

# **A Survey of Translation Language Learning Strategy Use by English Translation Majors**

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## **ABSTRACT**

Language learning strategies have been investigated extensively, however, translation language learning strategies have not been addressed adequately. Also, the research to date has rarely involved language learners and teachers in relation to strategy use. Moreover, the number of studies on the use of translation language learning strategies and related beliefs by translation majors is very limited. Therefore, the present study explored translation students' beliefs about the role of translation, use of translation language learning strategies and their instructors' related beliefs at the Department of Translation and Interpretation, Faculty of Arts and Sciences, Eastern Mediterranean University, North Cyprus. This survey administered questionnaires to students, and conducted interviews with their teachers.

The survey revealed that the translation students held favourable beliefs about translation from L2 to L1 and from the native to the target languages. Specifically, they had positive beliefs about the role of translation in learning the English lexico-grammar, developing receptive and productive skills, and overall, in promoting progress in L2.

The translation majors' beliefs about translation were consistent with their reported use of translation language learning strategies, in relation to the frequent use of translation language learning strategies for reading and speaking in L2 without resorting to thinking in L1 and frequent employment of L2-L1 dictionaries for learning English.

Triangulation of the translation students' and instructors' survey reports revealed promising congruence regarding their beliefs about the role of translation and use of translation language learning strategies. Congruence was found across all respondents' reports on their beliefs about the role of translation in learning the target language, in relation to using translation for understanding the differences and similarities between Turkish and English, and promising congruence regarding the use of the mother tongue.

Finally, the present survey provided important implications for the context of instruction and also made suggestion for further research.

**Keywords:** Translation, Translation Language Learning Strategy, Beliefs, Translation Students, Translation Instructors

## ÖZ

Dil öğrenme stratejileri yeterli derecede araştırılmış, fakat çeviri dil öğrenme stratejilerine yeterince değinilmemiştir. Ayrıca, bugüne kadarki strateji kullanımı alanındaki çalışmalarda dil öğrencileri ve öğretmenlerine çok az yer verilmiştir. Tercümanlık öğrencilerinin çeviri dil öğrenme stratejileri ve ilgili inançlarının yer aldığı strateji kullanımı bağlamındaki çalışma sayısı oldukça sınırlıdır. Çalışmalardaki boşluktan dolayı, bu çalışma Kuzey Kıbrıs, Doğu Akdeniz Üniversitesi, Mütercim Tercümanlık Bölümü'nde, tercümanlık öğrencilerinin çevirinin rolü hakkındaki inançlarını, çeviri dil öğrenme stratejilerini kullanımlarını, ve öğretmenlerinin ilgili inançlarını araştırmıştır. Çalışma öğrencilere anket, öğretmenlere ise mülakat uygulamıştır.

Çalışma bulguları tercümanlık öğrencilerinin hedef dilden kaynak dile, ve ayrıca kendi ana dillerinden hedef dile çeviri hususunda oldukça olumlu inançları olduğunu ortaya çıkarmıştır. Öğrencilerin özellikle İngilizce leksiko-grameri öğrenme hususunda, ve alımlayıcı ve üretken becerileri geliştirme konusunda, ayrıca genel olarak hedef dillerinde ilerleme kaydetme konusunda çevirinin rolüne ilişkin oldukça pozitif inançları olduğu görülmüştür.

Tercümanlık öğrencilerinin çeviri hakkındaki inançları, onların belirttiği çeviri dil öğrenme stratejilerini kullanmaları ile, özellikle de hedef dilde okuma ve konuşma için ana dillerinde düşünmeden çeviri dil öğrenme stratejilerini çok sık kullanmaları, ve İngilizce öğrenmek için İngilizce-Türkçe sözlükleri sıklıkla kullanmaları ile tutarlıdır.

Çeviri öğrencilerinin ve öğretmenlerinin araştırma sonuçlarının triangülasyonu çevirinin rolü hakkındaki inançları ve çeviri dil öğrenme stratejilerini kullanma hususunda umut verici bir tutarlılık olduğunu gösterdi. Hedef dili öğrenmede çevirinin rolü, Türkçe ve İngilizce arasındaki benzerlik ve farklılıkları anlamada çeviriye baş vurma, ve ana dili kullanma konularında da tüm katılımcılar arasında bir uyum görülmüştür.

Son olarak, bu çalışma ilgili bilgi bağlamında önemli çıkarımlar sağlamakta ve ileriki araştırmalar için önerilerde bulunmaktadır.

**Anahtar kelimeler:** Çeviri, Çeviri Dil Öğrenim Stratejisi, İnançlar, Tercümanlık Öğrencileri, Tercümanlık Öğretmenleri

# DEDICATION

To my most beloved father, mother, brother, and husband for their endless love and  
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# Chapter 1

## INTRODUCTION

### 1.1 Background of the Study

There has been a plethora of studies on how to teach and learn a foreign language effectively. In this regard, incorporation of effective language learning strategies (LLSs hereafter) in teachers' instruction can promote learners' development of the target language knowledge and skills. In their acknowledgement of the pertinent scholarship, Cohen and Macaro (2007) referred to J. Rubin's (1975) work on the "good language learner". Good language learners are believed to use many effective strategies in their learning process. Learners' use of single strategies may not foster their language learning, whereas deployment of several strategies in the learning process may help them accomplish positive results (Cohen, 2014). Importantly, language learning strategy use can enhance learning, help learners to perform specified tasks, solve specific problems, make learning easier, faster, and more enjoyable and compensate for a deficit in learning (Cohen & Macaro, 2007).

In this regard, translation language learning strategies (TLLSs hereafter) are one of the most common strategies used by learners as well as teachers. However, throughout the history of language teaching, compared to other learning strategies such as cognitive strategies or affective strategies, TLLSs have not been given enough attention, mostly due to the continuous methodological changes in ELT

pedagogy. Translation language learning strategies can facilitate language learning process in that they enable learners to relate their native language to the target language.

It is noteworthy that with few exceptions, most language teaching methods discouraged the use of L1, hence the use of translation in the classroom; this exclusion deprived teachers and learners of valuable resources to draw on in the instructional setting. One of the few methods employing translation—Grammar Translation Method—was replaced by other methods popular of their time. Since the ELT specialists' major concern was to develop most effective teaching methods (Richards & Rodgers, 2001) most of which did not involve translation strategies in teaching and learning, the use of learners' L1 in the instructional setting was banned. For example, learners were denied the use of translation in Direct Method and Audio-Lingual Method, and one of the more recent methods—CLT (Communicative Language Teaching) encouraged teachers to use the target language not only for communicative activities, but also for their explanation and homework assignment (Larsen-Freeman & Anderson, 2013).

Recently, however, it was proposed that translation can become a teaching technique provided the language teacher has a good command of both the source and the target language (Cook, 2007). In addition, scholars and practitioners have emphasized the important role that L1 can play in teachers' clarification of challenging target language items as well as in learners' metacognitive development.

Translation can be defined as the equivalent of a word, an utterance or a sentence in another language. However, Liao (2006) described this term as transferring the meaning and conveying the message, as well as a strategy for learning a foreign language. Traditionally, translation was seen as a process which transfers a text originally from one language to another language (Bell, 1991). Recently, translation has been considered as a language learner strategy and as a significant skill necessary for language learners to develop competence in the target language (Cook, 2007).

## **1.2 Statement of the Problem**

Translation is one of the strategies that both teachers and learners apply in the language classroom, and its use in foreign language instructional settings can facilitate both the teaching and learning processes. Especially in a country such as Cyprus, where EFL students do not have much exposure to the target language, they require effective translation language learning strategies. Hence, employment of TLLSs is crucial to learners' development as well as improvement of the target language knowledge and skills. However, as Cohen (2007) states, the pertinent research to date on TLLS use in EFL contexts, is still very limited, and, to our knowledge, only a single recent research (Asgarian & Musayeva Vefalı, 2015) explored the TLLS use and related beliefs by translation students.

## **1.3 Purpose of the Study**

In the light of the above-mentioned research gap regarding translation language learning strategy use, especially in relation to translation majors, the present study attempted to address this under-researched issue. Its purpose was to explore translation students' use of translation language learning strategies as well as their and their instructors' related beliefs at the Department of Translation and

Interpretation, Faculty of Arts and Sciences, Eastern Mediterranean University. It was a survey involving student questionnaires and teacher interviews.

The research intended to explore the following research questions:

1. What beliefs do the translation students hold about the role of translation use in English language learning?
2. What is the students' reported repertoire of TLLS?
3. How do the instructors view the role of translation use in English language learning?
4. Is there evidence of congruence in the students' and instructors' survey reports?

#### **1.4 Significance of the Study**

This study can be considered significant given the gap in the research to date on translation language learning strategy use. In addition, TLLS use and related beliefs have not been explored in the context of the present research. It, therefore, provided novel and important insights related to the phenomena under investigation to the field in general and the institution in particular.

#### **1.5 Definition of Terms**

**Translation** is “converting the target language expression into the native language (at various levels, from words and phrases all the way up to whole texts); or converting the native language into the target language” (Oxford, 1990, p. 46). Overall, it is “a transfer of meaning from one language to another” (G. Cook, 2010, p. 55).



**Language learning strategy** can be defined as learners' actions which they **consciously** prefer to carry more than one aspect of language from the beginning of the learning process, to the end of it (Cohen, 2014, p.7).

**Translation language learning strategy.** It transfers the meaning and conveys the message and it also is a strategy to learn a foreign language (Liao, 2006).

**Source language** is the "language from which words have been taken into another language" (Richards & Schmidt, 2002, p. 496) or a translation is made.

**Target language.** It is the language "into which a translation is made" (Richards & Schmidt, 2002, p. 539) or a person is learning.

**Learner beliefs** are regarded as "ideas learners have concerning different aspects of language, language learning and language teaching that may ... have an effect on their learning strategies and learning outcomes" (Richards & Schmidt, 2002, p. 297).

**Teacher beliefs** are inherent in their cognition - "an often tacit, personally held, practical system of mental constructs held by teachers..." (Borg, 2006, p. 35).

Beliefs related to various aspects of teaching practice play "a pivotal role" in teachers' professional lives (Borg 2006, pp. 41, 283).

**Survey.** "Survey studies aim at describing the characteristics of a population by examining a sample of that group." Surveys involve questionnaire administration as well as conducting interviews. (Dörnyei, 2007, p. 101).

## **Chapter 2**

### **LITERATURE REVIEW**

#### **2.1 Language Learning Strategies**

It is well known that language learning strategies have extensively been investigated due to their facilitating role in learning a foreign language. Language learners are believed to use language learning strategies consciously or subconsciously when they learn new things and perform tasks in language classes (Ha, 2008). Specifically, language learning strategies can help learners to enhance learning, to solve specific problems, to make learning easier, faster and enjoyable, and to compensate a deficit in learning (Cohen & Macaro, 2007). However, using a single LLS may not be effective in foreign language learning, whereas deployment of several strategies may be more beneficial for language learners (Cohen, 2014). This conviction may be considered to originate from one of the pioneering works on strategies used by “the good learner”. In this regard it was acknowledged that “If there is one article which can be seen to have announced the birth of language learner strategy research, then it was: ‘What the “Good Language Learner” Can Teach Us’ by Joan Rubin in 1975” (Cohen & Macaro 2007, p. 11). For Rubin (1975), in addition to the adequate strategy repertoire, good language learning depends on such variables as aptitude, motivation and opportunity. In this regard, such LLSs as classification or guessing assist second language acquisition (O’Malley & Chamot, 1990) which might increase learners’ motivation in the related process. In the same vein, in addition to

motivation Oxford (1994) noted other factors potentially influential in language learning strategy selection such as gender, cultural background, attitudes and beliefs, type of task, age and L2 stage, learning style and tolerance of ambiguity.

### **2.1.1 Definitions of Language Learning Strategies**

The research to date introduced various definitions of LLS. One of the early definitions was proposed by Rubin (1975) who regarded strategies as techniques or devices which a learner may use to acquire knowledge. Subsequently, O'Malley and Chamot (1990) considered LLS as special ways of processing information that reinforces comprehension, learning, or retention of the information. One of the most popular and established definitions was contributed by Oxford (1990, p. 1) as follows: "language learning strategies are specific actions, behaviours, steps, or techniques students use often consciously to improve their progress in understanding and using their second language".

It should be noted that translation can also be used as a strategy in language learning, in this regard, recently Liao (2006, p. 191) observed that: "It appears that learners often use translation as a learning strategy to comprehend, remember, and produce a foreign language". Subsequently, Ha (2008) stated that language learning strategies are tools for active and autonomous learning. More recently, Cohen (2014, p. 7) introduced the following comprehensive definition of language learner strategies:

Thoughts and actions consciously chosen and operationalized by language learners, to assist them in carrying out a multiplicity of tasks from the very onset of learning to the most advanced levels of target-language performance.

### **2.1.2 Classifications of Language Learning Strategies**

The pertinent scholarship has also offered various classifications of language learning strategies. One of the early classifications of LLSs into seven categories, in relation to good learning, was proposed in the mid-1970s by Rubin (1975) as follows:

- 1) Guessing: a good language learner is a willing guesser and collects information in a good way.
- 2) Communicating: a good language learner learns from communication.
- 3) Managing inhibition: a good language learner is willing to make mistakes in order to learn.
- 4) Attending to form: a good language learner attends to form constantly analyzing, categorizing, and synthesizing.
- 5) Practicing: a good language learner is willing to create opportunities to use the language.
- 6) Monitoring: a good language learner monitors his own speech and others' speech to check the correctness of his speech.
- 7) Attending to meaning: a good language learner knows that meaning is as important as grammar and attends to understand the meaning.

In another categorization, Bialystok (1978) distinguished language learning strategies into four dimensions of functional practicing, formal practicing, monitoring and inferencing. Formal and functional practices were referred to the language classroom, whereas monitoring and inferencing were regarded as a production strategy. Subsequently, Stern (1975) classified the strategies in terms of the

good language learners' use as well as the unsuccessful language learners' use as follows. The former strategies included: 1) planning strategy, 2) active strategy, 3) emphatic strategy, 4) formal strategy, 5) experiential strategy, 6) semantic strategy, 7) practice strategy, 8) communication strategy, 9) monitoring strategy, and 10) internalization strategy. However, in the following decades, Stern (1992) proposed another five categories for language learning such as 1) management and planning strategies, 2) strategies related to learners' intentions to manage their own learning, 3) cognitive strategies including the steps or operations used in learning, 4) communicative-experience strategies (e.g. repetition and paraphrasing), and 5) interpersonal strategies.

On the other hand, Anderson (2005) argued in his book that the early language learning strategies that language learners used are; 1) memorization strategies, 2) clarification strategies, 3) communication strategies, 4) monitoring strategies, and 5) prior knowledge strategies.

In the 1990s O'Malley and Chamot (1990) introduced another distinction of language learning strategies into three main categories: 1) Metacognitive strategies (planning, monitoring and evaluating), 2) Cognitive strategies (resourcing, grouping, note-taking, reflecting on the prior knowledge, and summarizing), 3) Social/affective strategies (questioning for clarification and cooperation). Recently, Anderson (2005) proposed yet another classification of language learning strategies as follows: 1) cognitive strategies (identifying, retention and storage of learning materials), 2) metacognitive strategies (preparing and planning, identifying, monitoring), 3)

mnemonic or memory-related strategies (memorization), 4) compensatory strategies (circumlocution strategies), 5) affective strategies (strategies for reducing anxiety), 6) social strategies (strategies for interacting with others), and 7) self-motivating strategies (self-encouragement, relaxation).

Most recently, Cohen (2014) introduced a somewhat different categorization of language learning strategies in terms of skill area (learning and use of vocabulary and grammar, and the use of translation), function (metacognitive strategies, cognitive strategies, social strategies, and affective strategies), age, proficiency level, gender, specific language or culture.

### **2.1.3 Factors Affecting Language Learning Strategy Selection**

Different language learners use language learning strategies differently, and their preferences may change due to certain factors. Good language learners are believed to know which strategies to use at a given stage of learning, hence they employ effective strategies. As Graham (1997) puts, good language learners have a tolerance of uncertainty, they are ready to practice, use the language as well as an active approach to language learning. In addition, good language learners would not use a single learning strategy, rather they would employ an adequate strategy repertoire to foster learning (Anderson, 2005).

In this regard, more recently Cohen (2014) proposed a selection of learning strategies in terms of function as follows: metacognitive strategies for replanning and monitoring; affective strategies for improving motivation or regulating emotions. Regarding other factors which can affect strategy choice, age being one of them, young learners may not be aware of metacognitive strategies. Proficiency level is

another factor in this regard in that beginners would prefer word for word translation strategy, whereas advanced learners would employ translation strategy only when it is necessary, rather prefer to use metacognitive strategies. As regards culture, language learners may require adequate L2 culture specific input, visual as well as non-visual since there may not be a correspondence of some aspects between their native and target cultures.

#### **2.1.4 Strategy Training**

The research to date has also revealed different opinions regarding whether language learning strategies can be taught or not, hence this remains to be a controversial issue. On the one hand, it was observed that there are certain limitations on teaching strategy use such as strategy instruction not being the same as language instruction (Ağazade & Vefalı, 2014). On the other hand, in one of the recent studies (Griffiths, 2015), it was reported that strategies can be taught through awareness raising, explicit instruction, practice, implicit instruction, and evaluation. Language learners can raise their awareness of strategies through related instruction, including effective strategy options, in regular classroom activities, classroom practice, as well as evaluation of their work.

## **2.2 Translation**

Translation is not only a way of transferring meaning from one language to another one but also it can be used as a language learning strategy. The research to date has offered various views on translation. In the mid- 1960s of the past century translation was defined as “the replacement of textual material in one language (SL) by equivalent textual material in another language” (Catford, 1965, p. 20). In the following decades, translation was viewed as using the source language to

understand and use the second language (Chamot, 1987). Recently, translation was defined as transfer of meaning and conveyance of message, as well as regarded as a strategy to learn a foreign language (Liao, 2006). In a similar vein, subsequently, translation was considered as a language learning strategy, as well as a necessary skill to be competent in the target language (Cook, 2007).

For centuries, translation has been used by language learners to facilitate foreign language learning (Liao, 2006). Translation language learning strategies (TLLs hereafter) are amongst the most common strategies that have an important role in language pedagogy. These strategies facilitate the language learning process since they enable learners to make direct relations between their first and second languages. Both teachers and learners tend to use TLLs in the classroom frequently, but in order to use these strategies, teachers should be proficient users of both the source and target languages (Cook, 2007).

In the late 1950s of the last century translation was classified into three major types as follows:

- 1) Intralingual translation: one can call this ‘rewording’ as well, it is the interpretation of the verbal signs via other signs within the same language.
- 2) Interlingual translation: this is translation proper; the interpretation of verbal signs via other languages.
- 3) Intersemiotic translation: this can be called as transmutation at the same time, and this is the interpretation of verbal signs via signs of a nonverbal sign system (Jakobson, 1959). Subsequently, Newmark (1988) offered a comprehensive set of



translation methods comprising eight components: word-for-word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation and communicative translation.

In foreign language teaching and learning, translation can play a vital role for checking learners' comprehension, however there have also been unfavourable views in this regard. Except the Grammar Translation Method, most language teaching methods have discouraged the learner's use of the native language in the classroom, Direct Method, Audio-lingual Method and Communicative Language Teaching inclusive. The latter encouraged teachers to use the target language for various purposes: communicative activities, explanations as well as homework assignment (Larsen-Freeman & Anderson, 2013).

Conversely, Cook (2001) held that the use of the learner's mother tongue in the classroom can help teachers to explain grammar, convey meaning, organize the class, hence the learner's L1 can be very beneficial in promoting their authentic target language use. In the same vein, Akbari (2008) pointed out that the learner's native language can be considered as an asset which can facilitate communication in the target language, for instance, should learners experience difficulties with classroom instructions, giving them in their L1. Thus, the teacher's adequate use of the learner's mother tongue in the language classrooms can be beneficial, however its excess use would not be acceptable. Importantly, foreign language learners tend to frequently employ translation language learning strategies due to inadequate exposure to the target language, hence they require effective translation learning strategies. It should

be noted, however, that although TLLSs can play an instrumental role in foreign language classrooms, they have not been given sufficient attention.

## **2.3 The Role of Translation in Language Teaching and Learning**

### **2.3.1 Traditional Language Teaching Methods**

The proponents of traditional approaches to foreign language teaching and learning have exhibited different views in terms of using translation or learners' first language in the classroom. Grammar Translation Method, Suggestopedia/ Desuggestopedia and Community Language Learning advocated the importance of using translation or learners' native language in foreign language classrooms. Grammar Translation Method dates back to the eighteenth and nineteenth centuries; its aim has been to promote learners' learning a given language in order to read its literature, or to benefit from the mental discipline and intellectual development (Richards & Rodgers, 2001). The method employs translation frequently in foreign language learning. It tends to study a target language first through its detailed grammar rules, then to apply this knowledge by translating sentences and texts to and from the target language (Richards & Rodgers, 2001). The Grammar Translation Method pays attention to reading and writing, rather than listening and speaking. In this method, learners are supposed to learn lists of vocabulary and grammar rules, and the major focus in this method is accuracy (Griffiths & Parr, 2001). It should be noted that Grammar Translation Method was criticized because of its limited advantages for learners.

Subsequently, in the 1970s, Community Language Learning (CLL) and Suggestopedia, also known as Desuggestopedia started replacing the Grammar

Translation Method. In Community Language Learning, learners' native language plays an important role to make a bridge between the familiar and unfamiliar (Freeman & Anderson, 2013). When learners' first language is used in the classroom, they feel more secure and they can understand the instructions better. This method requires teachers to act as counselors and it considers language as a tool for communication.

Furthermore, Suggestopedia or Desuggestopedia introduced by Georgi Lozanov aims to maximize learners' learning level by reducing their affective filter through integration with fine arts and comfortable class environment. Similar to Community Language Learning, the use of learners' native language plays an important role in this method since it makes the meaning clear (Freeman & Anderson, 2013), this method also allows using translation when needed. However, application of this method may not be possible in most cases since the environment of the classroom would not be conducive to reducing learners' affective filter.

Conversely, Audiolingual Method, the Silent Way Method, Natural Approach, and Total Physical Response discourage the use of learners' first language in the classroom. These methods advocate that using only the target language encourage learners to think in the target language and they insist that if learners are exposed to the target language, they can learn it easily. Therefore, these methods avoid the use of translation in language classrooms.

In a similar vein, Direct Method aims to teach learners to communicate in the target language, therefore they should learn to think in the target language. In this method,

translation is not allowed in the classroom, the meaning is transferred directly in the target language through demonstration and visual aids (Freeman & Anderson, 2013). However, it should be emphasized that this method requires a lot of time to explain learners meaning in a language that they do not know instead of doing it in learners' first language which can be easier and more effective for learners. Audiolingual Method also discourages the use of learners' mother tongue since L1 and L2 can have separate grammar structures and avoiding the source language does not allow its interference in target language learning (Freeman & Anderson, 2013).

The Silent Way method requires teachers to be silent in the classroom in order to give learners as many opportunities as possible to discover the target language. In this method, autonomous learning plays an important role since learners are in charge of their own learning and they have the responsibility to interact with others in the classroom. This method uses translation when necessary in order to provide additional information or feedback, yet learners are encouraged to understand the meaning by focusing on their perceptions instead of resorting to translation. (Larsen & Freeman, 2013).

Natural Approach is based on the language acquisition theory which holds that learners need comprehensive input for acquisition of the target language (Krashen & Terrel, 1983). The aim is to teach learners how to communicate in the target language and there is no place for their mother tongue. The approach gives priority to the receptive skills of reading and listening.

Finally, Total Physical Response (TPR) is based on the hypothesis that language learning starts with understanding, and ends with production (Freeman & Anderson, 2013). Therefore, learners first keep silent until they understand and are ready for speaking. This method rarely allows using learners' first language, therefore meaning is made clear through movements and actions.

### **2.3.2 Innovative Language Teaching Methods**

It should be noted that the drawbacks of traditional approaches have prompted scholars and practitioners to develop new and innovative language methods, the goal being to find out the best method for learners. In this regard, Communicative Language Teaching (CLT) assigns the teacher a facilitator role to help learners to communicate in the classroom. The teacher is supposed to teach not only the grammatical aspects but also the communicative aspects of the target language, L2 being a tool to communicate as well as the instructional objective. CLT thus focuses on the importance of meaningful communication, hence the maximum use of the target language is recommended (Richards & Schmidt, 2002)

Another innovative method, Task-Based Instruction (TBI), requires learners to complete meaningful tasks. TBI is based on the premise that if learners use the target language, they can learn it more easily. The teacher is supposed to choose appropriate tasks for learners, and learners are expected to communicate in the target language. Therefore, there is no need for learners' first language in the classroom (Larsen & Freeman, 2013, pp. 156-157).

Yet another innovative method- Content-Based Instruction (CBI) gives importance to both content and language, and meanings are supposed to be transferred through realia, repetitions and examples (Freeman & Anderson, 2013). In a similar vein, learners' native language has no role in CBI. However, authentic materials play an important role and the content and the language in question are learnt together. It is believed by CBI advocates that the latter combination enhances learners' motivation and promotes their learning of content and language at the same time.

Finally, recently, Content and Language Integrated Learning (CLIL) method was developed to achieve better results in language teaching. Dalton-Puffer (2007, p. 10) noted that CLIL is conducive to improving learners' target language competence, developing oral communication skills, deepening awareness of both target and native language, developing plurilingual interests and attitudes, and introducing a target language.

## **2.4 Translation Competence**

In light of the overview of the history of English Language Teaching, the use of translation has been banned by some methods due to the belief that learners can learn a foreign language only by thinking in that language, with no reference to their first language. However, as the time passed, translation in foreign language classrooms has become important since it can play a facilitating role in the learning process. Translation can be used more effectively by advanced learners since they have a good knowledge of both source and target languages, hence translation requires adequate understanding and performance in both languages. Further, since language and culture cannot be separated from each other, culture is another aspect which has a vital role in

translation process. Therefore, knowing only the source and target languages is not sufficient for equivalent translation. In this regard, recently, House (2008, p. 137) noted that

... in translation meaning is of greatest importance, it follows that this meaning cannot be fully understood outside a cultural frame of reference, and it is probably fair to say that in the process of translation not only two languages but also two cultures come into contact. In this sense, translating is a form of intercultural communication in the head of the translator.

In the past decades, translation competence was believed to require language competence, subject competence and transfer competence that are vital for translation and the lack of which may lead to misunderstandings and severe problems (Neubert, 1994). Knowing both source and target languages may be the most important factor in translation competence; a successful translator/interpreter is supposed to be proficient in both languages in order to deliver equivalent written/oral messages. In addition, knowledge of the subject matter in question is another prerequisite for reliable translation. Furthermore, being able to transfer the message to and from the source language and to cope with related challenges is yet another requirement of the successful practitioner.

Attaining translation competence is the main goal of nearly all the translation programs. However, the research to date has demonstrated that ways to accomplish this goal still remain unclear. Recently, translation competence was defined by Presas (2000, p. 28) in general as “the system of underlying kinds of knowledge which are needed for translation”, whereas Schäffner and Adab (2000, p. ix) provided a more particular definition of translation competence as a demanding

expertise in various areas such as knowledge of the languages, knowledge of the cultures and domain-specific knowledge.

The scholars contended that translation competence is best developed in academic institutions (Schäffner & Adab, 2000) where learners take professional courses in this respect. Translation competence is believed to comprise language competence, textual competence, subject competence, cultural competence, and transfer competence in both the source and target languages (Schäffner & Adab, 2000). Developing translation competence also requires complexity and heterogeneity, approximation, open-endedness, creativity, situationality, and historicity (Neubert, 2000). In addition, the overall developmental process necessitates acquisition of previously non-existent competences, restructuring of already existing competencies in order to facilitate transfer competence, as well as acquisition of strategic competence (Presas, 2000).

## **2.5 Beliefs Related to Translation**

It is noteworthy that foreign language learners frequently employ translation language learning strategies consciously or unconsciously, therefore their and teachers' beliefs related to TLLS use has a significant role in the instructional process. Learner beliefs are regarded as “ideas learners have concerning different aspects of language, language learning and language teaching that may ... have an effect on their learning strategies and learning outcomes” (Richards & Schmidt, 2002, p. 297). Teacher beliefs are inherent in their cognition - “an often tacit, personally held, practical system of mental constructs held by teachers...” (Borg,



2006, p. 35). Beliefs related to various aspects of teaching practice play “a pivotal role” in teachers’ professional lives (Borg 2006, pp. 41, 283).

Traditionally, it was believed that translation to and from learners’ first language has negative effects on their acquisition of a given second language. Despite the recent promising change in the views of translation in general and TLLS use in particular, learners’ related beliefs have largely been ignored (Liao, 2006). In this regard, in a study conducted in the Taiwanese EFL context, it was demonstrated that learners held favourable beliefs about the role of translation in their learning of reading, vocabulary, and grammar of the target language (Liao, 2006).

In another study carried out in the Japanese EFL context, it was reported that students used translation as a learning strategy in their foreign language classes, and their native language influenced their learning of the target language. In addition, these students believed that Grammar-translation pedagogy should be used in high schools (Matsuura, Chiba & Hilderbrandt, 2001). More recently, in a comprehensive survey conducted in the Iranian EFL context, it was found that the Iranian translation students held positive beliefs related to translation, and they employed translation strategies frequently in order to understand English (Asgarian & Musayeva Vefalı, 2015).

## **2.6 Translation Strategies**

Translation is considered one of the cognitive strategies in language learning, and translation strategies traditionally were defined as the “potentially conscious plans to solve a translation problem” (Krings, 1986, p. 268). Specifically, five types of

translation strategies were distinguished for transition purposes as follows: strategies of comprehension, strategies of equivalent retrieval, strategies of equivalent monitoring, strategies of decision-making and strategies of reduction (Krings, 1986). It should be noted that translation is also frequently used as a language learning strategy, and it is a widespread belief that this strategy can be used more effectively by advanced learners since they have a better knowledge of the target language and they can benefit from this knowledge more effectively. Specifically, advanced learners can resort to their prior knowledge of both source and target languages in order to translate. Conversely, less proficient learners, in the absence of adequate knowledge of the target language may not benefit from translation language learning strategies. In this regard, some studies (Nation, 2003) showed that learners are willing to frequently use such translation language learning strategy as consulting a bilingual dictionary, whereby translation of unknown words may help them to understand these words easily and quickly. The employment of this TLLS may thus motivate and encourage them in the learning process.

## **2.7 Related Studies**

It is noteworthy that while language learning strategies have largely been investigated, translation language learning strategies have not been adequately explored by the research to date. This might have been due to the prohibition of translation and related strategies in language classrooms. However, the innovative language teaching methods mostly encouraged translation since reference to learners' mother tongue can foster their learning. In this regard, Atkinson (1987) suggested that using learners' mother tongue as a classroom resource has a really significant role since it can promote their development of fluency in the target language. In a

similar vein, Kern (1994) argued that mental translation in L2 reading may facilitate production and conversation since it enables learners to resort to their first language and thus comprehend the related meaning.

In addition, a second language can be learned more easily by raising learners' awareness of the differences and similarities between the source and target languages, moreover using the source language in the classroom can reduce anxiety related to target language learning (Schweer, 1999). Moreover, using learners' mother tongue as a classroom resource can assist teachers in conveying meaning, explaining grammar, and organizing the class; whereas language learners can employ it as an individual strategy to use; importantly, using first language in the instructional setting can help learners become authentic L2 users (Cook, 2001).

In a study on beginner learners of French as a second language, it was found that the extent of L1 use depended on the type of the activities, importantly, using translation and contrasting the forms of both languages may facilitate the acquisition of the target language (Rolin-Ianziti & Brownlie, 2002). Therefore translation in language instruction cannot be disregarded and avoiding its use for no reason would not be advisable. The use of first language in language classrooms should be maximized when it is possible (Nation, 2003).

In a recent survey carried out in Taiwanese EFL context, Liao (2006) revealed that college students overall had positive beliefs in relation to the role of translation in English language learning; however, their beliefs related to its positive effects on their learning varied. In addition, the research showed that the participants

moderately used several translation language learning strategies, that their beliefs influenced their selection of translation strategies, and that students majoring in foreign languages as well as more proficient students reported employing less translation to L1 and held less positive, as compared with less proficient students majoring in other disciplines.

More recently, Asgarian and Musayeva Vefalı (2015) noted that translation language learning strategies employed by translation students have not been investigated. Therefore, in a comprehensive survey conducted in the Iranian EFL context, they explored translation majors' beliefs related to translation, use of translation language learning strategies, and academic achievement. It was a survey study involving questionnaire administration and conducting interviews with the respondents. The survey findings demonstrated that the students had mostly favorable, though somewhat conflicting beliefs, related to the role of translation in the target language learning. Also, the translation majors' repertoire and frequency of translation strategy use were not adequate yet; importantly, their academic achievement had an effect on their beliefs and strategy use. Accordingly, the scholars recommended that English language teachers and translation instructors consider introducing effective translation activities into the classroom. Thus pertinent limited research to date so far has demonstrated that translation, related beliefs and strategies have a significant role in foreign language learning and teaching.

As regards surveys involving both language learners and teachers, Griffiths (2007) developed and exploited a new inventory - English Language Learning Strategy

Inventory (ELLSI) in 2 versions, respectively, in New Zealand. The major findings of the study were that the language instructors considered language learning strategy use as very important for the international learners, as well as congruence across the learners' and teachers' survey reports in terms of the reported frequency and importance of strategy use in the ESL context. Another survey employing ELLSI (Griffiths, 2007) was conducted by Ghanbarzahi (2013) in the Iranian EFL context. The English language teachers' and learners' survey reports demonstrated that the teachers regarded as highly important those language strategies that their learners reported using somewhat frequently. This lack of congruence suggested that although the EFL teachers were aware of the importance of LLS use, their learners required an adequate repertoire in this respect. This result did not support the related result by Griffiths (2007) and can be due to the predominantly traditional educational practices in the context of the study. In a subsequent study, Agazade and Vefalı (2014) surveyed EFL students and their instructors in another EFL setting, in Northern Cyprus. The study also employed ELLSI (Griffiths, 2007) and revealed the EFL learners' use of 11 core strategies, however inadequate selection and employment of language learning strategies in relation to management of learning, interaction, development in the target language. In addition, the survey demonstrated a promising degree of congruence agreement between the respondents which provided important implications for the context of instruction.

## **Chapter 3**

### **METHODOLOGY**

#### **3.1 Overall Research Design**

Given the scarcity of the research to date on translation language learning strategies, the current study aimed to explore translation students' use of translation language learning strategies as well as their and their instructors' related beliefs at the Department of Translation and Interpretation, Faculty of Arts and Sciences, Eastern Mediterranean University, North Cyprus. It was a survey involving student questionnaires and teacher interviews. Conducting surveys requires gathering data, compiling, analyzing, and interpreting results, which may change or shape what you learned from the study (Brown & Rodgers, 2002, p. 16). According to Dörnyei (2007, p. 102), questionnaires can elicit multiple sets of factual, behavioural as well as attitudinal data through factual, behavioural and attitudinal questions accordingly. Surveys usually intend to obtain quantitative data from a specific population about a specific aspect as well as their subjective feelings on a specific topic. To this effect, surveys employ questionnaires and/or interviews (Fowler, 2013, pp. 1-5). One of the advantages of conducting a survey is gathering comprehensive data in a short period of time. In addition to this, a survey can be adapted and administered easily, and different results can be obtained from different participants throughout the administration procedure. However, respondents' answers in surveys may not always be reliable. Thus, for its research purposes, the present survey study employed 3 sets

of questionnaire and an interview which yielded combined quantitative-qualitative data in the context under investigation.

### **3.2 Research Questions**

The current study investigated the following research questions:

1. What beliefs do the translation students hold about the role of translation use in English language learning?
2. What is the students' reported repertoire of Translation Language Learning Strategies?
3. How do the instructors view the role of translation use in English language learning?
4. Is there evidence of congruence in the students' and instructors' survey reports?

### **3.3 Context**

In North Cyprus, English as a foreign language (EFL) is compulsory and taught in state and private schools starting from the primary level. In public schools, language learners have at least four hours of English per week. However, this amount and duration of English language instruction may not be adequate for learners' development of language proficiency in English. It is also noteworthy that EFL learners do not have much exposure to the target language outside of the classroom. Whereas at private language institutions, English language instruction is delivered through a more adequate exposure to the target language, in settings more conducive to language development inside as well as outside the classroom. This difference accounts for parents' preference for educating their children at private language

schools, in order to acquire adequate English language knowledge and skills which is very important for higher educational and job opportunities.

Eastern Mediterranean University (EMU) is one of the oldest and largest tertiary institutions in North Cyprus. It is an international university providing quality education at undergraduate and post-graduate levels. Faculty of Arts and Sciences at EMU was established in 1986 and it includes eight departments, 11 undergraduate, nine postgraduate, and four PhD programs. It is one of the oldest faculties at the university and is one of the well-established Arts and Sciences Faculty in the region with its research facilities, international profile, life-long development philosophy, and well as qualified academic staff. In addition, laboratories for programs such as Mechanics, General Biology, Molecular Biology and Genetics, and Translation provide a comfortable and well-equipped environment for learners to carry on their studies and projects ([www.emu.edu.tr](http://www.emu.edu.tr)).

One of the Departments within the Faculty of Arts and Sciences, Translation and Interpretation, aims to prepare translators and interpreters in the fields of law, economics, politics, diplomacy, humanities, media, and arts. In addition to English and Turkish, this program offers French as a third language, and technology plays an important role in teaching and practice of different types of translation and interpretation. It should be noted that in the first three years, all translation majors take the same departmental courses, however, in the final year, they are required to complete Area Elective courses in order to specialize in either translation or interpretation.



### **3.4 Participants**

This survey involved two groups of participants: the first group comprised 30 translation majors, the second group included 3 translation and interpretation instructors. In accordance with the research ethics rules, all the participants granted their consent to participation in the survey.

#### **3.4.1 Translation Students**

The first group of the participants involved 30 first and second year translation majors who were assumed to have intermediate proficiency levels of English. The participants were from Turkey, North Cyprus and Kirgizstan. Eleven participants were male and 19 female, their age ranged between 18 and 20 years, with an average of 19 years. At the time of the survey administration, most of the student participants had completed the same departmental courses.

#### **3.4.2 Translation Instructors**

The second group of the participants included 3 instructors, two male holding a PhD degree and 1 female MA holder. The instructors were of Turkish nationality and had an extensive teaching and professional experience at the university level.

### **3.5 Data Collection Instruments**

Since teachers and learners' beliefs related to various aspects of instruction are crucial to teaching-learning processes, hence, educational outcomes, this study involved both translation majors and their instructors. The survey gathered quantitative data through 3 sets of Students' questionnaires including individual background questionnaire (IBQ), inventory for beliefs related to translation (IBT), and inventory for translation as a learning strategy (ITLS), respectively. These questionnaires were adapted from one of the recent PhD Thesis research studies

(Asgarian, 2014), with the author's consent. Qualitative data were collected from instructors through an interview guide comprising eight questions.

The individual background questionnaire (IBQ) was administered to obtain demographic and contextual data from the students (see Appendix C). This questionnaire included several items related to the participants' age, gender, year of academic study, average score, English proficiency, and their motivational level. The inventory for beliefs related to translation (IBT) was employed to collect data on the respondents' beliefs related to translation in English language learning (see Appendix C). This inventory comprised 24 items related to the translation majors' beliefs as follows: (1) translation both from English to Turkish and/or from Turkish to English, (2) translation from English to Turkish only, (3) translation from Turkish to English only, and finally (4) avoiding translation. The participants responded to the inventory items on a 5-point Likert scale as follows: (1) Strongly Disagree (SD), (2) Disagree (D), (3) Neither Agree nor Disagree (N), (4) Agree (A), (5) Strongly Agree (SA).

Further, the inventory for translation as a learning strategy (ITLS) was given to the students to collect data on their use of translation language learning strategies in their studies (see Appendix C). This inventory included 28 items related to employment of TLSs in developing comprehension, use of L1, receptive-productive skills, learning lexico-grammar, exploration and practice. In a similar vein, the participants responded to the inventory items on a 5-point Likert scale as follows: (1) Very Infrequently, (2) Infrequently, (3) Somewhat Frequently, (4) Frequently, (5) Very

Frequently. Finally, teachers' interviews were held in order to explore their beliefs related to translation and use of translation language learning strategies, in other words what they thought and felt (Fraenkel & Wallen, 2006, p. 455) about the phenomena under investigation.

### **3.6 Data Collection Procedures**

Initially, the researcher applied, through the ELT Department, to the EMU Rector's Office to secure permission of the Administration of the Faculty of Arts and Sciences to conduct a survey in the Department of Translation and Interpretation. Following receipt of permission, the researcher contacted the Head of the Department of Translation and Interpretation in order to obtain information about the number of prospective participants in the survey and their course and teaching schedules. It was agreed that the data collection procedure would be initiated in the last weeks of the Fall semester of the 2015-16 academic year. It should be noted that the Head and instructors of the department were very helpful and co-operative. In accordance with research ethics, all participants were given consent forms, and they gave their consent to take part in the survey.

The questionnaires were distributed to the translation students during their regular classes, and the researcher provided them general information on the aim of the survey and instructions for the questionnaire completion. The administration procedure went smoothly and it lasted approximately thirty minutes for all respondents. Subsequently, the researcher decided the interview schedule with the instructors. At the start of every interview, the instructor respondents were asked for and granted their permission to audio-record their responses. In a similar vein, the

researcher informed them about the general aim of the survey. The interviews with the instructors lasted half an hour, respectively.

### **3.7 Data Analysis Procedure**

In the present survey, the quantitative questionnaire data collected from the translation students were analyzed through the application of *Statistical Package for the Social Sciences* (SPSS) for Windows, version 14.0. The statistical analysis yielded descriptive statistics (frequencies, mean and standard deviations) in order to address the first two research questions concerning the respondents' beliefs related to translation as well as their use of the translation language learning strategy. As regards the qualitative interview data obtained from the translation instructors, their survey reports were analysed qualitatively in order to address the next research question. Finally, the comprehensive quantitative-qualitative data were triangulated in order to discover evidence, if any, of congruence across the respondents' survey reports. It is noteworthy that triangulation as a methodological strategy in the present survey involved participant and data triangulation in order to obtain a more comprehensive picture of the phenomena under investigation.

### **3.8 Limitations and Delimitations**

The current research study had some limitations in that it involved only those translation students who were enrolled in the first years of their academic studies in the Translation and Interpretation Department. Further, the number of the translation instructors can be considered another limitation of the study. However, it should be noted in this regard that the present study did not seek generalizability, rather intended to explore beliefs and translation language learning strategy use in the context under examination. Finally, the application of triangulation of the survey

reports from the major stakeholders-translation students and instructors, as well as the employment of the reliable survey instruments that have been piloted previously in the EFL contexts and proved to be reliable can be regarded as delimitations of the present survey.

## **Chapter 4**

### **RESULTS**

#### **4.1 Reliability of Survey**

The present survey gathered quantitative data through 3 sets of Students' questionnaires including individual background questionnaire (IBQ), inventory for beliefs about translation (IBT), and inventory for translation as a learning strategy (ITLS), respectively. Qualitative data were collected from instructors through an interview guide comprising eight questions.

Both inventories, the IBT and ITLS, were analyzed for reliability in order to verify their consistency, respectively. The related result for the IBT was 0.927, for the ITLS 0.954, which fall within the adequate range of reliability coefficient.

#### **4.2 Analysis of the IBT Data**

The statistical analysis of the data collected through administration of the inventory for beliefs about translation (IBT) provided insights to the students' beliefs related to translation in English language learning. The respondents provided their answers to 24 items related to their beliefs as follows: (1) translation both from English to Turkish and/or from Turkish to English, (2) translation from English to Turkish only, (3) translation from Turkish to English only, and finally (4) avoiding translation. The participants' very positive and positive responses were collated to the 'Agree'

category, very negative and negative responses to ‘Disagree’ category, and the ‘undecided’ responses were not subjected to any categorization.

#### 4.2.1 Beliefs Related to Translation from English to Turkish and from Turkish to English

IBT items from 1 to 8 were related to translation both from English to Turkish and from Turkish to English. As illustrated in Table 4.1, in response to items 7, 5, 1, 2 and 3 respectively, the translation students expressed most positive beliefs in relation to translation from English to Turkish and from Turkish to English. The majority (88%) of the respondents agreed or strongly agreed that translation helps them learn English idioms and phrases (item 7). Further, 84%, 78%, and 72% of the participants stated that translation really helps them memorize English vocabulary, understand textbook readings, and write English compositions (items 5, 1 and 2, respectively).

Table 4.1: The IBT Descriptive Statistics on Students’ Beliefs related to Translation from English to Turkish and from Turkish to English

Total Participants							
(N=30)							
Rank	No	Item Description	A%	UA%	DA%	M	SD
1	7	Translating helps me learn English idioms and phrases.	88	6	0	4.40	0.62
2	5	Translating helps me memorize English vocabulary.	84	6	3	4.30	0.88
3	1	Translating helps me understand textbook readings.	78	13	3	4.10	0.89
4	2	Translating helps me write English compositions.	72	22	0	4.23	0.82
5	3	Translating helps me understand spoken English.	72	16	6	3.97	0.96
6	6	Translating helps me understand English grammar rules.	69	13	13	3.83	0.95

7	4	Translating helps me speak English.	50	31	13	3.67	1.21
8	8	Translating does not help me make progress in learning English.	3	22	69	1.90	0.89

*A: Agree U: Undecided DA: Disagree*

Moreover, 72% of the translation majors believed that translation helps them to understand spoken English (item 3), and 69% of the participants agreed that translation helps them to understand English grammar rules (item 6). Furthermore, half (50%) of the respondents indicated that translation helps them to speak English (item 4). Importantly, only 3% disagreed, whereas the majority (69 %) of the students agreed that translation helps them to make progress in learning English (item 8). Regarding standard deviation, within the range  $0.62 \leq SD \leq 1.21$ , the translation majors exhibited variety in their responses.

#### **4.2.2 Beliefs Related to Using Translation from English to Turkish Only**

Further, IBT statements from 10 to 19 were related to translation from English to Turkish only. In this respect, as shown in Table 4.2, most (72%) of the translation students indicated that translation helps them to understand teacher's English instructions (item 10). More than half of the respondents (59%) stated that translating helps them to interact with their classmates in English class to complete assignments (item 11); and 56% of them agreed that using Turkish translation helps them finish their English assignments more quickly and save time (item 13), respectively. In addition, nearly half (53%) of the participants thought that the use of Turkish translation may interfere with their ability to learn English well (item 16).



Table 4.2 The IBT Descriptive Statistics on Students' Beliefs related to Using Translation from English to Turkish Only

Total Participants							
(N=30)							
Rank	No	Item Description	A%	U%	DA%	M	SD
1	10	Translation helps me understand my teacher's English instructions.	72	16	6	3.90	0.92
2	11	Translation helps me interact with my classmates in English class to complete assignments.	59	22	13	3.63	1.10
3	13	Using Turkish translation helps me finish my English assignments more quickly and save time.	56	13	25	3.33	1.18
4	16	The use of Turkish translation may interfere with my ability to learn English well.	53	31	9	3.60	0.97
5	14	Using Turkish translation while studying helps me better recall the content of a lesson.	50	13	31	3.23	1.25
6	17	Turkish translation diminishes the amount of English input I receive.	44	34	13	3.48	1.02
7	12	The more difficult the English assignments are, the more I depend on Turkish translation.	38	25	28	3.14	1.13
8	15	I like to use Turkish translation to learn English.	34	31	28	3.10	1.35
9	19	I think everyone has to use Turkish translation at this stage of learning.	31	44	19	3.10	1.03
10	18	At this stage of learning, I cannot learn English without Turkish translation.	22	19	53	2.57	1.33

*A: Agree U: Undecided DA: Disagree*

Half and less of the translation majors (50%, 44% and 38%) stated that using Turkish translation helps them better recall the content of a lesson, diminishes the amount of English input they receive and the more difficult the assignments are, the more they depend on Turkish translation (items 14, 17, 12, respectively). Moreover, nearly one

third (34%) of the participants preferred to use Turkish translation to learn English (item 15), whereas another third (31%) were undecided and less than third (28 %) held unfavourable beliefs in this regard, respectively. Finally, only 31% of the respondents thought that everyone has to use Turkish translation at a given learning stage, whilst 44% were undecided and only 19% expressed unfavourable beliefs, respectively (item 19). Importantly, whereas only 22% of the translation students felt that they cannot learn English without Turkish translation at this stage of learning, 19% were undecided, and more than half (53%) disagreed in this regard, respectively (item 18). As regards standard deviation, within the range  $0.92 \leq SD \leq 1.35$ , the translation majors' responses indicated variety.

#### 4.2.3 Beliefs Related to Using Translation from Turkish to English Only

IBT statement 21 was related to translation from Turkish to English. In this regard, only one-third (31%) of the participants stated that they will produce Turkish-style English if they translate from Turkish to English, 22% were undecided, and almost 40% disagreed (see Table 4.3).

Table 4.3: The IBT Descriptive Statistics on Students' Beliefs related to Using Translation from Turkish to English Only

Total Participants								
(N=30)								
Rank	No	Item description	A%	U%	DA%	M	SD	
1	21	I will produce Turkish-style English if I translate from Turkish to English.	31	22	38	2.83	1.31	

*A: Agree U: Undecided DA: Disagree*

#### 4.2.4 Beliefs Related to Avoiding the Use of Translation

Finally, IBT items from 23 to 27 were related to the avoidance of the use of translation. As shown in Table 4.4, most of the translation majors (66% and 66%) prefer their English teachers to always use English to teach them and they believed that one needs to be immersed in an English-speaking culture for some time before he/she is able to think in English (items 23 and 27, respectively).

Table 4.4: The IBT Descriptive Statistics on Students' Beliefs related to Avoiding the Use of Translation

Total Participants (N=30)

Rank	No	Item description	A%	U%	DA%	M	SD
1	27	I believe one needs to be immersed in an English-speaking culture for some time before he/she is able to think in English.	66	25	3	3.80	0.71
2	23	I prefer my English teachers always use English to teach me.	66	16	28	3.90	1.03
3	26	When using English, it is best to keep my Turkish out of my mind.	59	16	19	3.63	1.30
4	24	I feel pressure when I am asked to think directly in English.	22	28	44	2.60	1.22
5	25	I tend to get frustrated when I try to think in English.	19	25	50	2.47	1.14

*A: Agree U: Undecided DA: Disagree*

Almost 60% of the respondents indicated that when using English it is best to keep their Turkish out of their mind (item 26). Importantly, only 22% and 19% of the participants would feel pressure when asked to think directly in English and tend to get frustrated when they try to think in English (items 24 and 25, respectively); whereas less than half and half (44% and 50%) disagreed in this regard. Regarding

standard deviation, within the range  $0.71 \leq SD \leq 1.30$ , the translation majors exhibited variety in their responses.

### **4.3 Analysis of the ITLS Data**

The statistical analysis of the data collected through administration of the inventory for translation as a learning strategy (ITLS) provided insights to the translation students' use of translation language learning strategies in their studies. The respondents provided their answers to 28 items related to employment of TLLSs in developing comprehension, use of L1, receptive-productive skills, learning lexico-grammar, exploration and practice. In a similar vein, the participants' very positive and positive responses were collated to 'Frequently' category, very negative and negative responses to 'Infrequently' category, the undecided responses were not subjected to any changes. The present survey adopted Oxford's (1990) categorisation of strategy use average on a 5 point Likert scale as follows: the average within the range 1.0 – 2.4 referred to a low frequency level of strategy use; within the range 2.5 – 4.4, to a medium frequency level of strategy use; and finally within the range 3.5 – 5.0, to a high frequency level of translation strategy use in learning English.

#### **4.3.1 The Highly Frequently Used TLLS**

The translation majors reported using highly frequently three translation language learning strategies (items 27, 28, 17) within the range of  $3.50 \leq M \leq 3.77$  (see Table 4.5). In this regard, the respondents reportedly employed trying to grasp the meaning of what they read without thinking of Turkish equivalents (item 27,  $M=3.77$ ). Further, they reported to think of what they want to say in English without thinking first in Turkish (item 28,  $M=3.53$ ), as well using English-Turkish dictionaries in English language learning (item 17,  $M= 3.50$ ). As regards standard deviation, the

translation majors' responses, within the range  $1.04 \leq SD \leq 1.22$ , did not indicate much variety.

Table 4.5: The Highly Frequently Used TLLS

Total Participants		N= 30					
Rank	No	Item Description	F%	SF%	I%	M	SD
1	27	When reading English, I try to grasp the meaning of what I read without thinking of Turkish equivalents.	59	25	9	3.77	1.04
2	17	I use English-Turkish dictionaries to help myself learn English..	50	25	19	3.50	1.11
3	28	When speaking English, I think of what I want to say in English without thinking first in Turkish.	41	34	19	3.53	1.22

*F: Frequently SF: Somewhat frequently I: Infrequently*

### 4.3.2 The Moderately Used TLLS

Further, the translation students reported using moderately 18 translation language learning strategies within the range of  $2.50 \leq M \leq 3.48$ ) (see Table 4.6) as follows: using Turkish-English dictionaries in learning the target language (item 18,  $M=3.48$ ); practicing mentally translating thoughts from Turkish to English in various situations (item 23,  $M=3.48$ ); brainstorming about the topic in Turkish, in writing (item 4,  $M=3.33$ ); trying to clarify the differences and similarities between Turkish and English through translation (item 26,  $M=3.23$ ); memorizing new English vocabulary word by remembering their Turkish translation (item 13,  $M=3.20$ ); when forgetting certain English words or expressions in the middle of the conversation, translating from Turkish to English to help keep the conversation going (item 12,  $M=3.17$ ); when reading an English text, first translating it into Turkish in mind to help

understand its meaning (item 1, M=3.10); and asking questions about how a Turkish expression can be translated into English (item 21; M=3.00).

Table 4.6: The Moderately Used TLLS

Total Participants							
N= 30							
Rank	No	Item Description	F%	SF%	I%	M	SD
1	23	I practice mentally translating my thoughts from Turkish to English in various situations.	50	22	19	3.48	1.09
2	18	I use Turkish-English dictionaries to help myself learn English.	47	28	16	3.48	1.15
3	4	To write in English, I first brainstorm about the topic in Turkish.	44	25	25	3.33	1.37
4	3	After I read English articles, I use an available Turkish translation to check if my comprehension is correct.	41	13	27	2.93	1.05
5	26	I try to clarify the differences and similarities between Turkish and English through translation.	38	31	25	3.23	1.17
6	1	When reading an English text, I first translate it into Turkish in my mind to help me understand its meaning.	38	28	28	3.10	1.40
7	12	If I forget certain English words or expressions in the middle of conversation, I translate from Turkish into English to help me keep the conversation going.	38	25	31	3.17	1.37
8	5	When I write in English, I first think in Turkish and then translate my ideas into English.	38	13	44	2.87	1.53
9	13	I memorize new English vocabulary words by remembering their Turkish translation.	34	38	22	3.20	1.10
10	22	When the teacher assigns English articles for reading, I work with others to translate them.	31	31	31	2.83	1.09
11	16	I learn English idioms and phrases by reading their Turkish translation.	31	25	38	2.93	1.34
12	11	When speaking English, I first think of what I want to say in Turkish and then translate it into English.	31	19	44	2.63	1.43
13	9	When I watch English TV or movies, I use Turkish subtitles to check my comprehension.	28	31	34	2.73	1.11
14	21	I ask questions about how a Turkish expression can be translated into English.	25	38	28	3.00	0.85

15	19	I use an electronic translation machine to help myself learn English.	25	22	47	2.70	1.32
16	15	I use Turkish translation of grammatical terms such as parts of speech (e.g. noun, verb, adjective, adverb, pronoun, etc.), tenses (simple present, simple past, present continuous, etc.), and agreements (e.g. third person singular 's' used in singular subject-verb agreement) to help me clarify the structure of English sentences.	16	34	44	2.50	1.11
17	20	If I do not understand something in English, I will ask other people to translate it into Turkish for me.	13	38	44	2.53	1.11
18	2	I read Turkish translations in the course reference book to help me better understand English articles in the textbook.	9	36	47	2.53	0.90

*F: Frequently SF: Somewhat frequently I: Infrequently*

The participants also reported a moderate use of such TLLs as after reading English articles, using an available Turkish translation to check if the comprehension is correct (item 3, M=2.93); learning English idioms and phrases by reading their Turkish translation (item 16, M=2.93); when writing in English, first thinking in Turkish and then translating the ideas into English (item 5, M=2.87); working with others to translate English articles assigned by the teacher for reading (item 22, M=2.87); when watching English TV or movies, using Turkish subtitles to check comprehension (item 9, M=2.83); using an electronic translation machine to help learn English (item 19, M=2.70); when speaking English, first thinking of what to say in Turkish and then translating it into English (item 11, M=2.63); reading Turkish translations in the course reference book to help them better understand English articles in the textbook (item 2, M=2.53); in the case of not understanding something in English, asking other people to translate it into Turkish (item 20, M=2.53); and using Turkish translation of grammatical terms such as parts of speech,

tenses and agreements to help them clarify the structure of English sentences (item 15,  $M=2.50$ ). Regarding standard deviation, within the range  $0.85 \leq SD \leq 1.53$ , the translation majors exhibited considerable variety in their responses.

### **4.3.3 The Infrequently Used TLLS**

Furthermore, the translation students reported using infrequently 7 translation language learning strategies within the range of  $2.24 \leq M \leq 2.43$  (see Table 4.7). In this regard, their reported TLLS repertoire comprised learning English Grammar through Turkish explanations of the English grammatical rules (item 14,  $M=2.43$ ); taking notes in Turkish in English class (item 24,  $M=2.43$ ); when listening to English, first translating the English utterances into Turkish to help understand the meanings (item 7,  $M=2.40$ ); writing Turkish translations in English textbooks (item 15,  $M=2.34$ ); listening to or reading Turkish news in order to understand English radio/TV news better (item 10,  $M=2.30$ ); writing Turkish outlines for English compositions (item 6,  $M=2.30$ ); and reading the Turkish translation scripts before listening to instructional English tapes or CDs (item 8,  $M=2.24$ ). As regards standard deviation, within the range  $1.09 \leq SD \leq 1.46$ , the translation majors' responses again indicated variation.



Table 4.7: The Infrequently Used TLLS

Total Participants		N= 30					
Rank	No	Item Description	F%	SF%	I%	M	SD
1	7	When I listen to English, I first translate the English utterances into Turkish to help me understand the meanings.	19	28	47	2.40	1.22
2	14	I learn English grammar through Turkish explanations of the English grammatical rules.	19	25	50	2.43	1.17
3	25	I write Turkish translations in my English textbooks.	19	22	50	2.34	1.23
4	8	I read the Turkish translation scripts before I listen to instructional English tapes or CDs.	19	13	59	2.24	1.46
5	24	I take notes in Turkish in my English class.	16	34	44	2.43	1.33
6	6	I write Turkish outlines for my English compositions.	16	25	53	2.30	1.09
7	10	I listen to or read Turkish news in order to understand English radio/TV news better.	16	25	53	2.30	1.18

*F: Frequently SF: Somewhat frequently I: Infrequently*

#### 4.4 Analysis of Interview Reports

Subsequently, the translation instructors' interview reports provided insights to their beliefs related to translation and use of translation language learning strategies.

As regards using both Turkish and English in class on the part of English language teachers in Cyprus and their related reasons, the participants held different beliefs. One interviewee shared that for lower proficiency levels such as young learners, use of English only in the classroom is more appropriate, whereas for higher proficiency levels, using Turkish and Turkish translation is not a problem. On the other hand, another instructor indicated that one of the reasons for teachers' use of L1 in English classes can be the need for clarification of differences between Turkish and English grammatical structures. Yet another respondent expressed that one of the possible

reasons for L1 use in the language classrooms can be learners' or the teacher's inadequate English language proficiency.

Regarding discouraging use of Turkish translation in learning English and related reasons, all participants held similar beliefs in that they never discouraged their students' use of L1 translation since the mother tongue has a crucial role in learning a foreign language, and forbidding its use may cause some problems. With regard to Turkish learners' frequent use of L1 or translation to the native language to help them learn English, two interviewees shared that they would recommend monolingual dictionaries rather than bilingual dictionaries, whilst another interviewee expressed that bilingual dictionary use cannot be regarded as L1 translation since users can choose the most adequate option for a given context. However, all translation instructors held that bilingual dictionaries can be used for concrete words or idiomatic expressions.

In regard to possible effects of using the mother tongue translation, one respondent believed that using Turkish translation would be beneficial for idiomatic use of language, not at beginner proficiency level though. Another participant expressed that using L1 translation would have negative effects on direct or literal translation, whereas another interviewee stated that it would be useful for inculcating deep-rooted mistakes. As regards encouraging learners to use translation language learning strategies for effective learning of English, all instructors expressed favourable beliefs since the Translation and Interpretation Department required extensive TLLS practice, for example, reading a book in its original language, and then reading its Turkish translation and checking their comprehension.

Regarding benefits from TLLS across proficiency levels, the respondents held different beliefs. Whereas one participant stated that only advanced levels can benefit from translation language learning strategies, two interviewees expressed that all proficiency levels can benefit from these strategies, although one of them also held that teachers should have the knowledge of both languages, their similarities and differences.

With regard to the possible effect(s) of TLLS employment on strengthening language skills, the translation instructors expressed different beliefs. Whereas one respondent stated that idiomatic use of language can be strengthened through translation, another respondent stated grammar and speaking skills, yet another respondent expressed that TLLS employment can have positive effects on strengthening all skills. Finally, one participant also added that if students are provided with adequate Turkish grammar instruction, teaching English to students would be easier, and another interviewee shared that translation language learning strategies should be used appropriately, when needed in order to develop their skills in both the source and target languages.

#### **4.5 Teachers' and Students' Survey Results**

Finally, the translation students' and instructors' survey reports were triangulated for identification of congruence, if any, in their beliefs related to translation and use of translation language learning strategies. The triangulation of the translation students' and instructors' respective questionnaire and interview reports revealed some congruence in their beliefs related to the role of translation in learning the target language. Overall, most of the translation majors expressed that it promoted their

progress in English language learning; whereas the instructors held different beliefs in this regard and constrained translation use to students' proficiency level.

Further, promising congruence across the survey reports was found in relation to the use of the mother tongue in that the students held favourable beliefs related to translation from the target to their native language, they employed frequently L2-L1 dictionaries for learning English and reported moderate resorting to Turkish in their use of other translation language learning strategies. In this regard, the instructors reportedly never discouraged their students' use of L1 translation since the mother tongue has a crucial role in learning a foreign language. In addition, the instructors also held favourable beliefs related to the use of bilingual dictionaries, especially for learning lexis, specifically idioms.

Another evidence of promising congruence was found in relation to the possible negative effect of L1 translation on L2 learning. Approximately half of the translation students indicated that using Turkish translation may interfere with the ability to learn English and may diminish the amount of English input respectively. These beliefs were in line with two instructors' unfavourable beliefs related to thinking in and using the mother tongue. In addition, congruence was found in the questionnaire and interview reports in relation to using translation for understanding the differences and similarities between Turkish and English.

However, some of the translation majors' questionnaire reports were not congruent with the instructors' interview reports since the students would reportedly use very frequently, without resorting to Turkish, translation language learning strategies for

reading and speaking in English, whereas all instructors stressed the need for the students to extensively practice reading a book in English, subsequently reading its Turkish translation and checking their comprehension. Finally, the triangulation of the respondents' survey reports demonstrated congruence in the students' beliefs related to the role of translation, reported moderate use of translation language learning strategies for learning the lexico-grammar and developing comprehension and production, as well as the instructors' related positive beliefs.

## **Chapter 5**

### **DISCUSSION AND CONCLUSION**

#### **5.1 Discussion of the Major Findings**

The research to date on translation language learning strategies is still scarce, in addition, the number of related studies involving both language learners and teachers is very limited. Therefore, the present survey intended to explore beliefs related to translation and use of translation language learning strategies on the part of translation students, and their instructors' related beliefs at the Department of Translation and Interpretation, Faculty of Arts and Sciences, Eastern Mediterranean University, North Cyprus. The survey involved administering questionnaires to the translation majors and conducting interviews with the translation instructors.

The major findings of the present study were as follows. Most of the translation students expressed very positive beliefs related to translation from the target to the native languages as well as from the native to the target languages. They held that translation assisted them in learning the English lexico-grammar, and developing receptive and productive skills. Overall, the majority of the students indicated that translation promoted their progress in the target language learning.

Further, the participants had positive beliefs related to translation from L2 to L1, especially in terms of comprehension of the instructions in English, interaction with

peers in classwork, and completion of English assignments. Furthermore, half of the respondents also felt that translation to the native language helped their consolidation of the subject matter, however, it may interfere with their ability to use the target language adequately; the students also believed that at their given stage of learning they could learn English without Turkish translation.

In addition, the beliefs of the translation majors about translation from Turkish to English only were contradictory in that approximately 30% and 40% of the participants agreed and disagreed, respectively, regarding whether they would produce Turkish-style English should they translate from L1 to L2. Finally, the majority of the respondents expressed favourable beliefs in relation to the necessity of immersion in the target culture, avoiding translation to the native language in the classroom, rather using the target language; yet only half and less of the participants would not get frustrated or feel pressure when trying to think in English, respectively.

Importantly, the translation students' ITLS reports were consistent with their IBT reports since they reported using very frequently translation language learning strategies for reading and speaking in English without resorting to thinking in Turkish; however, they employed frequently English-Turkish dictionaries for learning the target language. Further, the respondents reported moderate resorting to L1 for their comprehension, learning the lexico-grammar, developing receptive and productive skills, using electronic translation, collaborating with others, as well as getting assistance from others in the case of difficulty.

Finally, approximately half of the translation majors reported infrequent use of their native language for listening to instructional materials, writing Turkish outlines for English compositions, listening or reading English radio/TV news better, writing L1 explanations of the L2 grammar rules, writing Turkish translations in English textbooks, listening comprehension and note-taking in English.

One of the major findings of this study was related to the translation students' very favourable beliefs related to translation from L2 to L1 as well as from the native to the target languages. This finding supported Liao's results (2006) from the Taiwanese EFL context where the college students held positive beliefs related to the role of translation in English language learning as well as Asgarian and Vefali's results (2015) from the Iranian EFL context in which the translation students held mostly favourable beliefs related to the role of translation in the target language learning. Overall, these findings of the positive beliefs of the language learners can be accounted for by the similarity of the instructional contexts across the pertinent studies involving teaching and learning of English as a Foreign Language.

Another major finding in this survey was the respondents' positive beliefs related to the role of translation in learning the English lexico-grammar, and developing receptive and productive skills, and overall, in promoting progress in L2. This finding was somewhat in line with Liao's result (2006) in that the college students' beliefs related to the positive effects of translation on their learning varied, as well as Asgarian and Vefali's (2015) result of the Iranian translation students' somewhat conflicting beliefs in this regard. Further, another finding was the translation



students' positive beliefs related to translation from English to Turkish for comprehension of the instructions in English, interaction with peers in classwork, completion of English assignments, and consolidation of the subject matter. This result can be accounted for by the fact that the participating students were still in their first years of the academic studies, in the process of further developing and improving their target language knowledge and skills, thus they required to rely on their native language in their learning. In addition, the translation students' reliance on their first language can be due to L1 resource potential to make up for their inadequacies, to facilitate interaction in English and empower them (Akbari, 2008). This finding was also in line with Atkinson's (1987), Kern's (1994), Cook's (2001) and Nation's (2003) favourable views of language learners' mother tongue as a classroom resource and its positive role in the target language learning.

However, some beliefs related to possible interference of the mother tongue in the participants' ability to use the target language adequately, their ability to learn English without Turkish translation as well as the contradictory beliefs of the students about translation from Turkish to English can be accounted for by the differences in their English proficiency levels as well as previous L2 learning experiences. This finding confirmed the related results in Asgarian and Vefali (2015). Furthermore, the respondents' favourable beliefs in the present study about the necessity of immersion in the target culture, avoiding translation to L1 in the classroom can be due to their positive attitude to English and their choice of major-translation and interpretation. Also, the finding related to some participants' possible feeling(s) of frustration or pressure when trying to think in English supported the

related result in Asgarian and Vefali's (2015) study. This result suggested the cognitive and linguistic difficulties on the part of some translation majors and warranted attention.

Another important finding in this study was consistence across the translation students' reported beliefs related to translation and use of translation language learning strategies, specifically in relation to the very frequent use of translation language learning strategies for reading and speaking in L2 without resorting to thinking in L1; however, frequent employment of L2-L1 dictionaries for learning English. Especially the reported moderate use of translation strategies related to L1 use mostly for comprehension, production and learning the components of the target language on the part of translation majors in this study was in line with the related result in Asgarian and Vefali (2015), however at variance with the related result in Liao (2006) since the Taiwanese EFL college students employed translation strategies more frequently than the Turkic and Iranian translation majors in the last 2 surveys. This finding also warranted attention in that translation majors would be expected to frequently apply translation strategies in their language learning and training and can be due to either their inadequate awareness or opportunities and practice inside and outside the classroom. Importantly, acquisition of strategic competence is crucial to translation competence (Presas, 2000).

Triangulation of the translation students' and instructors' survey reports revealed promising congruence in their beliefs related to the role of translation and use of translation language learning strategies. Some congruence was found across all

respondents' reports on their beliefs related to the role of translation in learning the target language, congruence in relation to using translation for understanding the differences and similarities between Turkish and English, as well as promising congruence as regards the use of the mother tongue, however possible negative effect(s) of L1 translation on L2 learning. Lack of congruence across the survey reports was related to the students' reportedly very frequent use of translation language learning strategies for reading in English, without resorting to Turkish. This was at variance with their instructors' belief about the need for extensive practice of reading books in English, subsequent reading of Turkish translation(s) and checking comprehension.

Overall, the present survey demonstrated evidence of congruence across the translation majors' beliefs related to the role of translation, reported moderate use of translation language learning strategies for developing English language knowledge and skills, as well as the instructors' related positive beliefs. Although this finding was at variance with Ghanbarzahi's survey (2013), it supported the related results of Griffiths' survey (2007) and more recent Agazade and Vefali's survey (2015) which demonstrated a promising degree of congruence across the language learners' and teachers' reports in terms of the reported frequency and importance of strategy use in their respective instructional settings. Finally, the finding of congruence in the present survey provided important implications for the context of instruction in that the beliefs of language learners and teachers can influence the effectiveness of learning and teaching in the language classroom (Borg, 2006; Richards & Schmidt, 2002).

## **5.2 Summary**

Language learning strategies have been investigated extensively, however, translation language learning strategies have not been addressed adequately. Also, the research to date has rarely involved language learners and their teachers in relation to strategy use. Moreover, the number of studies on the use of translation language learning strategies and related beliefs by translation majors is very limited indeed. Given this research gap, the present study explored translation students' beliefs related to the role of translation, use of translation language learning strategies as well as their instructors' related beliefs at the Department of Translation and Interpretation, Faculty of Arts and Sciences, Eastern Mediterranean University, North Cyprus. It was a survey involving administering student questionnaires and conducting teacher interviews. The questionnaire quantitative results were analyzed statistically, whereas the interview qualitative results were content analysed.

The survey revealed that the translation students held very favourable beliefs related to translation from L2 to L1 as well as from the native to the target languages. Specifically, they had positive beliefs related to the role of translation in learning the English lexico-grammar, and developing receptive and productive skills, and overall, in promoting progress in L2. Further, the translation majors expressed positive beliefs related to translation from English to Turkish for comprehension of the instructions in English, interaction with peers in classwork, completion of English assignments, and consolidation of the subject matter. Furthermore, the students held favourable beliefs related to the necessity of immersion in the target culture.

The translation majors' beliefs related to translation were consistent with their reported use of translation language learning strategies, specifically in relation to the very frequent use of translation language learning strategies for reading and speaking in L2 without resorting to thinking in L1 and frequent employment of L2-L1 dictionaries for learning English. In addition, students reported moderate use of translation strategies related to L1 use mostly for comprehension, production and learning the components of the target language.

Triangulation of the translation students' and instructors' survey reports revealed promising congruence in their beliefs related to the role of translation and use of translation language learning strategies. Some congruence was found across all respondents' reports on their beliefs related to the role of translation in learning the target language, congruence in relation to using translation for understanding the differences and similarities between Turkish and English, as well as promising congruence as regards the use of the mother tongue.

Finally, the present survey provided important implications for the context of instruction as well as made suggestion for further research.

### **5.3 Pedagogical Implications**

This survey contributed to the very limited research on translation language learning strategies, especially in translation/interpretation programs involving students and instructors. It provided novel insights to the participants' beliefs related to the role of translation as well as the translation strategy use in the target language learning. In this regard, the results of the current survey suggested some implications for the

instructional context in question. The study findings seemed to indicate cognitive and linguistic difficulties in relation to L2 use on the part of some translation majors, as well as either their inadequate awareness or inadequate opportunities and practice of the translation language learning strategies inside and outside the classroom. In addition, the survey revealed lack of congruence between the translation students' and their instructors' reports related to the use of L1 for reading and translating to L2. Therefore, the translation instructors at the tertiary institution need to address these findings in their practices on offer. Specifically, the reported overall moderate use of the translation language learning strategies necessitates instructional focus on development of these strategies, importantly, creation of practice opportunities in the language classroom, and promotion of the translation strategy application outside the classroom.

#### **5.4 Suggestions for Further Research**

Future research on translation language learning strategy use in the tertiary context can consider conducting a large scale survey with translation majors from the freshman to the senior year of their academic studies. Prospective studies can also hold interviews with volunteer translation students in order to gain deeper insights to their strategy use in the target language learning. Finally, further research can consider conducting classroom observations in order to obtain insights to the teaching and learning processes as well as the application of the translation language learning strategies on the part of translation majors.

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## **APPENDICES**

## **Appendix A: STUDENT CONSENT FORM**

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You are requested to participate in a survey conducted by Aysu Hocalar, an MA candidate in ELT (English Language Teaching Department, Education Faculty), Eastern Mediterranean University, North Cyprus. You have been selected as a prospective participant since this study aims to investigate your beliefs about translation and use of translation in the EMU context.

I ensure you that your identity will remain confidential and your questionnaire responses will be used for research purposes only.

Your decision whether to participate or not will not bias your future relation with your institution. You may withdraw from the study at any time you want.

If you have any questions please feel free to contact the researcher,

Aysu Hocalar ([aysu-hocalar@hotmail.com](mailto:aysu-hocalar@hotmail.com))

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**Date**

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**Name, Surname, and Signature of Participant**

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**Signature of Researcher**

## **Appendix B: TEACHER CONSENT FORM**

You are requested to participate in an interview conducted by Aysu Hocalar, an MA candidate in ELT (English Language Teaching Department, Education Faculty), Eastern Mediterranean University, North Cyprus. You have been selected as a prospective participant since this study aims to investigate your beliefs about translation and your students' translation use in the EMU context.

I ensure you that your identity will remain confidential and your interview responses will be used for research purposes only.

You may withdraw from the study at any time that you want.

If you have any questions please feel free to contact with the researcher,

Aysu Hocalar ([aysu-hocalar@hotmail.com](mailto:aysu-hocalar@hotmail.com))

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**Date**

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**Name, Surname, and Signature of Participant**

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**Signature of Researcher**



## Appendix C: Translation Majors' Survey

### Individual Background Questionnaire (IBQ)

This questionnaire is for research purpose only. Your answers will not be made available to anyone else but the researcher. Please fill in the following questions or check the proper answers.

1. Year of BA Studies: \_\_\_\_\_ 2. Student ID: \_\_\_\_\_
3. E-mail Address: \_\_\_\_\_
4. Recent CGPA (for 2<sup>nd</sup> year students): \_\_\_\_\_
5. Sex: \_\_\_\_ Male \_\_\_\_ Female
6. Age: \_\_\_\_\_
7. How long have you been learning English? \_\_\_\_\_
8. Have you ever travelled or lived in an English-speaking country?  
\_\_\_\_ Yes \_\_\_\_ No

If your answer is "Yes", please answer the following questions:

- (a) Which country/countries have you been to:

\_\_\_\_\_

- (b) For how long:

\_\_\_\_\_

- (c) Did the experience help you in learning English?

\_\_\_\_ Yes \_\_\_\_ No

9. How do you rate your overall proficiency in English as compared with the proficiency of other students in your class?

\_\_\_\_ Excellent \_\_\_\_ Very good \_\_\_\_ Fair \_\_\_\_ Not good \_\_\_\_ Poor

10. How do you rate yourself in the language skills components listed below as compared with those of other students in your class?

- (a) Reading:

\_\_\_\_ Excellent \_\_\_\_ Very good \_\_\_\_ Fair \_\_\_\_ Not good \_\_\_\_ Poor

- (b) Writing:

\_\_\_\_ Excellent \_\_\_\_ Very good \_\_\_\_ Fair \_\_\_\_ Not good \_\_\_\_ Poor

(c) Listening:

\_\_\_\_\_ Excellent \_\_\_\_\_ Very good \_\_\_\_\_ Fair \_\_\_\_\_ Not good \_\_\_\_\_ Poor

(d) Speaking:

\_\_\_\_\_ Excellent \_\_\_\_\_ Very good \_\_\_\_\_ Fair \_\_\_\_\_ Not good \_\_\_\_\_ Poor

(e) Grammar:

\_\_\_\_\_ Excellent \_\_\_\_\_ Very good \_\_\_\_\_ Fair \_\_\_\_\_ Not good \_\_\_\_\_ Poor

(f) Vocabulary and idioms:

\_\_\_\_\_ Excellent \_\_\_\_\_ Very good \_\_\_\_\_ Fair \_\_\_\_\_ Not good \_\_\_\_\_ Poor

11. How do you rate your strength of motivation to learn English?

\_\_\_\_\_ Excellent \_\_\_\_\_ Very good \_\_\_\_\_ Fair \_\_\_\_\_ Not good \_\_\_\_\_ Poor

12. How important is it for you to become proficient in English?

\_\_\_\_\_ Excellent \_\_\_\_\_ Very good \_\_\_\_\_ Fair \_\_\_\_\_ Not good \_\_\_\_\_ Poor

13. How much effort do you spend on learning English?

\_\_\_\_\_ Excellent \_\_\_\_\_ Very good \_\_\_\_\_ Fair \_\_\_\_\_ Not good \_\_\_\_\_ Poor

14. On the average, how many hours do you spend every week studying English, outside of the English classes?

\_\_\_\_\_ Less than 2 hours \_\_\_\_\_ 2 to 4 hours \_\_\_\_\_ 4 to 6 hours \_\_\_\_\_ 6 to 8 hours  
\_\_\_\_\_ More than 8 hours

15. How much do you enjoy learning English?

\_\_\_\_\_ Not at all \_\_\_\_\_ Not much \_\_\_\_\_ Moderate \_\_\_\_\_ Much \_\_\_\_\_ Very much

## **Inventory for Beliefs about Translation (IBT)**

The purpose of this questionnaire is to understand what you think of, or your beliefs about, using translation for learning English. Translation here refers to using one language as a basis for understanding, remembering or producing another language. For example, using Turkish to help you understand, remember, or produce English. For this questionnaire, assume that you are the person who does the translating, rather than you are using a translation done by someone else. Read each of the statements carefully and answer in terms of how well each statement describes what you believe about your English learning right now. (Decide whether you (1) SD=strongly disagree, (2) D=disagree, (3) N=neither agree nor disagree, (4) A=agree, or (5) SA=strongly agree by selecting the number that matches your choice among others.) Do not answer what you think you should do, or what other people do. There are no right or wrong answers to these statements. Please respond to each statement (encircle ) quickly, without too much thought.

### **Item description**

#### **I. The following items concern translation either from English to Turkish or from Turkish to English.**

1. Translating helps me understand textbook readings.

**1. SD 2. D 3. N 4. A 5. SA**

2. Translating helps me write English compositions.

**1. SD 2. D 3. N 4. A 5. SA**

3. Translating helps me understand spoken English.

**1. SD 2. D 3. N 4. A 5. SA**

4. Translating helps me speak English.

**1. SD 2. D 3. N 4. A 5. SA**

5. Translating helps me memorize English vocabulary.

**1. SD 2. D 3. N 4. A 5. SA**

6. Translating helps me understand English grammar rules.

**1. SD 2. D 3. N 4. A 5. SA**

7. Translating helps me learn English idioms and phrases.

**1. SD 2. D 3. N 4. A 5. SA**

8. Translating does not help me make progress in learning English.

**1. SD 2. D 3. N 4. A 5. SA**

9. Is there anything else you want to add about translating either from English to Turkish or from Turkish to English? Please write it down in the space provided below.

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**II. The following items concern translation from English to Turkish.**

10. Translation helps me understand my teacher's English instructions.

**1. SD 2. D 3. N 4. A 5. SA**

11. Translation helps me interact with my classmates in English class to complete assignments.

**1. SD 2. D 3. N 4. A 5. SA**

12. The more difficult the English assignments are, the more I depend on Turkish translation.

**1. SD 2. D 3. N 4. A 5. SA**

13. Using Turkish translation helps me finish my English assignments more quickly and save time.

**1. SD 2. D 3. N 4. A 5. SA**

14. Using Turkish translation while studying helps me better recall the content of a lesson.

**1. SD 2. D 3. N 4. A 5. SA**

15. I like to use Turkish translation to learn English.

**1. SD 2. D 3. N 4. A 5. SA**

16. The use of Turkish translation may interfere with my ability to learn English well.

**1. SD 2. D 3. N 4. A 5. SA**

17. Turkish translation diminishes the amount of English input I receive.

1. SD 2. D 3. N 4. A 5. SA

18. At this stage of learning, I cannot learn English without Turkish translation.

1. SD 2. D 3. N 4. A 5. SA

19. I think everyone has to use Turkish translation at this stage of learning.

1. SD 2. D 3. N 4. A 5. SA

20. Is there anything else you want to add about translating from English to Turkish? Please write it down in the space provided below.

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**III. The following item concerns translation from Turkish to English**

21. I will produce Turkish-style English if I translate from Turkish to English.

1. SD 2. D 3. N 4. A 5. SA

22. Is there anything else you want to add about translating from Turkish to English? Please write it down in the space provided below.

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**IV. The following items concern avoiding the use of translation**

23. I prefer my English teachers always use English to teach me.

1. SD 2. D 3. N 4. A 5. SA

24. I feel pressure when I am asked to think directly in English.

1. SD 2. D 3. N 4. A 5. SA

25. I tend to get frustrated when I try to think in English.

1. SD 2. D 3. N 4. A 5. SA

26. When using English, it is best to keep my Turkish out of my mind.

1. SD 2. D 3. N 4. A 5. SA

27. I believe one needs to be immersed in an English-speaking culture for some time before he/she is able to think in English.

**1. SD   2. D   3. N   4. A   5. SA**

28. Is there anything else you want to add about avoiding the use of translation? Please write it down in the space provided below.

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29. What have your teachers or other people told you about using translation in learning English? Please write it down in the space provided below.

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## Inventory for Translation as a Learning Strategy (ITLLS)

The purpose of this questionnaire is to identify ways that you use translation as a learning strategy to learn English. Translation here refers to using one language as a basis for understanding, remembering or producing another language. For example, using Turkish to help you understand, remember, or produce English. (Read the following statements carefully and answer in terms of how well the statement describes you currently by selecting one of the numbers whether you: (1) never, (2) seldom, (3) sometimes, (4) often, or (5) always use the following strategies.) Remember, the questions refer to what you naturally tend to do, not what teachers assign you to do. Do not answer what you think you should do, or what other people do. There are no right or wrong answers to these statements. Please respond to each statement (encircle  ) quickly, without too much thought.

### Item description

1. When reading an English text, I first translate it into Turkish in my mind to help me understand its meaning.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
2. I read Turkish translations in the course reference book to help me better understand English articles in the textbook.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
3. After I read English articles, I use an available Turkish translation to check if my comprehension is correct.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
4. To write in English, I first brainstorm about the topic in Turkish.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
5. When I write in English, I first think in Turkish and then translate my ideas into English.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
6. I write Turkish outlines for my English compositions.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**

7. When I listen to English, I first translate the English utterances into Turkish to help me understand the meanings.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
8. I read the Turkish translation scripts before I listen to instructional English tapes or CDs.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
9. When I watch English TV or movies, I use Turkish subtitles to check my comprehension.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
10. I listen to or read Turkish news in order to understand English radio/TV news better.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
11. When speaking English, I first think of what I want to say in Turkish and then translate it into English.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
12. If I forget certain English words or expressions in the middle of conversation, I translate from Turkish into English to help me keep the conversation going.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
13. I memorize new English vocabulary words by remembering their Turkish translation.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
14. I learn English grammar through Turkish explanations of the English grammatical rules.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
15. I use Turkish translation of grammatical terms such as parts of speech (e.g. noun, verb, adjective, adverb, pronoun, etc.), tenses (simple present, simple past, present continuous, etc.), and agreements (e.g. third person singular 's' used in singular subject-verb agreement) to help me clarify the structure of English sentences.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
16. I learn English idioms and phrases by reading their Turkish translation.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**



17. I use English-Turkish dictionaries to help myself learn English.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
18. I use Turkish-English dictionaries to help myself learn English.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
19. I use an electronic translation machine to help myself learn English.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
20. If I do not understand something in English, I will ask other people to translate it into Turkish for me.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
21. I ask questions about how a Turkish expression can be translated into English.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
22. When the teacher assigns English articles for reading, I work with others to translate them.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
23. I practice mentally translating my thoughts from Turkish to English in various situations.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
24. I take notes in Turkish in my English class.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
25. I write Turkish translations in my English textbooks.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
26. I try to clarify the differences and similarities between Turkish and English through translation.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
27. When reading English, I try to grasp the meaning of what I read without thinking of Turkish equivalents.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**
28. When speaking English, I think of what I want to say in English without thinking first in Turkish.  
**1. Never 2. Seldom 3. Sometimes 4. Often 5. Always**

29. What else do you think about using translation to learn English which is not included above? Please write it down in the space provided below.

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## **Appendix D: Teachers' Interview Guide**

1. English teachers in Cyprus often use both Turkish and English in the classroom.

What do you think teachers' reasons are in this respect?

2. Have you ever asked your students not to use Turkish translation to learn English, rather to think directly in English for learning or using it? If so, why?

3. Turkish learners often use Turkish or translation to Turkish to help them learn English (for instance, the use of Turkish-English or English-Turkish dictionaries).

What do you think about it?

4. What do you think about possible effects of using Turkish translation on learning English?

5. Do you encourage your learners to use translation learning strategies to learn English effectively? If yes, how?

6. What proficiency level can benefit from using translation language learning strategies? Why?

7. What language skills do you feel can be strengthened through use of translation language learning strategies? Why?

8. Is there anything else you would like to say about your experience or your thoughts about using translation language learning strategies by translation majors?

## **Appendix E: Interview transcripts**

**1. English teachers in Cyprus often use both Turkish and English in the classroom. What do you think teachers' reasons are in this respect?**

**A:** I don't know what teachers' reasons are in this respect. In our translation department using both Turkish and English is obligatory. We have to use Turkish. In general, it depends on the level of English they are teaching. For young learners, I believe that instead of telling the Turkish translation, teaching them the English meaning would be more appropriate. I believe that learning by heart at this stage is appropriate, in this way they can get used to it and they can learn subconsciously. However, I think for upper levels such as intermediate or advanced level Turkish can be used. But there are some classes which not all the students speak Turkish. There may be Nigerians, or lots of students from different countries. They do not know Turkish so Turkish should not be used. But from the point of teaching English might be used. I mean teachers shouldn't use Turkish in earlier classes. They should use only English in the classroom for their pronunciation, vocabulary, etc.

**B:** Because especially for the grammatical concepts they want to make clear the differences between Turkish and English grammatical structures clear in the minds of students. Just to make clear the concept, clear the differences.

**C:** Depending on the teacher's competency in English they may think that the students can understand some critical points through Turkish, or teachers themselves are not competent enough to conduct their courses in English.

**2. Have you ever asked your students not to use Turkish translation to learn English, rather to think directly in English for learning or using it? If so, why?**

**A:** No. It is a matter of fact we are not teaching English. Students who come to us have to know English. They have to know Turkish and English because this is a translation department so I never asked my students not to use Turkish in the classroom. But I would recommend if they ask me to think directly English, it would be better. Thinking in English is the most important thing, if you are going to speak in English you have to think directly in English, otherwise it wouldn't be useful. In the case of learning English I would ask my students not to use Turkish translation. This is similar to the first question here. I would ask them not to use Turkish. Just to memorize the vocabulary, memorize the pronunciation, situation, etc. So that will help thinking directly in English.

**B:** No, I haven't, because they are not living in a country where they speak English as the official language so to ask something like that can cause different problems. They should understand first the differences and equivalences of the languages while they are learning new languages. People can learn in their own languages. If you do not explain things in their own language, there may be some problems in language teaching. If you don't meet this need, there wouldn't be a successful language education. And this need can only be met by translation.

**C:** No; depending on the level of the students I have asked them to translate into their own language in order to test whether they have understood some subtle points particularly in grammar.

**3. Turkish learners often use Turkish or translation to Turkish to help them learn English (for instance, the use of Turkish-English or English-Turkish dictionaries). What do you think about it?**

**A:** At the first levels, beginning level, may be intermediate, using Turkish-English dictionaries is something different. You may not explain certain things. For further levels using English to English dictionaries would be better. I wouldn't recommend Turkish translation in English. I would recommend English to English dictionaries.

**B:** In my opinion, Turkish-English or English-Turkish dictionaries are not an example of translation because they give several meanings where students should choose the best one for the target audience or the context. So, if you are talking about translation to help them learn English we should talk about at least simple sentences, idiomatic sentences where they don't have to use literal or word to word translation. They shouldn't use word to word or literal translation in order to learn a different language.

**C:** Although I have, most of the times, asked them to refer to monolingual dictionaries, I have asked them to use bilingual dictionaries to find the exact words for cultural words, names of, for instance, trees, animals, etc.

**4. What do you think about possible effects of using Turkish translation on learning English?**

**A:** Using Turkish translation would be beneficial for idiomatic use of language. But for beginner level I do not recommend this because it would be harmful giving

Turkish translation. But on the other hand there are certain things, abstract things. How can you explain these things, for instance *maneviyat*? You cannot explain it.

**B:** As I said before using Turkish translation on learning English can cause negative situations if we are talking about direct translation, literal translation or only the grammatical transfer of the translation. But there can be very positive effects if we teach the students to understand the differences between the cultures and especially learn about the new culture of the new language. So that we can use translation as a tool to learn a new language, it's not only about English, it's about all other languages.

**C:** If the teacher is not aware of the contrasts of both languages, they may inculcate deep-rooted mistakes in students' L2 beliefs.

**5. Do you encourage your learners to use translation learning strategies to learn English effectively? If yes, how?**

**A:** Translation is something you do after you learn the language. You cannot translate something into something without knowing those two languages. But I would recommend translation language learning strategies. But my students are above intermediate level. I am talking about those students. I would encourage them to use translation learning strategies to learn effectively.

**B:** Yes, I do encourage my students to use translation learning strategies to learn English and other languages. Because I am an instructor in the translation and interpreting department and my job is to teach my students all the procedures or the strategies and the methods for translating and interpreting. Reading a book in the

original language and keeping the translation of the book and checking the sentences that are hard to be understood is always fruitful for the students to learn the new language.

**C:** Yes, especially if they do not live in an environment where they are not supposed to communicate in L2, in which case I recommend that they translate as a way of practice.

**6. What proficiency level can benefit from using translation language learning strategies? Why?**

**A:** Advanced level can benefit from using TLLSs.

**B:** In my opinion, all levels starting from the beginner level can benefit from using translation language learning strategies. Because if you translate any of the phrases that is new, but of course, if you translate it on the basis of translation, not the direct translation, the students can easily understand and grasp the meaning easily and keeps it in his or her mind easily by that way. But of course you have to explain why it is translated like that, why the translation is different from what the students think directly. For example, you have to give the translation of idioms, otherwise it is impossible, and you cannot keep the students from not translating that sentence that idiom literally or word to word, you should do it, otherwise they are confused.

**C:** On condition that teachers are aware of the contrastive knowledge of both languages, they may use translation in levels from beginner to advanced, but in a decreasing intensity and frequency.



**7. What language skills do you feel can be strengthened through use of translation language learning strategies? Why?**

**A:** Idiomatic use of language can be strengthened.

**B:** All of them. Because when the students start to thinking in a twofold way they can understand their own language which is also missing nowadays to last the new language in that way. For example their lexican can get richer. And it will be easier for them to remember the meaning. They will match them in their brain. If they know why and how the differences occur, it's easier to remember the meanings of the words, plus the structure of the grammar, you have to give them reasons while you are teaching the new language. You have to explain why, otherwise it's just memorizing and it's really easy to forget about those when you only memorize. You have to engrain the things in to the minds of the students if you want to teach the language.

**C:** Grammar, and speaking skills only if students do not find occasions to practice oral skills.

**8. Is there anything else you would like to say about your experience or your thoughts about using translation language learning strategies by translation majors?**

**A:** In the case of teaching Turkish grammar to the students, they can easily learn English. But here we cannot teach them Turkish grammar very effectively, that's why they have difficulties in learning English.

**B:** I think I have said it all.

**C:** Translation strategies should be used appropriately and only when required and by those competent in both languages such as language majors.