagogical translation "refers to translation as a valid tool in foreign language learning" and translation pedagogy "refers to the teaching of translation to train professionals." Klaudy (2003) argues that a distinction should be made between what is considered as translation pedagogy and real translation. However, pedagogical translation and real translation are different from each other in three aspects: the function, the object, and the addressee. As illustrated in table (3.1) adapted by the researcher from Klaudy (2003).

Type of translation	function	object	Addressee
Pedagogical translation	1. Instrumental kind of translation where translated texts function as a tool to improve students' foreign language proficiency 2. Raises awareness of practising language knowledge.	To achieve information about the students' language proficiency level.	Language teacher or examiner seeking information about the students' proficiency level.
Professional translation	To develop translation skills.	To achieve information about reality that exists in the ST.	Target language reader searching reality information.

Table 3.1 A comparison between pedagogical translation and translation pedagogy

This means that the sort of translation that is practiced in translation training institutions would be considered as professional translation (real translation) whereas in pedagogical translation the situation is not real. Therefore, pedagogical translation aims to improve learners' foreign language proficiency. Similarly, Gile (1995) refers to pedagogical translation as school translation, which aims to render lexical and syntactic items of the SL texts, and the focus is on language. On the other hand, professional translation aims towards the readership with focus on the content of the language. Hence, professional translation has qualitatively different goals from implementing translation in foreign language teaching situations.

### 3.4.2 Combining pedagogical translation and translation pedagogy in class

Only few studies have focused on how to design and implement pedagogical translation activities in class (Nord 2014, Vermes 2010, Kaye (2009), Carreres

2006, González Davies 2004). Pym, Malmkjaer and Plana (2013) believe that translation develops the four skills and enhances SLA, if it is taught in a manner that is similar to practicing translation the real world. According to Carreres (2006), the need to integrate language teaching with professional translation even in undergraduate levels, is a view that appeared in the eighties. Keith and Mason (1987) engaged productive dialogue between pedagogical translation and professional translation, and found that both fields can be mutually beneficial for each other. Building on this, Pym, Malmkjaer and Plana (2013) present the findings of a research study conducted in an Australian University on several Asian students from different countries (China, Japan, Korea, Malaysia, and Singapore). The results of the study showed that through different translation exercises, English language teachers would be able to obtain feedback on the extent students acquire and comprehend what was taught in the classrooms. Therefore, teachers can develop their teaching methods and accordingly accomplish better pedagogical objectives.

### **3.5 Translation in language teaching (TILT)**

The aim of this section is to show how bilingual settings develop students' level of competence, such as when teachers and students share the same source language, as in Benghazi University. The section is organised as follows: Firstly, there is a small introduction about TILT. Secondly, researchers' different views about TILT and acquiring a second/foreign language. Thirdly, evidence outside SLA such as, negative effects on foreign language learning. Fourthly, it presents TILT in relation to monolingual and bilingual settings, students' competence level, students' preferences, and effective activities for students. Fifthly, it views types of TILT activities that are effective for

developing students' foreign language. Then finally, the findings from this section will be correlated with similar practices implemented at Benghazi University.

Translation in language teaching (TILT) was not given prominent in most language teaching theories of the 20th century because it was associated with The Grammar Translation Method (GTM). Kelly and Bruen (2015) indicate that TILT continued to be ignored at all academic levels other than university, until the end of the century. Translation was rarely deliberated as an effective tool for second/foreign language acquisition. In addition, TILT is perceived as teaching method similar to the teacher centred GTM. Yet, this method is based on authentic language use, unlike the GTM.

### **3.5.1 (TILT) and researchers' assumptions and views**

Cook (2010) and Mitchell and Myles (2004) believe that second language acquisition assumptions about TILT have considered translation to impede both fluency and the development of the learner's new language. On the other hand, several other researchers as Lems, Miller & Soro (2010), Cook (2010), and Schjoldager (2004) indicate that TILT is continuously applied in foreign language classes in several parts of the world.

According to Cook (2010) one of the main objections is that TILT hinders the learners' progress and ability to use language naturally. In addition, it is regarded as deliberate, difficult, and concentrates more on accuracy than fluency. He adds that those who have learned through translation will be impeded by this laborious mechanism. They will be condemned to begin

production and complete comprehension in their own language, which could hinder direct thinking and communication in the second language.

Another issue suggested by Mitchell and Myles (2004), is that translation could cause mother tongue interference. They believe that the learners' second/foreign language is influenced by the language or languages they already know. This type of interference (or transfer) was a key issue in the behaviourist paradigm that concentrated on language learning concepts in the 1950's (Cook, 2010). When there were two types of transfer: negative transfer and positive transfer. The negative transfer was produced by learners when they wrongly assume that a certain feature in the second/foreign language could be applied in the same way as in their mother tongue language. By contrast, the positive transfer occurs when the two languages in question were applied in the same way.

Another theory of contrastive analysis by Lado (1957) has focused on learners' errors by considering the differences between their native language and second/foreign language in order to tackle the majority of their problems. Brown (1973) indicates that errors resulting from interference of second/foreign language learners are less dominant from those derived from the natural development in children. However, Swain & Deters (2007) points out that in the late 1960's, the new post behaviourist study of second language acquisition defused these assumptions.

Krashen (1985) saw that learners acquire language naturally, and that a new language can be learnt by conscious exposure to comprehensible input. From these concepts came the dominant notion that a monolingual environment is

better for language acquisition. As a result, several theorists such as McLaughlin (1987), and Schmidt (1990) have supported Krashen's concepts and evidence. Consequently, they all agree that there are benefits of students being exposed to explicit learning methods i.e., conscious acquisition in second language acquisition instead of the notion of subconscious acquisition. They encouraged the use of explicit teacher explanations on components of language structure as in activities. As a result, second language acquisition research released the opportunity to use translation and contrastive analysis as tool for second language acquisition, since it highly relies on explicit comments on the elements of the foreign language.

### **3.5.2 Evidence outside SLA**

In relation to second language acquisition theories and how they relate to learning through translation. Cook (2010) argues that there are two dimensions to the claim that translation prompts negative effects on foreign language learning.

Firstly, these negative effects could take place when the learner thinks in one language and then conveys what he/she wants to say in the other language.

Secondly, this mechanism through translation could be harmful to the speakers' systemization of language in which errors that are prompted may not be excluded. However, Cook (2010) suggests keeping these possibilities apart, since they may not occur simultaneously. In addition, all of the above arguments deal with the long term effects; none of which have focused on interference, which could occur even in intralingual (monolingual) teaching settings. In addition, Cook (2010) believes that there is no evidence that merely

using the foreign/second language in the learning environment is better. Moreover, he continues to argue that there is no convincing reason not to translate.

Despite the reasons that are mentioned above there are several researchers that advocate TILT including such as, Cook (2010), (2013), Malmkjaer (1998), Kelly and Bruen (2015). They noticed that practical research has proved that TILT have gained positive outcomes for teachers and learners of the foreign language, which covers its negative aspects.

### **3.5.3 TILT in relation to monolingual settings, students' competence level, students' preferences, and effective activities for students**

#### **3.5.3.1 Monolingual setting**

The first issue, which applies to this field of study, is when the students and the teacher share the same native language (monolingual or intralingual setting) and whether this will enhance or hinder acquiring the foreign language acquisition. According to Cook (2010: 128) "language knowledge is not immutable", he (2010) states that teachers who do not know their learners' native language or are not good at it, should learn it or improve their knowledge in it.

#### **3.5.3.2 Stages of learning that TILT suit better**

Further questions relate to whether TILT is more useful for beginners or advanced learners.

**With beginners:** the task of TILT with beginners is unlike the task with advanced students. Since beginners do not have sufficient knowledge of the new language, it is important for them to apply their own language for

communication in order to acquire the foreign language. However, teachers and learners may wish to agree to apply the foreign language in certain parts of the lesson rather than others or to apply the new language in new specific types of activities.

Cook (2010: 129) also claims that for beginners: Translation can be part of a general use of student's own language, called upon when necessary to augment explanation and resolve difficulties; it can also be the focus of attention at other times. Given the perennial problems of time management for language teachers, it is very important that adequate and clearly demarcated sections of each lesson are allocated for this latter purpose. Cook (2010) argues that without using students' native language, or clarifying when and what aims the native language could be used, lessons might be confusing and demoralizing. In addition, he states that even in monolingual teaching settings, bilingual explanation is used. Alternatively using both languages, in addition to translation, seems more practical for beginners.

This argument seems reasonable since applying a flexible approach allows learners to ask for clarification and teachers to provide explanations when needed. This enables teachers to observe students' comprehension, which in turn enables students to express their requirements and views. Therefore, using students' native language including translation is considered "more empowering and student –centred than monolingual teaching" (Cook, 2010: 131). Moreover, The International Teacher Training Organization recommends to their trainees to allow students to use their first language in the TEFL classroom and regards that as a great tool. This enables students to discuss any unclear questions and vocabulary in their own language. It can also be

organized as 10 minutes at the end of each class or even set on a weekly or monthly basis as required. This will also allow students to discuss any problematic areas they face and it will increase motivation.

**Advanced learners:** Unlike beginners the arguments for TILT does not apply to advanced learners, since they have sufficient knowledge of the foreign language. As a result, discussion and activities could be achieved without translation (Cook, 2010). Yet the argument in this case could be hard and complicated to speculate whether the advance students may need to resort to their native language or not. First of all, in most cases the role of the teacher in the advanced levels is to give explanation of cultural background words/concepts or language forms such as idioms more than concentrating on developing accuracy and fluency. Another point is that students may want to develop translation as a skill in itself. Finally, it may be useful to expand explicit knowledge of the two languages in question and the relation between them by discussing translation problems as in contrastive analysis (Cook, 2010).

**Intermediate learners:** TILT for intermediate students can have in common elements of it used with beginners and advanced learners, although with some amendments. Accordingly, the amount of TILT for explanation may decrease, while the amount of TILT for enhancing translation skills and explicit knowledge could rise. In the same way with beginners, learners use translation with resort to the learner's first language to gain explanation and clarity. This level resembles advanced levels in that, there could be whole or parts of lessons where students are taught explicitly to translate. Such strategies could develop translation skills. It will also help diagnose difficult areas, as with

advanced learners, and improve declarative knowledge of both languages in question.

Intermediate levels focus on studying new vocabularies, such as translation equivalents, discuss particular translation problems they encounter in their native language, due to lack of equivalence of a vocabulary and its conventional translation. In addition, students at this stage are also allowed to use bilingual translation resources, such as dictionaries, vocabulary lists and attending subtitled films, this will be important for them to increase their level with the advanced levels. By correlating what learners already know with what they are learning i.e., correlating their existing knowledge with their new knowledge. This could be considered a good advantage as opposed to monolingual teaching settings i.e., where the students and their teacher have only one language in common, where disorientation can take place since their main means of understanding the world through their own language is taken away from them. Therefore, TILT could occupy an important role in avoiding such problems (Cook, 2010).

### **3.5.3.3 TILT with relation to students' preferences, styles, and experiences**

There are other factors that might affect the degree and type of the applied TILT. Such as, students' levels and ages, and that different students in different settings may vary in their degree of requirements or benefits of TILT. This largely relies on their learning purposes, previous education experience, and their learning styles. Therefore, there are certain teaching environments that TILT cannot be applied and nobody could impose any teaching approach where learners are opposed to it.

Cook (2010) adds that in addition to students' needs, attitudes, beliefs and styles, other factors such as class size, available time, and resources. Furthermore, the need for TILT will vary according to class composition (whether students share their native language or not) and the teachers' ability (whether the teacher knows the students' native language or not). As a result, TILT cannot be applied to students with mixed language backgrounds, and neither can it be used with by monolingual teachers who do not know their students' native language.

#### **3.5.3.4 Suggested types of TILT activities that develops learners' foreign language**

This section considers types of activities that could be more useful than other types of activities for developing learners' foreign language.

##### **Corrected close translation/ form –focused close translation**

Students in this type of translation are given either sentences or texts and are required to translate them in a way that keeps the target text (TT) as close as possible to the original source text (ST). Yet, according to Cook (2010) such form- focused translation is very controversial and largely criticised of TILT. The disadvantages of this type of translation activity is that it restrains students' freedom and leaves no room for flexibility. Therefore, it is considered to the views of most current language teaching approaches, which favour-giving students space for options.

However, corrected close translation still carries advantages. It helps students to avoid problems and gaps in their knowledge. In addition, it directs both the teacher's and student's attention towards the problem, and therefore, to the

first stage of the solution. Cook (2010) adds that close translations does not only exposes difficulties, and that it could also be applied proactively, to intentionally direct students' attention towards the difficult characteristics of the new language. Consequently, bilingual teachers who know the student's native and foreign language and the problems, which can likely occur for students in the foreign language, would be able to exploit this advantage to design close translation activities that draw attention to these difficult areas.

### **Literal and Free translation**

Students can be able to practice literal and free translation, only when they have acquired basic skills. Yet, if they have not, then pragmatic translation might be their available option. Students will need to break down the original language into its elements, and could resort to pragmatic translation equivalence to avoid the gaps in their knowledge.

### **Film shadowing and translating**

This type of activity aims to enhance pre-interpreting skills. In addition, it reproduces the transfer skills that are required for oral translation. It also provides an opportunity for students to practice translating quickly, and opens an opportunity for students and teachers to discuss the translation process. This type of activity suits both intermediate and advanced levels and can be practiced individually or in pairs.

This could be achieved whereas a film or documentary could be divided into sections that are carried out between 5 and 10 minutes. The students are required to look at the screen and follow the dialogue, moving their lips silently, and repeating exactly what is being said in the shadowing film. Once they have

completed this, they continue translating as they watch in silence. The teacher raises the volume while students try to translate the dialogue orally, but silently (González Davies, 2004).

### **Bilingual sentence building**

The aim of the teacher in this activity is to practice on the existing knowledge of students' mother tongue (MT). This type of activity suits the monolingual class and could be undertaken in both, elementary as well as in advanced levels. The aim of this type of activity is to raise students' awareness of contrastive grammar.

In this activity, students are required to stand in a circle that could be divided in into two or three circles in large groups. Students pass to each other words and phrases around the circle, and they should pretend that the word or phrase they pass is an object by referring to its weight and temperature. The word or phrase should be pronounced loudly and clearly (Deller and Rinvoluceri, 2002). For example, if the classes' mother tongue is French, then the steps are as followed:

- Student A hands a paper with a word written on it and says that word to student B: **lapin**
- Student B receives the word and then hands it to student C translating it: **rabbit**.
- Student C receives the word and adds another word: **grey rabbit**.
- Student D translates the phrase onto MT: **lapin gris**
- Student E adds a word: **viens, lapin gris**
- Student F translates the phrase into English: **come, grey rabbit**
- Student G adds a word: **come here grey rabbit**
- Student H translates the phrase into French: **viens ici, lapin gris**

(Deller and Rinvoluceri, 2002: 29)

The words and phrases should follow a bilingual pattern round the circles. Yet, the teacher is supposed to stop the students from adding new words before it gets too complicated. The sentence should be about ten to twelve words long. After this, the students put into pairs and are required to reconstruct the bilingual sequence in their notebooks.

To sum up, Cook (2010) suggests several points that facilitate foreign language learning. He believes that students and teachers who share the same source language is a factor that aids students' foreign language acquisition. Similarly, students and teachers in pedagogical translation classes share the same source language, which helps them in clarifying misunderstandings and areas of difficulty. In addition, Cook (2010) sees that when students have difficulty in understanding something they resort to their source language to clarify it at different levels, while monolingual classes lack this advantage. Likewise, students in pedagogical translation classes resort to use bilingual dictionaries, translation resources, and negotiate meanings to simplify and clear up any ambiguity or miscomprehension. In addition, students in pedagogical translation classes practice different activities that Cook (2010) suggests that they develop the students' foreign language, such as, especially, corrected close translation/ form–focused close translation and literal and free translation.

### **3.6 Task based approach and translation**

González Davies (2004), Nunan (2006) and Ellis (2005) prefer a task–based approach in pedagogical translation. According to Ellis (2005: 16) students in a task based approach focus on meaning and implement their linguistic resources as “a task is intended to result in language use that bears a

resemblance, direct or indirect, to the way language is used in the real world.” He argues that as in other language exercises, a task can integrate productive and receptive skills, as well as written and spoken skills, in addition to several cognitive processes. In addition, his definition of task-based approach seems to resemble the same method in teaching translation and practicing translation activities.

Carreres (2006: 17) justifies the reason for aligning a task-based approach to translation teaching. He believes that a task-based approach emphasises implementing language pragmatically or communicatively. Similarly, literature in translation pedagogy focuses on the necessity of presenting “translation as a communicative activity”. Consequently, learners therefore follow a task-based approach, which focus is on meaning rather than on form (Carreres, 2006). However, according to Richards and Rodgers (2014) focusing on meaning does not necessarily mean that form and grammatical structures are neglected. Yet, task based approach can still be formulated in a way that focuses on practicing on form as well, by implementing particular linguistic forms. This type is applied in focus-on-form and suits the primary stages of learning.

A task-based approach should be designed in a way that language is implemented as in real life situations. Yet in translation, a task-based approach requires practicing translation as professionals in a classroom environment. Moreover, a task should integrate several language skills as well as cognitive procedures, and this approach links the gap between theory and practice, by implementing practically what they acquire. In turn, students in task-based approach actually learn strategies of solving problems (Carreres, 2006).

In addition, Carreres (2006: 18) summarises his view about pedagogical translation and professional translation and their role of foreign language learning, by recognising the distinction between the two areas as having been exaggerated, and that mutual productive exchange rarely exists. He believes that professional translators can be “life-long language learner” and the language learner can acquire professional translation skills.

Carreres (2006) also believe that translation teaching can obtain effective insights from professional translator practices. A better model for practicing translation more productively, especially in foreign languages, moves from focusing on form to focusing on meaning, which is a communicative objective that suits translation in advanced levels. This approach is similar to a task based approach that focuses on making learners practice what they have learned in the foreign language, through translating communicatively. This approach also develops the skills and it recommends flexibility in considering students’ needs, and connecting language teaching with translation pedagogy. Therefore, this study considers that all skills can be activated in a task-based approach and developed by intensively practicing communicative task based activities.

### **3.7 The positive effect of translation exercises on foreign language learning**

Practicing translation activities are considered to be effective in developing students’ foreign language. Several researchers, such as Leonardi (2010), Rell (2005), Pym, Malmkjaer & Plana (2013), Siddiek (2010), and Kaye (2009) believe that translation activities enhance many aspects of students’ foreign language. Leonardi (2010) argues that translation activities that are used in

the foreign language classes can overcome the effects of L1 interference over the acquisition of L2. Moreover, Leonardi (2010) and Rell (2005) argue that translation exercises are beneficial in several aspects such as linguistic, semantic, cultural and pragmatic problems.

Rell (2005) also indicates that translation activities that are practiced properly, using the first language in second language instruction could formulate a communicative approach. In addition, Leonardi, (2010: 82) believes that translation serves learners' enhancement of their "analytical and problem solving skills which are essential in everyday life as well as in the most working fields". Leonardi (2010) also considers the complexities of translation, as an activity that cannot be reduced to a simple linguistic activity. In translation exercises, students are required to create a connection of equivalence between the ST and TT, and it therefore, requires to fully understand the meaning and social historical context of ST and TT. These pedagogical exercises help critical reading, vocabulary building, grammar learning, intercultural competence, as well as communicative competence. In relation to enhancing foreign language learning, translation strategies that students practice in a learning situation, whether spoken or written, could be very useful. Such strategies involve presenting direct equivalents to students, for example, in using scaffolding, allowing learners to translate for each other, making learners correct their translations for each other, and practicing back translation (Pym, Malmkjaer & Plana, 2013).

Siddiek (2010) point out that teachers are required to provide students with translation tasks to make them consider the differences in language structures and grammar. In addition, he adds that translation tasks enable learners to

gain new writing skills to express themselves. In addition, Siddiek (2010) stresses that translation is considered as one of the most effective methods to enhance building vocabulary of foreign language learners.

### **3.8 Using the native language in English SL/FL classroom**

According to Widdowson (2003) the teacher in the second language classroom tries to keep both languages separate; however, the students tend to keep both languages connected. The learners do this when they resort to using bilingual dictionaries and investigating meanings and translations from their colleagues, even when they are not allowed to do so in the classroom. Even teachers may resort to such strategies when they know the two languages in question, therefore translation could be considered as a teaching technique.

Cook (2007) assumes that these techniques already exist naturally which any teacher or learner might practice in a normal classroom situation. Cook (2007: 397) believes that this is strange because the recent trend is to “promote the ‘natural’ in language teaching as far as possible. Only those who have been very highly disciplined...would abandon such natural practices”.

According to Liao (2006), most teachers’ do not support the use of first language and translation in second language classrooms. Several applied language teaching methods and theorists, including the supporters of the direct and the communicative methods of language teaching, are not in favour of using the second language with reference to the first language in the classroom, especially, from the beginning of the twentieth century onwards. This is because many teachers believe that the translation of the first language hinders the acquisition of the second language.

Jones (2010:4) sees benefits of using L1 in L2 classrooms as “L1 use allows for valuable interactions to take place, creating a social space...to gain control of a task, and further, complete a task that may otherwise be cognitively out of reach”.

In addition, students in second/foreign language classrooms could resort to their first language to simplify some tasks and ease comprehension. In this respect, Storch and Wigglesworth (2003) proved in their study that ESL students, who were carrying out a text reconstruction and a dual composition task, have first resorted to their native language to negotiate the appropriateness of vocabulary, meaning and grammar in the text. The findings of the study showed that ESL students usually rely on the L1 as a facilitating tool in order to complete the required task. Cook (2001) defences the students' use of their first language in second language classrooms and assumes that the second language acquisition is completely different from the first language acquisition. She believes that when acquiring a second language the first language already exists, but that does not occur when acquiring the native language. Therefore, Cook (2001) believes that the two procedures cannot be taken together.

Moreover, other researchers (Carless 2008; Turnbull 2001; Ellis 2005; Rolin-lanziti & Varshney 2008; Kim & Elder 2008) recommend less use of first language and highly more focus on second language, particularly, in second language classrooms. Carless (2008) suggests using the first language of 5% as opposed to 95% of using the second language at the beginning levels of language learning. Similarly, Turnbull (2001) believes that teachers and students should focus more on using the second language, yet that does not

completely demand avoiding the use of the first language. Therefore, he sees that using the first language in minimum extent may not be so harmful.

Turnbull (2001) also adds that intensive second language input has several advantages. He assumes that the students' second language proficiency level would develop, and in turn would raise the learner's self-confidence. This suggests that the richer the second language input is received, the better the students will improve their second language. Likewise, Ellis (2005) confirms the same view in which he believes that students who are highly exposed to the second language will improve their second language and learn faster.

Furthermore, Rolin- lanziti & Varshney (2008) see that intensive second language input is assumed to enhance impulsive second language communication, as opposed to intensive first language input, which is believed to inhibit natural and appropriate second language development. Kim & Elder (2008) agree that instructors who create a rich second language environment will offer the learners with the best suitable situation to employ the acquisition of target language. However, Jones (2010: 10) argues that the teaching methods and the learning approaches that are implemented in second language classrooms differ from one learning environment to another. She assumes that several components could control the amount of L1 and L2 use, such as "individual preferences of teachers and students" as well as "language instruction" which could take several forms. As a result, the amount of using the first and second language in the learning environment varies according to instructors and learners needs.

Based on the literature, this research study considers that students' and teachers' demands could vary from a learning environment to another. Some students ask the teacher to translate for them using their first language, while other students do not encourage the teacher to use their first language. Consequently, this research study concludes from the literature that minimising the use of first language, and at the same time focusing more on second language input in second/foreign language classrooms, will lead to several advantages in learning the target language. For that reason, intensive second language input would improve the students' proficiency level faster and easier, create a useful environment to employ the second language, and make learners produce a spontaneous communication, which in turn raises learners' confidence to use the second language.

### **3.9 Translation and the main skills**

Duff (1992) and Leonardi (2010) believe that learning translation improves the four skills, with the latter seeing that translation could be practiced using several activities in reading, writing, speaking and listening. Duff (1992) adds that well designed translation activities could enable students to practise the four skills. In terms of communicative competence, practicing translation requires accuracy, clarity and flexibility. This is because translation trains students to be flexible, accurate and clear in selecting appropriate words that fit in context and convey the intended meaning.

#### **3.9.1 Translation and reading**

Dagiliene (2012) and Leonardi (2010), argue that translation could be regarded as a good guide for practising reading and enhancing comprehension, as translation enables learners to practice textual analysis, which is necessary to

develop reading comprehension and expands their vocabulary. When students begin to translate “the text should be read carefully and analysed in detail before the translation can take place” (Leonardi, 2010: 23).

Leonardi (2010) believes that the difference between translation and reading is related to the degree of attention. i.e., in reading the focus is on comprehension, while in translation the attention should be paid for both comprehension and then conveying the target text without misinterpreting the authors’ intended meaning.

### **3.9.2 Translation and writing**

Both Leonardi (2010) and Vermes (2010) Believe that translation develops the writing skills. Since translation requires rendering a text from one language into another, consequently, it is expected to improve students’ writing. As Leonardi (2010) claims that a good translation represents adequately the style and context of the source text which at the same time fits with the target text.

### **3.9.3 Translation and speaking**

Leonardi (2009) believes that translation classes are considered as a communicative activity, which involves students’ and instructors’ interaction. In such case, students could discuss their points of view and their problematic areas that are related to the task, and through discussion on the topic, they could improve their speaking skills. In addition, students interact in groups, which further raise their self-confidence to speak and negotiate meanings.

### **3.9.4 Translation and listening**

Translation as a useful tool that develops the main four skills is open to debate, as scholars regard it as an indirect teaching method, while others see it as a

fifth skill. In addition, some regard translation as a useful tool for reading and writing, but has no effect on listening and speaking. Only few researchers (Leonardi, 2009, 2011 and Cook 2007) investigated developing listening through in pedagogical translation classes, and even those researchers who did, mentioned insufficient information about it.

Leonardi (2009) sees that students could improve their listening in translation classes when they are required to discuss issues related to the translation tasks, with each other and the instructor. He believes that such practices are assumed to strengthen listening skills. Leonardi (2011) argues that integrating translation in foreign language classes could be achieved through translation activities.

Furthermore, Cook (2007) argues that there is an absence of translation research as a means of language learning, and he raises the question about translation as an end in itself, where it can be considered as a fifth skill in addition to reading, writing, listening and speaking. He also claims that a successful language learner is expected to be as competent in translation as he/she should be in the other four skills. However, Cook (2007: 398) also declares that “the concern is to redefine and update conceptions of what a successful language learner entails.”

### **3.10 Contradictory views of translation as a pedagogical tool**

According to Károly (2013) little research has been undertaken on translation as a tool in enhancing foreign language teaching and learning. Nevertheless, some scholars agree that using translation could be a useful tool in foreign language classrooms, (see: Menacere 1994, Cook 2010, McDonough 2002,

Schäffner 1998, Ross 2000, Leonardi 2009, Leonardi 2010, Leonardi 2011). On the other hand, other scholars believe that translation hinders foreign language teaching and learning (Malmkjaer 1998, Duff 1994, Brown 2002). In addition, little research regarding the topic has been conducted in the Arab world, as noted by Ali (2012) and Mahmoud (2006). Therefore, this section highlights views of researchers who support or refute the role of translation as a tool in foreign language teaching and learning.

### **3.10.1 Arguments that consider translation an effective tool in learning a foreign language**

A number of scholars and practitioners have supported the view that translation is effective in learning a foreign language (Richards and Rodgers 2014, Cook 2010, Leonardi 2011, Leonardi 2010 Leonardi 2009, McDonough 2002, Ross 2000, Schäffner 1998).

Schäffner (1998) argued that translation when linked with exercises could be useful for learning a foreign language in order to develop students' vocabulary in the foreign language, improve their written style, enhance students' knowledge of how languages are utilised, and strengthen the usage of the foreign language structures and to develop and examine foreign language comprehension. Moreover, developing the students' ability to communicate is considered one of the main goals in foreign language teaching.

As well as this, translation develops language awareness. It has been shown when students translate; they compare structure, word order and vocabulary as well as other language features between the native and the foreign language (Dagiliene, 2012). Popovic (2001) viewed translation as a legitimate

pedagogical tool especially in an English foreign language environment, and claims that it deserves to be rehabilitated, yet little research has focused on pedagogical translation as a means to support teaching and learning.

Leonardi (2010) considered pedagogical translation as a fifth skill in second language acquisition. In addition, she sees that implementing translation for pedagogical purposes could “prove to be a useful aid aimed at teaching and learning foreign languages” (ibid., 81). She adds that translation should no longer be seen as a ‘negative teaching tool’, but instead it is a very good teaching tool “whose potential benefits need to be explored and carefully evaluated” (Leonardi, 2010: 81). Howatt and Smith (2002) argued that in the mainstream literature on second language pedagogy it is difficult to encounter arguments against translation, as no significant updated arguments have been provided since the general dissatisfaction with the grammar translation method.

### **3.10.2 Views that consider translation as an ineffective tool in learning a foreign language**

A number of scholars (Pan & Pan 2012, Mogahed 2011, Malmkjaer 2004, and Vermes 2010) claim that translation inhibits second/foreign language learning. Malmkjaer (2004) argues that translation implicitly makes learners believe that there is a one to one correspondence between the first and foreign language. Pan & Pan (2012) also claim that translation includes using two languages and, therefore, inhibits learners to acquire sufficient foreign language input. In addition, they believe that learning a language through translation could cause mother tongue interference. Vermes (2010) strongly regards translation to be ineffective in learning a foreign language. He sees that translation aims to train translators more than it enables them to learn a language. Moreover, Mogahed

(2011) regards translation suitable for learners who have only reached a high level of proficiency in the foreign language.

### **3.10.3 Views that consider translation as a teaching and learning tool either useful or ineffective**

Some scholars are more ambivalent about, such as Cook (2010) and Menacere (1994). Menacere (1994) suggested that translation as a means of language learning has advantages if it is used appropriately, and disadvantages if it is used inappropriately.

The main objection to translation as a technique in language learning is based on the assumption that translation leads the learners to suppose that there is only one direct equivalent between source language and target language items, instead of considering the whole discourse. Yet, there are exceptions to this, such as fixed phrases, idioms, technical terms, that only have one specific way of translation.

Menacere (1994) indicates that this assumption may be true to some extent. He argues that if teaching translation is carried out within a clear discourse frame, one could manage the problems indicated. He argues that translation offers a motivating frame for learning a language and that:

*It can offer possibilities for language development through the presentation of discourse types of languages under consideration, the aim of which is to establish a firm foundation of these languages in the learner's mind and familiarise him with the different linguistic and extra linguistic aspects of the texts before introducing translation (Menacere, 1994:282).*

Similarly, Cook (2010: 101) claims that there is not sufficient evidence that translation slows down language production, yet she believes that it does. On

the other hand, she continues to argue that “even if there were such evidence, it could not be regarded as an absolute indictment of translation”.

Translation could be beneficial to learners in expressing what they want to convey in speaking or writing. It is regarded as a resource that allows students to reflect carefully and to comprehend what they encounter precisely. Accordingly, Cook’s study takes the view that translation expands students’ vocabulary, and therefore, learning translation is supposed to improve their fluency as well as their grammar.

In addition, there is no absolute evidence that translation is detrimental, nor there is complete evidence that it is useful. For many researchers, translation has been considered secondary in teaching a foreign language, and students only benefit from translation at a certain stage of the learning process.

Most scholars such as Newmark (1988) believed that translation aids learning a foreign language at a more advanced level. Richard and Rodgers (2014) declare that in some standard recent introductions to language teaching, pedagogical translation is dealt with as a historical matter where translation was considered ineffective as a method in itself; however, its usefulness as a pedagogical tool was noted.

### **3.11 The importance of setting out the objectives of textbooks in translation**

Generally, a translation syllabus should be set and designed to have certain objectives in teaching translation at modern language programmes. The syllabus objectives should be reflected in the translation textbook whether in modern language departments or foreign language departments. These

objectives of the teaching translation should also clearly set out whether the aim of the translation programme is to train students to become professional translators or whether it aims to develop students' foreign language in the undergraduate language degree.

For example, Hervey, Higgins and Haywood (2009) have set objectives in the introduction of their textbook "thinking Spanish Translation". They state that their course, which is from Spanish into English, is not concerned on how to communicate in Spanish, which means that their textbook is not intended to strengthen their first language use, but they declare that their aim is to translate from Spanish into English. This in turn makes them assume that students' linguistic proficiency level is high in Spanish in order to benefit from the course and they have basic dictionary and research skills to provide adequate translation versions.

However, they stress that their main objectives are to develop useful translation skills as well as to improve their quality in translation. They also point out that this quality relies on the translators' command in both languages in their case, Spanish as the native language and English as the foreign language. This example sheds light of how the objectives are stressed in teaching translation and that the authors of this example largely reveal that the aim is to teach translation not to enhance language learning. It is worth mentioning that their textbook is designed for use in an undergraduate language degree. Yet, the authors still place teaching translation and learning it as their aim rather than developing the foreign language.

In addition, the authors emphasize that even mother tongue competence could be improved through their method. Critically, this should not have been taken for granted. Consequently, Klaudy (2003) and Carreres (2006) emphasize that authors should clarify the arranged objectives to teach translation, whether the aim is to train professionals or to develop the foreign language through translation.

On the other hand, Duff (1992) in his book for teacher series clearly emphasizes the shift from translation to acquire translation skills to implementing translation as a language learning tool. He clearly draws a distinction between teaching translation to make students become professional translators and teaching translation as means as language foreign learning.

Likewise, Beeby-Lonsdale (1996) believes that Duff's book that is designed for translation training as it is largely implemented in language learning programmes. Alternatively, professional translators are engaged in improving their second/foreign language throughout their career and any experienced translator would not deny that (Carreres, 2006). The same situation occurs in translation classrooms where students implicitly or explicitly acquire translation skills. Translation in language classes can be practiced to develop students' linguistic proficiency (Carreres, 2006).

In Benghazi University, according to Elmegrab (2013) who has evaluated the translation course at the university, states that the course lacks clear objectives. However, the main objective of the course is to strengthen students' language competence in English and Arabic. His study of error analysis on students'

translated texts showed that the students still make errors in both languages, even in their fourth year. Another aim which Elmegrab (2013) considers as inappropriate is that translation principles are taught separately without linking theory to practice.

To sum up, it can be seen that research by Carreres (2006), Duff (1992) and Klaudy (2003), who view that pedagogical translation and translation pedagogy carry different learning objectives, have much credibility, yet it must also be acknowledged that professional translating training could also benefit from research conducted in language learning.

### **3.12 The importance of students' linguistic level to set out the objectives of teaching translation**

The issue of the feasibility of teaching translation without a solid language base also requires debate. It is an important factor that should be considered when designing the translation syllabus is the linguistic ability of learners. Carreres (2006) states that it is widely known that translation is not a suitable activity in the primary stages of language learning. It is argued that translation could not be taught to foreign language beginners because translating requires a sufficient command of both the source language and target language (Carreres 2006; Popovic 2001). According to Popovic (2001) the common view held in this respect is that translation demands a foreign language proficiency of an A level.

Layton (1997) claims that translation could be beneficial as a practice at later stages of learning a foreign language, but it is not suitable at the early stages of learning a language. Similarly, Weller (2008:46) in terms of level argues that

" it serves as a semantic rather than a syntactic purpose once the learner has sufficient second language competence". This indicates that once learners have sufficient language competence, they would be able to choose and contrast the adequate meaning from several meanings expressed in the two languages. In addition, Layton (1997) sees that translation theories are not useful at early stages of foreign language learning.

However, other translation issues such as register and formality could be useful at the early stages of language learning when students are required to translate separated sentences, such as "My name is Joe." or " It is raining." The problem that arises is that students have different English language proficiency levels.

Carreres (2006) argues that in order to extract a complete pedagogical prospective from translation, learners should have progressed beyond the beginners' level in which their linguistic proficiency level enables them to exploit translation further, rather than merely acquiring grammatical structures and lexical items. Yet interestingly, Carreres, (2006) states that he personally believes that there is no reason to prevent translation from being presented at early stages, if the teaching objectives rationalise its application. For instance, the Spanish word "guster" is ambiguous, and Carreres, (2006: 14) claims that this confusion can be resolved if the explanation is provided, as it simply requires a construction like the verb "to please" requires in English "cinema pleases me". This type of simple translation resolves the problem and saves time of rambling clarifications in the foreign language, which may not be equally effective.

Carreres, (2006) states that he prefers to consider translation activities to be utilised in actual instances as shown in the previous example, i.e., explicative translation or in communicative translation that is similar to professional translation, rather than restricting the use of translation to only advanced levels. He further adds that in the former, translation into the L1 is considered as a tool, which is very effective, and help students develop a particular L2 structure. However, in the latter, emphasis is on the communicative aspect of a provided text. In which students are required to provide a target language text (TLT) that suits the foreign/second language culture, to test their language flexibility, as well as their knowledge of register, style and other linguistic devices, and not to assess their knowledge of certain grammatical structures. Carreres, (2006: 15) stresses that both approaches, explicative translation and communicative translation, if applied carefully in language classrooms; can be valuable and “mutually enhancing rather than exclusive”.

### **3.13 The role of translation in activating students’ and teachers’ interaction**

Translation exercises force inactive students to become active participants in translation classrooms, in which conducting pair or group work pushes each individual student to provide their views and reflections (González Davis, 2004).

According to González Davis (2004), the teacher should attempt to guide learners and help them towards the following steps: Firstly, teachers should raise awareness through presenting a theoretical framework and then practicing when translating texts. Secondly, they should also expose students to potential translation problems and their solutions. Thirdly, challenge

students by making decisions whether in source texts as well as in translation assignments. Fourthly, students should learn how to justify their choices, i.e., negotiate their translated options with their colleague's and justify their version, in addition to evaluating their colleague's selections. Fifthly, students are required to render a target language text TLT or a final product (in case of assignments) and in-depth discussion. Finally, teachers should develop students' self-concept as translators.

Accordingly, group work enhances students' communicative skills, since students read the text, comprehend and analyse it to convey it faithfully, as required to the original author's intention, in which this activity enhances reading. Then students construct a coherent well-structured text that focuses on meaning, and this activity improves writing. After that students work in groups and negotiate each other's translated versions as well as providing feedback on what they regard as suitable to the context and the whole text, as a result, this would make them practice and develop listening and speaking. Therefore, translation if practiced in task based approach or in a communicative approach, it is expected to yield positive outcomes.

### **3.14 Literature on perceptions**

The section sheds light on the importance of students' and teachers' perceptions, since the findings of this research study is based on them.

#### **3.14.1 Students' and teachers' views and perceptions**

Most research studies that have been conducted in the field of pedagogical translation focus on assessing translation as a tool in foreign language teaching and learning, by analysing students' translation of texts or curriculum

and syllabus design. Only few researchers such as, Brooks-Lewis (2009), Carreres (2006), Liao (2006), and Rolin-lanziti and Varshney (2008) have taken into account the investigation of teachers' and students' perceptions in order to improve the teaching and learning strategies of integrating translation into language teaching and learning. This includes combining perceptions and views of students' and teachers' that present their needs, which tends to be under-estimated when developing more effective methods of language teaching and learning, especially, in the Arab world. Unfortunately, students and teachers' views at the University of Benghazi have rarely been taken into account. Stakeholders design the syllabus and impose a translation textbook.

### **3.14.2 The importance of students' and teachers' views in education**

According to Hosseini & Pourmandnia (2013) one of the best ways to reach a deeper insight into language learners' mind is to study their beliefs. Language learning beliefs are a result of many factors, which form learners' thinking and belief formation that includes past experiences, context, culture, and other personal issues (Bernat & Gvozdenko, 2005). In addition, they argue that in the context of second/foreign language acquisition, students' beliefs could be related to several factors, such as, the nature of the language under investigation, its difficulty, effectiveness of learning strategies, length of time to acquire the foreign language, the existence of language aptitude, effects of gender and age, among other issues.

Bernat & Gvozdenko (2005) state that learners' beliefs affects their attitudes to learn language, motivation, and shape experience and actions in the classroom. Therefore, learners would either have the potential that hinders or

promote their success in acquiring the foreign language and reduce time dedicated to learning it.

Similarly, recent studies such as, Hosseini & Pourmandnia (2013), Nhapulo (2013), Baiyinna (2011) showed that teacher and student beliefs about foreign/second language instruction have an effect on the language teaching and learning process, which in turn influences their learners' achievements.

In language teaching there has been an increased emphasis on the styles and preferences of learners, which also includes learners' attitudes and beliefs. Attitude is usually defined as a disposition or tendency to respond positively or negatively towards a certain thing such as an idea, object, person, or situation. Walden (2009: 67) argues that "Attitudes are closely related to our opinions and beliefs based on our experiences".

Although teachers' attitudes has received more attention than students' attitudes during the 1950's and 1970's, however recently, the shift towards comparing and contrasting both attitudes were taken into account in most studies (Brown, 2009). He sees that both beliefs and attitudes are important to consider how close teachers believes about teaching approaches align with their students' believes.

Hosseini & Pourmandnia (2013) claim that many scholars admit that being successful in learning a language is influenced directly by what learners think and how they evaluate the foreign/second language. Research in the Arab world has been carried out by Malallaha (2000) who showed that the attitudes of Arab learners carries positive attitudes towards English language and their proficiency in tests was positively connected to their attitudes towards English.

Some scholars such as Baiyinna (2011) and Puchta (2010) argue that some beliefs may facilitate learning, while other beliefs can impede it. Positive beliefs could overcome problems and therefore retain motivation, unlike negative beliefs that can decrease motivation. In other words, teachers' and learners' beliefs could influence negatively or positively their teaching practice and learning strategies which consequently affect their teaching performance and learning achievements.

Baiyinna (2011) claims that considering teacher and learner beliefs is considering pedagogical beliefs, classroom teaching practices, learners' conception of the learning process, their views and their roles, which includes the aspects affecting the language learning and the nature of the language teaching and learning process.

The results of several studies (Brown 2009, Horwitz 2008, Bernat & Gvozdenko 2005, William & Burden 1997) indicate that there is a need to consider teachers' as well as students' cultural background, their beliefs and needs for effective teaching as well as for learners to accomplish positive outcomes. Nhapulo (2013) argues that not only learners' beliefs and expectations are significant, but also teacher's beliefs attract critical attention in language teaching. Therefore, there is a connection between beliefs, culture and learning styles. i.e., Students learn better when their beliefs and expectations are reflected in the classroom environment, and their background is taken into consideration, and when taught in their preferred learning style. This study used belief statements amended from other studies in which learners responded to, by showing their level of agreement.

### **3.14.3 Learners' beliefs and learners' attitudes**

Learners' perspectives include learners' beliefs. In this research study learners' beliefs are related to their attitudes about language learning. According to Bernat and Gvozdenko (2005) students' beliefs about language learning are related to some aspects that form learners' concepts, such as, their experiences in the past, culture, background, and a number of personal issues.

According to Brown (2009) dismissing students' perspectives on second language acquisition and teaching is considered irrelevant, naïve, and unfounded scientifically. She indicates that learners' beliefs and perceptions about second language acquisition could be more important than how it was previously considered in the past.

Learners' beliefs in the field of second/foreign language learning could relate to several factors, such as, the language nature under investigation, its attributive difficulty, the effectiveness of adopted strategies of learning, the amount of time required for foreign language acquisition, language aptitude, effects of age and gender on second /foreign language learning. Consequently, these beliefs are likely to have impact on the learners' attitude towards the language-learning situation (Bernat and Gvozdenko, 2005). Similarly, Kara (2009) declared that attitudes, opinions and beliefs towards learning have an obvious influence on students' behaviours and therefore their performance.

Attitudes are likely to be related to individuals' beliefs and their experiences, and they are usually positive or negative towards an object, situation, or a behaviour. According to Ajzen (2001, 2002) attitude denotes the degree of the individual's evaluation of a behaviour i.e., whether they are favourable or

unfavourable of the behaviour in question (Ajzen, 2001, 2002). Attitude concerns individuals' evaluation of their experience or the learning situation/outcome before they actually engage in the learning experience. Thus, it is assumed that aggregates of negative beliefs, as a rule, lead to negative attitudes and aggregates of positive beliefs lead to positive attitudes towards the behaviour or object in question (Gabillon, 2007: 2). To sum up, an attitude towards an object, situation or behaviour is caused by the learners' beliefs, which is formed by his experience, context, mentality, as well as other personal factors.

#### **3.14.4 Teachers' beliefs**

In the field of second language acquisition, researchers have realized the importance of investigating the cognitive dimensions of how language teachers' beliefs, judgments, and decisions influence the nature of language teaching. EFL teachers' beliefs reflect their instruction and practices, and provide insight for examining how language teachers make instructional decisions, choose instructional materials and select certain instructional practices affects second language acquisition.

Most research studies show that teachers' beliefs and behaviours are reflected in how they act in the classroom. Their beliefs tend to be persistent once they are formed (Hu, 2011). However, their beliefs are dynamic and can be changed according to their reflections on their own teaching performance in teaching settings. Classroom teaching is influenced by teachers' approaches as well as their teaching and learning experiences (Ng, Nicholas & Williams, 2010). Similarly, Woods (1996) claim that the teachers' beliefs, expectations and knowledge carry a significant role in teaching, which in turn

affect their decisions they adopt when they teach. Therefore, teachers' consideration of how things should be learned and how things should be taught guides them to certain approaches when teaching. According to Richards (1996) teachers' beliefs are based on different sources such as, their experience of learning when they were students, constructed practice, personality characteristics, as well as education-based or/and research-based principles. In addition, he admits that the choice of classroom teaching approaches should not be only constrained by teachers' beliefs, yet other classroom teaching circumstances and settings are taken into account.

In the same way, recent studies support the same view that teachers' beliefs affect and have influence on their teaching strategies and approaches they adopt. According to Borg & Al-Busaidi (2012) teachers' beliefs could strongly form both what teachers do and, subsequently, the learning opportunities learners obtain. As a result, the extent to manner in which learners' development is promoted in language learning classrooms is affected by teachers' beliefs, their desirability, and how it is feasible to achieve their pedagogical aims. Moreover, they state that teacher knowledge is more likely to influence their practices, when this knowledge is based on their beliefs.

### **3.15 Research conducted in pedagogical translation with findings**

This section presents the effectiveness of teaching translation in FL/SL classrooms implemented in different countries and illustrate the achieved results.

### 3.15.1 The role of translation teaching of languages in the European Union

A study achieved in the European Union in 2013 that was based on surveys conducted on 963 experts and teachers, to test how, both written and spoken translation could contribute to foreign /second language learning in primary, second and higher education. The study included case studies of pedagogical and institutional relations between translation and the desired methods of language learning among seven countries namely, Croatia, Finland, France, Germany, Poland, Spain and the United Kingdom. In addition to comparing them with three other countries (Australia, China and the United States). The findings showed some positive results:

1. Translation supports learners initially, to check on the acquisition of the second language. This occurs as a mental process that happens internally to relate the second language to the first language, even when the first language is not used explicitly in the class.
2. A number of countries where translation is highly used in the second language classes have very high levels of second language skills.
3. Using translation as a communicative activity in classes has showed high levels of student motivation.
4. Theoretical and research attention is growing in the field between communicative translation and language learning since the nineties.
5. Nevertheless, some teachers agree that translation combines other language skills together; and this suggests that translation contributes to language learning. Additionally, students can consequently apply the learned

skills while they are involved in one activity, to the other fields. For example, translation develops writing and communication skills in the first and second language. However, in this study few experts in English as a second /foreign language were willing to reply to the detailed questionnaire about translation because most of them assumed that the subject is settled i.e., everyone knows that translation is harmful to language learning, and refused to justify why do they consider it harmful.

However, according to the researchers' point of view, in one way it can be proved that translation enhances language skills and students' motivation; on the other hand, it assumes that translation is detrimental to language learning.

These conflicting findings create unpersuasive research that could raise several questions to the validity and reliability of the results. In addition to the fact, that many experts and teachers refused to participate in the questionnaire because they consider translation invalid to language learning, yet without providing justifications and convincing reasons of their views and perceptions.

### **3.15.2 Research on combining pedagogical translation and professional translation in the classroom**

Carreres (2006) research investigation relies on translation studies in relation to language teaching, and his research study took place for several years in two European Universities. Carreres's (2006) research focused on an undergraduate students' survey, which was administered in the Faculty of Modern languages at the University of Cambridge in the United Kingdom. His arguments can be summarised as follows:

Advocates of the audio-lingual and communicative methods of language teaching believed that translation impedes the process of acquiring a new language, and therefore, the use of translation in classrooms could be harmful more than beneficial. As a result, translation was banned from the language curriculum in secondary schools as well as specialist language schools.

Yet, Carreres (2006) acknowledges that several language departments in universities did not react to this trend and other universities never adhered to it, due to the following factors. First, there was a need to prepare graduate students for authorised exams that required them to translate a paragraph or paragraphs from and into their native language. Secondly, university teachers tend to be more hesitant because they lack experience or even knowledge of further teaching methods, and they are likely uninterested in exploring them. Due to this, such teachers, who lack confidence in teaching the foreign language, feel more confident in teaching language through presenting passages for translation. Those teachers prepare these passages and use them in classes for several years.

Carreres (2006) has stressed the need for reassessment of translation in language pedagogy as well as in pedagogical translation as he admits that teaching translation can be useful for both trends i.e., useful as an academic discipline to acquire a foreign language and at the same time useful as a profession. He stresses and encourages using translation in language teaching, particularly in high education, for various convincing reasons. He also suggests several ways of how to conduct it and indicates that translators' trainers had a desire to isolate themselves from language teaching. Similarly,

some language teachers regard translation only as a pedagogical tool, regardless of whether learners acquire any translating skills or not.

Moreover, Carreres (2006) points out that there that there should be illuminating dialogue between these two extremes. Therefore, it is worth mentioning that translation training programmes and modern language teaching courses carry different aims and arrangements. Furthermore, he suggests that although there should be mutual productive discussion between the two extremes, caution should be considered when drawing parallels between the two sites.

Carreres (2006) also summarized some of the arguments that are against teaching translation in second/foreign language settings, and provided a justification for each argument, which supports translation as a tool in language teaching and learning settings. Some of the oppositions are similar with translation into the first language; however, other objections are particular to inverse translation. In the following, he provides a justification for each objection:

1. Translation is considered artificial, as well as a stiff, uncommunicative exercise. In addition, it limits practicing language into only two skills, reading and writing. Carreres (2006), Beeby –Lonsdale (1996) and Duff (1992), see that unfortunately, most of the communicative approach supporters were reacting against the grammar translation method that required learners to translate artificial unconnected sentences that were isolated from their context. The focus of this method was on linguistic structure and on writing. Moreover, there was not any attempt in this method to practice translation within a

communicative framework or even to improve oral skills. Carreres (2006) refers that proponents of the communicative approach selected the incorrect objective. He argues that the problem is not with translation as a subject in itself, but the teaching methodology that using language removed from its communicative function. In fact, the position of translation in the real world naturally carries a communicative object. Duff (1992) and Beeby-Lonsdale (1996) both agree that translation occurs in all places at any time, and therefore, they suggest that it should not be prevented in classrooms.

2. Translation from the first language into the second language produces negative impact because it requires students to resort to their mother tongue whenever they want to apply the foreign/second language. This in turn stimulates mother tongue interference; furthermore, it makes students rely on their first language, which subsequently impedes free communication in the second/foreign language. Carreres (2006) justifies that foreign language learners resort to their native language to facilitate the language acquisition process, adding that students translate mentally in silence. Accordingly, translation into the second/foreign language help learners organise and justify a learning mechanism that nevertheless occurs. In addition, he criticises and doubts that the hours that students attend would be able to make them acquire language the same way that a child does when acquiring his mother tongue. Carreres's view that mother tongue interference could occur whether translation is implemented or not, tends to be persuasive and relevant to the debate.

3. Translation into the second/foreign language is a pointless activity, which is not applicable in the real world, and translators usually translate into and not

out of their mother tongue. Carreres (2006) is against that real translators never require translating into the foreign/second language. He rationalises his view in that this situation is ideal rather than it describes an actual practice in a real situation. He also adds that this concept has partly continued as a result to the fact that several research studies involve literary translation. However, he admits that it is true that translators should have a command of the foreign/second language when translating literary texts. Yet, there are other forms of text typologies that should be considered which even non-native translators could master. They can also have a great command of specialist knowledge as well as relevant terminology in the field, such as in commercial or technical translation. He also declares that he was surprised as to how the myth of only translating into the mother tongue has survived so long.

One could argue, however, that in the case of modern languages courses we are not aiming to train professional translators. It can be considered that this objection is only partially true, and though some modern language departments are not aiming to provide fully-fledged translator training. This does not mean that they should wholly disregard the professional world, to the extent that that is possible, and therefore offer our students some preparation for what they might find outside the classroom (Carreres, 2006).

4. Translation in general and specifically translation into the target language are tedious and unstimulating because learners tend to underestimate themselves when they compare their translation with the translated version that is presented by their teacher.

Translation in this respect seems as an activity that aims to minimise students' errors rather correcting language usage. Carreres (2006) rationalises the fourth objection of translation and particularly translation into the target language that is assumed to be demotivating and frustrating for learners, which implies that it is purposeless.

Although there are conflicting views regarding this issue, he admits that translating into the second language confines creativity as opposed to translating into the native language. However, he disagrees that translation into the second/foreign language should be banned from curriculum.

The results of his research study show from students' feedback that "learners overwhelmingly perceive translation exercises as useful for language learning" (Carreres, 2006: 7). He points out that those students were too excited to participate, and they persuasively stood up for their version with significant passion.

Overall, this research study supports Carrere's point of view because there is no perfect version of a translated text, even if this version is presented by a translation teacher. Yet, there can be better versions, adequate versions and suitable versions. Teachers should make this point clear for students, in order for students to maintain their self-steam when translating, which is an important factor to enhance their learning.

5. This objection indicates that translation may work well with literary oriented students who like examining the complexities of structure and vocabulary, yet it does not suit the average learner.

Carreres (2006) admits that this applies to the traditional method of teaching grammar (as in the grammar translation method), which he believes was unsuitable to average learners who lack literary propensities. He also states that there is no convincing reason to limit translation only to literary passages, and that translation can be taught in a more motivating manner as opposed to the traditional methods of presenting it.

In relation to the previous point, Carreres's justification should be acknowledged, particularly that translation should present more various texts and not only be restricted to literary texts, as in the traditional methods of teaching it. This in turn affects the communicative purpose of teaching and learning in which the results of such methods show enhancement only in reading and writing skills. The results of Carreres's research study in the department of Modern Language degree at the University of Cambridge, which was based on students' perceptions, about translation as a language learning activity showed a striking result in that all 31 participants believed that translation should be taught in a modern language degree.

The results also illustrated that translation in to the second language was indicated as conducive to students' language learning. In terms of its use in acquiring vocabulary, the area was mentioned by 100% of respondents, enhancing grammar was mentioned by 69%, and in developing writing the results show a percentage of 69%. Surprisingly, the findings revealed that register was mentioned 90% and obtained higher results if compared with the results in the case of translation in to the native language.

This research denotes that translation in the second/foreign/target language is consistently considered to be an effective language learning activity to enhance learners' foreign language, more than translation into the first language. The research also inquired about whether students make faster progress through other methods, which enhance foreign language learning, and 54% of students provided a negative response. This means that over half of students believe that translation is one of the most effective methods to learn a language. In addition, the results revealed that some students believed that they have acquired some professional translation skills. Although the modern language degree at Cambridge has no intentions to train professional translators.

However, the results show that there is a degree of dissatisfaction about how some teachers teach translation. Yet, the research does not ascertain whether this is true or not. Carreres (2006: 12) stresses and recommends that "modern language departments cannot and should not try to double up as translator training institutions". However, he believes that creating classroom work that is similar to the professional domain could be useful to students. In his point of view, the division between pedagogical translation and translation pedagogy has been exaggerated to the extent that prevented valuable interchangeable negotiations between the two fields.

This divide between the focus-on-language approach (translation as a tool) and the focus-on-communication approach (translation as an end in itself) becomes immediately evident when comparing the rationale that underpins translation textbooks (Carreres, 2006).

### **3.15.3 A qualitative case study results on the effect of TILT on foreign language teachers and students in one of the Irish Higher Education Institution**

Kelly and Bruen (2015) carried out a case study on TILT in an Irish Higher Education Institution, in which qualitative interviews were conducted with foreign language lecturers and students. The results reveal that students' vocabulary was enhanced, greater comprehension of terms in their context ensured students' comprehension, acquisition of grammatical structures, enhanced motivation of learning, students noticed more gaps in their knowledge in TILT classes, and students raised awareness and understanding of cultural aspects. The need for balanced activities was considered and the role of translation as an effective pedagogical tool was recognized.

### **3.15.4 Research conducted in L1 use in L2 instruction and translation**

Traditionally, most language teaching methods discourage the first language use in foreign/second language instruction, such as the communicative approaches of language learning that were dominant in the 70's and 80's. Kavaliauskienė & Kaminskienė, (2007) point out that regardless of the students' proficiency level of English, students continue mentally to translate from second to first language and vice versa. This fact raises foreign language teachers' awareness of the significance of translation in language classrooms. Cook (2007: 399) declares that a student who is prevented from using his first language is "disempowered, infantilised, frustrated, deprived of their identity and knowledge", while several research studies have proved that L1 use in foreign/second language classrooms was useful by relying on teacher and students' views and perceptions.

The first study was conducted in University of Messina in Italy where Cianflone (2009) has found that using the original language in the English courses at the University for both students and teachers seemed to be useful in terms of explaining grammar, vocabulary, difficult notions and for overall comprehension.

The second study was conducted in the International Balkan University of Macedonia where Spahiu (2013) believes that the idea of avoiding the first language in the second/foreign classroom is too stressful for many learners. The results of his study were based on teachers' and students' views and perceptions. However, the results showed that most teachers and students believe that using the native language in teaching is necessary and acceptable. Moreover, the students justified their reasons for first language use in teaching and learning in the classroom because L1 gave them a sense of security and made them less stressful. In addition, they were less confused when they used the first and second language. Some learners felt that it was necessary for them to express their concepts in their original language. Furthermore, they prefer to translate problematic contexts and vocabularies. Finally, they felt that it was necessary for the teacher to use their first language particularly in grammar explanations. Spahiu (2013) explains that there is no valid evidence that shows that monolingual approach in language teaching is the best one, and therefore, he believes that excluding the L1 in the teaching situation is not necessary.

The third study was conducted in China which was analysed by Mattioli (2004), and it provided evidence that using the first language in the Chinese classrooms is a useful tool as a socio-cognitive process in language learning.

According to Jones (2010:17), implementing the first language “to the advantage of the learner” has often been argumentative in second language research.

The fourth study that was carried out in Spain by Schweers (1999) revealed that 88.7% of students believe that mother tongue should be utilized in English language classrooms. The research also indicated that learners who were not allowed to use their native language felt that their identity was threatened.

A similar fifth study conducted in Lithuania on the use of mother tongue and translation in ESP (English for specific purposes) by Kavaliauskienė & Kaminskienė (2007) pointed out that 86% out of 110 students believed that the native language should be utilised in several instances. Such instances include clarifying difficult conceptions 90%, presenting new material 57%, explaining new vocabulary 74%, and clarifying the connection between English and Lithuanian 55%. The results in teaching and learning ESP indicate for a long time that students were unsatisfied about the reduction and exclusion of translation when dealing with complicated matters. Students in such cases continually desired to check meanings by using bilingual dictionaries or ask for clarifications.

However, using the first language could be employed as a useful learning strategy in second language classrooms as in code-switching, translation as well as contrastive analysis. It could also serve as a short cut for long explanation in the second language and encourage students to work in groups (Cook, 2001). It is worth mentioning in this respect that it is important to

differentiate between translation teaching as a vocational skill and using translation as an aid to language learning.

Interestingly, while Non-native instructors support the demand for using translation in learning a language, by contrast, native language teachers who insist on using the second/foreign language as much as possible, regard using the first language or translation as a waste of time (Kavaliauskienė & Kaminskienė, 2007). However, it appears that many researchers (Carless 2008, Turnbull 2001, Ellis 2005, Rolin-lanziti & Varshney 2008, Jones 2010, Kim & Elder 2008) focus on implementing the second/foreign language and minimising, although not completely neglecting; the first language in second/foreign language instruction. Other researchers (Cook 2001, Kavaliauskienė & Kaminskienė 2007, Ross 2000, Harmer 2001) encourage the use of translation, which includes the use of their first language as a positive learning strategy that students may resort to.

Some researchers refer to translation as a fifth skill along with the four main skills (Kavaliauskienė & Kaminskienė, 2007; Ross, 2000). Ross (2000) considers translation significant at intermediate and particularly advanced levels. In addition, he regards translation from first to second language (and vice versa) as a fifth skill, which is vital socially since it enhances communication and comprehension. An important factor is that most students continue mentally using translation from first to second language and vice versa, even when they are good at reading and listening comprehension, and “this fact makes teachers of foreign languages aware of the importance of translation in language classrooms” (Kavaliauskienė & Kaminskienė, 2007: 133).

Harmer (2001) and Mahmoud (2006) assume that no one could guarantee that learners will not resort to their first language regardless of what instructors' advice or do. Harmer (2001) justifies why learners resort to use their native language in the following cases:

First, learners resort to their native language if they are incapable of using vocabulary for a selected task. Secondly, translation is considered as a natural reaction that students implement in learning a language, and to code-switch between the first and second language is considered as a natural development. Thirdly, the amount of the first language usage differs from one student to another, due to learning forms and students' abilities.

Mahmoud (2006), points out that using the first language in the second language classroom positively influences and develops the students' interlanguage, i.e., the learners' complicated system of the second/foreign language.

To sum up, several scholars (Kavaliauskienė & Kaminskienė 2007; Schweers 1999; Ross 2000; Harmer 2001) indicate that it is useful to apply translation and resort to the first language in foreign/ second language classrooms. They believe that this has a positive effect on the classroom dynamics, offers security, develops learners' experience, allows students to explore the similarities and differences between the two languages, and therefore, according to Ross (2000) minimizes mother tongue interference.

### **3.16 Gaps and summary of the literature**

The conclusion that can be elicited from the literature is that there seems to be general satisfaction about the effectiveness of translation in learning a

second/foreign language. Despite the contradictory views in pedagogical translation, most research studies showed positive outcomes on students' second/foreign language development. The research findings from different studies in the literature also illustrated the effectiveness of translation activities on enhancing different linguistic aspects, grammar, semantics (particularly vocabulary building), and cultural background.

In addition, the literature showed that several practices that are applied in pedagogical translation classes raised students' confidence, and therefore, increased their motivation and encouraged them to participate in class, such as group work and negotiation of meaning as well as taking into account students' individual needs. Moreover, several research studies have showed that students who resort to their native language revealed positive outcomes to learn the foreign language, yet student's native language should not be over used.

Some SLA theories suggested practices that are proposed to aid foreign language learning could be applied in pedagogical translation classes. Similarly, some historical teaching methods had common practices with teaching methods applied in pedagogical translation classes.

The literature reflects that contrastive analysis raised students' awareness of similarities and differences between the native and foreign language. Consequently, raised students' awareness of mother tongue interference.

However, few research studies were conducted in the Arab world and most research studies in pedagogical translation were conducted in Western countries.

The literature showed that when teachers and students share the same native language, as in the case of pedagogical translation classes, the learning settings would be richer and more productive, as opposed to settings when teachers and learners do not share the same native language. It helps teachers and students clarify any misunderstandings, make sure they realised abstract concepts and elucidate difficult areas.

Some of the proposed effective translation activities that is suggested to aid foreign language learning will be hard to implement in the Arab world, particularly in Libya due to lack of developed educational settings such as, IT facilities and internet access as well as the large number of students in lectures.

Moreover, the literature indicates that due to the effect of contradictory views of pedagogical translation, several educational institutions were not in favour of applying it because it was negatively connected with the traditional grammar translation method.

The research study in TILT revealed that teachers do not prefer to directly and explicitly ask students to translate. Yet, they prefer to implement pedagogical translation indirectly by implementing different activities.

Furthermore, few studies were conducted on the effect of pedagogical translation and developing students' skills. However, the studies available in the literature showed that most researchers believed that pedagogical translation developed students' reading and writing more than their listening and speaking.

There was a sense of doubt that pedagogical translation enhances students' communicative competence. Nevertheless, applied research studies in

pedagogical translation proved that teachers as well as students were generally satisfied with the development of students' communicative competence.

The literature replicates contradictory views regarding the suitable student level to implement pedagogical translation in foreign language classrooms, and the results of several research studies indicated the need to consider teachers' and students' beliefs and needs to accomplish positive learning outcomes.

The next chapter presents and justifies the adopted philosophy, approaches, and methods, which address the research problem, question and objectives.

## **Chapter Four: Methodology and Methods**

### **4.0 Introduction**

The previous chapter presented the literature review and SLA theories that are connected with pedagogical translation as well as viewing different research results gained from different countries in the field of pedagogical translation and foreign language learning. This chapter discusses and justifies the adopted research philosophy, approaches, and strategies used in this study. The adopted philosophy approaches and strategies were based on and directed by the research question and objectives. In addition, the chapter considers the validity and reliability of the implemented analytical approaches that best addressed the research question, objectives, the nature of the problem, and the researcher's values.

### **4.1 Introduction to research methods and methodologies**

The philosophy that is conformed to the study was selected first, then connected to the research design and finally linked to the preferred research method. In relation to this, Creswell (2013) explains that the researcher needs to consider the appropriate philosophical worldview that is related to the study, then connect the appropriate research design that is related to the chosen philosophy, and finally relate it to the preferred research method that practically interprets the approach.

#### **4.1.1 Methodology and research philosophy**

This study presents several research philosophies, compares them and then selects the philosophy that suits the purpose of the study, together with explanations for the selection.

There are several terms used by researchers to the philosophical approach. For example, the term “philosophical worldview” has been used by Creswell (2013). While other researchers, such as, Lincoln, Lynham, & Guba (2011), Mertens (2003) have called them paradigms, Crotty (1998) uses epistemology and ontology, and Newman (2003) prefers to use the term research methodology. All these terms carry the same meaning that refers to the philosophical approach. However, this study uses the term research philosophy that refers to methodology, worldview and paradigm. According to Harrington (2005) the research philosophy reflects the assumptions that are the basis for a research strategy. In addition, he believes that it develops the relationship between knowledge and the process of collecting research data. This includes a wide range of philosophical approaches each of which suits a certain type of study.

Methodology refers to the rationale that justifies the selection of a particular method (or methods) for a certain field of study. According to Creswell (2013) the chosen research philosophy guides the method or methods that are chosen and the philosophical concepts influence the research implementation and therefore they need to be identified. He continues to explain how researchers’ explicit philosophical ideas justify their chosen method. Hence, when planning to conduct research it is important to clarify the chosen research philosophy and explain the principles that shaped the selection and use of research methods.

#### **4.1. 2 Ontology and epistemology**

Researchers working within each paradigm share a general view about social reality, ontology, and the best tools for social research, epistemology

(Denscombe, 2010). Hallebone and Priest (2009) believe that ontology connects the questions that the researcher has about the way the world works and hence investigates what occurs and the way reality is considered. Saunders, Thornhill and Lewis (2009) consider epistemology as a branch of philosophy that investigates the knowledge in a research field.

Ontology and epistemology in relation to this research study and the chosen philosophy are explained in detail in section 4.3.1. This is because it is important to explain the selected philosophy “pragmatism”, prior to connecting ontology and Epistemology to it.

#### **4.2 The definition of basic ideas of the chosen philosophy**

Different researchers can approach different research questions from different philosophical positions, but they often have one particular worldview.

Although there are several research philosophies that could be adopted, this study presents the characteristics of each type of philosophy that suits the nature of the research in question, and justifies the reason as to why it was or was not chosen. Overall, this research adopts pragmatism and consequently justifications for this selection will be provided.

##### **4.2.1 The positivist philosophy**

Saunders et al., (2012) view the philosophy of positivism as knowledge that is gained through observation and includes measurement. In addition, they state that a positivist researcher objectively collects observable data, usually quantitative, and then analyses it quantitatively. According to Creswell (2013) the positivist holds a deterministic philosophy that frames the effects or outcomes. Moreover, Creswell argues that this type of scientific method suggests that the researcher should start with a theory or hypothesis, and then

gather data that either support or refute the theory. In addition, positivist requires the researcher to consider and objectively understand the attitudes of participants; accordingly, the research either supports or refutes the hypothesis. However, as the conditions of this philosophy lacks taking into account the evaluation of participants' attitudes subjectively, therefore, this philosophy was not adopted.

#### **4.2.2 The interpretivist/ constructivist philosophy**

Creswell (2013) and Saunders et al., (2012) state that social constructivists/interpretivists seek to understand the world where they exist or work. Creswell (2013) adds that working within this paradigm, enables individuals to construct subjective interpretations, which are based on their experiences. According to Creswell (2013), Crotty (1998), Denscombe (2010), and Mertens (2010) there are 'ontological assumptions' concerning the social nature of reality:

Subjectivity of the social reality: interpretivism is constructed in people's perceptions and interpreted through their reaction. The interpretivist concentrates on the way people consider the society, and the resulting interpretations are directed to certain things or goals. Researchers develop subjective interpretations that rely on researchers' personal experiences and new gained knowledge. However, the weakness in this philosophy is that the data gathered from the interpretations could vary because of the different views of participants regarding a topic. Therefore, the researcher may need to consider the complications of analysing such different views and the subsequent process of justifying them. In turn, this situation could result in research expansion instead of narrowing the interpretations and findings into

fewer categories. Consequently, the research questions become broader and the participants may not be able to develop their views about a situation.

This research study needs to account for both subjectivity and objectivity, and to do this, it needs to offer a set of findings using more than a single method. In addition to, providing richer data and further comprehensive insights into the research investigation. Therefore, the interpretivist philosophy does not fulfil the conditions of this study.

#### **4.2.3 The pragmatist philosophy**

Pragmatism offers an alternative worldview to positivism and constructivism/interpretivism and concentrates on the problem being researched and the consequences of the research (Creswell & Clark 2011; Guthrie 2010; Tashakkori & Teddlie, 1998). Nastasi et al., (2007) state that the research question is the most important factor in the pragmatism philosophy, and the research context and consequences guide and determine the suitable methodology for the study.

Guthrie (2010) argues that pragmatism regards knowledge as being beneficial in terms of its practical effect, and focuses on the research objectives and what helps to achieve them. Accordingly, from this viewpoint, the significance of research methodologies resides in their effectiveness in joining the real world. Pragmatism begins with the research problem, which imposes the type of data collection, and therefore, directs the research proposal towards data collection strategies, methods and methodology. He also adds that pragmatism enables us to apply research strategies that are appropriate to the research problem.

Pragmatic theorists and researchers encourage the application of mixed methods (Brewer and Hunter 2006, Patton 2002). Pragmatism regards truth to be what works or what to research (Howe 1988, and Cherryholmes 1992), and how to go about it or how to research it (Cherryholmes 1992, Tashakkori & Teddlie, 1998). Therefore, Tashakkori & Teddlie (1998) see that pragmatism is simply concerned with what the researcher wants to research, as directed by his/her personal values, i.e., what they believe is significant to the study. Consequently, the researcher investigates the topic in a way that corresponds with his/her values and accordingly analyses the units appropriately in order to find answers and/or solutions to the research question. In addition, pragmatists implement their research in expectation of the results that correspond with the researcher's values.

#### **4.3 The difference between positivism and pragmatism an explanation of reality and causality**

It is important to clarify the nature of reality and the ability to understand causal relationships about positivism and pragmatism. Both paradigms agree that:

1. There is an external reality and we should investigate casual relationships.
2. That the results gained from data can be explained by several theories.

However, positivists believe that the researcher should attempt to reach better explanation, while pragmatics believe that researcher should present an explanation that is closer to their values (Tashakkori & Teddlie ,1998). In addition, knowledge claims arise out of actions, situations, and consequences in pragmatism, as opposed to positivism where knowledge claims result from antecedent conditions (Creswell, 2013)

The philosophical approach adopted for this study is pragmatism, as it is compatible with the nature of the problem and the research question for several reasons:

Ontology: the researcher's view of the nature of reality is objective and subjective. The researcher has no influence on students' attitudes, which are measured through a survey, but could interpret lecturers' views from their personal perspective and experience.

The pragmatism philosophy connects well to the research question, which is an important factor to be answered or explained in a way that is closer to the researchers' values and interests, and have been determined by the methodology. Accordingly following the pragmatism philosophy, the research question would be answered objectively and subjectively to fulfil the researcher's values and interests.

The pragmatism philosophy suits to achieve the research objectives and helps in attaining better results. In this research, pragmatism is concerned with the researchers' interests in assessing the students' survey quantitatively and objectively and interpreting lecturers' views on the effectiveness or ineffectiveness of translation in learning English as a foreign language. By combining both methods, this would help to achieve better comprehensive results.

In terms of epistemology, axiology and data collection: the research tends to examine the views of a large number of staff and students at the University. Consequently, quantitative findings resulting from the statistical analysis of the students' survey is compared and contrasted with the qualitative interview protocol conducted with the lecturers. Neither method is more influential than

the other, and both methods complete each other. As a result, pragmatism suits the research investigation since it integrates different perspectives to help interpret the gained data.

The research investigation suits abductive reasoning, which allows the researcher to be flexible, and move back and forth between both induction and deduction, i.e., compromise, and connect qualitative and quantitative results.

#### **4.3.1 Ontology and epistemology in relation to pragmatism**

Regarding epistemology in pragmatism, it is both objective and subjective. Ontology in pragmatism accepts the external reality, and selects an explanation that best provides the intended outcome that reflects the researchers' values i.e., what the researcher intends to achieve. In this study, ontology in the quantitative phase is objective and in the qualitative phase is subjective, and so it concerned with what exists and how the researcher perceived reality.

Tashakkori & Teddlie (2009) believe that pragmatic interpretation of social reality (ontology) is divided into two parts:

1. Pragmatics agree with positivists that the external reality is independent of our minds i.e., an objective external reality that can be understood.
2. However, pragmatics disagree that Truth concerns reality can really be identified. Moreover, pragmatics do not encourage for one explanation of reality to be favoured over others. In this study, both explanations of reality were considered objectively in the quantitative survey and subjectively in the semi-structured interviews.

Moreover, Howe (1988:14-15) suggests that for pragmatists Truth is a normative concept, similar to "good" of logic, and "truth is what works". He

adds that pragmatics try to convey an interesting concept about the kind of truth, and for them knowledge claims could not be completely abstracted from interests, views, and plans.

In epistemology, pragmatists challenge the distinction between subjectivity and objectivity. Pragmatists consider that epistemological matters should be “on a continuum, rather than two opposing poles” (Tashakkori & Teddlie, 2009: 90). In the qualitative phase, researchers and participants interact in a highly complex relationship to answer complex questions, which the researcher analyses subjectively. While in the quantitative phase, the researcher may not need to interact with the participants and the analysis relies on the objective statistical findings, such as those in surveys (Tashakkori & Teddlie, 2009).

#### **4.3.2 Axiological considerations and pragmatism**

According to Tashakkori & Teddlie (2009: 90), pragmatists’ values and concepts of individuals’ action and interaction leads to investigate “descriptions, theories, explanations, and narratives”. From an axiological perspective, predicted values directs pragmatic research by which the researcher starts to seek what he/she considers as known and then focusses on reaching the desired consequences. In addition, pragmatists select what requires investigation, which depends on the researcher’s personal values and how to research it. These accounts for analysing units and variables that the researcher regards are most likely to produce interesting responses (Tashakkori & Teddlie, 1998).

#### **4.3.3 An axiological distinction between Transformative and pragmatism**

To avoid the overlap between these two paradigms in axiology, a major distinction concerns values. For transformatives, personal values that direct

the research are dependent on social justice, as opposed to pragmatists where personal values that guide the research are based on the researcher's own interests (Tashakkori, A. & Teddlie, 2009).

#### **4.3.4 Causal relations and pragmatism**

Tashakkori & Teddlie (2009) argue that positivists see that real causes occur before or at the same time as effects. By contrast, interpretivists consider that all units concurrently form each other, and therefore, this will make it impossible to differentiate between causes and effects. Pragmatists straddle the two extremes of positivist and interpretivists, and claim that there could be causal relations. However, these relations are considered transitory and difficult to determine.

Positivists believe that we should seek better explanations of reality and causality, while pragmatics argue that such explanations of causality and reality should be applied to the researcher's personal values, since we can never totally understand causal relationships. According to Tashakkori & Teddlie (2009) this is because the any research can result in several interpretations, and consequently the researcher could choose the best interpretation that is closer to his/her values. In addition, pragmatists consider both internal validity and reliability as significant. Causality is concerned with quantitative results of internal validity, while the qualitative results are related to credibility (reliability).

### **4.4 Pragmatics approach**

#### **4.4.1 Pragmatics and inductive and deductive logic**

Pragmatists believe that implementing both quantitative and qualitative research methods are based on the present statement of research questions

as well as the constant phase of the inductive-deductive research cycle and prefer to use both inductive and deductive logic to address the research questions (Tashakkori & Teddlie, 2009). According to Morgan (2007), pragmatism is based on abductive reasoning that allows the researcher to be flexible and move back and forth between both induction and deduction, and some researchers such as Ivankova, Creswell and Stick (2006), Morgan (2007) and Teddlie and Tashakkori (2009) encourage implementing abduction. Indeed, this can be implemented whereas the inductive findings from a qualitative approach could function as input to the deductive aims of a quantitative approach, and vice versa.

This flexibility of movement between different approaches to theory and data does not necessarily have to be restricted to combinations of methods in a project. Indeed, this research study applied a combination of both inductive and deductive logic. However, abduction was not implemented since it is based on converting observations into theories and testing those theories by applying them in real situations. This did not apply to the nature of this research study, where neither observations nor generating theories or theory testing were implemented. Morgan (2007) and Teddlie and Tashakkori (2009) claim that abduction is applied when researchers convert observations into theories that justify the reason that caused them. Then by assessing those theories that can be put into action.

	Qualitative approach	Quantitative approach	Pragmatic approach
Connection of theory and data	Induction	Deduction	Abduction
Relationship to research process	Subjectivity	Objectivity	Intersubjectivity
Inference from data	Context	Generality	Transferability

Table 4.1 A Pragmatic Alternative to the Key Issues in Social Science Research Methodology

**Adapted from Morgan (2007: 71)**

#### 4.4.2 Pragmatism and intersubjectivity

Teddlie and Tashakkori (2009: 90) argue that pragmatics addresses the distinct contrast between objectivity and subjectivity. They believe that epistemology occurs on a “continuum”, rather than between the two extremes of subjectivity or objectivity, in which the researcher and the participants may need to interact in the qualitative interview phase. On the other hand, the researcher does not need to interact with participants in a quantitative large survey.

According to Morgan (2007), pragmatics focuses on an intersubjective approach that provides a compromise to this duality i.e., of subjectivity and objectivity. He argues that the researcher needs to accomplish a satisfactory degree of duality, not only with participants but also with individuals who read and evaluate the research findings. Consequently, this aspect is considered

essential to any pragmatic paradigm that emphasises the communication process and shared meaning. Morgan (2007: 72) states that:

*Intersubjectivity also represents the pragmatic response to issues of incommensurability. In a pragmatic approach, there is no problem with asserting both that there is a single "real world" and that all individuals have their own unique interpretations of that world. Rather than treating incommensurability as an all-or-nothing barrier between mutual understandings, pragmatists treat issues of intersubjectivity as a key element of social life. In particular, the pragmatist emphasis on creating knowledge through lines of action points to the kinds of "joint actions" or "projects" that different people or groups can accomplish together.*

Therefore, Morgan (2007) suggests considering comparisons and contrasts in the research study.

## **4.5 Types of research methods**

McGregor and Murnane (2010) define methods as the tools or techniques that are implemented in research. These could include surveys, interviews and observation. Methods and the way they are implemented are directed by methodology. There are different types of research methods, such as:

### **4.5.1 Quantitative method**

Creswell (2013) argues that quantitative research is a method that tests objective theories by investigating the relationship among its variables. Consequently, the variables should usually be measured by instruments, and therefore, the numerical data can be analysed statistically. In the qualitative method, researchers who conduct this type of method should have assumptions about testing theories deductively, avoiding bias, presenting alternative explanations, as well as avoiding generalising and replicating the results.

#### **4.5.2 Qualitative method**

According to Creswell (2013) qualitative research is a means to explore and understand the meaning that people or groups allocate to social or human problems. The research process includes raising questions, collecting data from the participants, in which data is built inductively from specific to general, and the researcher is required to interpret it. In addition, in the final stage the resulting structure should be flexible i.e., not absolute.

#### **4.5.3 Mixed methods**

Creswell (2013) states that mixed approaches involve collecting and integrating both qualitative and quantitative forms of data. It also includes applying philosophical assumptions and theoretical frameworks. A combination of both approaches provides a more comprehensive understanding than only using a single approach. Both quantitative and qualitative research methods will be adopted in this study in order to achieve validity and reliability.

Several scholars (Creswell 2013, Creswell and Clark 2011, Mertens 2003, Tashakkori & Teddlie 2003, Greene and Caracelli 1997) believe that using explicit multiple paradigms improves a topic comprehension through the conflicting arguments that may take place when implementing mixed methods. Triangulation of both quantitative and qualitative research methods was implemented in this study in order to: offer a set of findings and inferences rather than using a single method i.e., quantitative and qualitative findings and inferences. Moreover, it provides richer data and further insights of the research investigation since it addresses a range of confirmatory and explanatory inquires of both methods.

Furthermore, implementing mixed methods enables divergent views to be examined and to check the validity of the results by cross-checking them with each other. In doing this, the integration of quantitative and qualitative data increases the strengths and reduces the weakness of each type of data (Creswell and Clark, 2011).

Another important component for implementing mixed methods is the research question. Several researchers, Bryman (2012), Johnson and Onwuegbuzie (2004), Tashakkori & Teddlie (1998), Tashakkori & Teddlie (2009) agree that the choice of applying mixed methods is driven by the research question that the researcher strives to solve or answer.

#### **4.5.4 Justification of selecting mixed methods for this study**

Several authors (Guthrie 2010, Kumar 2014, Nunan 2006, Creswell and Clark 2011) point out that using mixed methods improves a topic comprehension. Mixed methods are adopted in this study in order to:

1. Offer a complete set of findings rather than using a single method.
2. Provide richer data and further insights of the research investigation. particularly in answering the research question and achieving the objectives.
3. Check the validity of the results by cross-checking quantitative results with qualitative results.

The integration of quantitative and qualitative data increases the strengths and reduces the weakness of each type of data (Creswell and Clark, 2011).

## **4.6 The selection of the research design/ strategy**

### **4.6.1 Quantitative designs/strategies**

Quantitative strategies have included complex experiments with several variables and procedures, such as factorial designs and repeated measure designs. In addition to elaborating on structural equation models, which combines casual paths and identifies different variables (Creswell, 2013).

The research explains two types of designs, survey and experimental research, and provides a rationale for adopting the survey in the quantitative approach:

#### **Experimental research**

This seeks to identify whether a certain treatment has an influence on an outcome or not. The researcher measures this by providing a certain treatment to a group and isolating the group from another, and then assesses how both groups achieved an outcome (Wickens and Keppel 2004). However, this study did not adopt the experimental approach since it is based on students' and teachers' attitudes and views, which corresponds better with the mixed methods approach. In addition, due to war circumstances in Libya, the researcher was prevented from traveling there. Therefore, the researcher had to manage and adapt the research accordingly.

#### **Survey research**

According to Fowler (2013) research survey presents quantitative or numeric description of a population's attitudes or opinions by applying them to a sample of the intended population. It involves collecting data through questionnaires or by using structured data, with the intention of generalizing a sample to a population.

**Purpose of the survey:** A survey was implemented in order to consider a sample and generalize the 600 population of third and fourth year students at the English Department in Benghazi from that sample. Accordingly, inferences are made from the sample, which presents students' attitudes on whether or not they believe that translation has an effect on their English language. Random sampling was carried out, and only third and fourth year students who had an interest in answering the questionnaire were involved.

**The reason for choosing a survey:** Implementing a questionnaire suited the nature of investigating the research question. Questionnaires measure the frequency of the participants' attitudes, and this matched the research objectives of this study, which aimed to investigate the students' attitudes on whether pedagogical translation was either effective or ineffective in learning English as a foreign language. This is because it allows the researcher to consider the degree of students' agreement or/and disagreement on each investigated theme. Another reason is that the results obtained from using SPSS provide statistical objective results on each investigated theme. In addition, it was less time consuming with less effort and it was more manageable.

#### **4.6.2 Qualitative design/ strategy**

According for Creswell (2013) Qualitative strategy is divided into five types:

##### **Narrative research**

This type of inquiry design is implemented in humanity studies. It concerns studying the lives of individuals and requires them to present stories about their lives (Riessman, 2008). At the end, the researcher re-tells the information narratively and chronology, in which the research correlates the participants'

views of life experience with the researcher's own life experience in a narrative combination (Clandinin & Connelly, 2000).

### **Phenomenological research**

This type of inquiry design is based on philosophy and psychology. The researcher describes an experience about a certain phenomenon that the participants have experienced and described. This type of design is usually connected with conducting interviews (Giorgi, 2009).

### **Grounded theory**

According to Strauss and Corbin (1997) this design of inquiry is based on sociology, and the researcher is required to develop a general abstract theory of process, action, or interaction that is grounded in the participants' views.

### **Ethnography**

This design is derived from anthropology and sociology, where the researcher investigates the common pattern of behaviours, language and actions of a cultural group that shares the same culture in a natural situation (Creswell 2013, Hammersley & Atkinson 2007).

### **Case studies**

Case studies are popular in many fields, particularly evaluation, and concerns analysing in depth a case such as a programs, events, activities, processes, or individuals. Case studies are time and activity limited, and the researcher is required to gather comprehensive information by using different data collection methods over a specific period of time (Yin, 2009, 2012). Likewise, this study is time limited and the researcher collected quantitative and qualitative results to gain findings that are more comprehensive. Bryman & Bell (2015) indicate that cases studies often employ both quantitative and

qualitative research findings. According to Duff (2008), case studies are usually related to qualitative research. Yin (2009) indicates that although it is popular to adopt qualitative methods in case studies, however, in other research situations it may be useful to combine it and analyse it with quantitative forms of data as well. Furthermore, conducting a case study allows the implementation of various methods that rely on “circumstances and the specific needs of the situation” (Denscombe, 2007:37). This allows analysing internally what is happening in a specific case (David & Sutton, 2011).

Denscombe (2007) states that a case study focuses on certain aspects to be investigated and believes that “a spotlight is focused on individual instances rather than a wide spectrum”. Furthermore, a case study concentrates on one case as opposed to several cases, and this widens implications for that specific area of study. Consequently, it aims to minimise the general by focusing on the specifics in detail. Similarly, the case study will be suitable in this context since it aims to consider the aspects that Libyan students and lecturers at Benghazi University regard translation either effective or ineffective in foreign language learning. In addition, this research concentrated on only one university, which is Benghazi University. These views would provide an explanation that copes with the subtlety of the situation in the University of Benghazi. Their views could be important to develop pedagogical translation syllabus and material, since their views were never taken into account in such a matter previously.

A case study normally investigates a phenomenon, which already exists, Yin (2009) in this respect argues that a case study is a natural phenomenon that

takes place and occurs before any research takes place and remains once the research is completed. The phenomena in this study is to consider the importance of students' and lecturers' attitudes and views on English language learning and teaching, and offers an improved understanding of their beliefs on pedagogical translation.

Flick (2011) believes that case studies can aid evaluation programmes or can begin using results from other research/s or by illustrating a comparative study, which shows similarities and differences. This research study have included comparative and contrastive studies in the discussion to highlight similarities and differences of this study results with other studies conducted in the same area.

Creswell (2013: 61) defines a case study as exploring a "bounded system". Similarly, Merriam (2009) states that the phenomenon should be studied in a bounded system, which could be restricted. Likewise, Duff (2008) states that a case study is a bounded entity (or instance) and the focus of the study could be on certain group and/or organisation, to investigate certain psychological or linguistic aspects with detailed description and analysis of the gained results. Two important factors that should be taken into account in case studies one of them is that subjects should be selected based on well-known characteristics. Secondly, an important part of the methodology is to justify explicitly the criteria implemented for selecting the cases. Regardless of the focus or nature of the case, these individual subjects (teaching staff) and/or groups (students) are selected under specified conditions. The former conditions are selected based on being an MA, or PhD member of staff in the English department who have taught translation for not less than three years.

The condition of three years and up wards was chosen because it is considered as the minimum criteria of experience that is suggested in most job requirements. While students' selection are based on, third and fourth year students who wanted to participate in answering the questionnaire. This is because students in their third and fourth year at undergraduate levels have practiced translation more deeply as opposed to year one who study the basics of translation and year two who study theories. Therefore, by bounding the selection of staff and students under the specified criteria rather than the whole population of lectures and students this research is considered as a case study. In addition, the findings of the research are restricted to the University of Benghazi.

Yin (2012) argues that a case study methodology in education and management focuses on scope, collection of data and strategies of analysis. This study, as mentioned in the previous paragraphs, has specified a certain criteria for lectures and students. Data are collected quantitatively and qualitatively to gain more comprehensive findings. The strategies of analysis include SPS for quantitative data and content analysis for qualitative data.

Stake (1995) distinguishes between three different types of case studies. Instrumental case studies, multiple or collective case studies, and intrinsic case studies.

Instrumental case studies are those that focus on using the case as means of understanding a broader issue or allowing generalisations to be challenged.

The category of multiple or collective case studies that are undertaken jointly to explore a general phenomenon. This study is neither instrumental nor

collective, since the study does not aim to make generalisations nor does it intend to explore a general phenomenon.

Intrinsic case studies are undertaken primarily to gain insight into the particularities of a situation, rather than to gain insight into other cases or generic issues. This research study aligns with intrinsic case studies since it aims to gain insights of the importance of lectures' views and students' perceptions on pedagogical translation and foreign language learning at Benghazi University.

#### **4.7 The types of mixed method models that are widely used in social science**

This study adopted a mixed method design in order to gain richer data and insights that are more comprehensive. According to Creswell (2013), mixed methods integrates qualitative and quantitative research and data collection in a research study. Qualitative data is likely to be open-ended, such as in observations and interviews, without predetermining the responses. On the other hand, Quantitative data involves closed ended responses, as in questionnaires or psychological instruments. The value behind using mixed methods resides in the idea that each type of method has bias and weaknesses. Therefore, the combination of both quantitative and qualitative data neutralizes the weakness and bias of each data type.

Creswell & Clark (2011) state that these designs were developed to help the researcher understand the designs, and challenges. Creswell (2013) focuses on three types of primary models that are used widely in social science.

#### 4.7.1 Convergent parallel mixed methods

The researcher in this type of design combines both quantitative and qualitative data together in order to analyse the research problem comprehensively. This research design usually involves collecting both types of data simultaneously, and then converges the collected information to interpret the whole results. In addition, the incongruent findings are clarified and further investigated. This type is adopted in this research study to decrease the weakness and bias of each type of quantitative and qualitative data respectively. More details of adopting this type is justified in 4.8.

#### 4.7.2 Explanatory sequential mixed methods

There are two forms of implementing this type of research design, **a)** where quantitative research is conducted first, This is achieved by conducting quantitative research first, and the results are then analysed and built on to provide detailed explanations with the qualitative research. This type of design is considered explanatory because the preliminary quantitative findings are further explained with the qualitative data. It is also considered sequential because the quantitative phase is achieved first and then followed by the qualitative phase. and **b)** where qualitative research are implemented first, this is a reversal of the explanatory sequential design in which the researcher starts with the qualitative research phase and examines the participants' views and then analyses them. After that, the gained information is implemented to build the second quantitative phase. The qualitative phase could be conducted to form an instrument that best suits the research sample, to specify instruments that could be used in the following phase, or to identify variables that should be included in the next quantitative phase. The challenge to this

type of research design resides in implementing the suitable qualitative findings and selecting the sample for both phases of research.

#### **4.7.3 Transformative mixed methods**

Is a design that carries both quantitative and qualitative data. The data in this type of research could be integrated or it could be ordered sequentially with one phase built on the other. There are two types of transformative design:

##### **4.7.3.a Embedded mixed methods**

This type of transformative design includes the application of either convergent or sequential data appliance. Yet, the main idea in this design is that either quantitative or qualitative data should be embedded in a larger design, such as for an experiment. The sources of data carry a supportive role in the general design.

##### **4.7.3.b Multiphase mixed method**

This type of transformative design is familiar in evaluation and intervention programs. Either concurrent or sequential research strategies are conducted together over a period of time in order to understand the aim of a long-term programme.

#### **4.8 Applying gained information to this research study: rationale for pragmatism and adopting convergent parallel mixed methods**

The adopted research philosophy in this study is pragmatism, and the collection of both quantitative and qualitative data simultaneously in the design is based on the assumption that both types of methods provide a better and a more comprehensive understanding of the research problem than using a single method.

The first phase of the study begins with a student survey to generalize the results on a population sample quantitatively. Yet, this generalisation to the population is restricted to the University of Benghazi. The second phase implements qualitative semi-structured interviews to gather detailed views from university lecturers that aid to clarify the initial quantitative findings. Tashakkori & Teddlie (1998:19) directly relate pragmatism to the application of mixed methods as “studies that are products of the pragmatist paradigm...combine the qualitative and quantitative approaches within different phases of the research process”. They add that each method could be implemented singly within phases of the research study; for example, quantitative design (survey), followed by qualitative design (interviews), and then finally analysing the gathered data quantitatively after converting the qualitative to numbers.

This research follows the convergent parallel mixed methods because the preliminary quantitative findings will be explained further with the qualitative data.

This research suits pragmatism because it applies to several assumptions of pragmatism that are suggested by Creswell (2013) in that it is not committed to any system of philosophy or reality, in which the first phase applies positivist in the quantitative students’ survey while the second part applies to interpretivist in the qualitative semi-structured interviews. Therefore, pragmatism suits the mixed method approach.

Similarly, regarding ontology, the research is not realistic since it does not follow an experimental approach and neither is it completely positivist, in which it relies totally on the participants’ views. Consequently, it is considered as a

combination of both types. In addition, pragmatism researchers are free to select procedures that suits their needs in order to reach their objectives and answer the research question. As a result, using mixed methods reflects what the researcher wants to present as an explanation that is closer to the researcher's values.

Moreover, pragmatics do not consider the world as an absolute unity. Similarly, mixed methods researchers allows for the application of different approaches in order to collect and analyse data rather than being committed to only one method i.e., quantitative or qualitative. Truth is what works at the time i.e., whatever suits the research situation in order to solve the research problem should be applied. In addition, Truth is not constructed as a strict duality between the mind and a reality that are completely self-governed of the mind. Hence, in mixed methods research, investigators implement both quantitative and qualitative data because they work to present the best understanding of a research problem.

Pragmatist investigators seek for the "what" and "how" in order to do research based on its planned values that aim to develop and expand it. Mixed methods researchers need to establish a rationale for justifying the reasons as to why quantitative and qualitative data need to be mixed. Pragmatists agree that research always takes place in social, historical, political, as well as other settings. Furthermore, pragmatists believe that we need to stop asking questions about reality and the laws of nature (Cherryholmes, 1992). Thus, for the mixed methods researcher, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data collection and analysis.

For Tashakkori & Teddlie (1998), pragmatism appears to be the best research philosophy for justifying the use of mixed methods since it embraces implementing them. In addition, pragmatics does not give high priority to concepts of Truth and reality. Furthermore, it provides a research philosophy that tends to be applicable. Pragmatism concentrates on what interests the researcher and what the researcher considers valuable and permits the researcher to investigate the study in different manners that he/she considers appropriate to analyse the findings.

#### **4.9 Survey and sampling**

Sarantakos (2013) defines sampling as a method that enables the researcher to investigate a quite small part of the targeted population, and still achieve data that represents the entire population. This is because sampling presents and addresses the selected population in a short period and provides results that are comparable and valid. Furthermore, samples offer more detailed information and a great amount of accuracy since they are applied to a small number of units. Similarly, Dörnyei (2007) sampling is considered one of the important methods to assess a research project design. He states that a researcher could gather information from a sample, which is a group of participants rather than including the whole population. Bryman (2012) believes that the sample is considered as a part of the population that is selected for investigation; and therefore, is recognised as a subsection that represents the population.

Saunders, et al., (2012) stresses that when choosing a sample it is important that this sample enables the researcher to answer the research question and achieve the objectives. Likewise, Hallebone and Priest (2009) argue that the

sample should be in align with the research objectives, questions, and the implemented methods.

Bernard (2013), Bryman & Bell (2015), Dörnyei (2007), and Gray (2014) add that the method of selection is based on either a probability or a non-probability approach. They consider probability sampling a type of quantitative research. Probability sampling includes random sampling, stratified sampling and cluster sampling. However, in non- probability sampling the selection of participants is non-random. Non-probability sampling comprises, quota sampling, snowball sampling and convenience sampling.

Types of sampling according to Dörnyei (2007) are divided into two types:

a) probability sampling and b) nonprobability sampling. Each of these two divisions underpin other sub-divisions. However, this research explained and justified in detail only the adopted type of sampling in the study.

#### **4.9.1.a Probability sampling**

This can be divided into:

1) **Random sampling** in which the selection of the sample of population is selected on a completely random basis. This type of sampling is adopted for this research study, which is justified in 4.9.3.a.

2) **Stratified random sampling** is based on combining random sampling with a form of grouped criteria.

3) **Systematic sampling** assigns a certain number to each member in an anonymous survey. For example, it includes choosing for example, “every 9<sup>th</sup> member of the target group” Dörnyei (2007: 97).

4) **Cluster sampling** is used when the target population is broadly spread. Therefore, the researcher is required to randomly select larger units of the population.

**4.9.1.b non- probability/ purposive sampling** is divided into three main strategies:

1) **Quota Sampling and dimension sampling** requires the researcher to determine the main proportions of the sub-groups that are determined by the parameters. The actual sample is chosen on the basis that reflects these proportions within the subjective subgroups and no random sampling is implemented.

2) **Snowball sampling** identifies certain people who meet the selection criteria and asks the participants to identify further members of the population groups. This is useful for groups whose membership is not identifiable or when reaching participants is hard to achieve.

3) **Convenience or opportunity sampling** is widely used in second language research. It is built on the researcher's practical criteria for the target population that is selected for the purpose of the study, such as, availability, accessibility, and agreement to volunteer. Based on these conditions it has the weakest rationale along with the lowest credibility. This research study set criteria in selecting participants. Therefore, this type is not adopted for this research since it is not based on criteria in selecting the participants.

4) **Criterion sampling** the researcher chooses participants who meet some definite predetermined criteria. This type is adopted for this research study, which is justified in 4.9.3.b.

#### **4.9.2 Sampling for mixed methods**

The approach to sampling could be one of the most distinguishing features between quantitative and qualitative research. While quantitative research relies on large samples, qualitative research tends to test a smaller sample (Bazeley 2002; Gray 2014). Sampling the population will be divided into quantitative and qualitative research sampling. Gray (2014) believes that even if qualitative research does not align with the sample size in quantitative research, this does not imply that random sampling approaches could not be adopted. He also believes that selecting randomly even small samples in qualitative research increases the research credibility.

Quantitative research involves probability sampling with the aim of achieving statistical inferences. On the other hand, qualitative research aims to enhance understanding of information in more depth. Therefore, quantitative and qualitative can be combined to generate both breadth and in-depth data.

Gray (2014) indicates that in mixed methods quantitative and qualitative sampling approaches can be combined to offer two-dimensional mixed methods model. In this study, quantitative and qualitative methods are implemented at the same time (concurrent).

#### **4.9.3.a Justification of quantitative sampling**

According to Bernard (2013), Bryman & Bell (2015) random sampling is the most basic form of probability sampling, in which each unit of the population has an equal probability to be included in the sample. In this type of sampling, each individual has the exactly same chance as every other individual of being selected.

Bryman & Bell (2015), Gray (2014), and Greener (2011) believe that probability random sampling rules bias out. According to Bryman & Bell (2015) the purpose of adopting probability sampling is to minimise sampling error. Gray (2014) claims that probability sampling includes choosing samples of individuals from a certain population randomly to avoid bias. Similarly, Bryman & Bell (2015) state that in this type of sampling there is no open chance for human bias. Furthermore, Greener (2011) states that choosing a sample that is representative of the total population can be achieved through random sampling which includes enough data and hinders bias. Gill & Johnson (2010) argue that random sampling aims to generalise the findings when the participants are representative of the total population.

The data cannot be collected from every item in the survey. As a result, having a portion from the whole would be more convenient where this portion of students are representative of the whole population. Students in this type of sampling were not chosen on any subjective criteria. This study included all year three and year four students who are willing to participate in answering the survey. In this type of sampling it is possible to make inferences from information about a random sample to the whole population in which this sample was selected. In this research, the gained findings that are derived from the random sample of 400 students can be generalised to the population of 600 students. Yet, it is worth mentioning that since this study is a case study, therefore this generalisation is restricted to the population of year three and year four students at Benghazi University in Libya and cannot be generalised elsewhere.

The general population of third and fourth year students at Benghazi University is 600 and using Yamane's (1967) formula, the sample was calculated to be 240.

Figure 4.1: Yamane's formula (1967)

$$n = \frac{N}{1 + N(e)^2}$$

Figure 4.1 Yamane's formula (1967)

According to Yamane (1967), **n** is the sample size, **N** is the population size, and **e** is the level of precision. Consequently, this study the general population of year three and year four students in the English language department at Benghazi University are 600 students, as a result:

$$n = \frac{600}{1+600(0.5)^2} = 240 \text{ students}$$

Therefore, 240 questionnaires represent the minimum target. However, this research study has distributed 422 questionnaires to gain results that are more comprehensive. It was distributed using random sampling on third and fourth year undergraduate students who wanted to participate in answering the questionnaire. Twenty-two questionnaires were incomplete, and therefore the

total number of returned completed questionnaires was 400, as shown in table 4.2.

Number of questionnaires distributed	Valid number of questionnaires returned	Number of incomplete questionnaires	Response percentage
422	400	22	94.8%

Table 4.2 Response rate of questionnaire

#### 4.9.3.b Justification of qualitative sampling

The type of sampling adopted for qualitative sampling is the non- probability, criterion sampling. According to Patton (2002) criterion sampling selects participants who meet predetermined criteria. This strategy is typically applied when considering quality. Accordingly, this criterion of selection is based on participants who can provide rich data in relation to the research. Patton (2002) considers that criterion sampling has advantages in that it can be useful for identifying and understanding cases that are information rich. It can also provide an important qualitative component to quantitative data. Moreover, it can be useful for identifying cases from a standardized questionnaire that might be useful for follow-up. Similarly, these standards apply to this study, which is based on criteria in selecting lectures. The first criterion is based on MA/PhD members of staff at The English Department in Benghazi University. The second criterion is based on those members who have taught translation for not less than three years. Each topic in the questionnaire has been queried to lecturers from a teachers' perspective in the semi-structured interview. The criteria of selection provides richer data and further insights of the research

investigation in order to consider the issue in depth. All of the 8 members of staff who apply to the criteria of selection were asked to join the interview protocol, yet only 6 out of 8 agreed to participate. The semi-structured interviews are conducted with 6 members of MA/PhD staff at Benghazi University who have taught translation at the English department for at least three years. The criteria of having a three-year experience in teaching translation was necessary, as their views and perceptions would reflect a sufficient experience that is related to the subject of investigation. This criterion was also based on job applications requirements, which require experience of not less than three years.

The interview was developed simultaneously with the questionnaire. The interview was conducted on Skype. Unfortunately, all of the respondents refused to be captured by video or even recorded; therefore, notes were taken instead via a software programme. This restriction in turn inhibited the researcher from using Nvivo for data analysis; as a result, content analysis was used for data analysis instead.

#### **4.10 Data collection strategies**

This research study applied mixed methods using quantitative questionnaires and qualitative semi-structured interviews.

##### **4.10.1 The students' survey**

According to Rowley (2014) questionnaires are considered one of the most extensively implemented resources of data collection in research without any direct contact with the researcher. Additionally, they are also useful to make generalizations from insights and understandings. Experimental research was not adopted for this study because it was only based on students' and

teachers' attitudes, and is not well-suited to the nature of experimental research. Therefore, a questionnaire was adopted because it matched the remit of the researcher, participants, as well as the nature of the research question and objectives.

### **The design of the questionnaire**

The questionnaire was designed for third and fourth year students at Benghazi University. It contains 38 questions and is divided into three sections, and each section is designed to measure a certain aspect. The first part concerns whether there is effect of translation in enhancing students' English language or not. The second part focusses on whether translation is effective or ineffective in developing students' skills, and the third part examines the effect of translation in developing students' grammar, semantics, cultural knowledge, and linguistic knowledge.

The questionnaire has a five-point scale which ranged from (1) strongly disagree to (5) strongly agree. Students were expected to provide answers of their choice from a five-point scale of closed questions. The questionnaire was chosen from three studies (Fernández-Guerra 2014, Kavaliauskienė & Kaminskienė 2007, Liao 2006) that were close to the nature of this research and were amended to suit the investigation.

### **The purpose of the questionnaire**

The purpose is to measure students' attitudes towards translation and learning English as a foreign language at the University of Benghazi.

### **The questionnaire administration**

The Department printed all the questionnaires and provided teaching staff for supervision. The questionnaire was distributed to 422 students of third and fourth year students at the English Department in University of Benghazi who wanted to answer it. Students were given sufficient time to answer the questionnaire. The questionnaire data collection strategy was chosen because it was easier to collect responses from a large number of students. Implementing a survey on 422 students would make findings more generalizable, instead of implementing it with all 600 students. The results were based on Yamane's (1967) formula of using 240 students as a minimum target in answering the questionnaire. However, the research study distributed 422 questionnaires to gain results that are more comprehensive and 400 questionnaires were fully answered.

### **The questionnaire analysis**

The data results were analysed statistically and objectively. The data was imported into the Statistical Package for Social Sciences (SPSS) version 21, and the Cronbach Alpha is '0.806'. The overall reliability co-efficient is higher than 0.70 which implies that there is a good consistency of scale.

#### **4.10.2 The semi-structured interview**

Rowley (2014) defines interviews as face to face verbal interactions in which the interviewer tries to gain information from understanding the interviewee. Moreover, Gray (2014) states that structured interviews combine well with collecting quantitative data and subsequent analysis. According to Rowley (2014) interviews, particularly structured and semi-structured interviews, ask questions that participants are required to answer by interacting with the

researcher. The interviewees are anticipated to present their personal attitudes, beliefs and experiences about an issue, which could be in the form of a question and answer, or viewing a topic and gathering information about it. The interviewer is not allowed to intervene in the discussion or in the answers of the interviewee, however, he/she is allowed to ask for clarification or more explanation if the answer or view provided is unclear. The interviewer is also allowed to expand the discussion or answers by further asking and building on questions in order to reach the required values that he/she aims to achieve. For this reason, semi-structured interviews were adopted for the study in order to gain sufficient information that suited the researchers' values. The interviews in this research were conducted with 6 MA and PhD university lecturers, who have taught translation at the English Language Department for not less than three years.

There are several types of interviews, such as, structured interviews, semi-structured interviews and unstructured interviews.

The first type is structured interviews where the interviewee poses the question (Rowley, 2014), and Kumar (2014: 126) states that the interviewer "asks a predetermined set of questions, using the same wording and order of questions as specified in the interview schedule". According to Kumar (2014) questions could be open-ended or closed-ended.

In open-ended questions the interviewee are not given any responses to select from the participants, and only write down their own answers; whereas in case of interview schedules, the researcher either records the respondents' exact answer or summarizes them. Open-ended questions are considered a

type of structured interviews and were not chosen in this research because they did not suit the nature of semi-structure interviews where the researcher probes and expands questions.

In closed-ended questions, the interviewer sets out the predicted answers in a schedule and participants are required to tick the category that best suits their responses. The closed- ended questions were not set out for this study since they did not tend to suit the nature of semi-structured interviews, however, they tend to be more applicable with structured interviews. Structured interviews were not adopted in this research because it prevents the researcher from gaining or expanding further information that may emerge during the interview. Such information could be highly significant to gain further insights in relation to the field of study.

The second type of interviews are semi-structured interviews, Flick (2011) argues that a semi-structured interview is designed for various types of questions to be answered flexibly with more or less open and extensive responses to cover the desired scope of interview. This type of interview was adopted in this research study in order to gather more data by requesting more detailed and expanded questions and not only sticking to a strict formulation of interview questions. According to Gray (2014) Flick (2011) and Sarantakos (2013) the interviewer would be able to probe the questions further when the answers are not rich enough to encourage the participants to continue with their responses. Therefore, during the interview additional questions could be asked which were not anticipated at the beginning and which were dependent on the flow of the discussion as well as the researcher's aims and values. Flick

(2011) suggests that the construction of the interview should be connected carefully to the aims and the target group. Overall, it is more flexible than the structured type of interviews. Moreover, Gray (2014) argues that semi-structured interviews are often conducted in qualitative data collection and analysis. Therefore, conducting this type of research collection strategy was appropriate for this research investigation.

The third type of interviews are the unstructured interviews, which require more interviewing skills than the other types (Rowley 2014 and Kumar 2014). In this type, the interviewer has total freedom to choose the content, construction and order of sequence that suit the interviewer's needs. In addition, the interviewer has complete freedom to explain the questions in any way to participants, as well as to arise subdivision questions during the interview and that depends on what came to the interviewer's mind at that moment (Kumar, 2014).

Gray (2014) and Rowley (2014) consider this type to usually be difficult to analyse, and it may result in a series of interview transcripts that are hard for comparison and integration. Bryman (2012) adds that this type is informal, and the phrasing and sequencing of questions varies from one interview to another. The unstructured interviews were not chosen to be conducted in this study because they did not suit the nature of the investigation.

The interviewer conducted the interview via electronic media (Skype); however, the interviewees refused to be videoed or even audio recorded. Therefore, the interviewer transcribed the conversation that took place via a software programme. According to Sarantakos (2013) implementing audio-visual tools could be easier. Yet, the participants must offer their agreement,

and this is equally significant when notes are taken. This is because some respondents prevent the interviewer from taking notes or speaking in front of any audio or video equipment. Similarly, Gray (2014: 386) suggests that in semi-structured interviews responses could be “documented by note taking or possibly by recording the interview”. Therefore, the researcher preferred taking notes since all interviewees agreed on this type of documentation gathering strategy.

It is worth mentioning that observation, as a qualitative data collection strategy, was not chosen for this study. Firstly, this was because it did not suit the nature of this study, as this research relies on students’ and teachers’ attitudes, therefore, observation was not required. Secondly, the research was implemented from a distance and the researcher was prevented from entering the country because of the war in Libya. Finally, although observation can suit experimental research, the weakness of this type could occur because participants are expected to change their behaviour when they realize that they are being observed (Kumar, 2014).

#### **4.10.3 Anticipated emergent findings:**

According to Patton (2002), emergent findings are expected in qualitative research. These emerged findings through participants’ views can add value to improve or expand the research findings. The interview protocol in this research study is semi- structured, therefore, it is expected that the researcher would gain further insights, emerged findings, as well as unexpected results. These further insights will be suggested for further future research that is related to the field of study in chapter seven. Moreover, each of the emerged findings will be connected to the objective that aligns with it in 5.16. In addition,

the emerged findings will be connected with their theme in 5.13. and discussed in detail in 6.6. Moreover, these emerged findings will be included in the conceptual model with their explanation in 7.4.2 and further evidenced in 5.13 and 5.14.

#### **4.11 Research generalisability and transferability**

Saunders et al., (2009) state that research generalisability means that the gained research results could be generalised to a larger population. The generalisability of the results relies on the validity and reliability of the students' surveys as well as the lecturers' semi- structured interviews. The gained quantitative findings can only be generalised to the total population of 600 third and fourth year students at Benghazi University, yet it cannot be generalised to other institutions. Similarly, the qualitative findings obtained from of 6 members of staff can be generalised only to the total of 8 members of staff at the English department in Benghazi University. This research is considered as a case study, and therefore, the obtained findings from Benghazi University could not be generalised to other Libyan universities and institutions and neither could it be generalised to universities in the Arab world.

#### **4.12. Validity and reliability**

According to Kumar (2014) and Saunders et al., (2012), validity is considered as the instrument's ability to measure what it is intended to be measured. Nunan (2006) offers two types of validity: internal validity and external validity. Internal validity concerns the research interpretability while external validity concerns the degree of generalisability of the research findings.

As for reliability, Kumar (2014) argues that if a research instrument is consistent, and consequently predictable and accurate, it is considered

reliable. The steadier and stable an instrument is, the more it is reliable. Likewise, Saunders et al., (2012) consider a research instrument to be reliable when the analysed data produces consistent findings when repeated in similar settings. As with validity, Nunan (2006) presents two types of reliability: internal and external reliability. Internal reliability concerns data collection, analysis and interpretation consistency, while external reliability concerns gaining similar findings when other researchers reproduce the research.

#### **4.12.1 Validity and reliability of the questionnaire**

Saunders et al., (2009) points out to certain aspects that should be considered regarding the validity of questionnaires, such as:

- Content validity, which can be assessed through a group of individuals who could evaluate the survey's questions and consider whether they tend to be effective in achieving accurate results or not.
- Linguistic validity, which indicates selecting appropriate words for the survey's questions, to avoid participants' misunderstanding of the questions (Saunders et al., 2009).

Gray (2014) refers to important aspects that may affect the validity of the questionnaire, for example; the language and expressions used in the questions, unrelated or irrelevant questions to the objectives of the study, unorganised questions or poor structure of questionnaire.

This research has taken all these points into consideration; therefore, content validity and linguistic validity are accomplished through the inclusion of PhD colleagues, three supervisors and other members of staff in the Business School at Liverpool John Moores University. Their views on amending what they considered as overloaded questions, indirect questions, bias, misleading

questions and complex questions were adjusted and verified until an acceptable version was produced.

In addition, a pilot study was conducted to ensure the validity and reliability of the questionnaire. Regarding the reliability of the questionnaire, Kumar (2014) indicates that the concept of reliability that relates to the research instrument should have a consistent and stable result i.e., the result of the Cronbach alpha from the students' questionnaire. The Cronbach alpha of the questionnaire in the pilot study is 0.849. According to many scholars, this result is considered reliable. In addition, the Cronbach alpha of the questionnaire in the full research study, under the same educational settings, is 0.806, which is also considered reliable. In relation to this, Kumar (2014) states that when the researcher obtains the same set of information using the same instrument more than once and gains the same or similar findings under similar conditions; hence, an instrument is considered to be reliable.

#### **4.12.2 Validity and reliability of the interviews**

Cohen, Manion, and Morrison (2011) presents some standards of validity in qualitative research that should be considered, such as:

In the natural settings of data collection; the researcher is considered as the main instrument in the research instead of a research tool; and the data should be described as it is. The interviews should also obtain relevant data to investigate the research question and achieve the objectives. Moreover, concentration should be on the process rather than on the findings, and data should be analysed in terms of the participants' views inductively, while implications and intentions of participants should be perceived. Bryman (2012) suggests that in order to attain validity the research data should be interpreted

without bias. Similarly, Gray (2014) argues that validity could be obtained in interviews when the interviewer's questions concentrate on accomplishing the research objectives. To achieve validity, he also recommends avoiding having any influence on the interviewees' answers.

Regarding reliability in qualitative research studies, Bryman (2012) points out that reliability denotes consistency and reproducibility of the research instruments. Kumar (2014) believes that the reliability of an instrument in qualitative research is its ability to provide consistent measurements. In other words, when obtaining similar results that indicate that an instrument is reliable. The more similar the results are, the more they tend to be reliable. In qualitative research, reliability is measured by dependability and confirmability (Guba and Lincoln, 1994). Reliability of the interviews were accomplished when:

- All of the interview themes that concern the effect of translation on learning English as a foreign language showed similar findings i.e., theme triangulation.
- Consistent procedures, as well as direct and clear techniques were applied when conducting each interview. In addition, the data was interpreted as it is without bias in order to enhance the reliability of the qualitative research process.
- According to Guba and Lincoln (1994) qualitative research reliability is measured by 'dependability' and 'confirmability'. In this research, dependability was attained through the assessment of the interview questions to avoid misleading, ambiguous and overloaded questions. This assessment was carried out by PhD research students as well as three PhD supervisors to ensure the clarity of the questions. Confirmability was attained when the

suggested amendments of the interview questions were refined. The researcher also prepared probes in order to be consistent when clarifying misunderstood questions. Patton (2002) with regards to the researcher's ability and skills in any qualitative research also states that reliability is a consequence of the validity in a study.

#### **4.13 Ethical considerations**

According to Gray (2014) research ethics concern the moral principles that guide it. Saunders et al., (2012) argue that research ethics is related to the suitability of the researcher's techniques and applications that concern participants' rights, mainly in formulating questions, designing the research, gaining access, data collection, data analysis, as well as presenting the finding in a moral and suitable manner. In relation to this research, Liverpool John Moores University's ethics committee approved the research ethics application of this study. The ethical conditions and guidelines of Liverpool John Moores University have been fulfilled throughout the research to enhance its reliability and credibility.

In this study, students who participated in the survey and members of staff who were involved in the semi-structured interviews were notified about the purpose and nature of the research. In addition, both students and lecturers were informed about the voluntary nature of participation with the right to refuse or withdraw. The research assured to avoid any type of harm, and embarrassment situations to participants. It also guaranteed the privacy of participants. Moreover, consent forms were compiled and signed, and participants' confidentiality of data and anonymity was considered and respected.

#### 4.14 The pilot study

Saunders et al. (2009) recommends conducting a pilot study before conducting the full study to assess a questionnaire and amend it to be clear and comprehensible to participants when answering it. Burns and Grove (2001) add that a pilot study helps researchers realise areas of weakness.

A pilot study was conducted in this research to test the questionnaire validity and reliability, and then adjust and improve the survey's questions in order to be more comprehensible. Before conducting the pilot study, a group of PhD students and three supervisors checked the questionnaire to avoid overloaded questions, misleading questions, bias and confusing wording.

A sample of 40 students was selected, and Benghazi University allowed access and helped in administering the pilot study. The respondents were informed of the purpose of the pilot study and were asked to complete the questionnaire, which contained 38 measures and was divided into three parts. The measure questions consist of a five-point scale, which ranged from strongly disagree to strongly agree. All the participants were interested in answering the questionnaire. Students commented that the questionnaire was comprehensible and easy to answer and all of the 40 questionnaires were fully answered and collected. The data from the pilot preliminary questionnaire was imported into the Statistical Package for Social Sciences (SPSS) version 21, and the Cronbach's Alpha of the questionnaire was found to be '0.849'. As a result, the overall reliability co-efficient is higher than 0.70 which implies that there is a good consistency of scale. Subsequently, it was decided to proceed with the actual study and the results showed that it was valid for full investigation.

#### **4.15 Summary of the chapter**

The chapter discussed the chosen philosophy in detail and provided a justification for choosing pragmatism that closely supports and suits the aim and nature of the research study. The reason for selecting mixed methods was justified, and the data was collected through using students' surveys and conducting semi-structured interviews in order to answer the research question and achieve the objectives. In addition, the research discussed the validity and reliability of questionnaires and interviews. The next chapter includes the findings that resulted from the analysis of the students' questionnaires and lecturers' semi structured interviews.

## **Chapter Five: Data Analysis**

### **5.0 Introduction**

The previous chapter of methodology and methods presented the chosen philosophy, which suits the aim and nature of the research study. The selection of mixed methods was adopted to gain comprehensive results, and the data was collected through using students' surveys and conducting semi-structured interviews in order to answer the research question and achieve the objectives. This chapter presents the results of the completed research study. It illustrates the collected data findings through students' questionnaires and lecturers' semi-structured interviews in connection with the methodology and methods discussed in chapter four. The aim of the data analysis is to answer the research question, achieve the objectives and to recognise the relationship between different variables. The output findings of the questionnaire are presented using SPSS, which presents the fundamental themes from the semi-structured interviews in order to measure them with the perceptions of lecturers.

### **5.1 Data analysis of questionnaire**

#### **5.1.1 Research participants**

The general population of third and fourth year students at the University of Benghazi is 600. Using Yamane's (1967) formula, the sample has been calculated to be 240. Therefore, 240 questionnaires, as a minimum target was required. The questionnaire was administered by members of staff at the English Department in which they printed all the questionnaires and provided teaching staff for supervision. A total of 422 questionnaires were distributed

randomly on students who wanted to participate in answering the survey. However, only 400 questionnaires were valid and fully answered.

The questionnaire was administered and data was analysed to elicit students' attitudes and beliefs about the extent they regard translation as either effective or ineffective in foreign language learning. It also determines the activities that students believe it raises their awareness of language use. The measure questions consisted of closed response items of a five –point –scale, which ranged from “strongly disagree” to “strongly agree”. The participants were required to indicate the extent of their agreement to each statement listed. The questionnaire contains 45 measures and was divided into three parts.

### 5.1.2 Demographic data

The first part concerned general information about the students' background such as gender, age group, and year of study, which is illustrated in the following tables.

#### Respondents' gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	88	22.0	22.0	22.0
	female	312	78.0	78.0	100.0
	Total	400	100.0	100.0	

Table 5.1 Respondents gender

Table (5.1) illustrates the percentage of the participants classified by gender. Amongst 400 respondents, 88 participants are male (22%), and 311 are

female about (78%). This shows that the number of the female students at the English department outweighs the male students.

### Respondents' age

Age was identified within the English department and was categorised into four age groups, which is illustrated below:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17-19	3	.8	.8	.8
	20-22	327	81.8	81.8	82.5
	23-25	26	6.5	6.5	89.0
	26+	44	11.0	11.0	100.0
	Total	400	100.0	100.0	

Table 5.2 Respondents Age

Table 5.2 illustrates the three groups. The first group has only 3 students (8%) and their ages are between 17 and 20, which is the smallest group. The second group consists of 327 students that are aged between 20 and 22 (approximately 82%). While the third group consists of 26 students (approximately 6.5%) that are aged between 23-25. The fourth group represents students who over 26 years old (11%). This denotes that the population of third and fourth year students in Benghazi University Language Department is within the anticipated age range.

### Respondents' study levels

Frequency and percentage for students' level of study were analysed. In table 5.3, among the 400 students, 128 participants were in the third year (32%), while 272 participants were in their fourth (68%). This suggests that fourth

year students who had a desire to participate in answering the questionnaire outweighs third year students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3rd year bachelors	128	32.0	32.0	32.0
	4th year bachelors	272	68.0	68.0	100.0
	Total	400	100.0	100.0	

Table 5.3 Respondents year of study

### 5.2 Cronbach's coefficient alpha

The data from the questionnaire was then analysed using the Statistical Package for Social Sciences (SPSS) version 21. The Cronbach's Alpha of the questionnaire was found to be 0.806 (see table 5.4 below). Therefore, the overall reliability co-efficient is higher than 0.70 which implies that there is a good consistency of scale. This suggests that the results can be parametrically and non-parametrically analysed.

Cronbach's Alpha	N of Items
.806	44

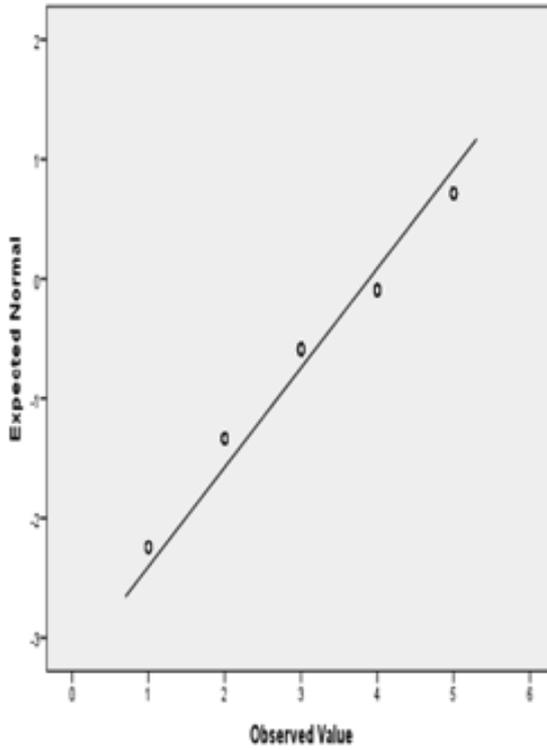
Table 5.4 Cronbach Coefficient Alpha

### 5.3 Descriptive statistical analysis

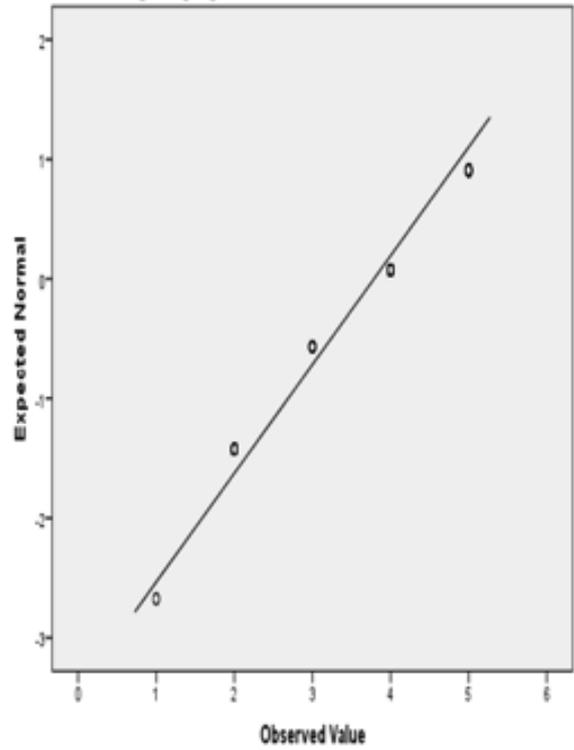
Descriptive statistics analysis tests assumptions of the variables obtained which include the mean, standard deviation, range of scores, as well as normality in Q-Q plots. Descriptive statistics presents various information and can be examined in different ways (Pallant, 2013).

The Q-Q plot tests the normality between the expected normal and the observed value of the questionnaire, and most statements reflect normality since they are very close to the linear, as illustrated in the following example charts:

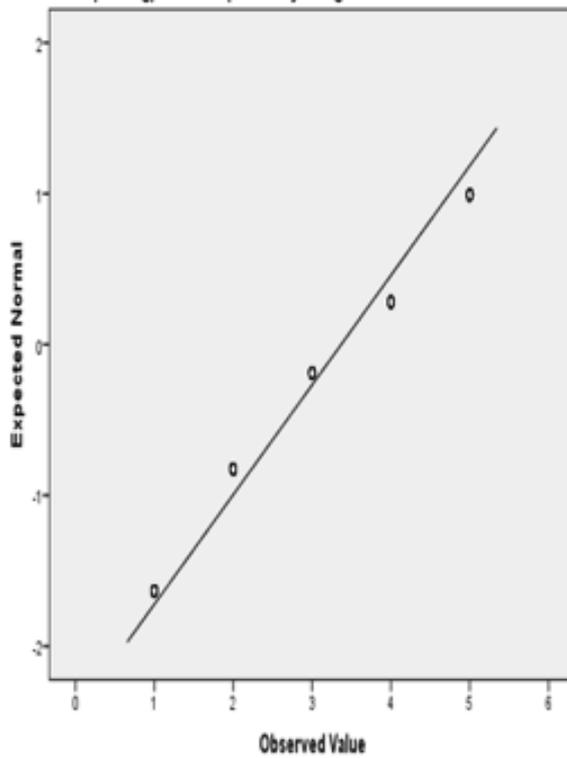
Normal Q-Q Plot of 6. When using English it is better to keep Arabic out of my mind.



Normal Q-Q Plot of 9. I think that at some stages of learning I cannot learn the foreign language without some translation activities.



Normal Q-Q Plot of 17. All language skills (reading, writing, listening and speaking) can be improved by using translation activities.



Normal Q-Q Plot of 19. Translation (from English into Arabic) is useful for checking comprehension in listening

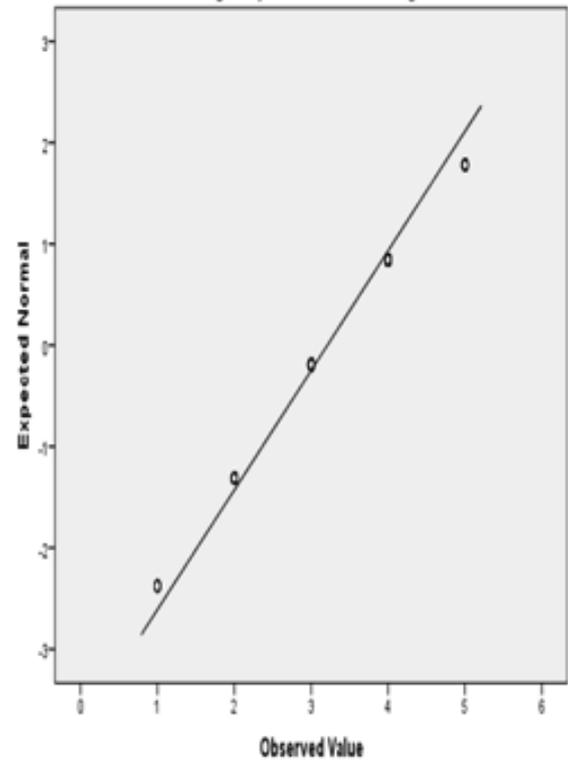


Figure 5.1 Q-Q plot tests of normality

## 5.4 Data analysis T-test for questionnaire (Male and Female)

An Independent sample t-test was implemented to classify the difference in means score of students' gender.

### 5.4.1 Independent sample T-test students' views of using translation as a strategy for learning English

The test aims to show the differences in students' attitudes in relation to their gender. Among the seven statements of students' attitudes for using translation as a strategy for learning English, the most significant difference between male and female was in the first statement "*I am interested in translation (from Arabic into English), using Arabic to learn English*". Table 5.5 shows their interest in translation from Arabic into English. The results were statistically significant ( $t = -4.588$ ,  $df = 397$ ,  $p = .000$ ). The female students' responses showed higher levels of agreement than the male students.

	gender	N	Mean	Std. Deviation	Std. Error Mean
I am interested in translation (from Arabic into English), using Arabic to learn English.	male	88	3.2841	1.00515	.10715
	Female	311	3.9711	1.29856	.07363

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-4.588	397	.000

Table 5.5 Using translation as a strategy for learning English

### 5.4.2 Independent sample T-test about how translation might enhance language learning in general

Table 5.6 concerns the independent t-test for students' beliefs about how translation might enhance their English language in general. Among the six statements in this section, the students' answers for *"I think that at some stages of learning I cannot learn the foreign language without some translation activities"*, were significant ( $t = -4.636$ ,  $df = 397$ ,  $p = .000$ ). Female respondents revealed higher agreement than male respondents, which indicates that female students prefer to apply translation activities during learning a foreign language and tend to believe that it aids foreign language learning. Consequently, this sheds light on considering including translation activities in foreign/second language classrooms at the university.

	gender	N	Mean	Std. Deviation	Std. Error Mean
I think that at some stages of learning I cannot learn the foreign language without some translation activities.	male	88	3.3295	1.141190	.12173
	Female	311	3.9260	1.04310	.05915

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-4.636	397	.000

Table 5.6 Using translation activities to enhance learning English

### 5.4.3 Independent sample T-test about the effects of translation on enhancing English learners' skills and classroom interaction

Students' responses in this section reveal that:

1. Both female and male students agree that translation aids reading comprehension in relation to the statement '*Translation helps me understand reading passages.*' As shown in 5.7, ( $t = -1.373$ ,  $df = 397$ ,  $p = .171$ ).
2. Both female and male students agree that translation develops students' writing skills for their response to '*Translating helps me write English composition*' as in table 5.8, ( $t = -.760$ ,  $df = 397$ ,  $p = .448$ ).
3. Both female and male students agree that translation improves their fluency, in their response to '*translation helps me to improve my fluency*' as shown in table 5.9, ( $t = -.701$ ,  $df = 397$ ,  $p = .483$ ).
4. Yet, both female and male students' responses of translation in developing listening comprehension was neutral in '*Translation (from English into Arabic) is useful for checking comprehension in listening*' as shown in table 5.10. ( $t = -1.014$ ,  $df = 397$ ,  $p = .311$ ).

It is worth mentioning that the female students' degree of agreement was slightly higher than the male in each of the four skill components. To conclude, students agree that their reading, speaking, and writing skills tend to be developed through translation more than their listening comprehension skill.

	gender	N	Mean	Std. Deviation	Std. Error Mean
Translation helps me understand reading passages.	male	88	4.1023	.74340	.07925
	Female	311	4.2637	1.02922	.05836

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-1.373	397	.171

Table 5.7 Translation helps understanding reading comprehension

	gender	N	Mean	Std. Deviation	Std. Error Mean
Translating helps me write English composition	male	88	3.8864	1.01065	.10774
	Female	311	4.000	1.29515	.07344

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-.760	397	.448

Table 5.8 Translation helps writing English composition

	gender	N	Mean	Std. Deviation	Std. Error Mean
Translating helps me to improve my fluency.	male	88	3.7614	1.20339	.12828
	Female	311	3.8842	1.51320	.08581

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-.701	397	.483

Table 5.9 Translation helps improve fluency

	gender	N	Mean	Std. Deviation	Std. Error Mean
Translation (from English into Arabic) is useful for checking comprehension in listening.	male	88	3.1250	.73987	.07887
	Female	311	3.2283	.87028	.04935

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-1.014	397	.311

Table 5.10 Translation is useful for checking listening comprehension

#### 5.4.4 Independent sample T-test about using translation strategies that may enhance English learners' skills and classroom interaction

1. Among the students' responses to the six statements concerning the translation strategies they apply, table 5.11 shows that the statement '*When reading English I try to understand the meaning of what I read without thinking in Arabic*' is statistically significant ( $t = 3.478$ ,  $df = 397$ ,  $p = .001$ ). This shows that female students with a score of 3.83 agree more than the male students, who had a neutral score of 3.28. This suggests that female students try as much as possible to apply the foreign language in reading comprehension more than male students do, as shown in table 5.11.

	gender	N	Mean	Std. Deviation	Std. Error Mean
When reading English I try to understand the meaning of what I read without thinking in Arabic.	male	88	3.2841	1.18369	.12618
	female	311	3.8392	1.35832	.07702

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-3.478	397	.001

Table 5.11 When reading English I try to understand the meaning of what I read without thinking in Arabic

2. In their responses concerning the statement '*When I listen to English, I first translate the English utterances into Arabic to help me understand the meanings*', both genders disagree that they cognitively resort to translate the English utterances into Arabic. The students' answers were statistically significant ( $t = -.430$ ,  $df = 397$ ,  $p = .667$ ), and interestingly, both male (2.36) and female students (2.43) responses are quite similar. This reveals that

students try to rely on the foreign language in understanding the meaning of English words without interpreting their meanings into Arabic as much as possible. See table 5.12.

	gender	N	Mean	Std. Deviation	Std. Error Mean
When I listen to English, I first translate the English utterances into Arabic to help me understand the meanings.	male	88	2.3636	1.06330	.11335
	female	311	2.4341	1.42828	.08099

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-.430	397	.667

Table 5.12 When listening to English, I translate the English utterances into Arabic

3. Furthermore, the students' attitudes regarding thinking about what they want to say in their native language before speaking in English tended to be neutral. In the statement '*When speaking English, I first translate the English utterances into Arabic to help me understand the meanings.*' ( $t = .593$ ,  $df = 397$ ,  $p = .554$ ), the male students' statistical degree of neutrality was (2.79) and the female students scored (2.68). This suggests that in speaking, students may tend to apply translation by thinking about what they want to say in their original language first, and then convey it in English.

	gender	N	Mean	Std. Deviation	Std. Error Mean
When speaking English, I first think of what I want to say in Arabic and then translate it into English.	male	88	2.7955	1.41551	.15089
	female	311	2.6849	1.57922	.08955

t-test for Equality of Means		
t	df	Sig. (2-tailed)
.593	397	.554

Table 5.13 When speaking English, I think of what I want to say in Arabic

4. In writing, both male and female agree that they try to write in English as much as possible, without thinking in Arabic. Table 5.14 reveals the results of 'I try to write in English without thinking in Arabic.' ( $t = 1.722$ ,  $df = 397$ ,  $p = .086$ ) shows that female students (3.67) and male students (3.94) both agree on this issue with minor difference. This denotes that both male and female students try, as much as they could, to think and write in the foreign language (English).

	gender	N	Mean	Std. Deviation	Std. Error Mean
I try to write in English without thinking in Arabic.	male	88	3.9432	1.02113	.10885
	female	311	3.6720	1.37318	.07787

t-test for Equality of Means		
t	df	Sig. (2-tailed)
1.722	397	.086

Table 5.14 I try to write in English without thinking in Arabic

### 5.4.5 Independent sample T-test about beliefs of the effect of translation on structure, semantics, idioms and collocations, sense and linguistics.

Among the seventeen statements relating to beliefs on the effect of semantics (vocabulary and idioms), grammar, sense (cultural background), and linguistics (textual knowledge, contrastive analysis, mother tongue interference), seven were significant.

#### 5.4.5.1 Semantics: includes a) vocabulary, and b) idioms and phrases

In concern with beliefs about vocabulary, '*Translation helps me memorise English vocabulary*' ( $t = -6.159$ ,  $df = 397$ ,  $p = .000$ ). The female students' results with a score of (4.38) indicate that they slightly agree more than male students (3.68) that practicing translation aids memorising English vocabularies, as shown in table 5.15 below. This illustrates that students believe that practicing translation exercises tends to develop their range of vocabularies.

	gender	N	Mean	Std. Deviation	Std. Error Mean
Translation helps me memorise English vocabulary.	male	88	3.6818	.63509	.06770
	female	311	4.3826	1.01197	.05738

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-6.159	397	.000

Table 5.15 Translation helps me memorize English vocabulary

Table 5.16 shows beliefs about the relation between translation with idioms and phrases in the statement ‘*Translation helps me learn English idioms and phrases*’ ( $t = -4.484$ ,  $df = 397$ ,  $p = .000$ ). The results show that male and female students both agree that translation develops learning English idioms and phrases. However, female students revealed slightly higher agreement (4.36) than male students (3.86).

**Table 5.16 b. idioms and phrases)**

	gender	N	Mean	Std. Deviation	Std. Error Mean
Translation helps me learn English idioms and phrases.	male	88	3.8636	.73001	.07782
	female	311	4.3666	.97751	.05543

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-4.484	397	.000

Table 5.16 Translation helps me learn English idioms and phrases

#### 5.4.5.2 Grammar

Table 5.17 indicates that this statement is significant ‘*Translation helps me improve my knowledge of English grammar rules*’ ( $t = -3.405$ ,  $df = 397$ ,  $p = .001$ ), with male and female students both agreeing that practicing translation enhances knowledge in English grammar. Yet, female students’ agreement (4.50) is slightly more than male students’ agreement.

**Table 5.17 Translation and grammar**

	gender	N	Mean	Std. Deviation	Std. Error Mean
Translation helps me improve my knowledge of English grammar rules.	male	88	4.1932	.67565	.07202
	female	311	4.5016	.76990	.04366

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-3.405	397	.001

Table 5.17 Translation helps me improve my knowledge of English grammar rules

#### 5.4.5.3 Sense: culture

Two statements are significant regarding students' beliefs about translation and cultural background. The first is '*Translation improves my knowledge about the source language culture (Arabic)*' ( $t = -4.462$ ,  $df = 397$ ,  $p = .000$ ), which shows that both male (3.79) and female (4.27) students agree that translation improves their Arabic cultural knowledge. The female respondents showed higher agreement levels with the statement than male, as shown in table 5.18.

	gender	N	Mean	Std. Deviation	Std. Error Mean
Translation improves my knowledge about the source language culture (Arabic).	male	88	3.7955	.87309	.09307
	female	311	4.2765	.89842	.05094

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-4.462	397	.000

Table 5.18 Translation improves my knowledge about the source language culture

The second statement is '*Translation improves my knowledge about the target language culture (English)*' as shown in table 5.19 ( $t = -5.885$ ,  $df = 397$ ,  $p = 000$ ). The results reveal that both male (3.78) and female (4.31) students agree that practicing translation develops their knowledge of English language culture, with female respondents exceeding male respondents in their level of agreement.

	gender	N	Mean	Std. Deviation	Std. Error Mean
Translation improves my knowledge about the target language culture (English).	male	88	3.7841	.74970	.07992
	female	311	4.3183	.75238	.04266

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-5.885	397	.000

Table 5.19 Translation improves my knowledge about the target language culture

#### 5.4.5.4. Linguistics: including a. Textual Knowledge, b. Contrastive Analysis, c. Mother Tongue Interference

##### a. Translation and Textual Knowledge.

Students' responses show that they tend to believe that translation enhances textual knowledge in all of the seven linguistic devices that were included in the survey, namely cohesion, coherence, genres, registers, language dialects as well as form and meaning. However, only two examples have been explained in detail because they were considered to be statistically significant. Students' responses' to the statement '*Translation improves textual knowledge of different genres*' proved to be statistically significant, as illustrated in table 5.20 ( $t = -3.981$ ,  $df = 397$ ,  $p = 000$ ). Both male (3.86) and female (4.16) students agree that translation enhances students' knowledge of different genres i.e., different text types such as narrative, instructive, expository and descriptive, with female students exhibiting slightly higher levels of agreement than male students.

	gender	N	Mean	Std. Deviation	Std. Error Mean
Translation improves textual knowledge of different genres.	male	88	3.8636	.77581	.08270
	female	311	4.1640	.57540	.03263

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-3.981	397	.000

Table 5.20 Translation improves textual knowledge of different genres

The second sentence concerning linguistic devices, *'Translation helps me develop a deep understanding of the relationship between form and meaning'*, also revealed significant results as shown in table 5.21 ( $t = -4.032$ ,  $df = 397$ ,  $p = .000$ ). Female students (4.43) agree more with this statement compared with male students (4.12) in that translation aids deeply in recognising the relationship between form (structure) and meaning (sense) when rendering the source language into the target language. To explain this in more detail, to produce an acceptable translation in the TL one must discover the meaning of the source language and use receptor language forms i.e., TL forms, which convey this meaning naturally.

	gender	N	Mean	Std. Deviation	Std. Error Mean
Translation helps me develop a deep understanding of the relationships between form and meaning.	male	88	4.1250	.45010	.04798
	female	311	4.4341	.67775	.03843

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-4.032	397	.000

Table 5.21 Translation helps me develop a deep understanding of the relationships between form and meaning

In addition, the statement *'Translation raises awareness of the differences between both linguistic systems i.e., contrastive analysis between Arabic and English'* is also of interest, as illustrated in table 5.22, ( $t = -3.313$ ,  $df = 397$ ,  $p = .000$ ).

=000). In this statement, both male (4.07) and female (4.36) students agree that translation raises awareness about the differences between the two languages in question.

	gender	N	Mean	Std. Deviation	Std. Error Mean
Translation raises awareness of the differences between both linguistic systems i.e., contrastive analysis between Arabic and English	male	88	4.0795	.46042	.04908
	female	311	4.3698	.78386	.04445

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-3.313	397	.000

Table 5.22 Translation raises awareness of the differences between both linguistic systems

Consequently, raising awareness about contrastive analysis reduces mother tongue interference. The statement '*Translation helps me avoid making mistakes (in English) derived from mother tongue interference (in Arabic)*', was statistically significant ( $t = -559$ ,  $df = 397$ ,  $p = 000$ ). Both male (3.86) and female (4.30) students agree that translation prevents students from making mistakes derived from mother tongue interference. It is worth mentioning that female students agree more than male students that it does, as shown in table 5.23

	gender	N	Mean	Std. Deviation	Std. Error Mean
Translation helps me avoid making mistakes (in English) derived from mother tongue interference (in Arabic).	male	88	3.8636	.68114	.07261
	female	311	4.3087	.74133	.04204

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-5.059	397	.000

Table 5.23 Translation helps me avoid making mistakes (in English) derived from mother tongue interference

## 5.5 Data analysis T–test for questionnaire (Year 3 and Year 4)

An independent sample T-test was implemented to compare the difference in means score of students' year of study (third and fourth year)

### 5.5.1 Independent sample T-test Students' views of translation as a strategy for learning English

From the seven statements of students' attitudes on using translation as a strategy for learning English, the most important mean between third and fourth year students was seen in the statement '*Translation activities serve as a useful strategy for learning English i.e., it that helps me improve my English language*'. This statement was statistically significant ( $t = -4.053$ ,  $df = 398$ ,  $p = .000$ ) with both third year (4.21) and fourth year (4.56) students agreeing that translation activities are considered as a useful strategy to enhance learning English. Yet, year four students agreed slightly more than year three students

on the effectiveness of translation activities. This denotes that the higher the students' level, the more they regard translation activities as being useful for acquiring English, as illustrated in table 5.24

	year	N	Mean	Std. Deviation	Std. Error Mean
Translation activities serve as a useful strategy for learning English i.e., it that helps me improve my English language.	3rd year bachelors	128	4.1250	.45010	.04798
	4th year bachelors	272	4.4341	.67775	.03843

t-test for Equality of Means		
t	df	Sig. (2-tailed)
--4.053	398	.000

Table 5.24 Translation activities serve as a useful strategy for learning English

The second significant statement *'I try to clarify the differences/similarities between Arabic and English through translation'* also revealed noteworthy results ( $t = -4.053$ ,  $df = 398$ ,  $p = 000$ ). In which both year three (4.31) and year four (4.41) students agree that they try to understand the English by comparing similarities and contrasting differences with Arabic through translation i.e., implementing contrastive analysis. However, year four students displayed more agreement than year three students on the effectiveness of implementing contrastive analysis through translation. This means that the higher the students' competence level, the more they believe that implementing contrastive analysis through translation is effective in developing their English language, as illustrated in table 5.2

	year	N	Mean	Std. Deviation	Std. Error Mean
I try to clarify the differences /similarities between Arabic and English through translation.	3rd year bachelors	128	4.3125	.66107	.05843
	4th year bachelors	272	4.4081	.91664	.05558

t-test for Equality of Means		
t	df	Sig. (2-tailed)
--4.053	398	.000

Table 5.25 clarifying the differences/similarities between Arabic and English through translation

### 5.5.2 Independent sample T-test EFL learners' beliefs about how translation might enhance language learning in general

Among the six statements in this section, the responses to '*Translation (from English into Arabic and vice versa) helps me make progress in learning English*', revealed significant data ( $t=-8.150$ ,  $df =398$ ,  $p=.000$ ). Year four respondents (4.51) revealed higher levels of agreement than year three (3.82). This shows that year four students tend to believe that practicing translation develops learning English more than year three students, as seen in table 5.26.

	year	N	Mean	Std. Deviation	Std. Error Mean
Translation (from English into Arabic and vice versa) helps me make progress in learning English.	3rd year bachelors	128	3.8203	.99157	.08764
	4th year bachelors	272	4.5110	.67634	.04101

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-8.150	398	.000

Table 5.26 Translation (from English into Arabic and vice versa) helps me make progress in learning English

### 5.5.3 Independent sample T-test about the effects of translation on enhancing English learners' skills and classroom interaction

Students' responses in this section reveal that:

1. In the statement '*Translation helps me understand reading passages*' both year three and year four students agree that translation aids reading comprehension and revealed significant data ( $t = -5.522$ ,  $df = 397$ ,  $p = 0.000$ ). As shown in table 5.27, year four levels of agreement (4.408) exceeded those of year three (3.852).
2. Both year three and year four students agree that translation develops students' writing in their response to the statement '*Translating helps me write English composition*', which was significant ( $t = -2.011$ ,  $df = 397$ ,  $p = 0.045$ ). Yet, year four level of agreement (4.062) was higher than year three (3.797), as illustrated in 5.28.

3. Both year three and year four students agree that translation improves their fluency, in their answer to '*translation helps me to improve my fluency*', which was significant ( $t= .290$ ,  $df =397$ ,  $p= .772$ ). Their results were quite similar with year three (3.891) slightly exceeding year four (3.846) in their degree of agreement, as shown in table 5.29.

4. However, responses of translation in developing listening comprehension in '*Translation (from English into Arabic) is useful for checking comprehension in listening*' as illustrated ( $t= 6.239$ ,  $df =397$ ,  $p=.000$ ). The results show that year three students (3.578) agreed with the statement more than year four students (3.037). See table 5.30.

It is worth mentioning that, year four students' degree of agreement was slightly higher than year three students in reading and writing components. On the other hand, in speaking, both years were quite similar with year three agreeing slightly more than year four that translation tends to improve fluency and could be useful for listening comprehension.

	year	N	Mean	Std. Deviation	Std. Error Mean
Translation helps me understand reading passages.	3rd year bachelors	128	3.8516	1.13699	.10050
	4th year bachelors	272	4.4081	.83224	.05046

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-5.522	398	.000

Table 5.27 Translation helps me understand reading passages

	year	N	Mean	Std. Deviation	Std. Error Mean
Translating helps me write English composition	3rd year bachelors	128	3.7969	1.18627	.10485
	4th year bachelors	272	4.0625	1.25368	.07602

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-2.011	398	.045

Table 5.28 Translating helps me write English composition

	year	N	Mean	Std. Deviation	Std. Error Mean
Translating helps me to improve my fluency.	3rd year bachelors	128	3.8906	1.25010	.11049
	4th year bachelors	272	3.8456	1.53617	.09314

t-test for Equality of Means		
t	df	Sig. (2-tailed)
.290	398	.772

Table 5.29 Translating helps me to improve my fluency

	year	N	Mean	Std. Deviation	Std. Error Mean
Translation (from English into Arabic) is useful for checking comprehension in listening	3rd year bachelors	128	3.5781	.86588	.07653
	4th year bachelors	272	3.0368	.78179	.04740

t-test for Equality of Means		
t	df	Sig. (2-tailed)
6.239	398	.000

Table 5.30 Translation (from English into Arabic) is useful for checking comprehension in listening

#### 5.5.4 Independent sample T-test about using translation strategies that may enhance English learners' skills and classroom interaction

The section concerns students' responses to the six statements in this section on the translation strategies they apply.

1. In reading comprehension, table 5.31 shows that the statement, '*When reading English, I try to understand the meaning of what I read without thinking in Arabic*' ( $t = -4.260$ ,  $df = 398$ ,  $p = .000$ ), is statistically important. The results reveal that year three students' answers were neutral with a score of (3.31), which is less than year four who scored (3.91). This denotes that year three students rely on their native language (Arabic) to understand reading passages more than year four students do. Consequently, it suggests that the higher the students' level is, the more they try to rely on the foreign language (English) rather than their native (Arabic) in reading comprehension.

	year	N	Mean	Std. Deviation	Std. Error Mean
When reading English I try to understand the meaning of what I read without thinking in Arabic.	3rd year bachelors	128	3.3125	1.24071	.10966
	4th year bachelors	272	3.9118	1.34450	.08152

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-4.260	398	.000

Table 5.31 When reading English I try to understand the meaning of what I read without thinking in Arabic

2. In addition, from the students' responses regarding listening in the statement '*When I listen to English, I first translate the English utterances into Arabic to help me understand the meanings.*', year three students' answers were neutral (2.86), while year four students (2.20) disagreed that they cognitively resort to translate the English utterances that they perceive into Arabic. The students answers were statistically significant ( $t = 4.589$ ,  $df = 398$ ,  $p = .000$ ). This reveals that in listening comprehension, the higher the students level is, the more they try to rely on the foreign language in understanding the meaning of English words they hear without cognitively interpreting their meanings in their native language (Arabic), as shown in table 5.32

	year	N	Mean	Std. Deviation	Std. Error Mean
When I listen to English, I first translate the English utterances into Arabic to help me understand the meanings.	3rd year bachelors	128	2.8594	1.14833	.10150
	4th year bachelors	272	2.2096	1.39458	.08456

t-test for Equality of Means		
t	df	Sig. (2-tailed)
4.589	398	.000

Table 5.32 When listening to English, I translate the English utterances into Arabic

2. Furthermore, in relation to speaking the statement '*When speaking English, I first translate the English utterances into Arabic to help me understand the meanings*' was significant ( $t = 8.305$ ,  $df = 398$ ,  $p = 0.000$ ). The results revealed that year three students' statistical degree of agreement (3.57) contrasted considerably with year four students' score of agreement (2.68). In turn, this suggests that in speaking, unlike year four students, year three tended to implement translation by first thinking about what they want to say in Arabic and then convert it into English. Subsequently, as shown in table 5.33, this indicates that in speaking, the higher the students' level, the more they try to implement English. On the other hand, the lower their level is, the more they rely on Arabic, and resort to translation.

	year	N	Mean	Std. Deviation	Std. Error Mean
When speaking English, I first think of what I want to say in Arabic and then translate it into English.	3rd year bachelors	128	3.5703	1.21463	.10736
	4th year bachelors	272	2.3015	1.51411	.09181

t-test for Equality of Means		
t	df	Sig. (2-tailed)
8.305	398	.000

Table 5.33 When speaking English, I think of what I want to say in Arabic and then translate it into English

4. In writing, the statement of '*I try to write in English without thinking in Arabic.*' Also resulted in significant data ( $t = -3.413$ ,  $df = 398$ ,  $p = .001$ ), thus shows that year three students (3.41) responses were neutral while year four students (3.89) agreed that they try to write in English as much as possible, without thinking in Arabic. Consequently, this denotes that in writing, the higher the students' level, the more they try to apply English. By contrast, the lower the students' level, the more they rely on Arabic and implement translation.

	year	N	Mean	Std. Deviation	Std. Error Mean
I try to write in English without thinking in Arabic.	3rd year bachelors	128	3.4141	1.23930	.10954
	4th year bachelors	272	3.8860	1.31338	.07964

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-3.413	398	.001

Table 5.34 I try to write in English without thinking in Arabic

### **5.5.5 Independent sample t- test about beliefs of the effect of translation on structure, semantics, idioms and collocations, sense and linguistics.**

From the seventeen statements relating to beliefs of the effect of semantics (vocabulary and idioms), grammar, sense (cultural background), and linguistics (textual knowledge, contrastive analysis, mother tongue interference), seven were significant.

#### **5.5.5.1 Semantics: includes a) vocabulary, and b) idioms and phrases**

The statement '*Translation helps me memorise English vocabulary.*' was significant ( $t = -11.976$ ,  $df = 398$ ,  $p = .000$ ). Year four students with a score of (4.57) exceed year three students (3.49) in their level of agreement. When compared with year three students, year four students believe more that practicing translation aids memorising English vocabularies. This illustrates that practicing translation exercises develops learners' range of vocabularies, as shown in table 5.35

**Table 5.35 a) vocabulary**

	year	N	Mean	Std. Deviation	Std. Error Mean
Translation helps me memorise English vocabulary.	3rd year bachelors	128	3.4922	1.21666	.10754
	4th year bachelors	272	4.5772	.59636	.03616

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-11.976	398	.000

Table 5.35 Translation helps me memorise English vocabulary

Furthermore, Table 5.36 shows beliefs about the relation between translation and idioms and phrases in the statement '*Translation helps me learn English idioms and phrases.*' ( $t = -7.312$ ,  $df = 398$ ,  $p = .000$ ). The results show that both year three and year four students agree that translation develops learning English idioms and phrases. However, year four students (4.48) revealed higher agreement levels than year three students (3.78), as illustrated in table 5.36.

**Table 5.36 b) idioms and phrases**

	year	N	Mean	Std. Deviation	Std. Error Mean
Translation helps me learn English idioms and phrases.	3rd year bachelors	128	3.7813	1.20979	.10693
	4th year bachelors	272	4.4816	.69767	.04230

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-7.312	398	.000

Table 5.36 Translation helps me learn English idioms and phrases

### 5.5.5.2. Grammar

Moreover, table 5.37 indicates that the statement '*Translation helps me improve my knowledge of English grammar rules.*' is significant ( $t = -6.145$ ,  $df = 398$ ,  $p = 000$ ), where year three students (4.10) and year four students (4.58) both agree that practicing translation enhances knowledge in English grammar. Yet, year four students exceed year three students in their level of agreement. This means that the higher the students' level, the more they consider translation effective in developing English grammar rules.

	year	N	Mean	Std. Deviation	Std. Error Mean
Translation helps me improve my knowledge of English grammar rules.	3rd year bachelors	128	4.1094	.79600	.07036
	4th year bachelors	272	4.5882	.69229	.04198

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-6.145	398	.000

Table 5.37 Translation helps me improve my knowledge of English grammar rules

### 5.5.5.3 Sense: culture

Two statements were significant regarding students' beliefs about translation and cultural background. The first statement is '*Translation improves my knowledge about the source language culture (Arabic).*' as shown in table 5.38 ( $t = -8.55$ ,  $df = 398$ ,  $p = .000$ ). The results reveal that both year three (3.64) and year four students (4.42) students agree that translation improves their source language cultural knowledge (Arabic). Year four students' respondents showed higher agreement with the statement than year three students, as shown in table 5.38.

	year	N	Mean	Std. Deviation	Std. Error Mean
Translation improves my knowledge about the source language culture (Arabic).	3rd year bachelors	128	3.6484	1.05435	.09319
	4th year bachelors	272	4.4191	1.05435	.04362

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-8.551	398	.000

Table 5.38 Translation improves my knowledge about the source language culture (Arabic)

The second statement was 'Translation improves my knowledge about the target language culture (English).' as shown in table 5.39 ( $t = -8.278$ ,  $df = 398$ ,  $p = .000$ ). The findings show that both year three (3.76) and year four (4.31) students agree that practicing translation develops their knowledge of the target language culture, i.e., English. Yet, year four respondents exceeded year three respondents in their level of agreement. Accordingly, this denotes that the higher the students' level, the more they believe that translation enhances both the source language culture and the target language culture, as illustrated in table 5.39.

	year	N	Mean	Std. Deviation	Std. Error Mean
Translation improves my knowledge about the target language culture (English).	3rd year bachelors	128	3.7656	.90913	.08036
	4th year bachelors	272	4.4081	.61860	.03751

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-8.278	398	.000

Table 5.39 translation improves knowledge about the target language culture (English)

#### 5.5.5.4 Linguistic devices

##### a. Translation and textual knowledge.

Students' responses show that translation enhances textual knowledge of all of the seven linguistic devices that were included in the survey, such as (cohesion, coherence, genres, registers, language dialects as well as form and meaning). However, only genres, form and meaning were explained in detail due to their noteworthy statistics.

Students' responses' for the statement '*Translation improves textual knowledge of different genres*' was statistically significant, as illustrated in table 5.40 ( $t=3.025$ ,  $df=398$ ,  $p=000$ ). It shows that both year three (3.96) and four students (4.17) students agree that translation enhances students' knowledge of different genres i.e., different text types whether narrative, instructive, expository, hortatory and descriptive. However, year four students scored slightly higher than year three, and so denoting that for developing #

textual knowledge, the former consider translation to be much more beneficial than the latter.

	year	N	Mean	Std. Deviation	Std. Error Mean
Translation improves textual knowledge of different genres.	3rd year bachelors	128	3.9609	.73605	.06506
	4th year bachelors	272	4.1654	.73605	.03486

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-3.025	398	.000

Table 5.40 Translation improves textual knowledge of different genres

The second sentence that concerns linguistic devices, '*Translation helps me develop a deep understanding of the relationships between form and meaning.*' was statistically significant, as shown in table 5.41 ( $t = -4.592$ ,  $df = 398$ ,  $p = 000$ ). Both year three and year four students agree with this statement. As year four students (4.16) agree more, compared with year three students (4.47) that translation helps students connect form (structure) and meaning when rendering the source language into the target language. Accordingly, the higher the students' level, the more they believe that translation is effective in raising awareness between form and meaning.

	year	N	Mean	Std. Deviation	Std. Error Mean
Translation helps me develop a deep understanding of the relationships between form and meaning.	3rd year bachelors	128	4.1563	.69234	.06119
	4th year bachelors	272	4.4669	.60044	.03641

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-4.592	398	.000

Table 5.41 Translation helps me develop a deep understanding of the relationships between form and meaning

In addition, regarding the statement '*Translation raises awareness of the differences between both linguistic systems i.e., contrastive analysis between Arabic and English*' was statistically important ( $t = -1.368$ ,  $df = 398$ ,  $p = .172$ ), as illustrated in table 5.42. In which both year three (4.23) as well as year four students (4.34) agree that translation raises awareness about the differences and similarities between Arabic and English. Yet, year four level of agreement was slightly higher than year three.

	year	N	Mean	Std. Deviation	Std. Error Mean
Translation raises awareness of the differences between both linguistic systems i.e., contrastive analysis between Arabic and English.	3rd year bachelors	128	4.2344	.69287	.06124
	4th year bachelors	272	4.3419	.75188	.04559

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-1.368	398	.172

Table 5.42 Translation raises awareness of the differences between both linguistic systems i.e., contrastive analysis between Arabic and English

Based on students' perceptions, contrastive analysis was also considered to reduce mother tongue interference. The responses for the statement "*Translation helps me avoid making mistakes (in English) derived from mother tongue interference (in Arabic)*", was significant ( $t = -3.803$ ,  $df = 398$ ,  $p = 000$ ) as illustrated in table 5.43. Both year three (4.01) and year four (4.31) students agree that translation prevents students from making mistakes derived from mother tongue interference, with year four expressing more agreement than year three students.

	year	N	Mean	Std. Deviation	Std. Error Mean
Translation helps me avoid making mistakes (in English) derived from mother tongue interference (in Arabic).	3rd year bachelors	128	4.0078	.81806	.07231
	4th year bachelors	272	4.3088	.69807	.04233

t-test for Equality of Means		
t	df	Sig. (2-tailed)
-3.803	398	.000

Table 5.43 Translation helps me avoid making mistakes (in English) derived from mother tongue interference (in Arabic)

## 5.6 Pearson correlation

Pallant (2013) states that Pearson Correlation analysis reveals the strength and direction of the relationship between two variables. Accordingly, it is applied in this study to show the relation among different variables in the survey.

### 5.6.1. EFL learner views about the use of translation as a learning strategy for learning English

In relation to the seven statements concerning EFL learners' views about the use of translation as a learning strategy for learning English. Two of statements had variables that showed a correlation.

The statement "*Translation activities serve as a useful strategy for learning English i.e., the activities help in improving my English language*" correlates negatively with the statement "*Practicing translation activities have no*

*influence on developing my English language*". In which  $r = -.542$  indicates a moderate negative Pearson correlation, as shown in table 5.44.

**Correlations**

		2. Translation activities serve as a useful strategy for learning English i.e., the activities help in improving my English language.	7. Practicing translation activities have no influence on developing my English language.
2. Translation activities serve as a useful strategy for learning English i.e., the activities help in improving my English language.	Pearson Correlation Sig. (2-tailed) N	1  400	-.542**  .000 400
7. Practicing translation activities have no influence on developing my English language.	Pearson Correlation Sig. (2-tailed) N	-.542**  .000 400	1  400

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5.44 Pearson correlation- EFL learners' views about the use of translation as a learning strategy for learning English

### 5.6.2 EFL beliefs about how translation might enhance language learning in General.

Generally, from the six statements in this theme, four statements were correlated.

1. There is a correlation between the statements "*Translation classes motivate me to learn English*" and "*Translation classes impede my progress in English*". In which  $r = -.332$  refers to a negative Pearson correlation, as shown in table 5.45.

		Translation classes motivate me to learn English.	Translation classes impede my progress in English.
Translation classes motivate me to learn English.	Pearson Correlation Sig. (2-tailed) N	1  400	-.332**  .000 400
Translation classes impede my progress in English.	Pearson Correlation Sig. (2-tailed) N	-.332**  .000 400	1  .000 400

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5.45 Pearson correlation- EFL beliefs about how translation might enhance language learning in General

2. There is also a correlation between the sentence “*I think that at some stages of learning I cannot learn the foreign language without some translation activities*” and “*Translation (from English into Arabic and vice versa) helps me make progress in learning English*” with  $r=.560$  indicating a positive correlation between the two sentences, as shown in table (5.46).

		I think that at some stages of learning I cannot learn the foreign language without some translation activities.	Translation (from English into Arabic and vice versa) helps me make progress in learning English.
I think that at some stages of learning I cannot learn the foreign language without some translation activities.	Pearson Correlation Sig. (2-tailed) N	1  400	.560** .000 400
Translation (from English into Arabic and vice versa) helps me make progress in learning English.	Pearson Correlation Sig. (2-tailed) N	.560** .000 400	1  400

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5.46 Pearson correlation between translation activities and developing a foreign language

## 5.7 Correlation and skills

In this section, the aim is to correlate each skill regarding students' beliefs about the effect of translation on enhancing English with its reversed question of each skill.

### Reading

As illustrated in table 5.47, there is a correlation between the statement *"Translation helps me understand reading passages"* with the statement, *"Translation (from English into Arabic) inhibits me from checking comprehension in reading"*. In which  $r = -.757$  denotes a strong negative correlation.

		Translation helps me understand reading passages.	Translation (from English into Arabic) inhibits me from checking comprehension in reading
Translation helps me understand reading passages.	Pearson Correlation Sig. (2-tailed) N	1  400	-.757**  .000 400
Translation (from English into Arabic) inhibits me from checking comprehension in reading.	Pearson Correlation Sig. (2-tailed) N	-.757**  .000 400	1   400

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5.47 Pearson correlation- of translation and reading

## Writing

There was a moderate correlation between the statement “*Translating helps me write English composition*” and the statement “*Translation (from English into Arabic and vice versa) does not help me improve my writing*”. In which  $r = -.367$  refers to a negative Pearson correlation, as illustrated in table 5. 48.

		Translating helps me write English composition.	Translation (from English into Arabic and vice versa) does not help me improve my writing.
Translating helps me write English composition.	Pearson Correlation	1	-.367**
	Sig. (2-tailed)		.000
	N	400	400
Translation (from English into Arabic and vice versa) does not help me improve my writing.	Pearson Correlation	-.367**	1
	Sig. (2-tailed)	.000	
	N	400	400

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5.48 Pearson correlation- of translation and writing

## Speaking

As shown in table 5.49, there is a strong correlation between the two statements “Translating helps in improving my fluency” and “*Translation (from English into Arabic and vice versa) does not help me improve my speaking*”. Whereas  $r = -.844$  indicates a negative strong Pearson correlation.

**Correlations**

		16. Translating helps in improving my fluency.	20. Translation (from English into Arabic and vice versa) does not help me improve my speaking.
16. Translating helps in improving my fluency.	Pearson Correlation Sig. (2-tailed) N	1 400	-.844** .000 400
20. Translation (from English into Arabic and vice versa) does not help me improve my speaking.	Pearson Correlation Sig. (2-tailed) N	-.844** .000 400	1 400

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5.49 Pearson correlation- of translation and speaking

**Listening**

However, there was a weak correlation in listening comprehension so therefore it was not included. This may be the result of students’ neutral responses to questions regarding listening comprehension.

**5.8 Using translation strategies that may enhance English learners’ skills and classroom interaction.**

From the six statements included in this section, only four statements were significant.

The first two statements connect the writing skill “*To write in English, I brainstorm the topic in Arabic first*” with “*I try to write in English without*

*thinking in Arabic*". These two sentences strongly correlate, with  $r=-.828$  denoting a strong negative Pearson correlation, as shown in table 5.50.

		To write in English, I brainstorm the topic in Arabic first.	I try to write in English without thinking in Arabic.
To write in English, I brainstorm the topic in Arabic first.	Pearson Correlation	1	-.828**
	Sig. (2-tailed)		.000
	N	400	400
I try to write in English without thinking in Arabic.	Pearson Correlation	-.828**	1
	Sig. (2-tailed)	.000	
	N	400	400

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5.50 Pearson correlation – of translation and listening

The other two statements concern speaking "*When speaking English, I first think of what I want to say in Arabic and then translate it into English*" and "*I speak in English without thinking in Arabic*" These two statements have a strong negative Pearson correlation of  $r=-.936$ , as shown in table 5.51.

		When speaking English, I first think of what I want to say in Arabic and then translate it into English.	I speak in English without thinking in Arabic.
When speaking English, I first think of what I want to say in Arabic and then translate it into English.	Pearson Correlation Sig. (2-tailed) N	1  400	-.936**  .000 400
I speak in English without thinking in Arabic.	Pearson Correlation Sig. (2-tailed) N	-.936** .000 400	1  400

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5.51 Pearson correlation – of translation and listening

## 5.9 Correlation and language aspects

Beliefs about the effect of translation on grammar, semantics (vocabulary, idioms and collocations), sense (culture) and other linguistic devices.

### 5.9.1. Idioms and phrases

There was a strong correlation between the two statements “*Translation helps me learn English idioms and phrases*” and “*Reading the Arabic translation of idioms and phrases helps me learn English idioms and phrases*”. In which  $r=.866$  indicates a strong positive Pearson correlation, as shown in table 5.52.

		Translation helps me learn English idioms and phrases.	Reading the Arabic translation of idioms and phrases helps me learn English idioms and phrases.
Translation helps me learn English idioms and phrases.	Pearson Correlation Sig. (2-tailed) N	1 400	.866** .000 400
Reading the Arabic translation of idioms and phrases helps me learn English idioms and phrases.	Pearson Correlation Sig. (2-tailed) N	.866** .000 400	1 400

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5.52 Pearson correlation –speaking in English without thinking in Arabic

### 5.9.2 Sense: culture

As illustrated in table 5.53, the two statements “*Translation improves my knowledge about the source language culture (Arabic)*” and “*Translation improves my knowledge about the target language culture (English)*” had a strong positive Pearson correlation of  $r=.743$ .

		Translation improves my knowledge about the source language culture (Arabic).	Translation improves my knowledge about the target language culture (English).
Translation improves my knowledge about the source language culture (Arabic).	Pearson Correlation Sig. (2-tailed) N	1  400	.743** .000 400
Translation improves my knowledge about the target language culture (English).	Pearson Correlation Sig. (2-tailed) N	.743** .000 400	1  400

\*\* . Correlation is significant at the 0.01 level (2-tailed).

□

Table 5.53 Pearson correlation –translation and culture

### 5.9.3 Grammar

As shown in table 5.54, two statements were strongly correlated “*Translation helps me improve my knowledge of English grammar rules*” and “*Translation inhibits my progress in English grammar*”. In which  $r = -.777$  refers to a strong negative correlation.

		Translation helps me improve my knowledge of English grammar rules.	Translation inhibits my progress in English grammar.
Translation helps me improve my knowledge of English grammar rules.	Pearson Correlation	1	-.777**
	Sig. (2-tailed)		.000
	N	400	400
Translation inhibits my progress in English grammar.	Pearson Correlation	-.777**	1
	Sig. (2-tailed)	.000	
	N	400	400

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5.54 Pearson correlation –translation and grammar

### 5.9.4 Cohesion and coherence

Interestingly, as shown in table 5.55, there was a very strong correlation between coherence and cohesion in the statements “*Translation improves textual knowledge of coherence*” and “*Translation improves textual knowledge of cohesion*”. In which  $r = .928$  indicates a strong positive Pearson correlation.

		Translation improves textual knowledge of coherence.	Translation improves textual knowledge of cohesion.
Translation improves textual knowledge of coherence.	Pearson Correlation Sig. (2-tailed) N	1 400	.928** .000 400
Translation improves textual knowledge of cohesion.	Pearson Correlation Sig. (2-tailed) N	.928** .000 400	1 400

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5.55 Pearson correlation –translation, cohesion, and coherence

### 5.9.5 Contrastive analysis and mother tongue interference

The correlation between contrastive analysis and mother tongue interference was moderate and positive. This correlation is shown in the two statements “*Translation raises awareness of the differences between both linguistic systems i.e., contrastive analysis between Arabic and English*” and “*Translation helps me avoid making mistakes (in English) derived from mother tongue interference (in Arabic)*”. In which  $r = .631$  refers to a moderate positive Pearson correlation.

		Translation raises awareness of the differences between both linguistic systems i.e., contrastive analysis between Arabic and English.	Translation helps me avoid making mistakes (in English) derived from mother tongue interference (in Arabic).
Translation raises awareness of the differences between both linguistic systems i.e., contrastive analysis between Arabic and English.	Pearson Correlation Sig. (2-tailed) N	1  400	.631** .000 400
Translation helps me avoid making mistakes (in English) derived from mother tongue interference (in Arabic).	Pearson Correlation Sig. (2-tailed) N	.631** .000 400	1  400

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5.56 Pearson correlation –translation, contrastive analysis and mother tongue interference

### 5.10 Summary of the data analysis of the students' survey

This section presented the data analysed from the students' questionnaire. The data gained focused on accessing students' perceptions in relation to pedagogical translation as a means of learning English as a foreign language, in the English Department at Benghazi University. It was divided into five themes: views about translation as a strategy for learning English, beliefs about how translation could enhance learning English in general, beliefs about

how translation could enhance the four skills, the translation strategies that students implement and believe they could enhance their four skills, and finally students' beliefs about the effects of translation on grammar, semantics, culture, and linguistics. The quantitative results aimed to assess the research objectives and were obtained through SPSS, which included Q-Q plots tests of normality, independent T-tests, and Pearson correlation. All of the quantitative findings are discussed in detail in chapter six.

## **5.11 Data analysis of the semi-structured interviews**

### **5.11.1 Introduction**

The statistical results of the students' questionnaire were presented in the previous sections and revealed through students' perceptions the areas where translation could be applied effectively to develop learning English as a foreign language. Consequently, following students' needs may result in obtaining better outcomes in the foreign language learning process. This section explores the qualitative data gathered from the semi-structured interview protocol with members of staff in the English Department at Benghazi University. The aim of the interviews is to examine staff views about the effect of translation on enhancing students' English language and to provide richer data and further insights of the research investigation in order to consider the issue in depth. Six interviewees out of eight were included in the interview protocol, namely MA and PhD lecturers at Benghazi University. Yet, the researcher is aware that there could be potential tendency to support pedagogical translation, since the interview protocol is conducted with members of staff who are specialised in translation. However, their views were accounted and considered objectively without bias. The research study took into account the advantages, disadvantages, strengths, weakness, as well as difficulties they encounter in teaching. Therefore, considering their views comprehensively and including positive and negative areas reduces the bias.

Section 5.11.2 provides interviewee background and section 5.11.3 evaluates their concerning translation teaching strategies. Section 5.11.4 provides an assessment of lectures' beliefs about the extent they regard translation either effective or ineffective in learning English as a foreign language. Furthermore,

to determine the areas they consider translation effective and those areas that they believe it tends to be ineffective. Section 5.11.5 presents several information regarding the translation teaching syllabus.

### 5.11.2 Interviewee background

Overall, the researcher was unable to travel to Libya and conduct face-to-face interviews because of the unstable situation in Libya. Consequently, the interviews were conducted via Skype. All of the six lecturers who taught translation for not less than three years refused to be recorded. The data of the interviews were analysed through content analysis. Accordingly, six semi-structured interviews were undertaken for the qualitative research analysis. Table 5.57 illustrates the interviewee's profile.

Participant	Gender	Degree	Years of teaching experience
Lecturer 1	Male	PhD	35
Lecturer 2	Male	MA	12
Lecturer 3	Female	PhD	5
Lecturer 4	Female	MA	4
Lecturer 5	Male	PhD	17
Lecturer 6	Male	MA	9

Table 5.57 Interviewees backgrounds

### 5.12.3 Lecturers' views concerning translation teaching strategies

In response to the question “*what is your main teaching focus?*”, most staff members (Lecturer 1, 3, 5 and 6) admitted that their focus in pedagogical translation classes is to make students achieve good results. This indicates

that their aim is to achieve good results in the exam. However, there were only two views from the interviewees who were different.

Lecturer 4 commented that:

*“My main focus of teaching translation is practising the four skills. Translation by its nature is a highly communicative activity. Therefore, practicing translation in groups can encourage students to discuss the meaning and use of language at the deepest possible levels as they work through the process of understanding and then look for equivalents in another language. Another thing that I focus on when teaching, is to expand students’ vocabulary in English as much as possible.”*

Lecturer 2, stated that:

*“My emphasis is usually on the communicative aspect of the language (message) and not on the form. I sometimes let my students use dictionaries in the classroom. I sometimes show students my own attempt at a translation task. Furthermore, I often raise their awareness about shades of meaning and words that have more than one meaning.”*

Lecturer 4 and 2, views indicated that they focus on developing students’ communicative skills, which in turn develops the four skills. In addition, Lecturer 2 elaborated on illustrating difficult areas that students could face in translation, which raises students’ awareness of how to deal with indirect or ambiguous words and then select what fits within the context. Therefore, the focus here is not solely achieving good marks in the subject.

Discussing the responses towards the question *“How do you teach translation?”* revealed lecturers’ different responses, and therefore, generalizing their teaching methods would be difficult. Each lecturer has his/her own method and style of teaching. They try to figure out what works, and what does not work for their students. In other words, which strategies do

students and teachers prefer. Therefore, many things effect the way they choose to teach and this differs from one class setting to another.

Lecturer 3 admitted that she resorts to Arabic while lecturer 4, and 6 admitted that they teach translation by focusing more on English, but they resort to Arabic when necessary i.e., when they notice students having difficulty in understanding English.

Lecturer 4 stated *“The type of activity may control the teaching techniques, e.g. some activities demand using Arabic while other activities do not.”*

However, lecturer 1 confirmed preferring to focus on contrastive analysis to highlight similarities and differences between the two languages, while lecturers 2 and 5 also use contrastive analysis alongside implementing other translation methods and approaches.

*“I used to swing between different approaches I also apply the contrastive approach, because it raises the students’ awareness of the two languages and cultures and sharpen their translation skills as well.”* (Lecturer 2)

When discussing the *“How do you encourage your students to participate in translation classes?”* responses show that they are very flexible with their students, and try to encourage and motivate students to participate in a way that suits students’ individual needs.

Two lecturers (lecturer 1 and 3) out of six stated that they make students work individually and then discuss the translated texts together.

*“I prefer that each student works individually. This gives them space to think and it makes students bring up an effort to analyse the text and solve it. Then the whole class participates in translating the text*

*on the board. Difficult areas that students were not sure about will be resolved and discussed. The more students bring an effort to resolve and translate difficult areas, the more it will be stored in their long-term memory as soon as they receive the suitable translation. I try to apply this theory of second language acquisition in translation classes.” (Lecturer 3)*

The other four lecturers (2, 4, 5, and 6) admitted that they use several ways to encourage students to participate in translation classes. They included different methods such as, allowing them to work in groups, using dictionaries, allowing them to resort to Arabic (if needed), and work individually, as an alternative to group work for students who don not prefer to work in groups.

Lecturer 4 indicates that

*“I allow my students to use dictionaries. I sometimes give them the chance to choose the texts that they are going to translate. I also divide them into groups and give them interesting topics that they like to translate.”*

Lecturer 2 points out that

*“I am aware that students have different linguistic abilities, therefore, I usually encourage my students to work in groups so they can enrich their knowledge through discussion. Moreover, there is also a space for individual creativity for those who wish to work individually.”*

Lecturer 6 comments that

*“I usually divide them into groups. Each group compounds of 4 students and I ask them to help each other in solving some assignments. I sometimes allow students to use Arabic within the boundaries of the main theme to clarify their opinions.”*

In response to the question *“How could pedagogical translation classes be improved?”*

All lectures mentioned that IT facilities, internet access and providing the library with updated academic sources would be effective to improve the

educational setting in pedagogical translation classes and develop students' competence level. Lecturers (1 and 2) commented that this would also keep students updated and motivate them to learn. Moreover, five out of six lecturers (1, 2, 4, 5, and 6) also commented that the educational setting would be better if students have enough desks and wider classes. It is worth mentioning that responses to this question include emerged and unexpected results, since lecturers mentioned subjects, which they believe might affect the development of the foreign language in particular, and the educational setting in general, such as IT facilities, internet access, and updating academic resources. These emerged findings are related to the first objective of assessing the students' and lecturers' perceptions and views on the whether translation tends to be an effective or ineffective tool in learning English as a foreign language.

Lecturer 2 stated that

*The educational setting of pedagogical translation classes would be improved if the university affords IT facilities such as, allocating personal university emails for each student, providing students with university access, as well as adding enough labs. By doing so, students would be more motivated to learn. Via their personal e-mails they would be able to contact their lectures, as well as submitting homework. It is also important that the Library delivers updated material on a regular basis.*

As for the responses for the question, "What type of texts do you focus on?"

Few lecturers do their best in presenting authentic material, and only two lecturers (Lecturer 1 and 5) stated that they focus on presenting authentic materials. However, most lecturers expose students to several types of texts to expand their knowledge in translation and enable them to develop their English language rather than merely solving textbooks activities. Lecturers (2,

3, and 4) point out that they focus on presenting different types of texts from different disciplines.

*“I use variety of texts in order to broaden students’ vocabulary and translation ability.”* (Lecturer, 4)

*“I usually provide my students with different types of texts from several specializations in order to develop their ability to analyse and assess different translation issues.”* (Lecturer, 2)

Only one lecturer (lecturer 6) admitted that he focuses on activities that are presented in the textbook and give different types of texts for homework assignments.

Lecturer 6 states, *“In the classroom I ask them to only focus on the activities in the textbook and give other texts for home assignments”*.

When asked, *“How do you mark your students’ translated texts?”* only two members of staff out of six (lecturer 3 and 6) prefer to collect students’ translations and mark them individually.

Lecturer 6 elaborates that

*“I prefer to return back students’ corrected translated versions in order for students to recognise their own mistakes. I usually state my own criteria when I correct their work. I divide the whole mark into four quarters. One for grammar errors, one for coherence (in which the entire text is connected and makes sense), one for cohesion (sentence connectors) and one for collocations, phrases, idioms and cultural items.”*

On the other hand, other lecturers (1, 2, 4 and 5) prefer to make students work in groups and then present an adequate translated version on the board using students’ participation.

Lecturer 4 states that:

*“I make them recognise that there is no perfect translation for any text, but I present a model on the board after they translate to give them a chance to recognise their mistakes.”*

This motivates students to participate, which in turn raises their self-confidence to learn and practice English. Students also compare their translations with the translated version that the whole class achieved. This in turn could help them recognise their mistakes.

**The summary** drawn from lecturers' views in this section shows that most lecturers focus on making students achieve good results in translation because they believe that being good in translation enables them to develop their communicative skills. In addition, each lecturer has his/her own style of teaching translation and had no fixed method. Their methods of teaching are based on students' needs, and therefore, their translation teaching methods cannot be generalised and since they differ from one educational setting to another. Furthermore, most lecturers encourage students to participate by making them work in groups. However, they are flexible with those students who prefer to work individually, resort to use dictionaries and resort to use Arabic (when needed). For better improvements in educational settings, lecturers focused on providing IT facilities, internet access, allocating students with personal university e-mails, updating library resources, affording wide classrooms, and enough desks. Regarding types of texts, most lecturers prefer to present a variety of different texts to expand students' knowledge in English. In addition, most lectures prefer to provide feedback to the entire class by making students work in groups, and then presenting an adequate translated version to the class with students' participation.

#### 5.12.4 Theme two: lecturers' beliefs

In response to the question *“To what extent do you believe that translation helps students improve their general English?”* All lecturers approved that pedagogical translation classes significantly helped students improve their general English language.

Lecturer 4, argues that

*“Translation classes help students to improve their English language. Through translation, students can practice what they have learned, identify and resolve problems, and test their English proficiency level. I would definitely recommend practicing translation to aid language learning. Yet, I do not recommend the overuse of Arabic.”*

Lecturers' answer to the question *“To what extent do you believe that translation helps students improve their English skills?”*, all six lecturers agreed that translation significantly develops students' English language skills, especially in reading and writing, Lecturer 5 indicates that *“translation enhances reading and writing more than listening and speaking”*.

Regarding lecturers' responses to the question *“To what extent do you believe translation enhances students' Arabic language?”* there were different views about it concerning the development of students' native language, Arabic. However, all lecturers agreed that it develops students' Arabic language, either general or in specific aspects of it.

*“I believe that students' Arabic language skills are further developed through practicing translation.”* (Lecturer, 5)

*“Some people believe that Arabic and English are remote languages, this kind of exaggeration is based on their misunderstanding of both languages. I personally believe that*

*both languages are incongruent. Arabic and English as any other languages have similarities as well as differences. Therefore, students can benefit a lot when dealing with these languages through translation. This enables them to compare between the two linguistic aspects of the two languages to pinpoint the similarity and difference. Also, they can bridge the gap between language and culture.” (Lecturer, 1)*

Similarly, lecturer 4 states that:

*“I always tell my students; if you want to be a good translator you should be perfect in Arabic, so when they translate the English words, they try to find an equivalent to it in Arabic. So I believe it does enhance both L1 and L2.”*

In response to the question *“What is the effect of translation on developing linguistic devices?”* All lecturers agreed that translation develops linguistic devices in the whole text whether in English or Arabic.

Lecturer 1, states that

*“Of course translation develops linguistic devices. During the process of translation, students must be aware that the translated text in the target language must be as cohesively and coherently consistent, as in the original language. Therefore, being realised of such a requirement will make students able to avoid producing poorly consistent texts in their translation.”*

As for the question *“How effective is translation in enhancing knowledge of semantics?”*

All lectures believe that translation improves their knowledge in semantics i.e., vocabulary, collocations and idioms.

Lecturer 4 commented,

*“Translation enhances semantics knowledge especially, if the target word has more than one meaning so that the students will increase the number of students’ vocabulary.”*

Lecturer 1 believes that *“Translation enriches students' vocabulary and general knowledge because they deal with different texts.”*

When discussing the question *“What is the role of translation in enhancing grammatical structures?”* All lecturers consider that translation enhances students' grammar. Lecturer 5 states, *“I believe that practicing translation develops students' grammar in Arabic and English”*

Lecturer 3 indicates,

*“When translating students focus on both form (grammar) and meaning (sense). Over time, this type of practice raises and improves students' knowledge structurally and linguistically.”*

*In response to the enquiry “How useful is translation in enhancing cultural knowledge?”* All lecturers believe that practicing translation enhances knowledge of both cultures i.e., the source language culture as well as the target language culture.

Lecturer 1 indicates that

*“Translation is one of the most subjects, apart from literature, that raises students' awareness of cultural aspects between English and Arabic. Students learn how to deal with these two cultures and they try to render the intended meaning of the ST into the TT or vice versa. In this way, they certainly improve dealing with cultural differences.”*

Lecturer 2 states that

*“Of course, translation plays an important role in improving cultural knowledge. Cultural aspect is an important part to consider in translation. Students may face several cultural expressions whether source language culture or target*

*language culture. Without knowing the cultural backgrounds of these expressions, the students translated version would not make sense.*"

When asked about the effect of translation on mother tongue interference in the question *"To what extent do you think translation raises students' awareness of mother tongue interference?"* Lecturers' answers denote that focusing on contrastive analysis in translation, plays an important role to raise students' awareness of mother tongue interference. Consequently, students tend to commit less mistakes derived from mother tongue interference.

Lecturer 5 declares that

*"Translation teachers should play an important role in highlighting contrastive analysis to avoid mother tongue interference."*

Lecturer 6 comments that

*"I believe when translating the process of comparing the two linguistic systems, (In other words, applying contrastive analysis) raises awareness to avoid mother tongue interference."*

In response to the question *"To what extent do you feel translation classes prepare students to become professional translators?"* All lecturers' views indicate that the translation classes do not prepare them to be professional translators and it only provides them with basic skills. This denotes that translation classes at the Benghazi University aims to focus on enhancing students' English language, and not preparing them to be professional translators.

Lecturer 6 sees that *"Translation classes provides students with only some basics and the theories in the field"*

Lecturer 4 states,

*“I do not think it will make them professional translators, but it will put them in the beginning of the right way, because after practicing translating different texts students will only acquire the basic skills of translation.”*

Lecturer 1 believes that *“The main aim of translation is providing students with some practice in the field of translation which by all means cannot provide them with the skills to be professional translators.”*

To conclude, this section illustrates that most lecturers believe that translation tends to develop students' reading and writing skills. In addition, all lecturers believe that translation develops students' Arabic language or some aspects of it. Moreover, all lecturers believe that translation develops students' knowledge of linguistic devices in the texts they are translating, whether in English or Arabic. All lectures believe that translation expands students' knowledge in semantics i.e., expands vocabulary, collocations and idioms in English. Moreover, all lecturers agreed that practicing translation develops students' grammar. Furthermore, they considered that translation develops students' knowledge in both cultures, English and Arabic. All lecturers see that focusing on contrastive analysis in translation, makes students commit fewer errors derived from mother tongue interference. All lecturers agree that translation classes do not prepare students to become professional translators and the focus of these classes is on pedagogical translation i.e., to develop their English language. Coincidentally, most of these results correspond with the results gained from the students' survey.

### 5.12.5 Theme three: the translation teaching syllabus

When discussing the design of the syllabus in the question *“Is there a certain syllabus designed for translation as a subject at the university?”* All lecturers admitted that there is a fixed syllabus, which should be completed during the academic year; however, they can add material to it.

Lecturer 2 states that *“Yes, there is a syllabus designed for translation, however, I usually add to it”*

Lecturer 1 commented *“Yes there is, and I add to it”*

In response to the enquiry, *“How are the translation materials updated?”* All of the lecturers stated that the material is updated on a regular basis. In addition, they agreed that it takes place once every four years in the Department.

Lecturer 1 indicates, *“The materials are updated on a regular basis. It is updated once every four years.”*

Lecturer 2 states that

*“The process of updating translation teaching materials takes place once every four years. The updating includes assessment of the methods, techniques, teaching activities, textbooks. We also discuss the quantity and the quality of knowledge provided and whether it suits the students’ level or not.”*

In the question *“On what basis does the department select staff to teach translation as a university subject?”* it was acknowledged that the Department chooses lecturers who are specialised in translation.

Lecturer 2, indicated, *“Staff who are specialised in translation are selected to teach translation”*

Lecturer 1, point out that *“The selection is based on staff who are specialized in translation studies.”*

To summarise, this section reveals that the department provides a fixed syllabus and a students’ textbook in translation for lecturers to follow. Yet, most staff admit that they prefer to supplement the students’ textbook with varieties of texts for further practice. In addition, all lecturers indicate that the department updates translation material once every four years. Moreover, the department focuses on selecting lecturers who are specialised in translation to teach it.

### **5.13 Emerged findings from lecturers’ interviews that concern students**

**Focus on the foreign language:** When lecturers were asked, *“When teaching translation, what is your main teaching focus?”*

Evidence from lecturer 5: *For students and lecturers, focus should be on the foreign language in order to develop it.*

In response to the previous question lecturers mentioned other important practices that they monitor and believe they effect the development of students’ competence’ level and could help to raise students’ awareness of language use such as, attendance, plan, practice, participation, workshops, research and homework.

**Research and homework:**

*Evidence from lecturer 2:*

*“Writing a research paper would be beneficial because it enables students to expand their awareness in the field, keep them updated, and motivate them to learn. Accordingly, students can improve their competence level through practice of such research and homework and learn from through feedback.”*

**Participation:**

Evidence from lecturer 4:

*“Students’ participation is very important to develop their competence level in English, communicative skills. It also raises students’ self-confidence.”*

**Attendance:**

Evidence from lecturer 1: *Students’ attendance to pedagogical translation lectures are important in order to develop their English competence level.*

**Practice:**

Evidence from lecturer 4: *When students make enough practice in translating texts the better it speeds their development.*

**Plan:**

Evidence from lecturer 2:

*“Planning should precede translating. It enables students to set out the linguistic elements they want to convey from the SL to the TL. Such linguistic aspects include suitable semantic and grammatical aspects, as well as textual knowledge (cohesion and coherence) and conveying the original text intended meaning.”*

## **Student workshops:**

Evidence from lecturer 6:

*“Students’ workshops enable students to participate in groups and negotiate meanings of translated texts. Such practices in groups develop students’ self-confidence. By bringing an effort to reach a suitable translated version, students store what they have learnt in their long- term memory.”*

### **5.14 Emerged findings from lecturers’ interviews that concern lecturers**

There are other findings, which emerged in the in relation to the enquiry  
*“To what extent do you believe that translation helps students improve their English skills?”*

**The integrative approach:** These findings indicate that lecturers consider that students in pedagogical classes use their skills.

Evidence from lecturer 3:

*“In pedagogical translation classes, students use speaking and listening when negotiating meanings in groups and use reading, and writing when translating texts that they have negotiated. Therefore, such pedagogical classes apply an integrative approach, which activates the skills.”*

**Different assessment tests:** Another emerged result from the question  
*“How do you mark your students’ translated texts?”* revealed that it would be fairer for lecturers to use different assessment tests to evaluate students.

Evidence from lecturer 1:

*“It would be better to implement different assessment tests that evaluate their skills and linguistic competence. This would be fairer to students. The evaluation should include students’ examination marks, participation and negotiation in groups, behaviour and attendance, submitted research and homework in time.”*

**Correction criteria:** The correction criteria emerged in responses to the same enquiry *“How do you mark your students’ translated texts?”* Lecturers reveal that there should be fixed criteria when correcting students’ translated texts.

Evidence from lecturer 3:

*“It would be better to set fixed criteria that lecturers can use when assessing students’ translated texts in exams. This criterion suggests distributing the whole mark into four parts: one quarter for cohesion and coherence, one for structure, one for suitable selection of vocabulary, which includes collocations, idioms, and cultural terms, and the last one for conveying the intended meaning/ message of the source text.”*

**Contrastive analysis:** Contrastive analysis emerged in responses to the enquiry *“How do you teach translation?”*

Evidence from lecturer 5:

*“Contrastive analysis plays a role in raising students’ awareness of similarities and differences between their native language and foreign language. Accordingly, it is expected to increase students’ awareness of mother tongue interference. Therefore, lecturers should focus on contrastive analysis to raise students’ awareness of comparison and contrast between Arabic and English and make fewer errors derived from mother tongue interference.”*

**Corrective feedback:** Lectures should focus on providing students with corrective feedback whether in lectures or after assigning examination marks. This finding emerged in response to the question *“How do you mark your students’ translated texts?”*

Evidence from lecturer 2:

*“After marking examination papers and assigning the marks to students, lecturers should present the answers of the questions included in the examinations with the whole class. This allows students to consider their errors and compare them with the suitable answers. Moreover, when students translate a text in groups, the lecturer should present a suitable translated version on the board with students’ participation with direct feedback to raise students’ awareness of their mistakes and errors.”*

**Applying group work:** In response to the enquiry, *“How do you encourage your students to participate in translation classes?”* The findings emerged revealed that group work enhances students’ communicative skills and raise their self-confidence to participate.

Evidence from lecturer 5:

*“In pedagogical translation classes, there should be focus on engaging students into group work to discuss and negotiate meanings of translated versions together. This would encourage and motivate students to participate and simultaneously enhance their speaking and listening skills.”*

**Focus on the foreign language:** Both groups see that lecturers should focus on the foreign language. This emerged from the enquiry about lecturers’ main teaching focus.

Evidence from lecturer 6:

*“Students should focus on English more than Arabic in class, especially in high university levels as in their final year. However, students’ should not be completely banned from using their native language, yet they can resort to it moderately when needed.”*

**Teacher training:** In response to the question, “How do you teach translation?” Lecturers refer to the importance teacher-training programmes, workshops, seminars and conferences.

Evidence of lecturer 4:

*“I try to focus on English and I teach according to what suits my students’ needs. Yet, there should be teacher-training programmes, conferences, seminars, and workshops that keep members of staff up to date in their field.”*

**IT services and resources:** The emerged findings to the question “How could pedagogical translation classes be improved?” reveal that the university is required to expand IT services, and laboratories. The library should update academic books, journal articles and periodicals regularly.

Evidence from lecturer 6:

*“The library should develop its IT services, as well as the university. Each student should have a personal email and there should be enough desks for students in laboratories.”*

Lecturer 5 indicated that:

*“Several conditions may affect the educational setting positively. This would involve things such as, IT facilities, internet access, and updating academic sources in the library. Providing these facilities would ease the whole teaching and learning settings, motivate and encourage students to learn. Therefore, it would develop students’ competence level. Other important issues that need improvements would include, providing wide classrooms and enough student desks.”*

**Translation material:** There were emerged findings that are related to translation material in responses to the question *“Is there a certain syllabus designed for translation as a subject at the university?”*

Evidence from lecturer 5:

*“Yes, there is. The updated syllabus should be in align with the updated material. The content of material should suit the class size and the available time. An important issue that should also be considered is connecting theories with practice. Adding authentic material would be beneficial to enhance students’ communicative skills.”*

**Authentic material:** There were emerged findings that concern authentic material in responses to the enquiry “*What type of texts do you focus on?*”

Evidence from lecturer 1:

*“I prefer to focus on authentic material. I believe that it focuses on natural language and develops students’ communicative skills.”*

### 5.13 Summary of the results of lecturers' interview protocol

Themes	Findings
<p>Lecturers' views concerning translation teaching strategies</p> <p>- Emerged findings concerning the development of pedagogical classes</p>	<ul style="list-style-type: none"> <li>- Main teaching focus: achieve good results in translation.</li> <li>- Adopted teaching methods: could not be generalised.</li> <li>- Type of texts that staff focuses on: Expose students to a variety of different texts.</li> <li>- Providing feedback: Lectures provide feedback to the class with students' participation.</li> <li>- Educational settings that require development: IT facilities, internet access, updated library sources, wide classrooms and enough desks.</li> <li>- Encouraging students to participate: by group work and considering students' individual needs.</li> <li>- Students: focus on the foreign language, plan , practice, attend workshops</li> <li>- Lecturers: focus on the foreign language, integrative approach, different assessment tests, correction criteria, corrective feedback, apply group work, contrastive analysis, and attend teacher-training programmes.</li> </ul>
<p>Lecturers' beliefs about whether pedagogical translation is effective or ineffective in developing students' skills and language aspects.</p>	<ul style="list-style-type: none"> <li>- Developing students' skills: Translation develops students' reading and writing skills.</li> <li>- The extent of Arabic development: Translation develops students' Arabic language in general.</li> <li>- Developing linguistic devices: Translation develops linguistic devices in English and Arabic.</li> <li>- Enhancing semantic knowledge: Translation improves students' knowledge in semantics.</li> <li>- The effectiveness of translation in enhancing grammar: Translation enhances students' grammar.</li> <li>- The effectiveness of translation in enhancing cultural knowledge: Translation enhances knowledge of both cultures.</li> <li>- CA and mother tongue interference: CA in translation raises students' awareness of mother tongue interference.</li> <li>- Pedagogical translation or professional translation: Translation classes do not prepare students to be professional translators.</li> </ul>
<p>Lecturers' views regarding translation teaching material.</p> <p>- Emerged findings</p>	<ul style="list-style-type: none"> <li>- Fixed material: A fixed material and lecturers add to it.</li> <li>- Selection of translation teaching staff: Selecting lecturers specialised in translation.</li> <li>- Updating material: Updated on a regular basis, once every four years.</li> <li>- syllabus and material suitability, connecting theory to practice, content of syllabus should fit time and class size, authentic material.</li> </ul>

Table 5.58 Summary of the results of lecturers' interview protocol

## 5.14 Combining quantitative and qualitative results

	Students	Lecturers	Integrating students and lecturers findings
<b>Main teaching and learning focus</b>	Translation activities develops students' English.	1. Achieve good results in translation. 2. Develop students' English language.	Consequently, translation teachers focus on developing students' English through activities.
<b>Encouraging students</b>	Translation classes motivate students to learn English.	Lecturers encourage group work and consider students' individual needs.	Subsequently, translation classes motivate students to learn English.
<b>English language skills</b>	Translation develops students' skills. Particularly, reading writing and speaking.	Translation develops students' skills. Especially in reading and writing.	Therefore, translation develops students' skills particularly in reading and writing more than listening and speaking.
<b>Pedagogical translation practices, activities and language use</b>	Students do not hesitate to enquire about the expressions they do not understand.	1. Teachers make students work either in groups or individually. 2. Teachers provide feedback with students' participation.	1. Practice, reinforcement, CAH (Behaviourism) 2. Group work, negotiation of meaning, elaboration, contextual clues, comprehension checks, clarification and paraphrase (interaction position).
<b>Linguistic devices</b>	Translation develops students' linguistic knowledge	Lecturers see that translation develops linguistic devices for students.	Both teachers and students noticed that translation develops several linguistic devices.
<b>Grammar</b>	Translation improved students' grammatical knowledge.	Translation enhances students' grammar.	Therefore, translation is considered to enhance grammatical knowledge.
<b>Semantic knowledge</b>	Translation improved students' vocabulary, idioms and phrases.	Translation improves students' knowledge in semantics	Consequently, translation improves semantic knowledge.
<b>Cultural knowledge</b>	Students agree that translation improves cultural knowledge in English and Arabic.	Translation enhances knowledge of both cultures.	Accordingly, translation improves knowledge of source and target language culture.
<b>CA and mother tongue interference</b>	CA raises students' awareness of similarity and differences between English and Arabic. CA makes them commit less mistakes of mother tongue interference.	Focusing on CA in translation raises students' awareness of mother tongue interference.	Hence, when focusing on CA it raises students' awareness of similarities and differences between the two languages and, therefore, students make less mistakes that are derived from mother tongue interference.

Table 5.59 Combining quantitative and qualitative results

## 5.15 A reflection on the research question and objectives

### Research objectives

The research objectives are achieved through students' and lecturers' attitudes.

1. To assess the students' and lecturers' perceptions and views on whether translation is an effective or ineffective tool in learning English as a foreign language.
2. To investigate the pedagogical translation activities, which lectures and their students believe may raise learners' awareness of language use, if any.
3. To explore lecturers' and learners' beliefs, regarding whether there are any developed skills through pedagogical translation or not.
4. To identify through students' and lecturers views and perceptions any language aspects that can or cannot be developed through pedagogical translation classes.
5. To offer practical implications based on the findings gained through students and lecturers' perceptions and views.

In relation to the suggested research question and objectives, the research question is answered and objectives are achieved.

1. Both lecturers and students agree that translation aids learning English as foreign language.

2. Based on students and teachers' views, they believe that the activities they apply in translation classes raises learners' awareness of language use, and are determined as followed:

a. Rendering a text from the source language to the target language and vice versa.

b. Continuous practice and reinforcement (corrective feedback).

c. Group work and negotiation of meaning.

d. Encouragement, motivation and taking into account students' individual needs by teachers, increases students' confidence to participate and use the target language.

e. Resolving problems, asking for clarifications, and paraphrasing.

f. The implementation of providing contextual clues as well as elaboration by teachers enables students to think and bring an effort to understand the language.

g. Practicing contrastive analysis is believed to raise students' awareness of the similarities and differences between English and Arabic. Consequently, it reduces students' errors derived from mother tongue interference.

All such practices are believed to have a positive influence on enhancing students' English language.

3. In relation to language skills, students believe that translation has improved their reading, writing, and speaking. However, their attitudes concerning listening comprehension were unclear. Lecturers stated that students develop reading and writing through translation more than listening and speaking.

4. Both students and lecturers believe that students develop several language aspects, such as grammar, semantics, textual knowledge, and cultural knowledge.
5. Practical implications based on the findings are discussed in chapter 7.

## 5.16 Combining both quantitative and qualitative results with the research objectives.

Research objectives	Findings from the questionnaire	Findings from the interview
<p>To assess perceptions and views on whether translation is an effective or ineffective tool in learning English as a foreign language.</p> <p>-The emerged results that are related to this objective</p>	<p>Students agree that translation enhances their general English language.</p>	<p>All lecturers indicate that translation develops students' English language in general.</p> <p>-To improve pedagogical translation classes teachers state the necessity of, IT facilities, internet access, students' emails, updated library sources, providing wide classrooms and enough desks.</p>
<p>To investigate pedagogical translation activities, which lectures and their students believe may raise learners' awareness of language use, if any.</p> <p>-The emerged results that are related to this objective.</p>	<ol style="list-style-type: none"> <li>1. Practicing rendering a text from the source language to the target language and vice versa raised students' awareness of language use of English and Arabic.</li> <li>2. Practicing CA has raised students' awareness of similarities and differences between English and Arabic and made students commit less mistakes derived from mother tongue interference.</li> <li>3. Resolving translation problems of form and meaning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continuous practice of translation, reinforcement (corrective feedback).</li> <li>2. Group work and negotiation of meaning</li> <li>3. Encouragement, motivation and taking into account students' individual needs.</li> <li>4. Resolving problems, asking for clarifications, CA and paraphrasing.</li> <li>5. Providing contextual clues and elaboration.</li> </ol> <p>-Lecturers believe that students' interaction should include: Focus on the foreign language, research and homework, participation, attendance, practice, plan, and student workshops.</p> <p>Lecturers indicted using different assessment tests, including a correction criteria as well as teacher training programmes.</p> <p>Updating syllabus and material, syllabus and material suitability, connecting theory to practice. In addition to, content of material, time and class size, and adding authentic material.</p>
<p>To explore lecturers' and learners' beliefs, regarding whether there are any developed skills through pedagogical translation or not.</p>	<p>Students agree that translation developed their reading, writing and speaking more than their listening.</p>	<p>Lecturers consider that translation develops students' skills, particularly in reading and writing.</p>
<p>To identify through students' and lecturers views and perceptions any language aspects that can or cannot be developed through pedagogical translation classes.</p>	<p>Students believe that translation developed their grammar, linguistic devices, semantic knowledge and both cultures.</p>	<p>Lecturers believe that translation enhances students' grammar, linguistic devices, semantic knowledge and culture, especially the target language culture.</p>

Table 5.60 Combining mixed method results with research objectives

## 5.17 Answering the research question through the students' survey and lecturers' interviews

### Research question:

To what extent do students and lecturers at Benghazi University regard pedagogical translation as either an effective or ineffective tool for teaching and learning English as a foreign language?

The research question was answered in this section. The following table shows through students' and lecturers' attitudes and beliefs the areas of students' English language development and teachers' areas of effort to develop students' language through translation.

Research question	Students' attitudes	Teachers views
To what extent do students and lecturers at Benghazi University regard pedagogical translation as either an effective or ineffective tool for teaching and learning English as a foreign language?	Students believed that translation was an effective tool to develop their English language. It motivates them to learn. Developed skills in reading writing and speaking. It also enhanced their linguistic knowledge, cultural knowledge, grammar and semantics.	Teachers' views show that they consider translation an effective tool to develop students' English language. It also develops their skills particularly in reading and writing. In addition, teachers believe that translation enhanced students' linguistic knowledge, cultural knowledge, grammar and semantics.

Table 5.61 Answering the research question through the students' survey and lecturers' interviews

## 5.18 The findings gained from students' attitudes

### Students' attitudes revealed:

1. Students believe that practicing translation motivates them and aids in learning English.
2. Translation was believed to be effective in developing their English and Arabic language.
3. Translation activities aid students English language learning.
4. Translation improves students' reading, writing, speaking skills, but attitudes concerning the enhancement of listening were unclear.
5. In relation to students' adopted strategies, the higher the students' level is, the more they use English, while the lower the students' level is, the more they rely on using Arabic.
6. Regarding linguistics, there was a consensus through attitudes and perception that translation:
  - a. Tends to enhance students' semantics i.e., vocabulary, idioms and phrases.
  - b. Is likely to Enhance their grammatical knowledge.
  - c. Tends to improve their cultural knowledge in English and Arabic.
  - d. Is considered to develop textual knowledge, which includes (cohesion, coherence, genres, registers, language dialects as well as form and meaning).
  - c. Is likely to raise awareness of CA, which in turn reduces mistakes derived from mother tongue interference.

### **5.19 Summary of the data analysis of the lecturers' interviews**

This section focused on the data analysis of the semi-structured interviews. A description of the sample was given at the beginning of this section and it concentrated on analysing the data obtained from the semi-structured interviews. Generally, most of the interview protocol findings support the results gained from the students' survey, although considered from a different perspective. The interview findings also provided further information and insights regarding pedagogical translation and learning English as a foreign language. Chapter six, combines the statistical results of the students' survey with the qualitative findings gained from the interviews in more detail.

## Chapter Six: The Discussion

### 6.0 Introduction

The previous chapter presented the results of the students' survey through SPSS along with the findings of the interview protocol gained through content analysis. The purpose of this chapter is to discuss the obtained findings, which resulted from the analysis of this study and reflect upon these results. The interpretation and discussion of the results is in relation to the research objectives, and research question. The discussion covers the students' and lecturers' perspectives on the effectiveness and ineffectiveness of pedagogical translation in learning English as a foreign language at Benghazi University and links these to the existing literature in order to find out which skills and linguistic aspects are developed through pedagogical translation and those which are not.

It would be useful to review the research question and objectives before discussing the findings in detail.

### Research question

To what extent do students and lecturers at Benghazi University regard pedagogical translation as either an effective or ineffective tool for teaching and learning English as a foreign language?

### Research objectives

The research objectives are achieved through students' and lecturers' attitudes.

1. To assess the students' and lecturers' perceptions and views on whether translation is an effective or ineffective tool in learning English as a foreign language.
2. To investigate the pedagogical translation activities, which lectures and their students believe may raise learners' awareness of language use, if any.
3. To explore lecturers' and learners' beliefs, regarding whether there are any developed skills through pedagogical translation or not.
4. To identify through students' and lecturers views and perceptions any language aspects that can or cannot be developed through pedagogical translation classes.
5. To offer practical implications based on the findings gained through students and lecturers' perceptions and views.

This chapter is divided into four sections:

**Section one:** Discusses the results of whether students and lecturers regard translation as being effective or ineffective tool in learning English as a foreign language. This section also considers whether students rely on their Arabic native language to learn English as a foreign language.

**Section two:** Is divided into students' beliefs about the effectiveness or ineffectiveness of pedagogical translation on students' skills and their adopted strategies, to consider whether they match or not.

**Section three:** Shows which linguistic, grammatical, semantic, cultural aspects students and their lecturers believe they have enhanced through translation.

**Section four:** Presents lecturers' views concerning translation teaching strategies.

**Section five:** Introduces lecturers' opinions about the translation teaching syllabus, course goals, and the educational settings in general.

### **6.1 Students' and lecturers' perceptions about using translation as a strategy for learning English**

Based on the students' responses in the questionnaire, the majority of them were interested in translation from Arabic into English, using their native Arabic as a tool to learn English. However, lecturers at the same time believe that it is better to focus on the foreign language more than the native language when explaining pedagogical translation lessons. Yet, they also stated that they allow students to use the Arabic, to ask for, clarification of complicated areas, or clarify cultural mismatch, to ensure understanding. The findings of this study provide further evidence and correspond with several research studies (Cianflone 2009, Spahiu 2013, Mattioli 2004, Schweers 1999, Kavaliauskienė & Kaminskienė 2007) which encourage students using their native language in order to simplify learning the foreign language. Cianflone (2009) found that using the native language in English classes, is useful for both students and teachers, in terms of explaining difficult notions and for overall comprehension.

Spahiu (2013) adds that there is no valid evidence that shows that monolingual approach in teaching is the best one. Therefore, he believes that excluding the L1 in teaching situations is not necessary and that students feel more secure and confident when expressing their concepts in the original

language. Additionally, Mattioli (2004) provided evidence that using the first language in the Chinese classrooms is a useful tool in learning a language. Schweers (1999) his research study revealed that most students believe that the mother tongue should be utilized in English language classrooms. Interestingly, his research also indicated that learners who were not allowed to use their native language felt that their identity was threatened.

Similarly, in relation to such use, Kavaliauskienė & Kaminskienė (2007) pointed out that most students believed that the native language should be utilised in several instances, such as when clarifying difficult conceptions, presenting new material, explaining new vocabulary, and clarifying the connection between English and their native language.

All of the above research studies address and encourage students and teachers to use the native language whenever needed. The findings of this study provide further evidence that students and lecturers could resort to the native language to clarify misunderstood or difficult areas as in cases of cultural mismatch.

In contrast to this, there have been research studies, which discouraged translation in foreign language classes (Pan & Pan 2012, Mogahed 2011, Malmkjaer 2004, Vermes 2010). These researchers claim that translation inhibits second/foreign language learning, as they see that translation inhibits learner's ability to acquire sufficient foreign language input. In addition, they believe that learning a language through translation could cause mother tongue interference. Vermes (2010) strongly opposed to translation and considers it ineffective to learn a foreign language. However, Mogahed (2011)

regards translation suitable for those learners who have reached a high level of proficiency in the foreign language.

The findings of the research in this thesis reveal that the lower the students' level, the more they rely on Arabic to learn English, whereas higher-level students rarely resort to Arabic to learn English. Accordingly, in pedagogical translation classes it would be more effective to focus on the foreign language, at the same time not completely preventing students from using their native language, and allow them to resort to their native language in certain situations whenever needed. As in situations that require clarifying ambiguous concepts, understanding complex grammar rules, ensuring comprehension, or even to explaining areas of cultural mismatch. This is because intensive use of the native language in foreign language classes, make students rely on their native language to understand the foreign language. In turn, it impedes students' progress in learning the foreign language. Consistently, preventing students totally from resorting to their native language, whenever needed, would make students unsecure, less confident, in learning the foreign language and would restrict the learning process.

Translation activities is considered as an important tool for students and they believe that it contributes to their English language development. Students see that translation activities allows them to apply what they have learnt, especially when the activities are followed up with corrective feedback. The feedback enables students to consider their mistakes and learn from them. Similarly, lecturers in their views showed a general agreement that translation activities expand students' knowledge, culture and vocabulary due to being

exposed to different genre types of texts i.e., argumentative, narrative and descriptive from different disciplines, such as: medicine, law, policy, science, and literature. They explained that practicing translation exercises improves students' text analysis skills, reading comprehension, grammar and cohesive writing. Lecturers also agreed with students that translation exercises are more useful when followed by constructive feedback in order to make students notice their mistakes.

These views are in line with Leonardi (2010) and Rell (2005) who believe that translation exercises are beneficial in several aspects such as linguistic, semantic, cultural and pragmatic aspects.

Another positive feature that translation activities offer according to González Davis (2004) translation activities make inactive students to become active participants in translation classrooms. This can be because conducting pair or group work pushes each student to provide their views and reflections. Similarly, Carreres (2006) research study showed that students were overwhelming interested in participating, and they persuasively argued and defended their version with significant passion.

In addition, the results of a study conducted in the European Union by Pym, Malmkjaer, and Plana (2013) reveals that translation exercises enable teachers to obtain feedback on students' competence level, which leads teachers to accomplish better pedagogical objectives.

The findings here show that lecturers encourage students to apply translation activities during foreign language learning because it aids foreign language acquisition. This in turn indicates the importance of including translation

activities in foreign/second language classrooms to aid-developing students' cultural knowledge, range of vocabulary, text analysis, reading comprehension and writing, all of which develops students' foreign language in general.

The findings gained from the students' survey as well as lecturers' interviews encouraged the use of pedagogical translation to learn English as a foreign language. The outcomes of the students' survey approve that translation classes improve their English and motivate them to learn. Consistently, lecturers' believe that translation improves students' general English language ability and that students can apply what they have learnt in translation activities whether vocabulary, collocations, grammar, writing, etc. This leads the research to suggest that pedagogical translation can be used as a way for students to implement their language knowledge through engaging students in translating different texts. In addition, it enables students to analyse, comprehend texts, apply vocabulary and collocations, implement different grammar rules, and write cohesively. Practicing translation would be more useful when students receive corrective feedback, which allows them to review their mistakes. All of these pedagogical practices together would help students improve their English language in general. In consensus with this, many research studies (Carreres & Noriega-Sánchez 2011, Carreres 2006, Schjoldager 2004, Cook 2010, Kelly and Bruen 2015) support developing foreign language through pedagogical translation. Similarly, several other research studies encouraged implementing pedagogical translation in order to develop learners' foreign language (Richards and Rodgers 2014, Cook 2010, Leonardi 2011, Leonardi 2010

Leonardi 2009, McDonough 2002, Ross 2000, Schäffner 1998, Carreres & Noriega-Sánchez 2011). This could be because in pedagogical translation classes, students apply their knowledge of different subjects simultaneously all at one class, such as grammar, semantics (which includes vocabulary, phrases and collocations), sense (comprehension and cultural background), linguistics (cohesion, coherence, genres, registers, language dialects as well as form and meaning), as well as reading, writing, listening and speaking skills. Translation is focused on an integrated approach in teaching different language characteristics. Consequently, it is believed that practicing continuously overtime would develop students' foreign language in different language aspects. Surprisingly students' attitudes revealed that they do not prefer that their lecturers focus on Arabic in pedagogical translation classes.

## **6.2 Students' and lecturers' perceptions on the role of pedagogical translation in developing students' four skills**

### **6.2.1 Students' beliefs**

Students' beliefs concerning the role of pedagogical translation in developing their four skills revealed that there was a common consensus that translation aids reading comprehension, develops writing, and improves their spoken fluency. Although, the research suggested that group work in pedagogical translation classes could develop students' listening comprehension. Unexpectedly, students were not quite certain about the development of listening comprehension in pedagogical translation classes. This could be because students interpret and understand the foreign language directly as soon as they hear it, without interpreting it cognitively in their native Arabic language. In addition, the findings reveal that the higher the students' level is,

the more they believe that translation aids the enhancement of their reading and writing skills. In turn, this indicates that students in higher levels are more aware of the effect pedagogical translation in their language development.

Students believe that the enhancement of reading comprehension takes place when they translate texts and analyse them, so they concentrate on comprehension. In other words, students read carefully and they need to understand the text properly in order to convey it correctly in the target text. When reading students concentrate on form, and meaning of the authors' intended message. The results reflect that the higher their level becomes the more their reading comprehension tends to be enhanced through such practice.

Students' attitudes reflect that the development of writing arises in pedagogical translation classes when they concentrate on conveying the meaning and linguistic aspects of the source language text into the target language text. Accordingly, students focus on rendering cohesion, coherence, genre, register, language dialects as well as form and meaning into the target text. Consequently, they see that such practice over time makes them develop their writing skills.

### **6.2.2 Students' adopted strategy skills**

Surprisingly, students' responses in relation to their adopted strategies, indicated that they try as much as possible to apply the foreign language (English) without relying on their native language (Arabic) in reading, writing, and listening. In relation to listening, students in their beliefs were not certain about using translation for this skill. However, the results revealed from the

strategies adopted showed that they did use translation in listening. This in turn, contradicts with students' beliefs about the development of their skills in relation to their application. One could speculate that the reason for this is that students try as much as possible to develop their English foreign language, and therefore, avoid as much as they could, to resort to their native language (Arabic) when practicing the skills. This corresponds with Turnbull (2001) who believes that teachers and students should focus more on using the second/foreign language, yet that does not completely demand avoiding the use of the first language. Therefore, he sees that using the first language in minimum extent may not be so harmful. Turnbull also declares that intensive second/foreign language input has several advantages. He believes that the students' second language proficiency level would develop and therefore increases students' self-confidence. This suggests that the richer the second language input received, the better the students will improve their second language. Likewise, Ellis (2005) confirms the same view, and states that students who are highly exposed to the second language will improve their second language and learn faster. Turnbull and Ellis arguments support the value of pedagogical translation in learning a foreign language.

In speaking, the findings show that students tend to implement translation by thinking about what they attempt to convey in Arabic and then translate it into English, so this denotes that they rely on translation. In addition, the findings reveal that the lower the students' speaking level is, the more they tend to rely on translation; while the higher the students' level is, the more they try to rely on the foreign language rather than their native language. This could be the case because the lower competence students require more time to think

about what they want to say and how to convey it properly. They cognitively interpret what they want to say in their native language first and then convey it in the target language, in order to make fewer mistakes and avoid misinterpretation.

In contrast, students' responses in reading comprehension indicate that they try as much as possible to rely on the foreign language, with the findings showing that the higher the students' level is, the more they try to rely on English rather than on Arabic. One could speculate that when students read they need to comprehend the text as it is, in the source language text, to render it properly in the target language text. The students may also prefer to focus on the foreign language to be able to understand more effectively the authors' intended meaning in the source text. Consequently, this might enable students to translate the target language text more adequately.

In writing, students try to write in the foreign language (English) as much as possible, without thinking in their native language (Arabic). In addition, the higher the students' level is, the more they try to rely on English in understanding the meaning of words they hear without cognitively interpreting their meanings in Arabic. One might assume that in order for students to write more cohesively and coherently, they need to focus on writing in the foreign language. A further reason would be that English and Arabic come from different language backgrounds, and that two languages are entirely different with only few areas in common. Therefore, students would be highly recommended to concentrate on writing in English to accomplish strong language structures, better collocations, and better cohesive language.

In listening comprehension, the results show that students attempted not to resort to translate the English utterances into Arabic. This reveals that students try as much as possible to rely on the foreign language in understanding the meaning of English words without cognitively interpreting their meanings in Arabic. This could be because students prefer to strengthen their listening comprehension in the foreign language. Moreover, in listening the time for cognitive interpretation into the source language tends to be very short, especially in long conversations or speech, which flow quickly. Therefore, if students cognitively interpret each part of speech, they may lose a massive part of the conversation.

### **6.2.3 Lecturers' beliefs**

Similarly, the majority of lecturers agree that in pedagogical translation classes students engage with all language skills. They indicate that in translation classes, students read the text, analyse it in terms of structure and meaning (reading comprehension skill), consider cultural concepts, discuss meanings in groups (listening and speaking skills) and rewrite the text cohesively in the target language (writing skill). However, they believe that students develop their reading and writing skills more than those of listening and speaking. One might speculate that the reason for this is that lecturers notice students' development in reading comprehension and students' competence in writing in their translated versions. However, students' development in speaking and listening might be less visible. It should be recognised that such findings have not been addressed in other academic work in the field of pedagogical translation. Some lectures also stated that translation classes integrate language skills and therefore, consider

pedagogical translation teaching as an integrated approach to teaching a foreign language. These views are in line with Duff (1992) and Leonardi (2010) who believe that learning translation improves the four skills, in which Leonardi (2010) sees that translation could be practiced through several activities in reading, writing, speaking and listening. Duff (1992) indicates that well designed translation activities could enable students to practise the four skills. She also declares that in terms of communicative competence, practicing translation requires accuracy, clarity and flexibility. In addition, Duff believes that translation trains students to be flexible, accurate and clear in selecting appropriate words that fit in context and convey the intended meaning. This leads to suggest that well designed pedagogical translation classes enable students to integrate the four skills, specially, when group work is involved and therefore, is likely to develop students' foreign language. This is because translation permits students to practice reading comprehension when reading and understanding the original text and analysing it in terms of form and structure.

In relation to writing, translation also allows students to practice it when rendering the original text into the target language when writing cohesively and conveying that exact intended meaning of the original text.

Furthermore, students practice listening and particularly within speaking group work, and they take turns in negotiating meanings. Practicing all these strategies is expected to enhance students' foreign language skills, especially when supported by corrective feedback.

### **6.3 Students' and lecturers' perceptions regarding the activities that raise learners' awareness of language use**

Both lecturers' and students' findings reveal that there are certain activities that are applied in pedagogical translation classes, which raise learners' awareness of language use. Students' and lecturers' views and perceptions reflect that such activities include, practicing rendering a text from the source language to the target language, applying CA, which students agree that it has raised their awareness of similarities and differences between English and Arabic, as well as resolving problems between form and meaning when translating. In addition to that, lecturers addressed other activities, such as, continuous practice of translation and providing corrective feedback, group work and negotiation of meaning, paraphrasing and asking for clarifications, providing contextual clues and elaboration, encouraging and motivating students, as well as taking into account students' individual needs. These findings correspond with Pym, Malmkjaer & Plana (2013) as well as Leonardi (2010) who consider the effectiveness of translation activities in enhancing students' foreign language use.

Pym, Malmkjaer & Plana (2013) believe that translation activities that students practice in learning settings, whether spoken or written, could be very useful for enhancing the learners' foreign language. Such activities involve presenting direct equivalents to students, such as in using scaffolding, allowing learners to translate for each other, making learners correct their translations for each other, and practicing back translation. Similarly, Leonardi (2010) indicates that when practicing translation exercises students are required to create a connection of equivalence between the ST and TT.

It therefore, enables them to understand the meaning and context of ST and TT. These pedagogical exercises help critical reading, vocabulary building, grammar learning, intercultural competence, as well as communicative competence, which in turn develops students' language use.

#### **6.4 Students and lecturers' perceptions about the development of linguistic devices, grammar, semantics and cultural background**

The results from the students' survey and lecturers' interviews show that they both believed that practicing translation develops several language aspects including textual knowledge, semantics, grammar, cultural knowledge. Moreover, they believe that it raises awareness of contrastive analysis, and consequently students commit fewer mistakes and develop their English language ability. This view corresponds to Leonardi (2010) and Rell (2005), who argue that translation classes are beneficial in several language aspects, such as, linguistics, semantics, cultural and pragmatics development.

In relation to textual knowledge, the responses from students' survey show that translation develops knowledge in seven linguistic devices respectively: cohesion, coherence, genres, registers, language dialects, form and meaning. Students agree that practicing translation has improved their textual knowledge of cohesion (i.e., using connectives properly in the text) as well as coherence (i.e., in which ideas are connected and make logical sense in the whole text). In addition, since students were exposed to different types of texts, they realised that translation enhanced their knowledge and usage of different genres in texts i.e., different text types whether narrative, instructive, expository, hortative and descriptive. Additionally, there was an agreement among students that translation improves their textual knowledge of register

i.e., whether the text is formal, neutral, or informal, and consistently, students' responses showed that translation helped them develop the relationships between form and meaning. The majority of students agreed that translation helped them connect form (structure) and meaning (sense) when rendering the source language text into the target language text, and vice versa. These conclusions could be a result of intensive practice on considering the text as a whole, whilst simultaneously focusing on grammar and meaning.

Correspondingly, lecturers' views indicate that translation integrates several linguistic devices and develops linguistic knowledge. They believe that practicing translation enhances students' textual knowledge, which in turn denotes that translation enhances students' usage of English. Accordingly, this view is emphasised by Leonardi (2010) and Rell (2005), who indicate that translation classes are beneficial for the development of several aspects in learners' linguistic knowledge. This indicates that practicing translating texts over time, can improve students' general knowledge and use of several linguistic aspects of the foreign language. This is due to practicing and focusing on rendering such linguistic aspects from the source language text to the target language text, especially when students are supported with corrective feedback on their written texts.

In semantics, students believed that translation helped them in memorising English vocabulary and developed their English idioms and phrases. Likewise, lecturers point out that practicing translation would enhance students' vocabulary, collocations, English idioms and phrases. They recognise that students generally enrich their semantic knowledge through exposure to different types of texts. Consequently, when translating students

practice on how to identify and select suitable words that fit in the text and suit the context.

This view is in consensus with Siddiek (2010) who stresses that translation is considered as one of the most effective methods; that enhances building vocabulary of foreign language learners. This suggests that translation tend to be an effective tool to enhance students' foreign language vocabulary, collocations, phrases and idioms because students in translation classes are exposed to lots of texts from different disciplines. As a result, they could develop their knowledge and vocabulary through such texts. Furthermore, when translating students practice on how to identify and select suitable words, collocations, phrases and idioms that fit into the text and are connected to the context. Thus, through these practices students could be able to enhance their semantic knowledge.

In grammar, the students' responses showed that practicing translation enhances their knowledge of English grammar rules. When students translate, they render the form (structure) and meaning of the source language text into the target language text, and hence, students get a chance to practice what they have learnt in grammar through translating texts.

In the same way, lecturers believe that students translate different types of texts, which include varieties of grammatical structures, which contain rules that students have to consider and be able to render them in the target language text. Hence, students practice functional grammar through translation i.e., practice what they have learned through translation.

These findings are parallel with several research studies (Leonardi 2010; Schöffner 1998; Carreres 2006; Kelly and Bruen 2015; Siddiek 2010) which approve that translation enhances students' foreign language grammar. Siddiek (2010) also states that teachers are required to provide students with translation tasks, to make them consider the differences in language structures and grammar. Accordingly, he recognises that practicing translation enhances students' knowledge and use of grammar rules, while translating a variety of texts from different disciplines exposes students to different types of grammar. Through translation, students would be able to practice and apply grammar rules that they have learnt, and consequently, overtime develop their knowledge and use of those grammar rules.

Regarding students' cultural awareness, most students agreed that practicing translation raised their awareness in both cultures English and Arabic, respectively. In addition, their responses reveal that their cultural knowledge would have further improved if they have had the chance to be immersed in an English speaking society. Consistently, lecturers admitted that translation helped in raising students' awareness of both cultures, Arabic and English. In addition, lecturers also believe that practicing translating cultural terms, phrases and concepts was necessary for enabling students to render the source language culture into the target language culture, and vice versa.

These findings come in line with Kelly and Bruen (2015) who both argue that translation develops learners' cultural background of both the source and target language culture. As a result, practicing translation improves students' cultural knowledge of the source language and target language. This leads to assume that engaging students in rendering cultural terms, and concepts

overtime would enhance their cultural knowledge and usage of terms, phrases and concepts in English and Arabic. It would also train students on how to render the text appropriately in case there is no cultural equivalence of a term or concept, and substitute it with a similar cultural equivalent in the target language text. Furthermore, it trains students on how to deal with situations of cultural mismatch, i.e., no cultural equivalence, in which students should provide explanation to such terms and concepts.

Regarding contrastive analysis and mother tongue interference, the findings from students' attitudes reveal that applying contrastive analysis raised students' awareness of similarities and differences between the two languages. As a result, it reduces students' mistakes derived from mother tongue interference. Similarly, lecturers' views demonstrate that focusing on contrastive analysis in translation plays an important role to raise students' awareness of mother tongue interference.

Students and lecturers' views correspond with those of Dagiliene (2012) and Cook (2010), who argue that when students translate they compare, structure, word order, vocabulary as well as other language features between the original and the foreign language. Therefore, translation develops students' awareness between the source and target language. Consequently, when students become more conscious of similarities and differences between the two languages in question, they tend to commit fewer mistakes derived from mother tongue interference, and therefore, enhance their English language.

## 6.5 Lecturers views in relation to translation teaching strategies

Although the focus in pedagogical classes should be on developing students' English language, most lectures admitted that their focus was to enable students to achieve good results in translation exams. This could be because lectures' performances were evaluated through students' results. There were no mentoring programmes on lectures delivery in pedagogical translation classes, and neither were there any training programmes to develop lecturers' teaching methods or even inform them with new updated teaching approaches.

Moreover, lecturers' views showed that members of staff have different methods and styles of teaching, and accordingly, generalizing their teaching methods would be difficult. Lecturers, in general, attempt to establish which strategies work for their students, and which do not. In order to attain a compromise that suits and satisfies lecturers as well as their students. These findings correspond with Obilişteanu and Niculescu (2016) who argue that teachers should adopt diverse teaching methods according to students' needs and characteristics in order to achieve educational settings' objectives. Therefore, several issues control the method or style lectures adopt, and this differs from one class setting to another.

Coincidentally, students' responses showed that they prefer that their lecturers focus on using English more than Arabic while teaching. Alongside this, most lecturers admit that while teaching, they prefer to concentrate on the foreign language more than their native language. However, students and lecturers' views indicate that they might resort to Arabic to clarify difficult areas or ensure comprehension of some grammatical or cultural aspects, such as

confusing areas of cultural mismatch. On the other hand, other lecturers stated that while teaching they prefer to focus on contrastive analysis in pedagogical translation classes.

## **6.6 Discussion of emerged results**

Regarding motivation, students' responses showed that pedagogical translation classes motivated them to learn English as a foreign language. Similarly, lecturers' views showed that they were flexible with students, and they attempted to encourage and motivate them to participate in a way, which suits students' needs. Moreover, most lecturers state that they engage students into group work because when students work together they tend to be more confident with their translated versions, which stimulates motivation and confidence to participate. Some lecturers also declare that they are very flexible with students and allow them to use bilingual dictionaries and respect those who prefer to work individually. These results are in consensus with a study conducted in the European Union by Pym, Malmkjaer, and Plana (2013) which shows that applying translation as a communicative activity in classes' results in high levels of student motivation. In the same way, Kelly and Bruen (2015) carried out a case study on TILT in an Irish Higher Education Institution, which reveals that pedagogical translation classes enhances students' motivation of learning English as a foreign language. This motivation could be due to lectures' flexibility in accounting for students' needs as well as engaging students in group work, which in turn raises their confidence to participate.

In relation to improving pedagogical translation settings, all members of staff indicated that the educational settings in pedagogical classes would be more

effective in developing students' competence levels if IT facilities and internet access are allocated as well as providing updated academic sources. Moreover, most lecturers pointed out that the educational settings would be comfortable for students if students have wider classes, and enough desks.

In relation to types of texts, most of the lecturers admit that they focus on presenting various texts from different disciplines. In doing so, they believe it expands students' vocabulary, and collocations in different fields, develops their ability to analyse different texts, and exposes students to different structures through different text typologies. In addition, some lecturers stated that they focus on presenting authentic material, and chose topics that students are interested in, to increase students' motivation through exposure to real natural English language.

As to correction, most lecturers indicated that in sessions they prefer to engage students in groups and then present an adequate translated version on the board, which is assembled through students' participation. This type of correction is useful for every student in the class, since general feedback of the chosen translated version on the board encourages students to participate in class, which in turn raises their self- confidence and motivation to learn and use the foreign language. As for students' examination marking, lecturers set their own criteria and usually divide the whole marks into four quarters. One for grammar, one for cohesion and coherence, one for achieving the intended meaning, and the last one is for conveying cultural terms and idiomatic expressions. However, this division is not fixed. It could also differ from one lecturer to another, since marking is subjective and often there is no fixed criteria.

## **6.7 Theme Two: teachers' beliefs regarding their teaching practices**

When lecturers were asked about why is translation part of the English language degree programme, most lecturers stated that translation integrates language skills, grammar, semantics and linguistics. As a result, students are able to practice what they have learnt regarding their four skills, as well as their structural, semantic, cultural and linguistic knowledge in pedagogical translation classes. Therefore, they consider translation as an integrative language teaching approach.

Lecturers were in consensus that translation classes are very important and should be presented to students from the early stages in foreign language classes. They believe that the earlier this subject is presented to students, the more beneficial it can be to develop their English language ability.

Lectures also indicated that translation classes enhanced students' source and target language, Arabic and English language, through practice. This leads to suggest that translation from the source language to the target language and vice versa improves both languages.

Regarding the skills, as previously mentioned, lecturers argued that translation enhances students' skills. Yet, they believe that students' reading and writing skills were enhanced more than listening and speaking. However, that does not necessarily indicate that students' speaking and listening were not developed at all. When students are involved in group work, this allows them to practice listening and speaking. It could be speculated that teachers notice students' development in reading and writing skills more than they notice it in listening and speaking.

Moreover, lecturers emphasise the positive effect of providing feedback to students' translated texts. They indicate that feedback, whether written or spoken, is a necessary step for the development of students' English language. In doing so, it enables students to consider their errors and mistakes in different language aspects, such as in grammar, semantics, culture and linguistics.

Additionally, there was a consensus among lecturers that pedagogical translation classes are mainly prepared with the aim to develop students' English language. All lecturers also agree that these classes are not sufficiently qualified in preparing students to become professional translators. A probable explanation for this is that professional translation classes require a high level of knowledge in both languages, as well as a high competence level of cultural awareness, which undergraduate students still do have not.

### **6.8 Theme three: the translation teaching syllabus**

Unfortunately, the findings from lectures views reveal that they are not aware of the objectives of the pedagogical translation teaching programme, nor are they aware of any predicted outcomes. This could be because programme leaders neither inform them of the course objectives, nor do they inform them of the predicated outcomes. In addition, they do not invite them to any meetings in relation to updating the subject material or allow them to share their views about their experience in teaching the subject.

In relation to materials, lecturers stated that there is a fixed syllabus, which needs to be completed during the year, in which they can add authentic texts of their choice if they have enough time. However, lecturers argued that even

if they want to add any material, it should correspond to the course description prepared by the department. This denotes that programme leaders impose certain syllabus and material requirements in translation and lecturers are committed to them.

All of the lecturers stated that the material is only updated once every four years. This could be because programme leaders are too busy to update it more frequently.

Lecturers also point out that the department focuses on selecting lecturers who are specialised in translation to teach in pedagogical translation classes. This would be more practical and beneficial for students, as they can draw on knowledge from those specialised in the field, as opposed to lectures who are not specialised in the field.

## **6.9 Summary of the chapter**

This chapter provided the discussion and conclusion of the main findings, which address the research question and objectives. The results gained through students' perceptions and lecturers' views identified the translation activities, which they believe raise students' awareness of language use. The findings show the areas that students and their lecturers believe were improved in relation to their skills, linguistic aspects, semantics, cultural awareness and grammar. The next chapter presents the conclusion, practical implications and contribution to knowledge in relation to this field of study.

## Chapter Seven: The Conclusion

### 7.0 Introduction

The previous chapter presented an interpretation and discussion of the findings in relation to the research question, and objectives. The discussion covered the students' and lecturers' perspectives of pedagogical translation in learning English as a foreign language. This chapter presents the conclusion of the whole research in relation to the research question and objectives. The chapter also provides the limitations of the study, contribution to knowledge, practical implications, and suggestions for future research.

### 7.1 A conclusion in relation to the objectives

The conclusion in relation to each of the objectives are discussed below:

#### **7.1.1 To assess the students' and lecturers' perceptions and views on whether translation is an effective or ineffective tool in learning English as a foreign language.**

The research showed that both lecturers and students believe that pedagogical translation is effective in developing students' English language in general. Yet, there could be potential bias in several respects. The first bias is that the researcher is a translation lecturer this may have led to subjectivity to support pedagogical translation in the students' questionnaire. Secondly, students may have not been exposed to other methods of language teaching in pedagogical translation classes, so they were not able to compare it with other teaching approaches. Thirdly, lecturers have experienced teaching other subjects, with different teaching approaches. However, all of the lecturers

were specialised in translation, therefore, the potential bias is that they have tendency towards encouraging pedagogical translation teaching. Lecturers were committed to apply an integrative approach in pedagogical translation settings, which integrates all language skills and linguistic aspects. This bias could be reflected in all of the conclusions, which could also affect the limitations of the study.

### **7.1.2 To investigate the pedagogical translation activities, which lecturers and their students believe may raise learners' awareness of language use, if any.**

The results from lecturers' and students' beliefs reveal some pedagogical translation activities that raise learners' awareness of language use. These activities include, practicing rendering a text from the source language into the target language and vice versa, practicing CA, resolving translation problems of form and meaning, paraphrasing, and asking for clarifications to ensure comprehension. Other activities that lecturers believe raise students' awareness of language use include, taking into account students' needs, engaging students into group work and negotiation of meaning, providing contextual clues and elaboration, as well as providing continuous practice followed by corrective feedback.

Both lecturers and their students believe that contrastive analysis plays an important role in raising awareness of mother tongue interference. Lecturers indicated that contrastive analysis developed students' ability to recognise errors that are derived from mother tongue interference.

### **7.1.3 To explore lecturers' and learners' beliefs, regarding whether there are any developed skills through pedagogical translation or not.**

Both lecturers and students considered that the most developed skills through pedagogical classes were reading and writing. In their opinion, speaking development was secondary in comparison to the development of reading and writing. However, regarding the development of listening through pedagogical translation classes, the views of both parties were neutral. This suggests that lecturers and students did not believe that listening was developed through pedagogical translation.

### **7.1.4 To identify through students' and lecturers views and perceptions any language aspects that can or cannot be developed through pedagogical translation classes.**

The research findings identify the language aspects that lecturers and their students believe were enhanced through pedagogical translation classes. These aspects include semantics (vocabulary, collocations, and phrases), grammar, cultural awareness, and linguistic aspects (including cohesion, coherence, genres, registers, language dialects, as well as form and meaning).

To conclude the study reflects lecturers' and students' beliefs in teaching and learning English as a foreign language through pedagogical translation. As these beliefs and attitudes should be taken into account to accomplish positive teaching and learning outcomes and decrease the shortcomings of the educational setting. Considering lecturers and students' beliefs leads to a compromise to improve the syllabus and material according to their needs.

## 7.2 Research limitations

The limitations of this study is discussed below:

Firstly, the findings of this study are restricted to a single university; and therefore, they cannot be generalised to other universities. This indicates that the educational setting of this study could be different from other universities since pedagogical translation has strong emphasis in Benghazi University. However, this could not be the case in other universities, which could have different educational settings and teaching approaches.

Secondly, this research could be biased from several perspectives: the researcher, the lecturers and the students' perspectives.

The searcher of this study is a translation lecturer this could have created potential subjectivity in support to pedagogical translation. In turn, it may also have affected the design of the students' questionnaire and consequently the limitations of the study.

The students' attitudes reflect potential bias towards pedagogical translation since they have not experienced other English language teaching approaches in translation classes. Therefore, they will have tendency to accept and support pedagogical translation. Students' attitudes could also reflect social desirability bias in their support to pedagogical translation to satisfy members of translation teaching staff.

Similarly, there could be potential bias in lecturers' views to encourage using pedagogical translation since they are specialised in this area. As in most disciplines, people who are specialised in a certain area are likely to

encourage and support their field. Therefore, translation members of staff would have tendency to believe that pedagogical translation is effective.

This research does not provide evidence that pedagogical translation is actually effective, nor does it compare pedagogical translation with other teaching methods.

### **7.3 Contribution to knowledge**

There is a large body of literature that is related to students and teachers' beliefs on English language teaching and learning, but few studies have focused on students and teachers' beliefs in pedagogical translation settings. This study contributes to the existing body of knowledge on the importance of taking into account students and lecturers' beliefs in pedagogical translation settings to improve the educational setting and achieve better learning outcomes that suits lecturers and students' needs.

This study provides further evidence, based on students and teachers' beliefs, to support the role of pedagogical translation in learning a foreign language. It presents areas that students and lecturers believe are effective to learn English as a foreign language and other few areas where they believe are ineffective in learning it.

Several studies investigated the effect of pedagogical translation in teaching English, either on one skill or one language aspect. Yet, this study is more comprehensive since it encompasses lecturers and students' beliefs in the four language skills, several linguistic aspects, grammar, cultural awareness, semantics, as well as the activities that raise students' awareness of language use.

This study adds insights to linguists for considering students and lecturers' beliefs of developing linguistic aspects in pedagogical translation settings. Their beliefs reflect how students were able to develop their linguistic aspects, such as textual knowledge (genre, register, cohesion, and coherence) as well as focusing on form and meaning when rendering a source text into a target text and vice versa, through continuous practice and receiving corrective feedback.

This research contributes to other literature in the field of ELT that supports using authentic material in pedagogical translation classes. The findings of this study, which is based on students and lecturers' beliefs, provide further insights on the effect of authentic material in exposing students to natural language input, which enhances their vocabulary and knowledge, as well as their communicative skills.

The study presents further evidence to literature of contrastive analysis in pedagogical translation classes. Students and lecturers believe it raises students' awareness of the similarities and differences between their native and foreign language, which in turn enables students to make less errors derived from mother tongue interference. Accordingly, this research findings supports previous findings that encourage using contrastive analysis in pedagogical translation settings.

The study further contributes to the literature regarding students' language skills in pedagogical translation settings. This research, which is based on students and lecturers beliefs, supports former findings of other literature on

the development of reading and writing more than on listening and speaking skills in pedagogical translation classes.

This research further contributes to the literature of pedagogical translation and second language acquisition. The study connects some implemented pedagogical translation practices to certain theories of second language acquisition. For example, some pedagogical translation practices include modified interaction that involves conversational communications (comprehension checks, clarification requests, and paraphrase). According to second language acquisition theories, such conversational communications are considered as comprehensible input, which leads to language acquisition. These pedagogical translation practices are connected to the interactionist position theory of second language acquisition.

The study contributes to the existing literature in ELT and pedagogical translation settings that encourages focusing on the foreign language more than on students' native language in foreign language teaching and learning contexts. Yet, the findings obtained from the settings of this study support research studies that allow students to resort to their native language when necessary, as in clarifying cultural mismatch or difficult concepts.

The study contributes to the literature in pedagogical translation that encourages using translation activities to develop students' competence level. This study further identifies the translation activities that students and their lecturers consider effective in raising awareness of language use in pedagogical translation settings.

This study contributes to support other research studies on the role of semantics to build up students' vocabulary in pedagogical translation contexts. In this study, students and lecturers' believe that pedagogical translation helped them in memorising English vocabularies and developed their English idioms and phrases. The findings of this study make an addition to the previous literature in that students and lecturers believe that students enriched their semantic knowledge through exposure to different types of texts. Consequently, when translating, students focus on how to identify and select suitable words that fit in the context and convey the authors' intended meaning.

This study contributes to previous literature in supporting the development of cultural knowledge in pedagogical translation settings. The findings gained from the setting of students and lecturers' beliefs show that practicing translating cultural terms, phrases and concepts improve students' cultural knowledge of their source and target language.

#### **7.4 Practical implications**

The English department at Benghazi University will continue to teach English through pedagogical translation because students and lecturers believe that it is effective in developing students' English language. Consequently, the research would add significant and necessary changes to the current programme of pedagogical translation in Benghazi University and students' and lecturers' beliefs would be taken into account to develop the syllabus and translation textbooks. This may aid the development of methodologies in teaching translation, and in turn, may

satisfy students' and lecturers' needs and motivate students to learn. This research supports other research studies that encourages using pedagogical translation to learn a foreign language. Accordingly, language departments in other universities may consider including pedagogical translation in their curriculum.

The study highlights translation activities that lecturers and students believe raise students' awareness of language use. These activities can also be applied and practiced in other English language teaching and learning settings.

The research provides insights on using pedagogical translation as an integrative approach, which integrates different language skills and linguistic aspects in one class for further practice. Such approach enables students to analyse and comprehend texts, use vocabulary and collocations, implement different grammar rules, and write cohesively. It also draws attention to the integrative approach for evaluating students' competence level in reading, writing, grammar, semantics, and linguistics through their translated texts.

The research offers further evidence of areas where students and lecturers could resort to their native language in pedagogical translation classes when needed as in clarifying difficult concepts and cultural mismatch.

As several studies consider that the earlier pedagogical translation is presented to students, the more beneficial it could be to develop their foreign language ability. This research supports including pedagogical translation from the early stages in foreign language departments. Yet pedagogical translation

could be better applied in foreign language departments where students and their teachers share the same native language. This would provide a richer and more productive context, especially in clarifying difficult areas.

The study draws attention to contrastive analysis in pedagogical translation settings. In which lecturers and students believe that it raises students' awareness of the native and foreign language. Contrastive analysis can be applied in pedagogical translation classes to reduce students' errors that are derived from mother tongue interference.

As in other ELT settings, this study sheds light on using authentic material in pedagogical translation settings. Authentic material can be included in pedagogical translation settings to expose students to natural and common foreign language. Lecturers could encourage students to choose their own topics that they consider interesting to translate. This would motivate students to be active and could raise their self-confidence to participate in class.

### **7.5 Suggestions for future research**

This case study research was conducted at Benghazi University and the gained results cannot be generalised to other universities. However, similar studies in the field of pedagogical translation could be conducted in other universities. Consequently, the gained findings could be compared with this study to add further validity and reliability of areas where students believe that they have developed their foreign language.

In addition, other ELT approaches can be further investigated as an alternative to pedagogical translation to consider their role in teaching and learning English as a foreign language. This could include task based

teaching approach in ELT settings and its effect on enhancing students' foreign language skills and language aspects.

Further research could be implemented on foreign language students, who have been exposed to different types of language teaching approaches rather than one teaching approach. This in turn would be better to reduce students' bias towards a single approach that students experienced. As in this study, the investigation was restricted only to pedagogical translation.

Similarly, in order to avoid translation teachers' bias towards supporting pedagogical translation, further research could be conducted on English teachers from different specialisations to gain more objective views regarding teaching English as a foreign language through translation.

Further research in pedagogical translation can investigate the development of students' foreign language through other methods of investigation, such as experimental research, or observation.

Further research on listening comprehension can be investigated since the results gained from this study were neutral.

## **7.6 Summary of the chapter**

This research chapter presented the conclusion of the whole study. In addition, it identified the limitations of this study, and areas for further research. The study highlighted the contribution to knowledge and presented practical implications.

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## Appendices

### The Students' Questionnaire



#### The Students' Questionnaire

**Title of Research:** Evaluating the Use of Translation as a means of Learning English as a Foreign Language with reference to Libyan Undergraduate students at the Department of English Language and Linguistics.

Please, complete the following information by ticking (✓) your choice:

Gender: Male:  Female:

Age: 17- 19:  20 - 22:  23 - 25:  26 +:

Academic Level: 1<sup>st</sup> year Bachelors:  2<sup>nd</sup> year Bachelors:

3<sup>rd</sup> year Bachelors:  4<sup>th</sup> year Bachelors:

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**I. (a) English foreign Language learners' views about the use of translation as a strategy for learning English**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I am interested in translation (from Arabic into English), using Arabic to learn English.					
2. Translation activities serve as a useful strategy for learning English i.e., it that helps me improve my English language.					
3. If I do not understand something in English, I will ask other people to translate it into Arabic.					
4. I ask questions about how an Arabic expression can be translated into English.					
5. I try to clarify the differences / similarities between Arabic and English through translation.					
6. When using English it is better to keep Arabic out of my mind.					
7. Practicing translation activities have no influence on developing my English language.					

**I. (b) EFL learners' beliefs about how translation might enhance English language learning in general**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Translation classes motivate me to learn English.					
2. I think that at some stages of learning I cannot learn the foreign language without some translation activities.					
3. Translation (from English into Arabic and vice versa) helps me make progress in learning English.					
4. I prefer that my English teachers always use English to teach me.					
5. Translation classes impede my progress in English.					
6. I believe that it is sometimes useful for my English teachers to resort to the Arabic language.					

**II. (a) Beliefs about the effects of translation on enhancing English learners' skills and classroom interaction.**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Translation helps me understand reading passages.					
2. Translating helps me write English composition.					
3. Translating helps me to improve my fluency.					
4. All language skills (reading, writing, listening and speaking) can be improved by using translation activities.					

Statement	Strongly Agree	Agree	Agree	Disagree	Strongly Disagree
5. Translation (from English into Arabic) inhibits me from checking comprehension in reading.					
6. Translation (from English into Arabic) is useful for checking comprehension in listening.					
7. Translation (from English into Arabic and vice versa) does not help me improve my speaking.					
8. Translation (from English into Arabic and vice versa) does not help me improve my writing.					

**II. (b) Using translation strategies that may enhance English learners' skills and classroom interaction.**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. To write in English, I brainstorm the topic in Arabic first.					
2. When I listen to English, I first translate the English utterances into Arabic to help me understand the meanings.					
3. When speaking English, I first think of what I want to say in Arabic and then translate it into English.					
4. When reading English I try to understand the meaning of what I read without thinking in Arabic.					
5. I try to write in English without thinking in Arabic.					
6. I speak in English without thinking in Arabic.					

III. Beliefs about the effect of translation on structures (grammar), semantics (vocabulary, idioms and collocations), sense (comprehension and cultural background) and linguistics.  
 Note: The word translation in this context refers to any use of translation from English into Arabic and/or from Arabic into English.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Translation helps me memorise English vocabulary.					
2. Translation helps me learn English idioms and phrases.					
3. Translation helps me improve my knowledge of English grammar rules.					
4. Reading the Arabic translation of idioms and phrases helps me learn English idioms and phrases.					
5. The teachers use of the first language (Arabic) inhibits me from becoming more familiar with the target language culture (English).					
6. I believe one needs to immersed in an English-speaking culture for sometime before one is able to think in English.					
7. Translation improves textual knowledge of coherence.					
8. Translation improves textual knowledge of cohesion.					
9. Translation improves textual knowledge of different genres.					

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10. Translation raises awareness of the differences between both linguistic systems i.e., contrastive analysis between Arabic and English.					
11. Translation helps me avoid making mistakes ( in English) derived from mother tongue interference (in Arabic).					
12. Translation improves knowledge of language registers.					
13. Translation improves knowledge of language dialects.					
14. Translation helps me develop a deep understanding of the relationships between form and meaning.					
15. Translation improves my knowledge about the source language culture (Arabic).					
16. Translation improves my knowledge about the target language culture (English).					
17. Translation inhibits my progress in English grammar.					

Thank you for completing the questionnaire

## The Lecturers' Interview



**Name:** Halah Agsebat

**Title of Research:** Accessing the use of translation as a means of learning English as a foreign language with reference to Libyan undergraduate teachers at the Department of English language and linguistics.

**Age:**

**Gender:**

**Nationality:**

**Highest qualification (MA, PhD):**

**Years of teaching experience:**

### **Theme one: translation teaching strategies:**

1. While teaching translation, what is your main teaching focus?
2. How do you teach translation?
3. How do you encourage your students to participate in translation classes?
4. How could pedagogical translation classes be improved?
5. What type of texts do you focus on?
6. How do you mark your students' translated texts?

### **Theme two: teachers' beliefs:**

1. To what extent do you believe that translation helps students improve their English?
2. To what extent do you believe that translation helps students improve their English skills?
3. To what extent do you believe translation enhances students' Arabic language?
4. What is the effect of translation on developing linguistic devices?
5. How effective or ineffective is translation in enhancing knowledge of semantics?
6. What is the role of translation in enhancing grammatical structures?
7. How effective or ineffective is translation in enhancing cultural knowledge?
8. To what extent do you think translation raises students' awareness of mother tongue interference?
9. To what extent do you feel translation classes prepare students to become professional translators?

### **Theme three: the translation teaching syllabus**

1. Is there a certain syllabus designed for translation as a subject at the university?
2. How are the translation material updated?
3. On what basis does the department select staff to teach translation as a university subject?

