UNIVERSITY OF BAHRAIN

College of Arts

Department of English
Language and Literature

The Use of Translation as a Learning Strategy by Students at the University of Bahrain

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MA in Applied English Language Studies

Prepared by:
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Supervised by:
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(Associate Professor)

University of Bahrain

Kingdom of Bahrain

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Defense Committee's Approval

University of Bahrain

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Department of English Language and Literature

M.A Program in English Language Applied Studies

Student **Aisha Saleh Thani Saleh**, ID number **20042856,** defended her thesis by which she fulfilled the requirements for the degree of M.A in English Language Applied Studies, entitled (The Use of Translation as a Learning Strategy by Students at the University of Bahrain) on this day of ..02../..01../..2020

The committee recommends awarding of M.A Degree with the grade of : A-

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Abstract

The use of native language in learning English is controversial. Some studies advocate its use while others are against it. As far as Arab Bahraini students, there are no studies to show whether translation is useful for students with different language proficiency and therefore, this study is filling a gap in knowledge in this area. This study investigates the use of translation as a learning strategy among students in the Orientation Program and fourth year English majors. A total of 100 students from both groups participated in a survey of two sets of questionnaires concerning beliefs, and strategy use. Among the 100 sample, 12 students were interviewed. This research aims to analyze and understand the use of translation as a learning strategy by University of Bahrain students and to determine the extent of its use by 4th year students in comparison with students enrolled in the Orientation Program. The results of this qualitative and quantitative study revealed that the majority of orientation students use translation as a learning strategy and hold positive beliefs about it, whereas a small percentage of 4th year English major students still use translation as a learning strategy although they hold negative beliefs about it. Therefore, it is recommended that students at government schools have maximum exposure to English language during English classes in order to enable them to think directly in the target language without being under the pressure of translation. Consequently, the number of students in the orientation program will eventually decrease due to the improvement of their language proficiency.

Dedication

To my parents, my mother, who always believed in my ability to be successful in the academic field, to the memory of my father "you are gone but your beliefs in me have made this journey possible". To the Ministry of Education, I am honored to be chosen for a scholarship, your generous contribution has allowed me to pursue my Master's degree.

And to all who believed in me, "*I dedicate this work to you...*"

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CHAPTER ONE

Introduction

Chapter One

1.1 Introduction

The use of translation as a learning strategy has been very common among foreign language learners and therefore, some researchers proved its effectiveness in EFL context more than ESL (Calis and Dikilitas, 2012). The fact that translation is used in both contexts can affect the learning process. It might be helpful in some early stages of learning a new language, but the excessive use of the first language as a strategy to learn a second/foreign language may prevent students from approaching new strategies (Baw, 2002).

With this being said, the use of L1 in ESL/EFL classes is still debated although it was considered unfavorable in the 80s and 90s. Some were for its use (Friedlander, 1990; Kobayashi and Rinnert, 1992; Kern, 1994; Husain, 1995; Omura, 1996; Prince, 1996; Hsieh, 2000) whereas others were against it (Bloomfield, 1961; Hartmann and Stork, 1964; Lado, 1964; Huebener, 1965; Gatenby, 1967). Therefore, approaches to acquiring new language skills vary according to the status of the target language (second/foreign).

Garcia (2009) has developed a new concept called "Translanguaging" which involves both teaching and learning processes. It is a theory that aimed to increase the level of understanding and comprehension of both teachers and students through a reasonable use of the L1 (Ringbom, 2016). Nevertheless, MacSwan (2017) criticized his theory and argued that in *translanguaging*, each language still holds its specific grammar, whereas, Otheguy, García, and Reid (2015) believed that language is one system, one grammar and learners have to map its features.

Furthermore, it is important to consider learners' belief in language acquisition. Beliefs, perceptions, attitudes are all related to each other (Brantmeier, 2005). There are two types of perceptions that are described in literature; first learners' perceptions of themselves i.e. how they understand and make sense of themselves and their own learning process (Liskin-Gasparro, 1998; Williams & Burden, 1999); Second, their perception of the learning situation i.e. how they experience and understand aspects in the classroom (Brown, 2009). However, the term "Beliefs" is used frequently, as it is more overarching and pervasive (Wesely, 2012). Beliefs that are associated with students themselves are often related to the notion of self-efficacy (Graham, 2006) as they are considered to be an important factor which can predict learners' future achievements. As a matter of fact many researchers have dealt with self-efficacy in ESL/EFL context in relationship to other factors such as learning strategies (Yang, 1999; Gahungu, 2005; Wong, 2005; Magogwe, et al, 2007; Bonyadi,et al, 2012; Nosratinia et al, 2014), and achievement (Mills, et al, 2007; Magogwe & Oliver, 2007; Hsieh & Schallert, 2008; Hsieh & Kang, 2010; Woodrow, 2011).

In the Kingdom of Bahrain, English is considered a second language (L2) since students learn English from early stages at both government schools and private schools (Sdiri, 2017). However, it has been generally observed that English language teachers at government schools tend to use Arabic (L1) to teach English (L2). Therefore, this study investigates the use of translation as a learning strategy and not as a teaching methodology.

In my work as a Senior Human Resources Specialist at the Ministry of Education, I frequently interview hundreds of applicants. These applicants include English major college graduates applying for the position of

"Teacher" and high school graduates applying for admission to the Bahrain Teachers College (BTC). Unfortunately, most of them have very poor English language proficiency. They are unable to think, express or write correct English, especially those who have graduated from high school. The continuous use of translation to learn English may have contributed to students having low proficiency in English and their inability to think in the target language.

Every year, at the University of Bahrain (UoB), most of students are placed in the Orientation Program (OP) after graduating from school with a Grade Point Average (GPA) that is reasonably high (80-89). Reasons may vary, but the most common one seems to be the use of the native language (Arabic) to learn English. As Liao (2006) expressed that both teachers and students may not be aware of the negative impact it may have on the learning process.

Moreover, English teachers in Bahraini government schools are bilingual, and some of them tend to teach English by using some aspects of the Grammar Translation Method (GTM), unlike English teachers in private schools who are mostly native speakers. Teachers' linguistic ideology or awareness plays an important role in shaping students learning process (Aghai, 2016). In other words, teachers are responsible for students' choices to learn the language, as well as responsible for the extent of the usage of the L1 in the classroom (Miller, 2012).

Hence, students may still use translation as a strategy of learning until they graduate from high school. This eventually would result in placing most of them in the (OP) when entering the University. At this stage, they may or may not use translation as a learning strategy, but when they complete the (OP)

and become English majors, many students may or may not continue to use translation as a strategy to learn English.

1.2 Research Problem:

The use of the native language in learning English is controversial. Some studies advocate its use while others are against it. As far as Arab Bahraini students, there are no studies to show whether translation is useful for EFL/ESL students with different language proficiency, and therefore this study is filling a gap in this area of knowledge by examining the beliefs and use of translation as a learning strategy among students in the Orientation Program and 4th English major at the University of Bahrain.

1.3 Research Questions:

The questions of the research have been in accordance with the statement of the problem as follows:

1. Does the use of translation as a learning strategy by (OP) students and 4th year English major students enhance the language learning skills (reading, writing, listening and speaking)?
2. How do 4th English major students use translation as a learning strategy in comparison with Orientation Program students?
3. What are the beliefs about the use of translation as a learning strategy for both 4th year English major students and OP students? Which beliefs are the most and the least common among UoB students?
4. For which skill(s) do orientation students and 4th year English major students use translation the most?

1.4 Research Objectives:

The major aim of this research is to analyze and understand the use of translation as a learning strategy by UoB students. Besides, the research intends to meet the following mentioned objectives:

1. To analyze and understand the learners' perceptions of using translation to learn English.
2. To determine the extent of the use of translation as a learning strategy by 4th year students in comparison with students enrolled in the (OP).
3. To find out the skill/s with which students use translation the most.

1.5 Significance of the Study:

This study is significant in that it examines translation as a strategy used by students to facilitate learning English (Liao, 2002) and to explore its' impact or effectiveness after a duration of time (three years gap). This study investigates whether there is a relationship between students' proficiency level in English and the use of translation as a learning strategy. Thus, it will enable teachers to figure out alternative strategies to use in teaching English as a second language through knowing students' beliefs and the strategies they use in their learning process.

1.6 Research Terminology

- ***Translation***: a mental cognitive process that involves "using the first language as a base for understanding and/or producing the second language" (Chamot, 1978, p. 77).

- ***Orientation Program:*** a program designed for students who get below 90% average grade in the General Secondary School Certificate or below 90% in English language grades.

- ***Strategy:*** According to Jasmina Hasanbegovic "learning strategies refer to Students' self-generated thoughts, feelings, and actions, which are systematically oriented toward attainment of their goals". ("Learning strategy - EduTech Wiki", 2019)

CHAPTER TWO

Theoretical Framework and Literature Review

Chapter Two

Theoretical Framework and Literature Review

2.1 Introduction

This part deals with the learning strategies used in learning a foreign / second language in relation to this study and considers the ways in which translation has been used in language classrooms. Eventually, it will present the studies done on students' belief with regard to translation and the effectiveness of using translation as a learning strategy, along with my contribution to the study.

2.2 Learning Strategies Used in Learning a Foreign Language

According to Oxford (1990), strategies used for language learning are defined as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information. They are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations". Traditional methods have been changed to students learning method, and the number of language studies have increased depending on the learner's mindset. Teachers were found to be encouraging students by providing "learn how to learn" techniques (Berns, 2010). A wide range of learning strategies were found to be utilized by successful language learners. It has been observed by Stern (1992:261) as cited in Hismanoglu (2000) that all language learners use either conscious or unconscious language learning strategies while processing any new information and task performance in the language classroom.

Martinez (1996) stated that the basic four strategies which are included in other classifications are cognitive, metacognitive, social and communicative strategies. Berns (2010) pointed out that cognitive strategies help in understanding and learning the linguistic system. In simple words, it can be said as interpreting the meaning of a difficult word in a text. The Metacognitive strategy often specifies as "thinking about thinking", which deals with how to learn or learning to learn. This method actually uses aspects like setting, planning and organization of the language task. Heyun (2011) stated that some of the examples of social strategies are looking forward to help from a friend, participation in group conversations even if it is not completely understandable. Castro (2009) mentioned that communication strategies comprise psycholinguistic plans, which will be communicative competence for any language user. In other words, it could be said that they are the study of oral production.

Translation as a strategy or translation as a mental process is considered to be a cognitive unconscious process (Kern, 1994). Campbell (2002) showed that if teachers completely ignore and stop the usage of translation, it might have a reverse effect on students. It might lead to a negative feeling about the teacher and the teaching method he/she is trying to accomplish, as the usage of translation helps the students to understand the native equivalent more clearly and easily. However, not all scholars agree with this point of view, because according to Lihong, (2016) students psychological state in ESL classes has been related to self-efficacy beliefs such as pain, stress, fear, anxiety etc. in performing a task. Added to that, the term self-confidence has been examined and defined in foreign language classes by Clement, Domyei,

& Noels (1994) as "self-perceptions of communicative competence and concomitant low levels of anxiety in using the second language" (Noels et al.,1996: 248). As a result, students' perceptions in learning a second language can predict their future achievements.

2.3 Learner's perception and mindset in regard to learning a second / foreign language

Students have diverse views on the usage of translation in foreign language learning. Pan (2005) specified that learners find ease in linking the new words to their native language. As most of the time teachers encourage students to think in the target language, most learners depend on their native language, to help them learn and use the target language. In fact, the mindset of a learner has huge impact on the acquisition of learning a foreign language. The term mindset has to do with natural talent or what is recognized by Chomskys' theory as 'Innateness' which he referred to in his theory of Universal Grammar (1965). Innateness means that much of what we know about language is innate and must be combined with adequate environment or exposure. However, the natural aptitude and/or innateness are given little attention in relation to learning a second language. Perceptions of second language acquisition are important, because "learners hold their beliefs to be true and these beliefs then guide how they interpret their experience and how they behave" (Wenden,1998, p.517).

It is believed that language or linguistic ideologies are "sets of beliefs about language articulated by users as rationalization or justification of perceived language structure and use" (Silverstein, 1979, p. 193). Also, in the *Dictionary of Sociolinguistics,* "language ideology is defined as a set of shared attitudes

and beliefs about language, underpinned by certain social or cultural values. Language ideologies often serve to rationalize existing social structures, relationships and dominant linguistic habits" (Swann, Deumert, Lillis, & Mesthrie, 2004, p. 171).

A study made by Mori (1999) examined the epistemological beliefs of students who learn a second language. He found that "a strong belief in innate ability is associated with lower achievement. It showed that if students perceive their own ability as a controllable, increasable entity, they have better chance to attain higher proficiency" (Mori, 1999, p.408). Mercer & Rayan (2009) believed that there are two basic distinctions of mindset; fixed and growth. Fixed language learning mindset describes a person who believes that acquiring a second language successfully is a result of natural gift, while the growth mindset describes a person, who believes in a huge amount of effort to gain a second language.

Moreover, students who have a low proficiency in a second language tend to pause when asked questions in the target language (Wright, 2010). He believed that this pause stands for their "mental translation" which he called as "wait time" in order to process and understand the question in their native language. In some cases, it might be right. However, I do agree with Quiñones-Guerra, (2016) who stated that students do not always master their native language, therefore if they are unable to grasp the meaning in L1 they eventually would fail to comprehend it in L2. Hence, it is important for students to be aware of the language limitations.

2.4 The use of translation as a learning strategy (The Argument)

From various studies on language learning strategies, translation has been determined as one of the cognitive learning strategies. As specified by Chamot (2004), this type of strategy involves providing awareness of ideas from one language to the other by using word-for-word. Wharton (2007) mentioned that L1 will be able to provide learners with a definite communicative goal for the production of L2. Yau-hau Tse (2011) observed that learning strategies like translation and deduction were preferred by students who concentrated on grammar instructions. Students who were concentrating mainly on language proficiency followed strategies like inference and substitution. Therefore, it can be concluded that different strategies would be used depending on the language task.

In Taiwan, a study on college students found that learners had conflicting views about translation, resulting from their different understanding of both, the positive and negative effects of using translation (Liao, 2006). This is due to students' use of a wide variety of strategies involving translation, such as cognitive, memory, compensation, social, and affective strategies. Learners' opinions about translation generally affected their choice of translation strategies. In addition, foreign language major students and proficient learners tended to report less use of translation, which contradicts with other researchers who proved its benefits in the EFL context (Calis and Dikilitas, 2012).

A similar study on institute students in Iran (2012) explored the effect of the first language on the acquisition of English as a second language. It showed that the first language had an impact on learning a second language and

suggested that English teachers should maximize the use of English in classrooms and minimize the use of the mother tongue.

Al Musawi, (2014) was against using translation, pointing out that using translation is a poor learning strategy when it comes to the communicative approach. However, the use of translation might be helpful at certain early stages of the learning process as some researches have proven by examining the usage of translation on students at different levels - from Grade 10 (Laufer and Girsoi, 2008), Elementary School (Ramachandran and Rahim, 2004; Calis and Dikilitas, 2012), High School (Moritomo and Loewen, 2007) and preparatory courses in university (Almohaimeed and Almurshed, 2018). According to them, translation helps students to memorize and overcome learning difficulties as well as enable them to comprehend the target language through their mother tongue.

In fact, these studies focused on the role of translation in language learning by looking at the learner's perceptions and proficiency level through vocabulary. Other studies have also examined the use of translation in learning vocabulary by college students (Salih & Ridha, 2014; Mutlu; Bayaram; Demirbuken, 2015) and have reported results in its efficacy. Berwick & Horsfall (1996) on the other hand, they stated that "Bilingual dictionaries are sometimes thought of as inferior to monolingual dictionaries, especially for advanced learners" (as cited in Fortune, 2012, p. 76), as monolingual dictionaries will improve vocabulary and eventually learners' writing skills.

Nevertheless, using translation as a learning strategy will have negative impact at later stages. Despite the universality of grammar (Chomsky, 1965), learners will come across Language Parameters (Chomsky, 1982), where they will find language acquisitions getting complicated and students will realize

that not everything in the first language can be translated correctly into the second language. Therefore, translation skills are not good enough to enable learners to understand and analyze the grammar rules of the target language.

Many researches have conducted studies on learners' self-efficacy beliefs and learning strategies used based on proficiency levels and found a positive and significant relationship between them (Yang, 1999; Wong, 2005; Gahungu,2005; Magogwe & Oliver, 2007; Nosratinia, et al, 2014; Mastan & Maarof, 2014), except for one (Bonyadi, et al, 2012) who studied 130 ESL Iranian college students and found a weak relationship between learners' self-efficacy beliefs and the learning strategy used.

In Bahrain, Al Musawi (2014) had conducted a study on University of Bahrain students to explore the use of translation as a learning strategy. The randomly chosen participants were undergraduate students, majoring in English language and literature, with a minor in translation. Their proficiency of English was estimated to be upper intermediate due to their scores in essay writing, their GPA in English courses, and teachers' opinions of students. The results revealed two contradictory tendencies toward using translation as a learning strategy; 1) utilizing translation to read, write, comprehend, and learn English vocabulary. 2) not using translation to learn English expressions, idioms, proverbs, and grammatical rules.

In my point of view, the reason for this contradiction in the result is the sample. Participants were English major students with a minor in translation, who were taught not to use literal translation with English expressions, idioms, and proverbs. Thus, choosing translation students did not give accurate results.

Having said that, the scope of this study will be to examine the use of translation as a learning strategy by students at the University of Bahrain from two different levels: students from the Orientation Program (OP) and fourth year English major students. (OP) students will be chosen randomly, while fourth year English major students will be chosen according to those who are taking English 405 Language Development course which is the last course in the series of three language development courses.

Chapter Three
Methodology and Instrumentations

Chapter Three
Methodology and Instrumentations

3.1 Introduction

This chapter will introduce the research methodology, including instrumentation, population, sample and data collection.

3.2 Research Methods and Procedures:

The study is qualitative and quantitative, involving primarily a survey developed by Liao (2006) which consists of two sets of questionnaires concerning beliefs and strategy use. The survey aims to identify beliefs regarding translation as a learning strategy shared among UoB students, to investigate what specific translation strategies these students are using to learn English and to explore the relationship between translation beliefs and translation strategies. Moreover, interviews were conducted to help analyze the responses to the questionnaire. Statistical tools were used to analyze the primary data collected from the research samples.

3.2.1 Samples

The population for this study consisted of 100 students from (UoB) who were selected randomly from (OP) and 4th year English major students who were taking 405 Language Development course. Students may vary according to their background, and therefore, only Arab Bahraini students participated in this study.

3.2.2 Instrumentation

The instruments used in this study included two questionnaires and one interview guide. The two questionnaires on student's beliefs and strategy use, as well as an interview guide were developed by Liao (2006). Due to the difficulty that may face the (OP) students, an Arabic version of the questionnaires was used for them, which was revised by Dr. Ageli, an instructor of translation and English at UoB. The questionnaires are described as follows:

1. For strategy use measurement, the *Inventory for Translation as a Learning Strategy* (ITLS) was used with some modifications. (Two negatively worded items (items 11and 23) to allow for the detection of participants' bias responses).

2. For beliefs measurement, the *Inventory for Beliefs about Translation* (IBT) was used with modifications. In order to evaluate whether participants' performance on the individual items was consistent, four items (items 19, 20, 21, and 22) on the IBT were negatively worded, or items that represented the absence or dislike of using translation in English learning to detect bias and ensure reliability.

   For interview, the *Interview Guide* was used with modification. The interview was designed to gather more in-depth information about learners' beliefs and strategy use. The interview questions in this study focused on (1) participants' English learning experience, especially their beliefs about translation and learning experiences using translation to learn English; and (2) their reflections and evaluations on the meaning of their beliefs about translation and their use of translation as a learning strategy to learn English.

Chapter Four
Results

Chapter Four
Results

4.1 Introduction

This chapter presents the results in two main sections, a) statistical description of the inventory for the use of translation as a learning strategy to both Orientation Program students and 4th year English students. b) statistical description of the inventory for beliefs about translation to both orientation students and 4th year English students.

4.2 Reliability and Internal Consistency:

The reliability test was done depending on the variables for this research. The table (4.1) below presents the reliability figures for Cronbach's alpha for the sample responses for 100 participants derived from SPSS version 20. The value of Cronbach's alpha above 0.7 is considered acceptable as the higher value of Chronbach's alpha indicates good internal consistency of the items in the scale, according to Gliem J.A. and Gliem R.R. (2003).

Table (4.1) – Reliability and Internal consistency – main sample

Construct	No. of questions	Items	Cronbach's alpha (Reliability measure)
Translations as learning strategy	26	Q1-Q26	0.929
Beliefs about translation	24	Q27-Q50	0.875

Table (4.1) indicates that Cronbach's alpha for questionnaire's variables above than 0.7 along with Cronbach's alpha value for all questionnaire's is (0.947). Thus, it can be said that the internal consistency of the items is achieved, and the data are reliable.

4.3 Sample Responses

The sample responses were explored through the derivation of Means, Standard Deviations and the results are as follows:

Table (4.2) - Results of Descriptive Sample Responses for the Use of Translations as a Learning Strategy

No.	Statements	OP Students		4th Year Student	
		P% of use	Mean	P% of use	Mean
1	When reading an English text, I first translate it into Arabic in my mind to help me understand its meaning	95.83%	3.50	26.92%	1.88
2	When I watch English TV or movies , I use Arabic subtitles to check my comprehension	93.75%	3.67	34.62%	2.27
3	When I write in English, I first think in Arabic and then translate my ideas into English	85.42%	3.46	19.23%	1.79
4	I use an electronic translation device to help myself understand English	85.42%	3.31	48.08%	2.37
5	If I forget certain English words or expressions in the middle of conversation, I translate them from Arabic into English to help me keep the conversation going	83.33%	3.35	46.15%	2.52
6	When I listen to English, I first translate the English utterances into Arabic to help me understand the meanings	83.33%	3.23	11.54%	1.71
7	I memorize new English vocabulary words by remembering their Arabic translation	79.17%	3.33	42.31%	2.29
8	If I do not understand something in English, I will ask other people to translate it into Arabic for me	79.17%	3.19	34.62%	2.00

9	When speaking English, I first think of what I want to say in Arabic and then translate it into English	75.00%	3.23	23.08%	1.85
10	After I read English articles, I use an available Arabic translation to check if my comprehension is correct	72.92%	3.10	26.92%	1.96
11*	When reading English, I try to grasp the meaning of what I read without thinking of Arabic equivalents	70.83%	2.92	65.38%	2.75
12	I use Arabic-English dictionaries to help myself learn English	68.75%	2.88	46.15%	2.33
13	I use English-Arabic dictionaries to help myself learn English	66.67%	2.94	51.92%	2.48
14	I use Arabic translation of grammatical terms such as parts of speech, tenses and agreements to help me clarify the roles of the grammatical parts of English sentences	66.67%	2.92	17.31%	1.75
15	I learn English idioms and phrases by reading their Arabic translation	66.67%	2.77	28.85%	1.94
16	I practice mentally translating my thoughts from Arabic to English in various situations	66.67%	3.02	42.31%	2.29
17	I try to clarify the differences and similarities between Arabic and English through translation	62.50%	2.83	42.31%	2.37
18	When the teacher assigns English articles for reading, I work with others to translate them	58.33%	2.58	9.62%	1.52
19	I learn English grammar through Arabic explanations of the English grammatical rules	56.25%	2.60	5.77%	1.37
20	I take notes in Arabic in my English class	56.25%	2.60	3.85%	1.31
21	I ask questions about how an Arabic expression can be translated into English	50.00%	2.54	36.54%	2.27
22	I write Arabic translations in my English textbooks	47.92%	2.42	21.15%	1.63
23*	When speaking English, I think of what I want to say in English without thinking first in Arabic	43.75%	2.44	76.92%	3.10
24	I read the Arabic translation scripts before I listen to instructional English tapes or CDs	39.58%	2.33	15.38%	1.63

25	I write Arabic outlines for my English compositions	37.50%	2.23	3.85%	1.25
26	I listen to or read Arabic news in order to understand English radio/TV news better	31.25%	1.94	19.23%	1.67

***The score of the item was reversed:**

As shown in Table (4.2), the majority of OP students (95.83%) when reading an English text first translate it into Arabic in their mind to help them understand the meaning (item 1). Additionally, (item 2) when they watch English TV or movies, they use Arabic subtitles to check their comprehension (93.75%). Moreover, (item 3) when they write in English, they first think in Arabic and then translate their ideas into English (85.42%). On the contrary, only a small percentage of the 4th year English major students need to do so (19.23). Furthermore, most OP students (85.42%) use an electronic translation device to help them understand English (item 4). However, almost half of the 4th year English major students seem to do the same. (48.08%).
A higher percentage of OP students (83.33%) also responded that when forgetting certain English words or expressions in the middle of a conversation (item 5), they translate these words or expressions from Arabic into English to help them keep the conversation going compared with (46.15%) of 4th year English major students.

As shown in item (6) only a small percentage of 4th year English major students (11.54%) translate English utterances first into Arabic to help them understand the meanings, while a higher percentage of the OP (83.33%) follow suit. Most of OP students (79.17%) memorize new English vocabulary words by remembering their Arabic translation (item 7). Furthermore, if they

do not understand something in English (item 8), they will ask other people to translate it into Arabic for them (79.17%), unlike 4th year students (42.31%), (34.62%) respectively. Also, when speaking English (item 9), the majority of OP students (75%) first think of what they want to say in Arabic and then translate it into English, while only small percentage of 4th year students (23.08%) do this strategy. Moreover, after they read English articles (item 10), OP students use an available Arabic translation to check if their comprehension is correct (72.92%), while a minority of 4th year students (26.92%) do so.

In item (*11) concerning reading English, a significant proportion (70.83%) of OP students do not try to grasp the meaning of what they read without thinking of Arabic equivalents, while more than half of 4th year students (65.35%) use this strategy. With regard to the use of dictionaries, more than half of OP students use either Arabic-English (68.75%) (item 12) or English-Arabic (66.67%) (item 13) dictionaries to help them learn English, compared to almost half of 4th year students (46.15% A-E), (51.92% E-A) who still use those dictionaries. Also, 66.67% of OP students use Arabic translation for grammatical terms such as parts of speech, tenses and agreements to help them clarify the role of the grammar in English sentences (item 14), learn English idioms and phrases by reading their Arabic translation (item 15), and practice mentally translating their thoughts from Arabic to English in various situations (item 16), unlike 4th year students who reported small percentages (17.31%), (28.85%) and (42.31%) on the same items. In clarifying the differences and similarities through translation (item 17), more than half of the OP students (62.50%) and almost half of 4th year students (42.31%) employ the same strategy.

If the teacher assigns English articles for reading (item 18), very small percentage of 4th year students (9.62%) work with others in order to translate them into Arabic. A smaller percentage of the same students (5.77%) learn English grammar through Arabic explanations of the English grammatical rules (item 19). The smallest percentage (3.85%) is seen in those who take notes in Arabic in their English class (item 20). In stark contrast, more than half of OP students practice these strategies (58.33%), (56.25%) and (56.25%) respectively. In item (21) half of the OP students (50%) ask questions about how an Arabic expression can be translated into English, whereas a minority of 4th year students do so (36.54%).

As shown in item (22), a small percentage of 4th year students (21.15%) write Arabic translations in their English textbooks, whereas almost half of OP students (47.92%) do so. In item (*23), a significant percentage of 4th year students (76.92%) when speaking English, they think of what they want to say in English without thinking first in Arabic, while almost half (45.75%) of the OP students first think in Arabic before speaking in English. A minority in both groups (39.58% OP) (15.38% 4th year) (item 24) read the Arabic translation scripts before they listen to instructional English tapes or CDs.

In addition in (item 25), a small percentage of OP students write Arabic outlines for English compositions (37.50% OP). However, almost none of the 4th year students use the same strategy (3.85%). As for (item 26), a minority in both groups listen to or read Arabic news in order to understand English radio/TV news better (31.25% OP) (19.23% 4th year).

Table (4.3) – Results of Responses for Beliefs about Using Translation as a Learning Strategy

No.	Statements	OP Students		4th Year Student	
		P% of Agreement	Mean	P% of Agreement	Mean
1	Translating helps me understand textbook readings	95.83%	3.48	78.85%	2.83
2	Using Arabic translation helps me interact with my classmates in English class to complete assignments	93.75%	3.38	34.62%	2.12
3	Translating helps me memorize English vocabulary	93.75%	3.50	69.23%	2.81
4	Translating helps me write English compositions	91.67%	3.46	63.46%	2.62
5	Translating helps me understand spoken English	89.58%	3.40	61.54%	2.65
6	I believe one needs to be involved in an English-speaking culture for some time before he/she is able to think in English	89.58%	3.38	78.85%	3.08
7	The more difficult English assignments are, the more I depend on Arabic translation	83.33%	3.21	36.54%	2.08
8	I like to use Arabic translation to learn English	83.33%	3.17	44.23%	2.27
9	Using Arabic translation while studying helps me better recall the content of a lesson	87.50%	3.35	34.62%	2.06
10	Using Arabic translation helps me finish my English assignments more quickly and save time	87.50%	3.29	40.38%	2.06
11	Translating helps me speak English	87.50%	3.27	57.69%	2.50
12	I will produce Arabic style English if I translate from Arabic to English	72.92%	3.00	48.08%	2.35
13	I feel pressure when I am asked to think directly in English	72.92%	2.94	28.85%	1.98
14	Translating helps me understand my teacher's English instructions	72.92%	2.92	46.15%	2.37

15	I prefer my English teachers always use English to teach me	66.67%	2.90	88.46%	3.46
16	I think everyone has to use Arabic translation at this stage of learning	64.58%	2.83	34.62%	2.17
17	Translating helps me understand English grammar rules	60.42%	2.69	38.46%	2.25
18	At this stage of learning, I cannot learn English without Arabic translation	60.42%	2.69	21.15%	1.85
19*	The use of Arabic translation may interfere with my ability to learn English well	58.33%	2.71	63.46%	2.73
20	Translating helps me learn English idioms and phrases	52.08%	2.60	53.85%	2.60
21*	Arabic translation lowers the amount of English input I receive	50.00%	2.52	48.08%	2.60
22*	When using English, it is best to keep my Arabic out of my mind	47.92%	2.60	71.15%	2.98
23	I tend to get frustrated when I try to think in English	47.92%	2.42	23.08%	1.87
24*	Translating does not help me make progress in learning English	35.42%	2.13	30.77%	2.04

Item (1) shows that the majority of students in both groups believe that translation helps them understand textbook readings (95.83% OP) (78.85% 4th year), but for using Arabic translation to help them interact with their classmates in English class to complete assignments (item 2), nearly one third of the 4th year students (34.62%) believe they do that compared to (93.75%) of OP students. A large percentage of OP students (91.67%) believe that translation helps them memorize English vocabulary (item 3) and write English compositions (item 4), whereas a smaller proportion of 4th year students believe in that (69.23%) (63.46%). With regard to speaking, item 5 shows that a significant proportion of OP students believe that translation helps them understand spoken English (89.58%), while more than half of the

4th year students (61.54%) believe the same. Both groups reported high percentage (89.58% OP) (78.85% 4th year) on the need to be involved in an English-speaking culture for some time before he/she is able to think in English (item 6).

In (item 7) a significant proportion (83.33%) of OP students agree that the more difficult the English assignments, the more they depend on Arabic translation, which they prefer to use in learning English (item 8), while a minority of 4th year students responses showed lower percentages (36.54%) (44.23%) respectively.

The majority of OP students (87.50%) believe that using Arabic translation while studying helps them better recall the content of a lesson (item 9). In addition, it helps them to finish their English assignments quicker and save time (item 10). Moreover, translation also helps them speak English (item 11), whereas a smaller percentage of the 4th year students also were in agreement with those statements (34.62%) (40.38%), except for item (11) where more than half of them agreed on it (57.69%).

As for item (12), almost half of 4th year students (48.08%) believe that they will produce Arabic-style English if they translate from Arabic to English, while a significant percentage (72.92%) of OP students believe so. OP students also feel pressurized when they were asked to think directly in English (item 13), compared with (28.85%) 4th year students. As for teaching instructions (items 14), OP students believe that translating helps them understand their teacher's English instructions (72.92%), while almost half (46.15%) of 4th year students do the same. The majority of 4th year students

(88.46%) prefer that their English teachers use English to teach them (item 15), while more than half of OP students prefer that (60.67%). Furthermore, in item 16, OP students have the perception that everyone has to use Arabic translation at this stage of learning (64.58%). Also, in item (17) they assume that translation helps them understand English rules of grammar (60.42%), and in item (18) at this stage of learning they believe they cannot learn English without Arabic translation (60.42%), unlike 4th year students who reported smaller percentages on these statements respectively (34.62%) (38.46%) (21.15%).

In item (*19) more than half of OP students (58.33%) do not believe that the use of Arabic translation may interfere with their ability to learn English well, while more than half of the 4th year students (63.46%) believe so. Moreover, almost the same percentages (52.08% OP) (53.85% 4th year) believe that translating helps them learn English idioms and phrases (item 20). Item (*21) shows that half of the OP students (50%) believed that Arabic translation lowers the amount of English input they receive, whereas almost similar percentage (48.08%) of the 4th year students believe so. As for whether it is best to keep Arabic out of one's mind, item (*22) shows a significant percentage of 4th year students (71.15%) believed that when using English, it is best to keep Arabic out of their mind, however less than half of the OP (47.92%) shared this statement. Nevertheless, OP students also tend to get frustrated (item 23) when they try to think in English (47.92%) unlike a small percentage of 4th year students (23.08%) who share the same belief. As for item *24, almost one third of 4th year students (30.77%) believe that translation help them make progress in learning English, while OP students do not hold this belief (35.42%).

4.4 Results of the Open-ended Questions (interview) on the IBT and the ITLS

Some items on the IBT and ITLS are open-ended questions which are designed to give additional and in-depth information about participants' additional beliefs about translation and their use of translation as a strategy that are not included on the two questionnaires. Among 100 participants, 6 students from each group had participated in the interview and their responses will be discussed in the next chapter.

Chapter Five

Data Analysis and Discussion

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Data Analysis and Discussion

Introduction:

There is a wide variety of strategies involving translation: cognitive, memory, compensation, social, and affective strategies and learners' opinions about translation generally affect their choice. In order to analyze and discuss the results, the ITLS is categorized into five main strategies, and IBLS is divided into three main categories as follows:

Table (5.1): ITLS Categories

Variable	Description
S1	Strategies to enhance English skills such as reading, writing, listening, and speaking.
S2	Strategies to learn English forms or structures in areas such as vocabulary, idioms, phrases, and grammar.
S3	Strategies to avoid the use of L1 when using English, to practice translating, and to clarify the differences and similarities between Arabic and English.
S4	Strategies to interact with other people in learning.
S5	Strategies to use learning aids such as dictionaries and to take notes.

Table (5.2): IBLS Categories

Variable	Description
B1	Beliefs about positive effects of translation on learners' affective and metacognitive aspects of English learning.
B2	Beliefs about positive effects of translation on enhancing learners' English skills and classroom interaction.
B3	Beliefs about negative effects of translation in learning English.

5.1 Discussion of the First Research Question:

To answer the first research question, I have chosen items that are concerned with S1, and these are strategies to enhance English skills such as reading, writing, listening, and speaking.

1. Does the use of translation as a learning strategy by OP students and 4th year English major students enhance the language learning skills (listening, speaking, reading and writing)?

As shown in Table (5.3) below the use of translation as a learning strategy does enhance language learning skills (listening, speaking, reading and writing) for both 4th year English major students and OP students. However, the latter reported more positively toward the use of translation as a learning strategy than 4th year English major students.

Table (5.3): A Comparison of The Use of Translation to Enhance the Language Skills

Skill	Discerptions	OP Students		4th Year Student	
		P% of use	Mean	P% of use	Mean
Listening	When I listen to English, I first translate the English utterances into Arabic to help me understand the meanings.	83.33%	3.23	11.54%	1.71
	I listen to or read Arabic news in order to understand English radio/TV news better.	31.25%	1.94	19.23%	1.67
Speaking	If I forget certain English words or expressions in the middle of conversation, I translate them from Arabic into English to help me keep the conversation going.	83.33%	3.35	46.15%	2.52
	When speaking English, I first think of what I want to say in Arabic and then translate it into English.	75.00%	3.23	23.08%	1.85
	When speaking English, I think of what I want to say in English without thinking first in Arabic.	43.75%	2.44	76.92%	3.10
Reading	When reading an English text, I first translate it into Arabic in my mind to help me understand its meaning.	95.83%	3.50	26.92%	1.88

	After I read English articles, I use an available Arabic translation to check if my comprehension is correct.	72.92%	3.10	26.92%	1.96
	When reading English, I try to grasp the meaning of what I read without thinking of Arabic equivalents.	70.83%	2.92	65.38%	2.75
	I read the Arabic translation scripts before I listen to instructional English tapes or CDs.	39.58%	2.33	15.38%	1.63
Writing	When I write in English, I first think in Arabic and then translate my ideas into English	85.42%	3.46	19.23%	1.79
	I write Arabic translations in my English textbooks	47.92%	2.42	21.15%	1.63
	I write Arabic outlines for my English compositions	37.50%	2.23	3.85%	1.25

Starting with listening, the large majority of the OP students (83.33%) when listening to English first translate the English utterances into Arabic to help them understand the meanings, while a minority of 4th year English major students follow suit (11.54%). This strategy actually affects students' communication skills, as they are unable to easily grasp the meaning in English without going through this unconscious process. In fact, this high percentage (83.33%) of the OP students show that during school, they perhaps were not used to listening to English as much as they should be. In other words, they listened to Arabic during the class more than English. Only few of the participants (31.25% of OP students) | (19.23% of 4th year students) in each group listen to or read Arabic news in order to understand English radio/TV news better. Nowadays news can

be read through social media as some applications provide optional translation.

As for speaking skill, a large proportion of the OP students (83.33%) reported that if they forget certain English words or expressions in the middle of conversation, they translate them from Arabic into English to help them keep the conversation going, compared to almost half of the 4th year English major students (46.15%). A significant proportion of OP students (75%) when speaking English first think of what they want to say in Arabic and then translate it into English, compared to a minority of 4th year students (23.08%). A high percentage of 4th year students (76.92%) when speaking English, think of what they want to say in English without thinking first in Arabic, while almost half of the OP students do so (43.75%).

It's clear from the results gained from the speaking skill that 4th year students, as the time passes, the habit of using mental translation to help them speak English, got eliminated, and this actually was confirmed by several students when they were asked during the interview whether they agree or not that learners can eliminate their habit of using translation gradually as their learning goes on. This is expressed in the following students' responses:

> "…. In speaking for example, when I get stuck in certain expression, I just forget about it and try to use simple words or try to clarify my ideas without using Arabic"

"Before yes, I used to use some Arabic expressions during English conversations but now, I don't think I have to, my speaking skills is getting better not only because of my teachers, I also have friends who are native speakers"

Clearly, many factors can affect student's ability to enhance speaking skills, teachers, friends, and sometimes family. As a matter of fact, learning English expressions take time, therefore in order for learners to master them they need more practice and exposure to the English culture. It can be inferred from the results gained from these two skills (listening and speaking) for OP students that if the listening is weak, then speaking will be weak as well.

As for reading, when reading an English text, the majority of OP students first translate it into Arabic in their mind to help them understand its meaning (95.83%) compared to a minority of the 4th year students (26.92%). This is actually a time-consuming process, because unfortunately students have the feeling that they need to understand every single word in English which made them waste a lot of time instead of trying to comprehend the meaning of the message conveyed. Eventually students may have negative attitude toward reading as the more they feel the need to translate the more they get frustrated and will neglect reading. And this was confirmed by an OP student who said:

"I like reading stories and novels, but when they were written in English, I look for the Arabic version, so I don't find difficulty in understanding the text because sometimes I got confused and bored"

Unlike 4th year students, as shown in the results (26.92%), they become aware of the language boundaries and that not everything can be translated into Arabic. They may use other strategies for comprehension but at the end, it's the idea that needs to be understood.

After they read English articles, a significant proportion of the OP students use an available Arabic translation to check if their comprehension is correct (72.92%), whereas only few of the 4th year students need that reference (26.92%). The approximately high percentage of OP students (72.92%) who need to check comprehension might be those who did not choose English as a major, in other words they need English for specific purposes (other majors). As Harmer and Harbord's claim that using L1 is a valid technique to check comprehension (2007, p. 133; 2008, p. 354) as cited in (Fortune, 2012) and this technique would be benefit if it is used in the EFL context, along with other L2 checking techniques.

Most of OP students (70.83%) when reading English do not try to grasp the meaning of what they read without thinking of Arabic equivalents, whereas more than half of the 4th year students (65.38%) try to do so. This seems to be in line with Chomsky's innateness theory in Universal Grammar (1965). Quinones-Guerra, (2016) also stated that it is normal for learners to link the meaning between two languages in their mind which in other words, is an innate process. He also added that mental translation might only help students to understand the text at a macro level and not at the micro level. It can be said that mental translation is a normal process only when it comes to meaning and not literal translation.

As for the writing skill, the large majority of OP students (85.42%) first think in Arabic and then translate their ideas into English, while only few of the 4th year students use this strategy (19.23%). This is actually might be the reason of producing Arabic style English. Almost half of the OP students (47.92%) write Arabic translations in their English textbooks, whereas only a small number of the 4th students need that extra help (21.15%). A minority of the OP students (37.50%) write Arabic outlines for their English compositions, while almost none of the 4th year students do so (3.85%). After all, it seems that OP students still unaware of language parameters, in other words, Arabic is a "right-to-left orientation, and has multiplicity of scripts, frequent omission of vowels, and complex morphological structure" (Abu-Salem & Chan, 2006, 22). Another reason is that OP students who were just graduated from schools used to memories writing texts. This was confirmed through comments from the OP students:

> "Being in the OP, I normally use translation to help me in writing, unlike in school, where we used to memorize the texts"

> "In school, I used to get full marks in writing, but now I barley pass"

> "The most difficult skill for me is writing, I always stuck at the beginning I don't know how to express my thoughts and ideas"

Unfortunately, this is considered to be a big problem because this prevents students from being creative. Psychologically, it will make them

uncomfortable and unconfident to express their thoughts in the target language.

5.2 Discussion of the Second Research Question:

Dealing with the second research question, I have chosen the remaining categories of the strategies; S1, S2, S4 and S5.

2. How do 4th year English major students use translation as a learning strategy in comparison with orientation program students?

The students in this study reported employing a wide variety of strategies that involved translation. Table (5.4) shows the fifteen most frequently used strategies, based upon the results of the descriptive analysis of the ITLS. As shown below, the strategies were divided into five categories:

Table (5.4): Comparison of the Use of Translation as a Learning Strategy

No.	Strategy	OP Students		4th Year Student	
		P% of use	Mean	P% of use	Mean
S1	When I watch English TV or movies, I use Arabic subtitles to check my comprehension.	93.75%	3.67	34.62%	2.27
	I listen to or read Arabic news in order to understand English radio/TV news better.	31.25%	1.94	19.23%	1.67
S2	I memorize new English vocabulary words by remembering their Arabic translation.	79.17%	3.33	42.31%	2.29
	I use Arabic translation of grammatical terms such as parts of speech, tenses and agreements to help me clarify the roles of the grammatical parts of English sentences.	66.67%	2.92	17.31%	1.75
	I learn English idioms and phrases by reading their Arabic translation.	66.67%	2.77	28.85%	1.94

	I learn English grammar through Arabic explanations of the English grammatical rules.	56.25%	2.60	5.77%	1.37
S3	When reading English, I try to grasp the meaning of what I read without thinking of Arabic equivalents	70.83%	2.92	65.38%	2.75
	*When speaking English, I think of what I want to say in English without thinking first in Arabic	43.75%	2.44	76.92%	3.10
S4	If I do not understand something in English, I will ask other people to translate it into Arabic for me.	79.17%	3.19	34.62%	2.00
	I practice mentally translating my thoughts from Arabic to English in various situations.	66.67%	3.02	42.31%	2.29
	I ask questions about how an Arabic expression can be translated into English.	50.00%	2.54	36.54%	2.27
S5	I use an electronic translation device to help myself understand English.	85.42%	3.31	48.08%	2.37
	I use Arabic-English dictionaries to help myself learn English.	68.75%	2.88	46.15%	2.33
	I use English-Arabic dictionaries to help myself learn English.	66.67%	2.94	51.92%	2.48
	I take notes in Arabic in my English class.	56.25%	2.60	3.85%	1.31

A large majority of OP students (93.75%) when they watch English TV or movies use Arabic subtitles to check their comprehension, while only a minority of 4th year students need subtitles (34.62%). In the interview, an English major student in her 4th year was asked the following question: "*Some people say that English learners can eliminate their habit of using translation gradually as their learning goes on. Explain (do you agree)*? She responded with the following:

> "In my first and second year of majoring in English, I used to watch movies with Arabic subtitles to help me fully understand the conversations, but now I watch movies

without subtitles because there are some words, expressions and pronunciations I need to understand them clearly"

A minority in both groups (31.25% of OP) and (19.23% of 4th) listen to or read Arabic news in order to understand English radio/TV news better. A significant proportion from the OP students (79.17%) memorize new English words by remembering their Arabic translation, while almost half of the 4th students use the same strategy (42.31%). This agrees with Pan, (2005) who reported that learners find ease in linking the new words to their native language. Other studies which examined the use of translation in learning vocabulary by college students are Salih & Ridha, (2014); Mutlu; Bayaram; Demirbuken, (2015) also reported results on its effectiveness. The result of 4th year students (42.31%) indicates that even advanced learners find ease in linking new English words to Arabic.

In addition, more than half of OP students (66.67%) use Arabic translation for grammatical terms such as parts of speech, tenses and agreements to help them clarify the roles of the grammatical parts of English sentences, while a minority of the 4th students follow suit (17.31%). A small percentage of the 4th year students (28.85%) learn English idioms and phrases by reading their Arabic translation, while more than half of the OP students do so (66.67%). This finding disagrees with that of the study conducted by Al Musawi (2014) study. More than half of the OP students (56.25%) learn English grammar through Arabic explanations of the English grammatical rules. In my opinion, translation and grammar might cause students a lot of confusion as both languages (Arabic and English)

have different grammatical features and equivalence in translation is not always the same. A very small percentage of the 4th year students needed Arabic explanations (5.77%), who seem to realize the differences between the two languages. This is revealed in what the following 4th year major student said:

> "Translation could be good for vocabulary but when you want to construct a sentence, here comes the difficulty, because sometimes you know the meaning of the word, but you don't know how to structure it well in a sentence".

Surprisingly, most of OP students (70.83%) when reading English, they do not try to grasp the meaning without thinking of Arabic equivalents, compared to more than half of 4th year students (65.38%) who try to grasp the meaning only in English. Likewise in speaking, less than half of OP students (43.75%) think of what they want to say first in Arabic, whereas most of 4th year students (76.92%) think directly in English. Considering translation as a social activity, the majority of OP students (79.17%) who do not understand something in English, ask other people to translate it into Arabic for them, which is in line with the findings of Heyun (2011).

Surprisingly, both groups reported that they practice mental translation of their thoughts from Arabic to English (66.67% of OP students) | (42.31% of 4th year students) in various situations. Added to that, a significant proportion of both groups (50.00% of OP students) | (36.54% of 4th year students) ask questions about how an Arabic expression can be translated into English, which is unlike what Al Musawi (2014) claimed in his study. The large majority of the OP students (85.42%) use an electronic translation device to help themselves understand English, compared to

almost half (48.08%) of the 4th year students. These devices are more practical among students than paper-based dictionaries, nowadays there are many applications for translation in the mobile phones that can easily be downloaded.

More than half of both groups (66.67% of OP students) | (51.92% of 4th year students) use English-Arabic dictionaries to help them learn English. While apparently, OP students use Arabic-English dictionaries more than 4th year students (68.75%) | (46.15%) respectively. The following is what an OP student said:

> "Arabic-English dictionaries help me with writing, because I can learn new vocabularies"

Despite the fact that it was stated by Berwick & Horsfall (1996) that "bilingual dictionaries are sometimes thought of as inferior to monolingual dictionaries, especially for advanced learners" (as cited in Fortune, 2012, p. 76), monolingual dictionaries will improve vocabulary and eventually their writing skills. This is confirmed by the following comments by 4th year students:

> "I prefer to use English-English dictionary because it helps me with pronunciations and spelling"

> "I use English-English dictionary to help me with connotations"

Extensive Reading (ER) researches has demonstrated that the more students read and engage with vocabulary, the lesser they will eventually need to refer to a dictionary as they will be able to guess the meaning from the context (Alzu'bi, 2014; Brown, 2000; Koch, 2009) as cited in (Sakurai, 2015) . The following is a comment by one of the 4th year students:

> "When you become advanced, the need for dictionaries will be decreased, as you will learn other strategies of learning the vocabularies"

More than half of the OP students (62.50%) try to clarify the differences and similarities between Arabic and English through translation, while less than half of the 4th year students do so (42.31%). In addition, more than half of the OP students (56.25%) take notes in Arabic in their English class, while almost none of the 4th year students needed to (3.85%). Overall, these results show that dictionaries are part of the learning process for students, it can help them with vocabularies, connotations, and pronunciations, which eventually will enhance their language skills.

5.3 Discussion of the Third Research Question:

The participants in this study reported various beliefs about using translation to learn English. To answer the third research question:

3. **What are the beliefs about the use of translation as a learning strategy for both 4th year English major students and OP students? Which beliefs are the most and the least common among UoB students?**

The results of the descriptive analysis of the IBT show the most common and the least common beliefs held by the participants from both groups, which are presented in Tables (5.3), (5.4), (5.5) and (5.6) respectively through the derivation of Mean.

Table (5.5): Twelve Most Common Beliefs about Translation Held by OP Students

Rank	Item Discerption	Mean
1	Translating helps me memorize English vocabulary	3.50
2	Translating helps me understand textbook readings	3.48
3	Translating helps me write English compositions	3.46
4	Translating helps me understand spoken English	3.40
5	Using Arabic translation helps me interact with my classmates in English class to complete assignments	3.38
6	I believe one needs to be involved in an English-speaking culture for some time before he/she is able to think in English	3.38
7	Using Arabic translation while studying helps me better recall the content of a lesson	3.35
8	Using Arabic translation helps me finish my English assignments more quickly and save time	3.29
9	Translating helps me speak English	3.27
10	The more difficult English assignments are, the more I depend on Arabic translation	3.21
11	I like to use Arabic translation to learn English	3.17
12	I will produce Arabic style English if I translate from Arabic to English	3.00

Table (5.6): Twelve Least Common Beliefs about Translation Held by OP Students

Rank	Item Discerption	Mean
1	I feel pressure when I am asked to think directly in English	2.94
2	Translating helps me understand my teacher's English instructions	2.92
3	I prefer my English teachers always use English to teach me	2.90
4	I think everyone has to use Arabic translation at this stage of learning	2.83
5	The use of Arabic translation may interfere with my ability to learn English well	2.71
6	Translating helps me understand English grammar rules	2.69
7	At this stage of learning, I cannot learn English without Arabic translation	2.69
8	Translating helps me learn English idioms and phrases	2.60
9	When using English, it is best to keep my Arabic out of my mind	2.60
10	Arabic translation lowers the amount of English input I receive	2.52
11	I tend to get frustrated when I try to think in English	2.42
12	Translating does not help me make progress in learning English	2.13

It is obvious that OP students overwhelmingly believe that translation helps them memorize English vocabulary (3.50), understand textbook readings (3.48), write English compositions (3.46), and understand spoken English (3.40). In addition to that, using Arabic translation helps them interact with their classmates in English class to complete assignments (3.38). Apparently, they believe one needs to be involved in an English-speaking culture for some time before he/she is able to think in English (3.38). It was pointed out by Pan (2005) that learners need to involve and think in their second language to the maximum. I totally agree with this view, because in order to be familiar with an English-speaking culture a student must be exposed to it as much as possible.

Also, using Arabic translation while studying helps them better recall the content of a lesson (3.35), as well as, using Arabic translation helps them finish their English assignments more quickly, and save time (3.29). They also reported that the more difficult English assignments are, the more they depend on Arabic translation (3.21). They like to use Arabic translation to learn English (3.17), but they believe that they will produce Arabic styled English if they translate from Arabic to English (3.00). I have clearly seen this when teaching them English as a graduate assistant through their speaking and writing.

However, students also reported that they feel pressure when they are asked to think directly in English (2.94). This actually was clarified by Wright, (2010) when he stated that students who have low proficiency in the second language tend to pause when they are asked in the target language. He believed that this pause stands for "mental translation" which he called "wait time" in order to process and understand the question in their native language. A 4th year students stated:

> "It is difficult to process mental translation while speaking, because you will have to think on the spot, at the same moment, which will sound unnatural"

While some students believe that translating helps them understand their teacher's English instructions (2.92), others prefer that their English teachers always use English to teach them (2.90). This statement does not agree with the finding of Campbell, (2002) when he stated that if teachers completely ignore and stop the use of L1, it might lead to a reverse effect on students. In other words, students might have negative feeling towards the teacher and the

teaching method. In fact, a number of students in both groups disagree with this point when they stated:

> "At the beginning when I entered the OP program I felt uncomfortable when teachers speak in English all the time, because I'm not used to, I mean in school, teachers often speak Arabic during the English class, but now I get used to it because if we don't understand something in English, teachers use simple words in English to clarify it "

> "I don't think it's necessarily for teachers to use Arabic during the English class"

> "Sometimes I feel shy to speak in English because I'm not sure about the pronunciations, but when I listen to my teachers speaking English very well, I feel confidant to speak"

It is noticeable that students in these comments refer to their teachers as teachers' ideology or awareness plays an important role in shaping students learning process (Aghai, 2016). In other words, teachers are responsible for students' choices to learn the language, as well as responsible for the extent of the usage of the L1 in the classroom (Miller, 2012).

On the other hand, beliefs that are less common showed that OP students think everyone has to use Arabic translation at this stage of learning (2.83). Some of them believe that the use of Arabic translation may interfere with their ability to learn English well (2.17). Others reported that translating helps them understand English grammar rules (2.69).

A small number of these students believe that at this stage of learning, they cannot learn English without Arabic translation (2.69). Moreover, translating helps them learn English idioms and phrases (2.60). Few students believe that when using English, it is best to keep their Arabic off their mind (2.06). There was disagreement whether Arabic translation lowers the amount of English input they receive (2.52). In addition, they tend to get frustrated when they try to think in English (2.42), and therefore, they mostly disagree with the statement "translating does not help me make progress in learning English" (2.13).

The following Tables (5.5) and (5.6) show the most and least common beliefs held by 4th year English major students about translation.

Table (5.7): Five Most Common Beliefs about Translation Held by 4th year English Major Students

Rank	Item Discerption	Mean
1	I prefer my English teachers always use English to teach me	3.46
2	I believe one needs to be involved in an English-speaking culture for some time before he/she is able to think in English	3.08
3	When using English, it is best to keep my Arabic out of my mind	2.98
4	Translating helps me understand textbook readings	2.83
5	Translating helps me memorize English vocabulary	2.81

Table (5.8): Eight Least Common Beliefs about Translation Held by 4th year English Major Students

Rank	Item Discerption	Mean
1	I think everyone has to use Arabic translation at this stage of learning	2.17
2	Using Arabic translation helps me interact with my classmates in English class to complete assignments	2.12
3	Using Arabic translation helps me finish my English assignments more quickly and save time	2.06
4	Using Arabic translation while studying helps me better recall the content of a lesson	2.06
5	The more difficult English assignments are, the more I depend on Arabic translation	2.08
6	I feel pressure when I am asked to think directly in English	1.98
7	I tend to get frustrated when I try to think in English	1.87
8	At this stage of learning, I cannot learn English without Arabic translation	1.85

Considering the Mean of the 4th year English major students, it is clear that it is lower than those in the OP. However, the most common belief is the preference that their English teachers always use English to teach them (3.46), as shown here in this students' words:

> "Sometimes we don't take the English class seriously, if the teacher speaks mostly in Arabic"

They believe one needs to be involved in an English-speaking culture for some time before he/she is able to think in English (3.08). Also, when using English, it is best to keep their Arabic out of their mind (2.98). In addition, translating helps them understand textbook readings (2.83) as well as memorizing English vocabulary (2.81). So, in terms of learning vocabulary

both groups agree on the effectiveness of using translation as a learning strategy.

On the other hand, they don't agree that everyone has to use Arabic translation at this stage of learning (2.17). Also, they are not of the opinion that using Arabic translation helps them interact with their classmates in English class to complete assignments (2.12), or even finish their English assignments more quickly and save time (2.06). In addition, using Arabic translation while studying does not help them better recall the content of a lesson (2.06). They also don't believe that the more difficult English assignments are, the more they depend on Arabic translation (2.08), and they don't feel pressure when they are asked to think directly in English (1.98). Moreover, they don't tend to get frustrated when they try to think in English (1.87). At this stage of learning, they don't indeed believe that they cannot learn English without Arabic translation (1.58). These results actually show that 4th year students do not have the belief that translation would help them in their learning process, compared to OP students who held strong beliefs about the benefit of using translation as a learning strategy.

5.3 Discussion of the Fourth Research Question:

As for the fourth research question, Table (5.9) shows a comparison of the most used skill(s) between OP students and 4th year students.

4. For which skill (s) do orientation students and 4th year English major students use translation the most?

Table (5.9): Comparison of Skills Used Most between OP Student and 4th year English

Skill	Discerptions	OP Students		4th Year Students	
		P% of use	Mean	P% of use	Mean
Speaking	If I forget certain English words or expressions in the middle of conversation, I translate them from Arabic into English to help me keep the conversation going.	83.33%	3.35	46.15%	2.52
	When speaking English, I first think of what I want to say in Arabic and then translate it into English.	75.00%	3.23	23.08%	1.85
	*When speaking English, I think of what I want to say in English without thinking first in Arabic.	43.75%	2.44	76.92%	3.10
Reading	When reading an English text, I first translate it into Arabic in my mind to help me understand its meaning.	95.83%	3.50	26.92%	1.88
	After I read English articles, I use an available Arabic translation to check if my comprehension is correct.	72.92%	3.10	26.92%	1.96
	When reading English, I try to grasp the meaning of what I read without thinking of Arabic equivalents.	70.83%	2.92	65.38%	2.75
	I read the Arabic translation scripts before I listen to instructional English tapes or CDs.	39.58%	2.33	15.38%	1.63

Based on the results obtained from the ITLS questionnaire, items with the highest percentages were speaking and reading as shown in Table (5.9) above. Translation helps the majority of OP students (83.33%) to remember certain words or expressions. For instance, if they forget certain English words or expressions in the middle of conversation, they translate them from Arabic into English to help keep the conversation flowing. Interestingly, almost half

of the 4th year English major students (46.15%) use the same strategy. Besides, a significant proportion of OP students (75.00%) process mental translation while speaking. For example, when they want to speak in English, they first think of what they want to say in Arabic, unlike 4th year English major students (23.08%).

The other skill in which students use translation the most is reading. Considering the results shown above in Table (5.9), OP students also process "mental translation", as the vast majority (95.83%) of them first translate the English text into Arabic in their mind to help them understand its meaning, unlike 4th year students (26.92%). Moreover, after reading English articles, most of the OP students (72.92%) use an available Arabic translation to check if their comprehension is correct. This is pointed out in the words of an OP student:

> "I normally buy books that have two versions inside, Arabic and English to help me understand the meaning and sometimes to check my comprehension"

Although self-assessment would increase student's awareness and comprehension (Dagilienė, 2012; Karimian & Talebinejad, 2013 as cited in Quiñones-Guerra, 2016), I think it might be suitable only in the early stage of learning, although it is time consuming, and would delay the learning process. A significant proportion of both groups (70.83% of OP students) | (65.38% of 4th year students) reported that when reading English, they try to grasp the meaning of what they read without thinking of Arabic equivalents.

Quinones-Guerra, (2016) in his comments on Sakurai, (2015) suggested restricting the use of translation when it comes to Extensive Reading (ER) because it will decrease the quantity of reading and comprehension. He further stated that students do not always master their native language. Therefore, if

they are unable to grasp the meaning in L1 they eventually would fail to comprehend it in L2. I totally agree with his comment, as this might be the case with some 4th year students who graduated from private schools where the subjects were mostly taught in English. This is shown in the comments of two of the 4th year students:

> "Sometimes I even don't know the meaning in Arabic, therefore I use English-English dictionaries"

> "My Arabic is not good enough, as I graduated in private, and we were mostly exposed to English"

He also stated that it is better to enable students to use translation in order to realize the limits and recognize language transfer. I don't really agree with this point, because this will produce some negative effects and this, consequently, will slow the learning process as pointed out by Sakurai, (2015).Likewise, OP students also try to think directly in the target language upon the advice of their instructors, as reported, for example, by the following students in the interview:

> "As an orientation student, our teachers always advise us to think in the target language, unlike in schools where we used to learn English with Arabic interference"

> "One of my teachers encourages me not to use dictionaries all the time, and try to grasp the meaning of the text"

> "My teacher said you can use translation as the last option"

In my point of view, this is considered to be a positive implication that we get from orientation students, because it raises their awareness of the target language features, boundaries, and limits which will eventually help them in advanced levels.

Chapter Six

Conclusion and Recommendations

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In a country like Bahrain, English is considered a second language (Sdiri, 2017). Since it is taught from early stages in school, the use of translation as a learning strategy has been very popular among learners (Liao, 2006). Despite the fact that many researchers (Friedlander, 1990; Kobayashi and Rinnert, 1992; Kern, 1994; Husain, 1995; Omura, 1996; Prince, 1996; Hsieh, 2000) have supported the use of L1 as a base to learn L2 to be beneficial and can improve students' proficiency, others (Bloomfield, 1961; Hartmann and Stork, 1964; Lado, 1964; Huebener, 1965; Gatenby, 1967) have held the opposite view, and believe it might be effective according to the status of the target language i.e. whether English is taught as a second language or as a foreign language. Some researchers (Yang, 1999; Gahungu, 2005; Wong, 2005; Magogwe, et al, 2007; Bonyadi,et al, 2012; Nosratinia et al, 2014), on the hand, believe that using translation can be efficient in both contexts (ESL/EFL) depending on students' self-efficiency. Hence, this matter is still debated.

This study aimed to analyze and understand the use of translation as a learning strategy by both orientation students and 4th year English major students and their beliefs about using it. Also, it soughts to determine the extent of the use of translation as a learning strategy by comparing the two groups. As well as to find out the skill/s that students use translation the most with.

According to this study, orientation students who were mostly taught by bilingual teachers in government schools, have shown a tendency to use Arabic as a base to learn English, and most of them hold positive beliefs about it. Orientation students may not be aware that the reason for low proficiency in English might be the excessive use of L1 to learn L2, which led them to be placed in the orientation program. Students who prefer to use translation along with reading, assuming that it would help them understand the meaning of vocabularies find it easier to understand the text as a whole, unaware of the fact that the brain functions differently when we translate (Wolf and Stoodley, 2008). This again emphasizes the idea that the use of translation slows down the acquisition of fluency of learning the second language as specified by Danchev (1983), Malmkjær (1998), and Newson (1998).

Despite the small numbers that still use L1 in certain situations, majority of the students prefer to think directly in the target language. I personally think that much exposure is the key to learn English, especially for those who graduate from government schools. Students from government schools are exposed to Arabic more than English. Hence, English classes should be taught in English only, as other subjects are taught in Arabic, whereas in private schools most of the subjects are taught in English. Furthermore, it is better to use English to the maximum, especially for communication skills. I do understand that some English teachers prefer to communicate with students using L1 outside the context, but this might have negative impact on students' speaking skills which causes them to face some difficulties in speaking English in various situations. Actually, some students were found to perform well in writing, but their speaking skills were very poor or vice versa. Therefore, the use of L1 by both, teachers and students, may deprive them of

the opportunity and valuable time to benefit from working within one language as pointed out by Danchev (1983), Malmkjær (1998) and Newson (1998).

Moreover, this study has shown that 4th year English major students have eliminated the habit of using translation as a learning strategy. Based on the finding of this study, it is assumed that advanced students do have other learning strategies because translation does not play a huge role in their learning process, which is in line with by Baw (2002) findings and this was clearly shown by 4th year students.

Finally, I believe that translation as a learning strategy should be abandoned from the early stages of language acquisition. Learners must have maximum exposure with an adequate environment in order to immerse and think in the target language. I do agree with O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo (1985) as cited in Sakurai (2015) when they described translation as "ineffective strategy used by language learners at beginning and intermediate levels".

Suggestions for Further Research

This study has dealt only with the use of and beliefs about translation as a learning strategy by students at the University of Bahrain. Therefore, it would be worthwhile to replicate it and investigate teachers' use and beliefs as well, to figure out whether there is a relationship between students' use of translation as a learning strategy and teachers' use of translation in teaching. Furthermore, selecting English major students in the orientation program will give us more insight about the development of the language acquisitions through conducting a longitudinal study. It would also be better to design a writing test to measure the extent of language interference (between L1 and L2).

As study has shown that orientation students mostly process mental translation, it would, therefore, be valuable to investigate how they go through this process, and how useful it is in their tests.

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Appendix 1

Kingdom of Bahrain
University of Bahrain
Department of English language and Literature

Dear students,

This questionnaire consists of two parts:

- Identify ways that you use translation as a learning strategy. Translation here refers to using one language as a basis for understanding, remembering or producing another language. Read the following statements carefully and answer in terms of how well the statement describes you currently by filling the number in the blanks whether you:

  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 quickly without too much thought.

- 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 Arabic 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.

  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 quickly without too much thought.

Personal profile:

Minor: _____

GPA: less than 1 ☐ 1.00 – 1.99 ☐ 2.00 – 2.66 ☐ 2.67–3.32 ☐ 3.33 – 4.00 ☐

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INVENTORY FOR TRANSLATION AS A LEARNING STRATEGY (ITLS)

	Item Description	Always	Often	Seldom	Never
1	When reading An English test, I first translate it into Arabic in my mind to help me understand its meaning.	☐	☐	☐	☐
2	After I read English articles, I use an available Arabic translation to check if my comprehension is correct.	☐	☐	☐	☐
3	When I write in English, I first think in Arabic and then translate my ideas into English.	☐	☐	☐	☐
4	I write Arabic outlines for my English compositions.	☐	☐	☐	☐
5	When I listen to English, I first translate the English utterances into Arabic to help me understand the meanings.	☐	☐	☐	☐
6	I read the Arabic translation scripts before I listen to instructional English tapes or CDs.	☐	☐	☐	☐
7	When I watch English TV or movies , I use Arabic subtitles to check my comprehension.	☐	☐	☐	☐
8	I listen to or read Arabic news in order to understand English radio/TV news better.	☐	☐	☐	☐
9	When speaking English, I first think of what I want to say in Arabic and then translate it into English.	☐	☐	☐	☐
10	If I forget certain English words or expressions in the middle of conversation, I translate them from Arabic into English to help me keep the conversation going.	☐	☐	☐	☐
11	I memorize new English vocabulary words by remembering their Arabic translation.	☐	☐	☐	☐
12	I learn English grammar through Arabic explanations of the English grammatical rules.	☐	☐	☐	☐
13	I use Arabic translation of grammatical terms such as parts of speech, tenses and agreements to help me clarify the roles of the grammatical parts of English sentences.	☐	☐	☐	☐
14	I learn English idioms and phrases by reading their Arabic translation.	☐	☐	☐	☐
15	I use English-Arabic dictionaries to help myself learn English.	☐	☐	☐	☐
16	I use Arabic-English dictionaries to help myself learn English.	☐	☐	☐	☐
17	I use an electronic translation device to help myself understand English.	☐	☐	☐	☐
18	If I do not understand something in English, I will ask other people to translate it into Arabic for me.	☐	☐	☐	☐
19	I ask questions about how an Arabic expression can be translated into English	☐	☐	☐	☐
20	When the teacher assigns English articles for reading, I work with others to translate them.	☐	☐	☐	☐
21	I practice mentally translating my thoughts from Arabic to English in various situations.	☐	☐	☐	☐
22	I take notes in Arabic in my English class.	☐	☐	☐	☐
23	I write Arabic translations in my English textbooks.	☐	☐	☐	☐
24	I try to clarify the differences and similarities between Arabic and English through translation.	☐	☐	☐	☐
25	When reading English, I try to grasp the meaning of what I read without thinking of Arabic equivalents.	☐	☐	☐	☐
26	When speaking English, I think of what I want to say in English without thinking first in Arabic.	☐	☐	☐	☐

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INVENTORY FOR BELIEFS ABOUT TRANSLATION (IBT)

	Item Description	Strongly disagree	Disagree	Agree	Strongly agree
1	Translating helps me understand textbook readings.	☐	☐	☐	☐
2	Translating helps me write English compositions.	☐	☐	☐	☐
3	Translating helps me understand spoken English.	☐	☐	☐	☐
4	Translating helps me speak English.	☐	☐	☐	☐
5	Translating helps me memorize English vocabulary.	☐	☐	☐	☐
6	Translating helps me understand English grammar rules.	☐	☐	☐	☐
7	Translating helps me learn English idioms and phrases.	☐	☐	☐	☐
8	Translating does not help me make progress in learning English.	☐	☐	☐	☐
9	Translating helps me understand my teacher's English instructions.	☐	☐	☐	☐
10	Using Arabic translation helps me interact with my classmates in English class to complete assignments.	☐	☐	☐	☐
11	The more difficult English assignments are, the more I depend on Arabic translation.	☐	☐	☐	☐
12	Using Arabic translation helps me finish my English assignments more quickly and save time.	☐	☐	☐	☐
13	Using Arabic translation while studying helps me better recall the content of a lesson.	☐	☐	☐	☐
14	I like to use Arabic translation to learn English.	☐	☐	☐	☐
15	The use of Arabic translation may interfere with my ability to learn English well.	☐	☐	☐	☐
16	Arabic translation lower the amount of English input I receive.	☐	☐	☐	☐
17	At this stage of learning, I cannot learn English without Arabic translation.	☐	☐	☐	☐
18	I think everyone has to use Arabic translation at this stage of learning.	☐	☐	☐	☐
19	I will produce Arabic style English if I translate from Arabic to English.	☐	☐	☐	☐
20	I prefer my English teachers always use English to teach me.	☐	☐	☐	☐
21	I feel pressure when I am asked to think directly in English.	☐	☐	☐	☐
22	I tend to get frustrated when I try to think in English.	☐	☐	☐	☐
23	When using English, it is best to keep my Arabic out of my mind.	☐	☐	☐	☐
24	I believe one needs to be involved in an English-speaking culture for sometime before he/she is able to think in English.	☐	☐	☐	☐

Appendix 2

مملكة البحرين
جامعة البحرين
قسم اللغة الإنجليزية وآدابها

أعزائي الطلبة والطالبات،

ينقسم هذا الاستبيان الى قسمين:

- تحديد الطرق التي يمكنك استخدام الترجمة بصفتها استراتيجية للتعلم. تشير الترجمة هنا لاستخدام لغة واحدة كأساس لفهم، وتذكر أو تعلم لغة أخرى. أقرأ العبارات واجب بعناية من خلال تحديد:

- لفهم ما رأيك، أو معتقداتك حول استخدام الترجمة لتعلم اللغة الإنجليزية. اقرأ العبارات ثم اجب بعناية من خلال تحديد:

تذكر بأن الإجابة على هذه الأسئلة تبين ما تقوم به عادة لتعلم اللغة الإنجليزية، وليس ما يطلبه منك المعلم القيام به. لا تجب بما يفترض ان تجيب به او بما يجيب به اغلبية الطلاب. كما لا توجد هناك اجابه صحيحة او خاطئة.

البيانات الأساسية:

المعدل الدراسي: _____

Kingdom of Bahrain
University of Bahrain
Department of English language and Literature

إستخدام الترجمة كإستراتيجية لتعلم اللغة الإنجليزية

	الأستراتيجيات	دائماً	غالباً	نادراً	إطلاقاً
١	عندما اقرأ نص باللغة الانجليزية، أحاول ان اترجمه في ذهني الى اللغة العربية لمساعدتي في فهم المعني.	☐	☐	☐	☐
٢	بعد قراءة القطع النصية الإنجليزية، أقوم بقراءة الترجمة العربية لها ان وجدت للتأكد من صحة فهمي للنصوص.	☐	☐	☐	☐
٣	عندما اكتب باللغة الإنجليزية، أفكر اولاً باللغة العربية ثم أحاول ترجمة افكاري الى اللغة الإنجليزية.	☐	☐	☐	☐
٤	أقوم بكتابة اهم النقاط باللغة العربية، ثم اكتب النص باللغة الإنجليزية.	☐	☐	☐	☐
٥	عندما استمع للغة الإنجليزية، أقوم بترجمة الحديث في ذهني الى العربية لمحاولة فهم المعنى.	☐	☐	☐	☐
٦	اقرأ النص المترجم الى اللغة العربية قبل الاستماع الى التعليمات في الشريط المسجل او القرص المضغوط بالإنجليزية.	☐	☐	☐	☐
٧	عندما اشاهد قناة انجليزية او فلم أجنبي، أقوم بقراءة الترجمة العربية للتأكد من مدى الفهم.	☐	☐	☐	☐
٨	اقرأ او استمع الى الاخبار العربية لفهم الاخبار التي تذاع بالراديو او التلفاز باللغة الإنجليزية بشكل أفضل.	☐	☐	☐	☐
٩	عندما اتحدث باللغة الإنجليزية، أفكر اولاً بما سأقوله باللغة العربية ثم أترجمه باللغة الإنجليزية.	☐	☐	☐	☐
١٠	عندما أنسى بعض العبارات او الكلمات الإنجليزية في وسط المحادثة، أحاول ان اترجم الكلام الى اللغة العربية لضمان استمرارية الحديث.	☐	☐	☐	☐
١١	احفظ المفردات الإنجليزية الجديدة من خلال تذكر ترجمتها العربية.	☐	☐	☐	☐
١٢	اتعلم القواعد الإنجليزية من خلال الشروحات العربية لهذه القواعد.	☐	☐	☐	☐
١٣	استخدم الترجمة العربية للقواعد لمساعدتي فهم الجمل باللغة الإنجليزية.	☐	☐	☐	☐
١٤	اتعلم الامثال والعبارات الإنجليزية من خلال قراءة ترجمتها بالعربية.	☐	☐	☐	☐
١٥	استخدم قاموس انجليزي – عربي لمساعدتي في تعلم اللغة الإنجليزية.	☐	☐	☐	☐
١٦	استخدم قاموس عربي – انجليزي لمساعدتي تعلم اللغة الإنجليزية.	☐	☐	☐	☐
١٧	استخدم جهاز ترجمة الكتروني لمساعدتي فهم اللغة الإنجليزية.	☐	☐	☐	☐
١٨	عندما يصعب علي فهم شيء باللغة الإنجليزية، أقوم بسؤال الاخرين للتوضيح باللغة العربية.	☐	☐	☐	☐
١٩	اسأل عن كيفية ترجمة التعابير العربية الى الإنجليزية.	☐	☐	☐	☐
٢٠	عندما يطلب المعلم قراءه قطعة نصية، اعمل مع الاخرين على ترجمتها باللغة العربية.	☐	☐	☐	☐
٢١	أقوم بتدريب ذهني على ترجمة افكاري من العربية الى الإنجليزية في العديد من المواقف.	☐	☐	☐	☐
٢٢	أقوم بكتابة ملاحظاتي باللغة العربية في صفوف اللغة الإنجليزية.	☐	☐	☐	☐
٢٣	اكتب بالعربية في كتبي الإنجليزية.	☐	☐	☐	☐
٢٤	أحاول توضيح الفروقات والمتشابهات بين اللغة العربية والانجليزية من خلال الترجمة.	☐	☐	☐	☐
٢٥	عندنا اقرأ باللغة الإنجليزية، أحاول فهم المعنى بدون التطرق الى ترجمتها باللغة العربية.	☐	☐	☐	☐
٢٦	عندما اتحدث بالإنجليزية، افكر بما سأقوله بالإنجليزية، بدون التفكير باللغة العربية.	☐	☐	☐	☐

معتقداتك حول إستخدام الترجمة لتعلم اللغة الإنجليزية

	الوصف	أوافق وبشدة	أوافق	لا أوافق	لا أوافق وبشدة
١	استخدام الترجمة يساعدني على فهم قراءة النصوص	☐	☐	☐	☐
٢	استخدام الترجمة يساعدني على الكتابة باللغة الإنجليزية	☐	☐	☐	☐
٣	استخدام الترجمة يساعدني على فهم الحديث باللغة الإنجليزية	☐	☐	☐	☐
٤	استخدام الترجمة يساعدني على التحدث باللغة الإنجليزية	☐	☐	☐	☐
٥	استخدام الترجمة يساعدني على حفظ مفردات اللغة الإنجليزية	☐	☐	☐	☐
٦	استخدام الترجمة يساعدني على فهم قواعد اللغة الإنجليزية	☐	☐	☐	☐
٧	استخدام الترجمة يساعدني على تعلم الامثال والعبارات الإنجليزية	☐	☐	☐	☐
٨	استخدام الترجمة لا يساعدني على التقدم في تعلم اللغة الإنجليزية	☐	☐	☐	☐
٩	استخدام الترجمة يساعدني على فهم تعليمات المعلم	☐	☐	☐	☐
١٠	استخدام الترجمة يساعدني على التفاعل مع زملائي في الصف لحل التمارين	☐	☐	☐	☐
١١	كلما زادت صعوبة التمارين، كلما زاد استخدامي للترجمة العربية	☐	☐	☐	☐
١٢	استخدام الترجمة يساعدني على توفير الوقت وإنجاز المهام بشكل أسرع	☐	☐	☐	☐
١٣	استخدام الترجمة اثناء الدراسة يساعدني على تذكر محتوى الدرس بشكل أفضل	☐	☐	☐	☐
١٤	أفضل استخدام الترجمة العربية لتعلم اللغة الإنجليزية	☐	☐	☐	☐
١٥	استخدام الترجمة العربية يُمكنه ان يحدّ من قدرتي في تعلم اللغة الإنجليزية بشكل أفضل	☐	☐	☐	☐
١٦	استخدام الترجمة العربية يقلل من كمية المعلومات التي اتلقاها باللغة الإنجليزية	☐	☐	☐	☐
١٧	في هذه المرحلة لا أستطيع ان اتعلم اللغة الإنجليزية بدون اللجوء الى الترجمة العربية	☐	☐	☐	☐
١٨	اعتقد بأنه على جميع الطلبة في هذه المرحلة استخدام الترجمة العربية	☐	☐	☐	☐
١٩	يأخذ أسلوبي باللغة الإنجليزية طابع اللغة العربية	☐	☐	☐	☐
٢٠	أفضل ان يستخدم المعلم اللغة الإنجليزية دائما اثناء الشرح	☐	☐	☐	☐
٢١	اشعر بالضغط عندما يطلب مني التفكير مباشرة باللغة الإنجليزية	☐	☐	☐	☐
٢٢	عادة أصاب بالهلع عندما أحاول التفكير باللغة الإنجليزية	☐	☐	☐	☐
٢٣	عند استخدام اللغة الإنجليزية، من الأفضل ان ابتعد عن اللغة العربية	☐	☐	☐	☐
٢٤	اعتقد انه على الطالب ان ينخرط في مجتمع يتكلم اللغة الإنجليزية لكي يصبح قادرا على التفكير باللغة الإنجليزية	☐	☐	☐	☐

With modification

Appendix 3
Interview Guide

1. My understanding is that English teachers in Bahrain use both Arabic and English in the classroom. Do you agree?
2. Usually, English teachers, parents, or your peers will give you some advice about how to
   learn English. Have they asked you not to use translation to learn English and to think directly in English when you are learning or using English? If so, what do you think of this advice?
3. Bahraini learners often use Arabic translation to help them learn English (for instance, the use of Arabic-English dictionaries). How do you personally do that?
4. How do you feel about using Arabic or translation to learn English?
5. What are the effects of using translation to learn English? Do you find translation useful to learn English, if yes how?
6. What proficiency level can benefit most from using translation? Why?
7. What language skills (reading, writing, listening, and speaking) do you feel can be strengthened the most form using translation? Why?
8. Some people say that English learners can eliminate their habit of using translation gradually as their learning goes on. Explain (do you agree)?
9. Is there anything you would like to tell me about your experience or your thoughts using translation to learn English?

مع التعديل

Appendix 4

المقابلة الشخصية

1. حسب علمي، بأن معلمي اللغة الإنجليزية في البحرين يستخدمون اللغتين العربية والإنجليزية في الصف الدراسي، هل تتفق؟
2. عادةً، يقدم لك معلمو اللغة الإنجليزية أو أولياء الأمور أو زملائك بعض النصائح حول كيفية تعلم اللغة الإنجليزية. هل طلبوا منك عدم استخدام الترجمة لتعلم اللغة والتفكير بشكل مباشر بها عندما تتعلم اللغة الإنجليزية أو تستخدمها؟ إذا كان الأمر كذلك، فما رأيك في هذه النصيحة؟
3. غالباً ما يستخدم المتعلمون البحرينيون الترجمة العربية لمساعدتهم على تعلم اللغة الإنجليزية (على سبيل المثال، استخدام القواميس العربية–الإنجليزية). هل تفعل ذلك؟
4. ما هو شعورك حول استخدام اللغة العربية أو الترجمة لتعلم اللغة الإنجليزية؟
5. ما هي آثار استخدام الترجمة لتعلم اللغة الإنجليزية؟ هل تجد ترجمة مفيدة لتعلم اللغة الإنجليزية، إذا كان الجواب نعم، كيف؟
6. ما هو مستوى الإتقان الذي يمكن أن يستفيد أكثر من استخدام الترجمة؟ لماذا ا؟
7. ما هي المهارات اللغوية (القراءة، والكتابة، والاستماع، والتحدث) التي تشعر أنه يمكن تقويتها بشكل أكبر باستخدام الترجمة؟ لماذا ا؟
8. يقول البعض، أن متعلمي اللغة الإنجليزية يمكنهم التخلص من عادتهم في استخدام الترجمة تدريجيا مع استمرار تعلمهم؟ اشرح (هل توافق)؟
9. هل هناك أي شيء تريد أن تخبر به عن تجربتك أو أفكارك في استخدام الترجمة لتعلم اللغة الإنجليزية؟

APPINDIXES 5

Inventory for Translation as a Learning Strategy (ITLS) - Crosstabulation

Groups* When reading An English test, I first translate it into Arabic in my mind to help me understand its meaning.

Item 1			*When reading An English test, I first translate it into Arabic in my mind to help me understand its meaning.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	0	2	19	27	48
		% within Groups	0.0%	4.2%	39.6%	56.3%	100.0%
	4th year students	Count	23	15	11	3	52
		% within Groups	44.2%	28.8%	21.2%	5.8%	100.0%
Total		Count	23	17	30	30	100
		% within Groups	23.0%	17.0%	30.0%	30.0%	100.0%

Groups* When I write in English, I first think in Arabic and then translate my ideas into English

Item 2			*When I write in English, I first think in Arabic and then translate my ideas into English.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	0	7	12	29	48
		% within Groups	0.0%	14.6%	25.0%	60.4%	100.0%
	4th year students	Count	25	17	6	4	52
		% within Groups	48.1%	32.7%	11.5%	7.7%	100.0%
Total		Count	25	24	18	33	100
		% within Groups	25.0%	24.0%	18.0%	33.0%	100.0%

Groups* When I write in English, I first think in Arabic and then translate my ideas into English.

Item 3			*When I write in English, I first think in Arabic and then translate my ideas into English.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	0	7	12	29	48
		% within Groups	0.0%	14.6%	25.0%	60.4%	100.0%
	4th year students	Count	25	17	6	4	52
		% within Groups	48.1%	32.7%	11.5%	7.7%	100.0%
Total		Count	25	24	18	33	100
		% within Groups	25.0%	24.0%	18.0%	33.0%	100.0%

Groups* I write Arabic outlines for my English compositions.

Item 4			*I write Arabic outlines for my English compositions.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	14	15	11	8	48
		% within Groups	29.2%	31.3%	22.9%	16.7%	100.0%
	4th year students	Count	41	9	2	0	52
		% within Groups	78.8%	17.3%	3.8%	0.0%	100.0%
Total		Count	55	24	13	8	100
		% within Groups	55.0%	24.0%	13.0%	8.0%	100.0%

Groups* When I listen to English, I first translate the English utterances into Arabic to help me understand the meanings.

Item 5			*When I listen to English, I first translate the English utterances into Arabic to help me understand the meanings.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	2	7	20	19	48
		% within Groups	4.2%	14.6%	41.7%	39.6%	100.0%
	4th year students	Count	24	22	3	3	52
		% within Groups	46.2%	42.3%	5.8%	5.8%	100.0%
Total		Count	26	29	23	22	100
		% within Groups	26.0%	29.0%	23.0%	22.0%	100.0%

Groups* I read the Arabic translation scripts before I listen to instructional English tapes or CDs.

Item 6			*I read the Arabic translation scripts before I listen to instructional English tapes or CDs.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	8	21	14	5	48
		% within Groups	16.7%	43.8%	29.2%	10.4%	100.0%
	4th year students	Count	28	16	7	1	52
		% within Groups	53.8%	30.8%	13.5%	1.9%	100.0%
Total		Count	36	37	21	6	100
		% within Groups	36.0%	37.0%	21.0%	6.0%	100.0%

Groups* When I watch English TV or movies, I use Arabic subtitles to check my comprehension.

Item 7			*When I watch English TV or movies, I use Arabic subtitles to check my comprehension.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	0	3	11	34	48
		% within Groups	0.0%	6.3%	22.9%	70.8%	100.0%
	4th year students	Count	11	23	11	7	52
		% within Groups	21.2%	44.2%	21.2%	13.5%	100.0%
Total		Count	11	26	22	41	100
		% within Groups	11.0%	26.0%	22.0%	41.0%	100.0%

Groups* I listen to or read Arabic news in order to understand English radio/TV news better.

Item 8			*I listen to or read Arabic news in order to understand English radio/TV news better.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	22	10	9	7	48
		% within Groups	45.8%	20.8%	18.8%	14.6%	100.0%
	4th year students	Count	29	13	8	2	52
		% within Groups	55.8%	25.0%	15.4%	3.8%	100.0%
Total		Count	51	23	17	9	100
		% within Groups	51.0%	23.0%	17.0%	9.0%	100.0%

Groups* When speaking English, I first think of what I want to say in Arabic and then translate it into English.

Item 9			*When speaking English, I first think of what I want to say in Arabic and then translate it into English.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	6	7	9	26	48
		% within Groups	12.5%	14.6%	18.8%	54.2%	100.0%
	4th year students	Count	23	17	9	3	52
		% within Groups	44.2%	32.7%	17.3%	5.8%	100.0%
Total		Count	29	24	18	29	100
		% within Groups	29.0%	24.0%	18.0%	29.0%	100.0%

Groups* If I forget certain English words or expressions in the middle of conversation, I translate them from Arabic into English to help me keep the conversation going.

Item 10			*If I forget certain English words or expressions in the middle of conversation, I translate them from Arabic into English to help me keep the conversation going.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	0	8	16	24	48
		% within Groups	0.0%	16.7%	33.3%	50.0%	100.0%
	4th year students	Count	6	22	15	9	52
		% within Groups	11.5%	42.3%	28.8%	17.3%	100.0%
Total		Count	6	30	31	33	100
		% within Groups	6.0%	30.0%	31.0%	33.0%	100.0%

Groups* I memorize new English vocabulary words by remembering their Arabic translation.

Item 11			*I memorize new English vocabulary words by remembering their Arabic translation.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	0	10	12	26	48
		% within Groups	0.0%	20.8%	25.0%	54.2%	100.0%
	4th year students	Count	14	16	14	8	52
		% within Groups	26.9%	30.8%	26.9%	15.4%	100.0%
Total		Count	14	26	26	34	100
		% within Groups	14.0%	26.0%	26.0%	34.0%	100.0%

Groups* I learn English grammar through Arabic explanations of the English grammatical rules.

Item 12			*I learn English grammar through Arabic explanations of the English grammatical rules.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	9	12	16	11	48
		% within Groups	18.8%	25.0%	33.3%	22.9%	100.0%
	4th year students	Count	38	10	2	2	52
		% within Groups	73.1%	19.2%	3.8%	3.8%	100.0%
Total		Count	47	22	18	13	100
		% within Groups	47.0%	22.0%	18.0%	13.0%	100.0%

Groups* I use Arabic translation of grammatical terms such as parts of speech, tenses and agreements to help me clarify the roles of the grammatical parts of English sentences.

Item 13			*I use Arabic translation of grammatical terms such as parts of speech, tenses and agreements to help me clarify the roles of the grammatical parts of English sentences.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	6	10	14	18	48
		% within Groups	12.5%	20.8%	29.2%	37.5%	100.0%
	4th year students	Count	26	16	6	4	52
		% within Groups	50.0%	30.8%	11.5%	7.7%	100.0%
Total		Count	32	26	20	22	100
		% within Groups	32.0%	26.0%	20.0%	22.0%	100.0%

Groups* I learn English idioms and phrases by reading their Arabic translation.

Item 14			*I learn English idioms and phrases by reading their Arabic translation.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	7	10	20	11	48
		% within Groups	14.6%	20.8%	41.7%	22.9%	100.0%
	4th year students	Count	19	17	15	1	52
		% within Groups	36.5%	32.7%	28.8%	1.9%	100.0%
Total		Count	26	27	35	12	100
		% within Groups	26.0%	27.0%	35.0%	12.0%	100.0%

Groups* I use English-Arabic dictionaries to help myself learn English.

Item 15			*I use English-Arabic dictionaries to help myself learn English.*				Total
			Always	Often	Seldom	Never	
Groups	Orientation	Count	8	8	11	21	48
		% within Groups	16.7%	16.7%	22.9%	43.8%	100.0%
	4th year students	Count	15	9	15	13	52
		% within Groups	28.8%	17.3%	28.8%	25.0%	100.0%
Total		Count	23	17	26	34	100
		% within Groups	23.0%	17.0%	26.0%	34.0%	100.0%

Groups* I use Arabic-English dictionaries to help myself learn English.

Item 16			*I use Arabic-English dictionaries to help myself learn English.*				Total
			Always	Often	Seldom	Never	
Groups	Orientation	Count	9	6	15	18	48
		% within Groups	18.8%	12.5%	31.3%	37.5%	100.0%
	4th year students	Count	18	9	14	11	52
		% within Groups	34.6%	17.3%	26.9%	21.2%	100.0%
Total		Count	27	15	29	29	100
		% within Groups	27.0%	15.0%	29.0%	29.0%	100.0%

Groups* I use an electronic translation device to help myself understand English.

Item 17			*I use an electronic translation device to help myself understand English.*				Total
			Always	Often	Seldom	Never	
Groups	Orientation	Count	4	4	15	25	48
		% within Groups	8.3%	8.3%	31.3%	52.1%	100.0%
	4th year students	Count	17	9	15	11	52
		% within Groups	32.7%	17.3%	28.8%	21.2%	100.0%
Total		Count	21	13	30	36	100
		% within Groups	21.0%	13.0%	30.0%	36.0%	100.0%

Groups* If I do not understand something in English, I will ask other people to translate it into Arabic for me.

Item 18			*If I do not understand something in English, I will ask other people to translate it into Arabic for me.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	1	9	19	19	48
		% within Groups	2.1%	18.8%	39.6%	39.6%	100.0%
	4th year students	Count	21	12	16	3	52
		% within Groups	40.4%	23.1%	30.8%	5.8%	100.0%
Total		Count	22	21	35	22	100
		% within Groups	22.0%	21.0%	35.0%	22.0%	100.0%

Groups* When the teacher assigns English articles for reading, I work with others to translate them.

Item 19			*When the teacher assigns English articles for reading, I work with others to translate them.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	9	11	19	9	48
		% within Groups	18.8%	22.9%	39.6%	18.8%	100.0%
	4th year students	Count	30	17	4	1	52
		% within Groups	57.7%	32.7%	7.7%	1.9%	100.0%
Total		Count	39	28	23	10	100
		% within Groups	39.0%	28.0%	23.0%	10.0%	100.0%

Groups* I practice mentally translating my thoughts from Arabic to English in various situations.

Item 20			*I practice mentally translating my thoughts from Arabic to English in various situations.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	4	12	11	21	48
		% within Groups	8.3%	25.0%	22.9%	43.8%	100.0%
	4th year students	Count	15	15	14	8	52
		% within Groups	28.8%	28.8%	26.9%	15.4%	100.0%
Total		Count	19	27	25	29	100
		% within Groups	19.0%	27.0%	25.0%	29.0%	100.0%

Groups* I take notes in Arabic in my English class.

Item 21			*I take notes in Arabic in my English class.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	8	13	17	10	48
		% within Groups	16.7%	27.1%	35.4%	20.8%	100.0%
	4th year students	Count	38	12	2	0	52
		% within Groups	73.1%	23.1%	3.8%	0.0%	100.0%
Total		Count	46	25	19	10	100
		% within Groups	46.0%	25.0%	19.0%	10.0%	100.0%

Groups* I write Arabic translations in my English textbooks.

Item 22			*I write Arabic translations in my English textbooks.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	14	11	12	11	48
		% within Groups	29.2%	22.9%	25.0%	22.9%	100.0%
	4th year students	Count	31	10	10	1	52
		% within Groups	59.6%	19.2%	19.2%	1.9%	100.0%
Total		Count	45	21	22	12	100
		% within Groups	45.0%	21.0%	22.0%	12.0%	100.0%

Groups* I try to clarify the differences and similarities between Arabic and English through translation.

Item 23			*I try to clarify the differences and similarities between Arabic and English through translation.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	4	14	17	13	48
		% within Groups	8.3%	29.2%	35.4%	27.1%	100.0%
	4th year students	Count	10	20	15	7	52
		% within Groups	19.2%	38.5%	28.8%	13.5%	100.0%
Total		Count	14	34	32	20	100

Groups* When reading English, I try to grasp the meaning of what I read without thinking of Arabic equivalents.

Item 24			*When reading English, I try to grasp the meaning of what I read without thinking of Arabic equivalents.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	3	12	19	14	48
		% within Groups	6.3%	25.0%	39.6%	29.2%	100.0%
	4th year students	Count	7	11	22	12	52
		% within Groups	13.5%	21.2%	42.3%	23.1%	100.0%
Total		Count	10	23	41	26	100
		% within Groups	10.0%	23.0%	41.0%	26.0%	100.0%

Groups* When speaking English, I think of what I want to say in English without thinking first in Arabic.

Item 25			*When speaking English, I think of what I want to say in English without thinking first in Arabic.*				Total
			Always	Often	Seldom	Never	
Groups	**Orientation**	Count	10	18	10	10	48
		% within Groups	20.8%	37.5%	20.8%	20.8%	100.0%
	4th year students	Count	4	7	18	23	52
		% within Groups	7.7%	13.5%	34.6%	44.2%	100.0%
Total		Count	14	25	28	33	100
		% within Groups	14.0%	25.0%	28.0%	33.0%	100.0%

APPINDIXES 6 - *Inventory for Beliefs about Translation* (IBT)-

Crosstabulation

Groups * Translating helps me understand textbook readings.

Item 1			*Translating helps me understand textbook readings.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	6	5	33	8	52
		% within Groups	11.5%	9.6%	63.5%	15.4%	100.0%
	Orientation students	Count	0	2	21	25	48
		% within Groups	0.0%	4.2%	43.8%	52.1%	100.0%
Total		Count	6	7	54	33	100
		% within Groups	6.0%	7.0%	54.0%	33.0%	100.0%

Groups * Translating helps me write English compositions.

Item 2			*Translating helps me write English compositions.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	7	12	27	6	52
		% within Groups	13.5%	23.1%	51.9%	11.5%	100.0%
	Orientation students	Count	0	4	18	26	48
		% within Groups	0.0%	8.3%	37.5%	54.2%	100.0%
Total		Count	7	16	45	32	100
		% within Groups	7.0%	16.0%	45.0%	32.0%	100.0%

Groups * Translating helps me understand spoken English.

Item 3			*Translating helps me understand spoken English.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	6	14	24	8	52
		% within Groups	11.5%	26.9%	46.2%	15.4%	100.0%
	Orientation students	Count	0	5	19	24	48
		% within Groups	0.0%	10.4%	39.6%	50.0%	100.0%
Total		Count	6	19	43	32	100
		% within Groups	6.0%	19.0%	43.0%	32.0%	100.0%

Groups * Translating helps me speak English.

Item 4			*Translating helps me speak English.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	9	13	25	5	52
		% within Groups	17.3%	25.0%	48.1%	9.6%	100.0%
	Orientation students	Count	1	5	22	20	48
		% within Groups	2.1%	10.4%	45.8%	41.7%	100.0%
Total		Count	10	18	47	25	100
		% within Groups	10.0%	18.0%	47.0%	25.0%	100.0%

Groups * Translating helps me memorize English vocabulary.

Item 5			*Translating helps me memorize English vocabulary.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	9	7	21	15	52
		% within Groups	17.3%	13.5%	40.4%	28.8%	100.0%
	Orientation students	Count	0	3	18	27	48
		% within Groups	0.0%	6.3%	37.5%	56.3%	100.0%
Total		Count	9	10	39	42	100
		% within Groups	9.0%	10.0%	39.0%	42.0%	100.0%

Groups * Translating helps me understand English grammar rules.

Item 6			*Translating helps me understand English grammar rules.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	12	20	15	5	52
		% within Groups	23.1%	38.5%	28.8%	9.6%	100.0%
	Orientation students	Count	6	13	19	10	48
		% within Groups	12.5%	27.1%	39.6%	20.8%	100.0%
Total		Count	18	33	34	15	100
		% within Groups	18.0%	33.0%	34.0%	15.0%	100.0%

Groups * Translating helps me learn English idioms and phrases.

Item 7			*Translating helps me learn English idioms and phrases.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	12	12	13	15	52
		% within Groups	23.1%	23.1%	25.0%	28.8%	100.0%
	Orientation students	Count	8	15	13	12	48
		% within Groups	16.7%	31.3%	27.1%	25.0%	100.0%
Total		Count	20	27	26	27	100
		% within Groups	20.0%	27.0%	26.0%	27.0%	100.0%

Groups * Translating does not help me make progress in learning English.

Item 8			*Translating does not help me make progress in learning English.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	18	18	12	4	52
		% within Groups	34.6%	34.6%	23.1%	7.7%	100.0%
	Orientation students	Count	18	13	10	7	48
		% within Groups	37.5%	27.1%	20.8%	14.6%	100.0%
Total		Count	36	31	22	11	100
		% within Groups	36.0%	31.0%	22.0%	11.0%	100.0%

Groups * Translating helps me understand my teacher's English instructions.

Item 9			*Translating helps me understand my teacher's English instructions.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	10	18	19	5	52
		% within Groups	19.2%	34.6%	36.5%	9.6%	100.0%
	Orientation students	Count	3	10	23	12	48
		% within Groups	6.3%	20.8%	47.9%	25.0%	100.0%
Total		Count	13	28	42	17	100
		% within Groups	13.0%	28.0%	42.0%	17.0%	100.0%

Groups * Using Arabic translation helps me interact with my classmates in English class to complete assignments.

Item 10			*Using Arabic translation helps me interact with my classmates in English class to complete assignments.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	13	21	17	1	52
		% within Groups	25.0%	40.4%	32.7%	1.9%	100.0%
	Orientation students	Count	1	2	23	22	48
		% within Groups	2.1%	4.2%	47.9%	45.8%	100.0%
Total		Count	14	23	40	23	100
		% within Groups	14.0%	23.0%	40.0%	23.0%	100.0%

Groups * The more difficult English assignments are, the more I depend on Arabic translation.

Item 11			*The more difficult English assignments are, the more I depend on Arabic translation.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	19	14	15	4	52
		% within Groups	36.5%	26.9%	28.8%	7.7%	100.0%
	Orientation students	Count	3	5	19	21	48
		% within Groups	6.3%	10.4%	39.6%	43.8%	100.0%
Total		Count	22	19	34	25	100
		% within Groups	22.0%	19.0%	34.0%	25.0%	100.0%

Groups * Using Arabic translation helps me finish my English assignments more quickly and save time.

Item 12			*Using Arabic translation helps me finish my English assignments more quickly and save time.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	19	12	20	1	52
		% within Groups	36.5%	23.1%	38.5%	1.9%	100.0%
	Orientation students	Count	3	3	19	23	48
		% within Groups	6.3%	6.3%	39.6%	47.9%	100.0%
Total		Count	22	15	39	24	100
		% within Groups	22.0%	15.0%	39.0%	24.0%	100.0%

Groups * Using Arabic translation while studying helps me better recall the content of a lesson.

Item 13			*Using Arabic translation while studying helps me better recall the content of a lesson.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	16	18	17	1	52
		% within Groups	30.8%	34.6%	32.7%	1.9%	100.0%
	Orientation students	Count	0	6	19	23	48
		% within Groups	0.0%	12.5%	39.6%	47.9%	100.0%
Total		Count	16	24	36	24	100
		% within Groups	16.0%	24.0%	36.0%	24.0%	100.0%

Groups * I like to use Arabic translation to learn English.

Item 14			*I like to use Arabic translation to learn English.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	4th year students	Count	14	15	18	5	52
		% within Groups	26.9%	28.8%	34.6%	9.6%	100.0%
	Orientation students	Count	1	7	23	17	48
		% within Groups	2.1%	14.6%	47.9%	35.4%	100.0%
Total		Count	15	22	41	22	100
		% within Groups	15.0%	22.0%	41.0%	22.0%	100.0%

Groups * The use of Arabic translation may interfere with my ability to learn English well.

Item 15			*The use of Arabic translation may interfere with my ability to learn English well.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	4th year students	Count	4	15	24	9	52
		% within Groups	7.7%	28.8%	46.2%	17.3%	100.0%
	Orientation students	Count	3	17	19	9	48
		% within Groups	6.3%	35.4%	39.6%	18.8%	100.0%
Total		Count	7	32	43	18	100
		% within Groups	7.0%	32.0%	43.0%	18.0%	100.0%

Groups * Arabic translation lower the amount of English input I receive.

Item 16			*Arabic translation lower the amount of English input I receive.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	4th year students	Count	3	24	16	9	52
		% within Groups	5.8%	46.2%	30.8%	17.3%	100.0%
	Orientation students	Count	6	18	17	7	48
		% within Groups	12.5%	37.5%	35.4%	14.6%	100.0%
Total		Count	9	42	33	16	100
		% within Groups	9.0%	42.0%	33.0%	16.0%	100.0%

Groups * At this stage of learning, I cannot learn English without Arabic translation.

Item 17			*At this stage of learning, I cannot learn English without Arabic translation.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	21	20	9	2	52
		% within Groups	40.4%	38.5%	17.3%	3.8%	100.0%
	Orientation students	Count	7	12	18	11	48
		% within Groups	14.6%	25.0%	37.5%	22.9%	100.0%
Total		Count	28	32	27	13	100
		% within Groups	28.0%	32.0%	27.0%	13.0%	100.0%

Groups * I think everyone has to use Arabic translation at this stage of learning.

Item 18			*I think everyone has to use Arabic translation at this stage of learning.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	14	20	13	5	52
		% within Groups	26.9%	38.5%	25.0%	9.6%	100.0%
	Orientation students	Count	4	13	18	13	48
		% within Groups	8.3%	27.1%	37.5%	27.1%	100.0%
Total		Count	18	33	31	18	100
		% within Groups	18.0%	33.0%	31.0%	18.0%	100.0%

Groups * I will produce Arabic style English if I translate from Arabic to English.

Item 19			*I will produce Arabic style English if I translate from Arabic to English.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	12	15	20	5	52
		% within Groups	23.1%	28.8%	38.5%	9.6%	100.0%
	Orientation students	Count	3	10	19	16	48
		% within Groups	6.3%	20.8%	39.6%	33.3%	100.0%
Total		Count	15	25	39	21	100
		% within Groups	15.0%	25.0%	39.0%	21.0%	100.0%

Groups * I prefer my English teachers always use English to teach me.

Item 20			*I prefer my English teachers always use English to teach me.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	4	2	12	34	52
		% within Groups	7.7%	3.8%	23.1%	65.4%	100.0%
	Orientation students	Count	5	11	16	16	48
		% within Groups	10.4%	22.9%	33.3%	33.3%	100.0%
Total		Count	9	13	28	50	100
		% within Groups	9.0%	13.0%	28.0%	50.0%	100.0%

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

Item 21			*I feel pressure when I am asked to think directly in English.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	22	15	9	6	52
		% within Groups	42.3%	28.8%	17.3%	11.5%	100.0%
	Orientation students	Count	4	9	21	14	48
		% within Groups	8.3%	18.8%	43.8%	29.2%	100.0%
Total		Count	26	24	30	20	100
		% within Groups	26.0%	24.0%	30.0%	20.0%	100.0%

Groups * I tend to get frustrated when I try to think in English. Crosstabulation

Item 22			*I tend to get frustrated when I try to think in English.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	22	18	9	3	52
		% within Groups	42.3%	34.6%	17.3%	5.8%	100.0%
	Orientation students	Count	10	15	16	7	48
		% within Groups	20.8%	31.3%	33.3%	14.6%	100.0%
Total		Count	32	33	25	10	100
		% within Groups	32.0%	33.0%	25.0%	10.0%	100.0%

Groups * When using English, it is best to keep my Arabic out of my mind.

Item 23			*When using English, it is best to keep my Arabic out of my mind.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	4	11	19	18	52
		% within Groups	7.7%	21.2%	36.5%	34.6%	100.0%
	Orientation students	Count	6	19	11	12	48
		% within Groups	12.5%	39.6%	22.9%	25.0%	100.0%
Total		Count	10	30	30	30	100
		% within Groups	10.0%	30.0%	30.0%	30.0%	100.0%

Groups * I believe one needs to be involved in an English-speaking culture for sometime before he/she is able to think in English.

Item 24			*I believe one needs to be involved in an English-speaking culture for sometime before he/she is able to think in English.*				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Groups	**4th year students**	Count	2	9	24	17	52
		% within Groups	3.8%	17.3%	46.2%	32.7%	100.0%
	Orientation students	Count	2	3	18	25	48
		% within Groups	4.2%	6.3%	37.5%	52.1%	100.0%
Total		Count	4	12	42	42	100
		% within Groups	4.0%	12.0%	42.0%	42.0%	100.0%

Appendix 7

Results of Responses calculated through the Mean and Standard Deviations on the use of Translations as a Learning Strategy

Figure 1 – Means Bar-Charts

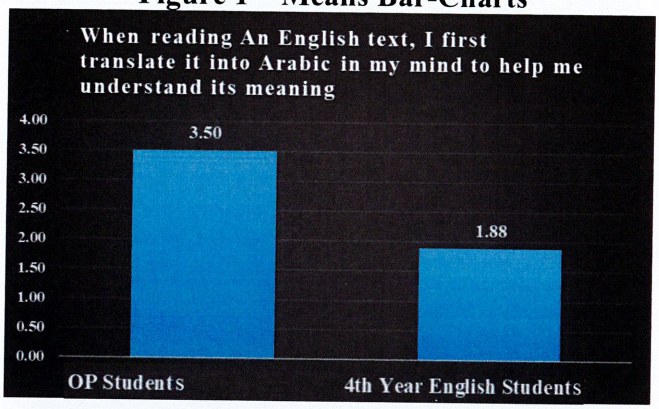


Figure 2 – Means Bar-Charts

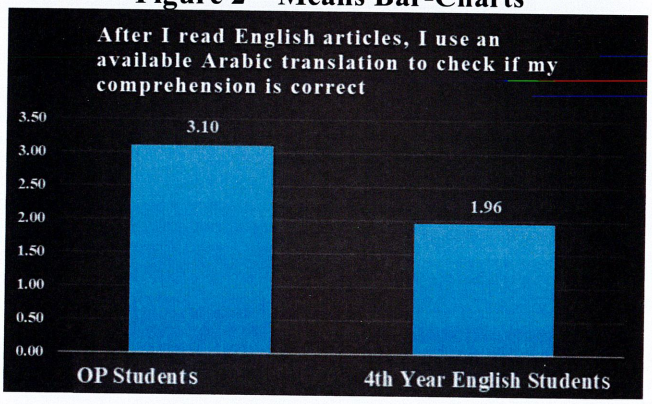


Figure 3 – Means Bar-Charts

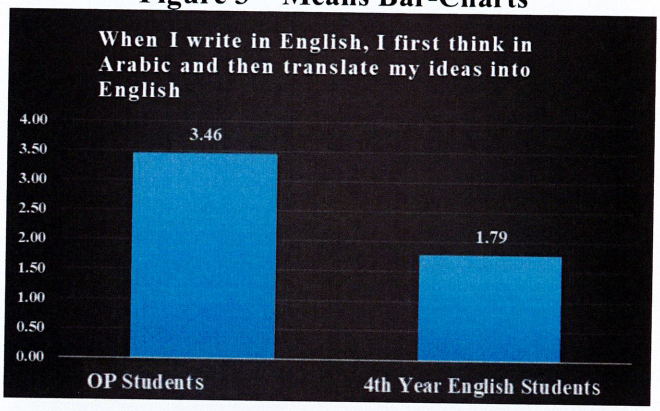


Figure 4 – Means Bar-Charts

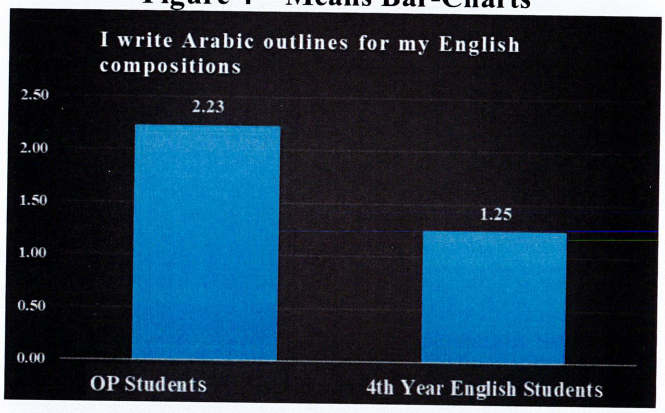


Figure 5 – Means Bar-Charts

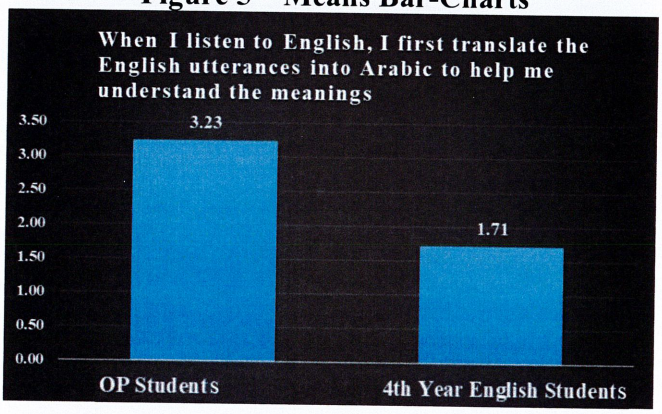


Figure 6 – Means Bar-Charts

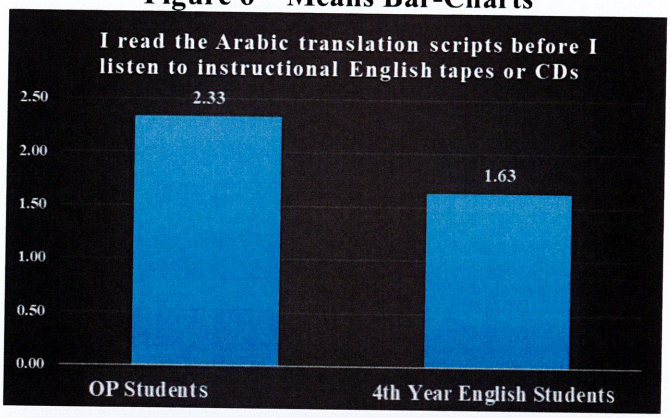


Figure 7 – Means Bar-Charts

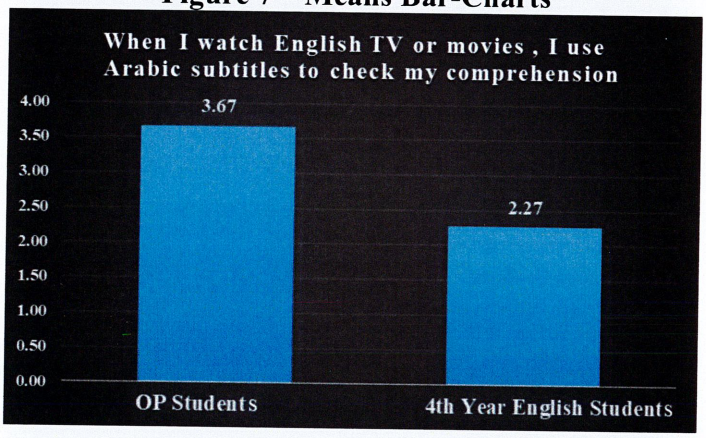


Figure 8 – Means Bar-Charts

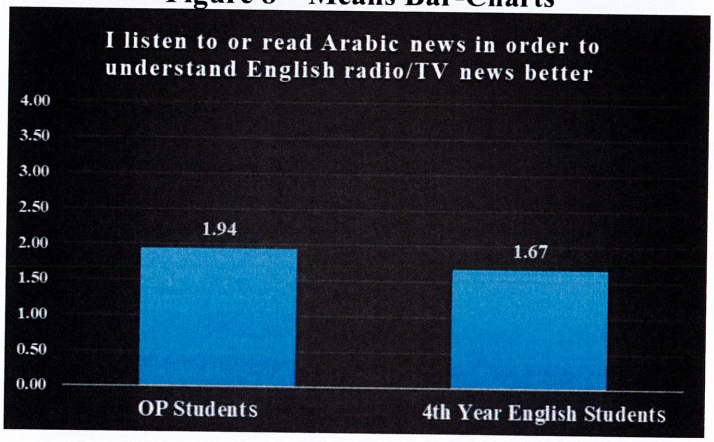


Figure 9 – Means Bar-Charts

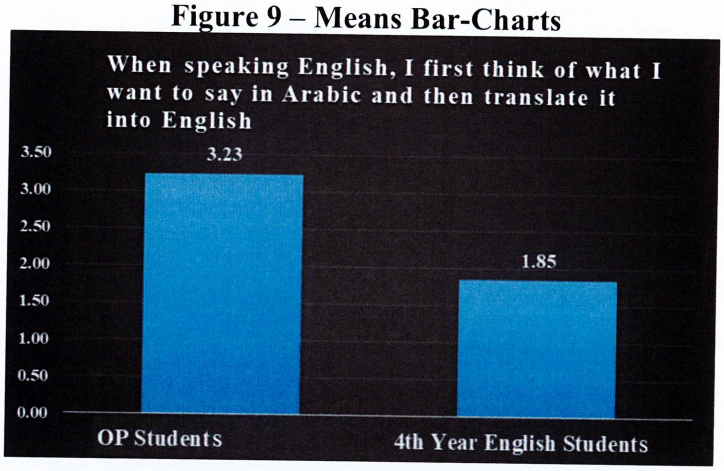


Figure 10 – Means Bar-Charts

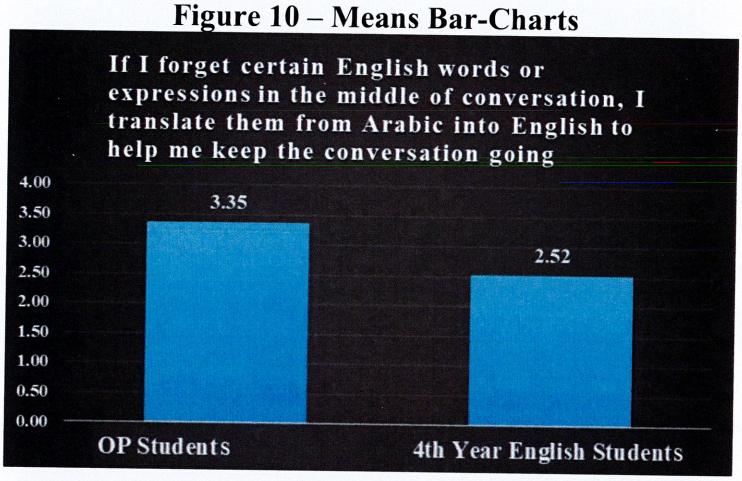


Figure 11 – Means Bar-Charts

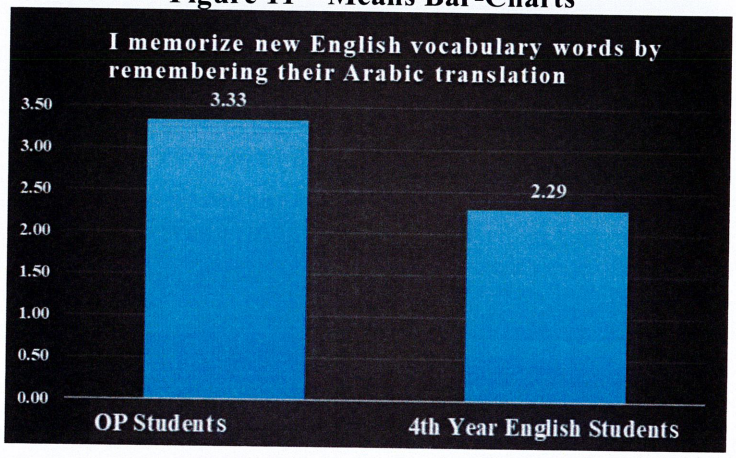


Figure 12 – Means Bar-Charts

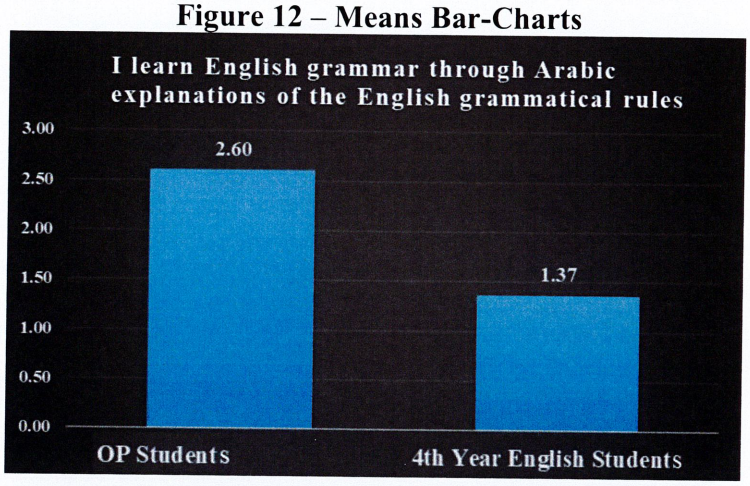


Figure 13 – Means Bar-Charts

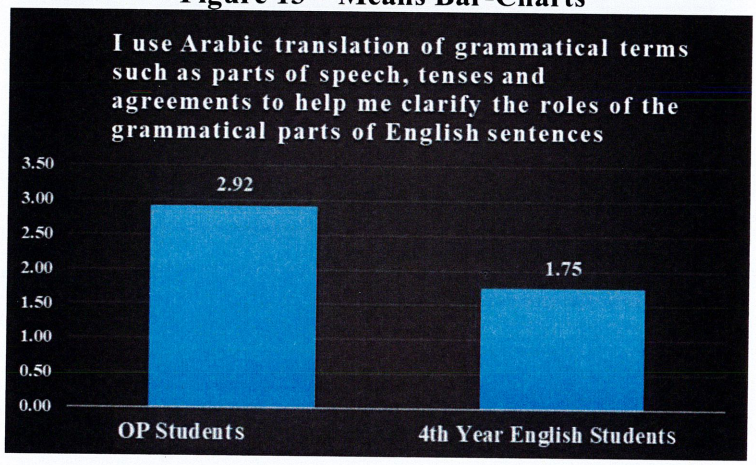


Figure 14 – Means Bar-Charts

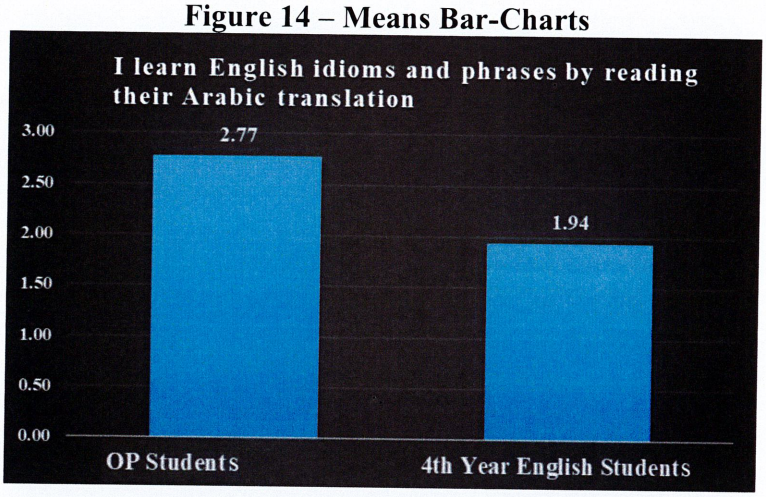


Figure 15 – Means Bar-Charts

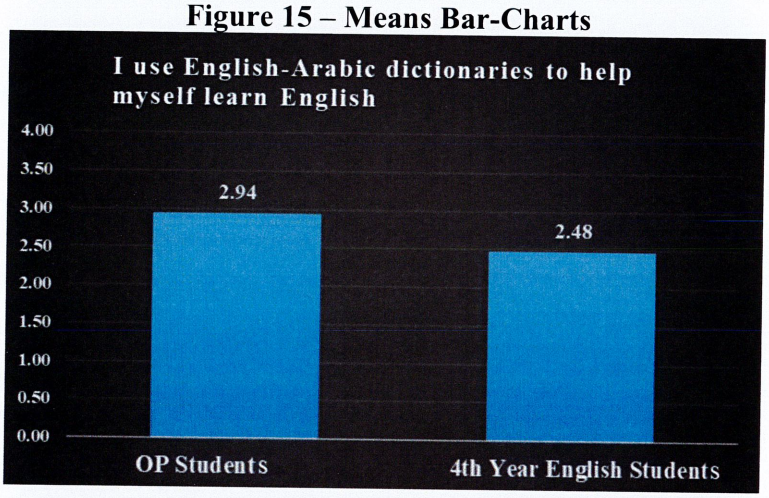


Figure 16 – Means Bar-Charts

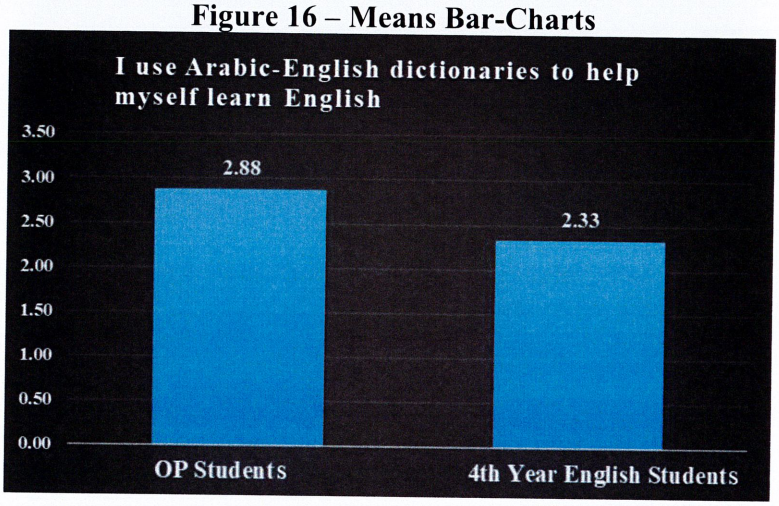


Figure 17 – Means Bar-Charts

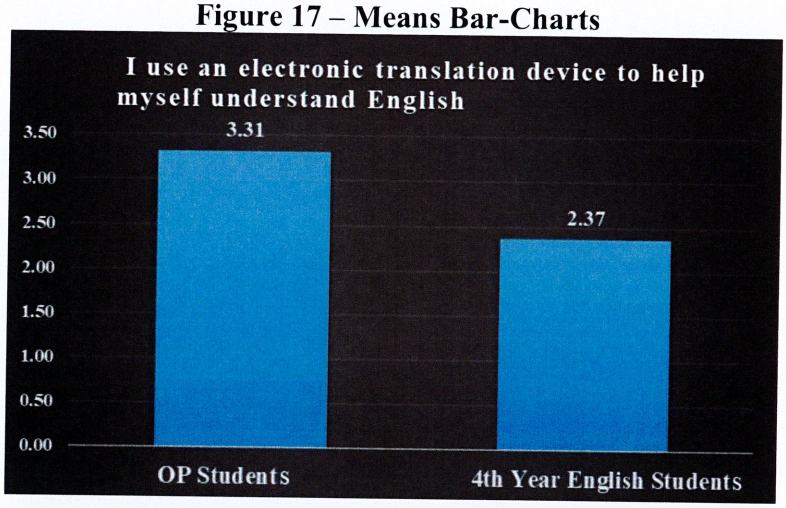


Figure 18 – Means Bar-Charts

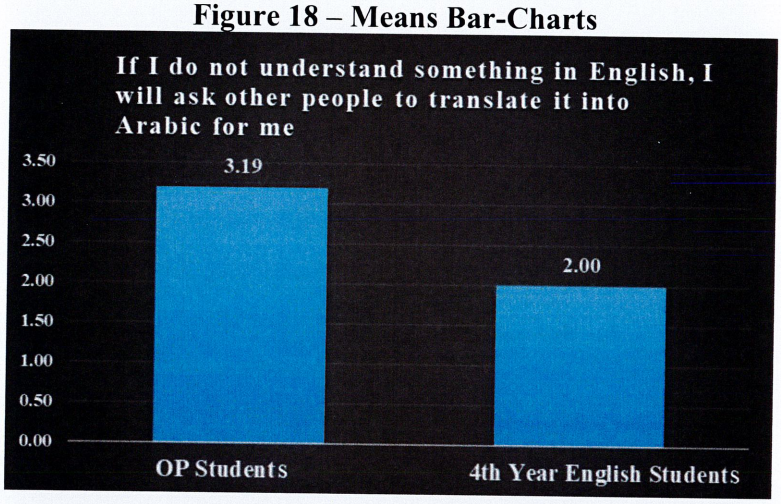


Figure 19 – Means Bar-Charts

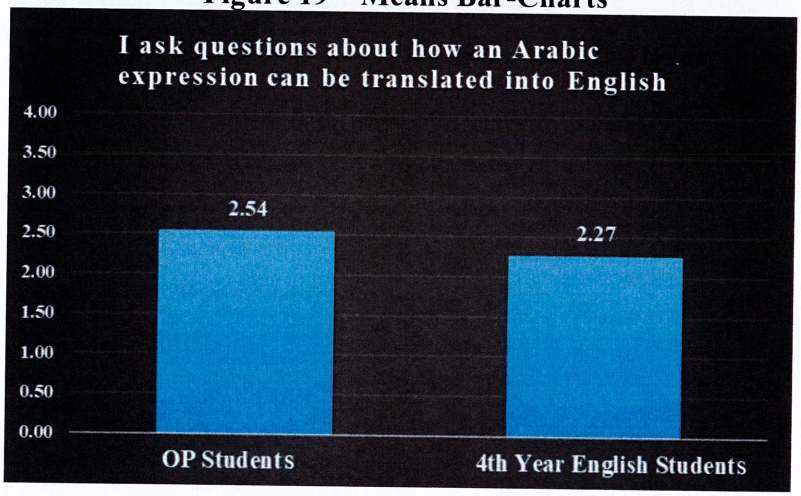


Figure 20 – Means Bar-Charts

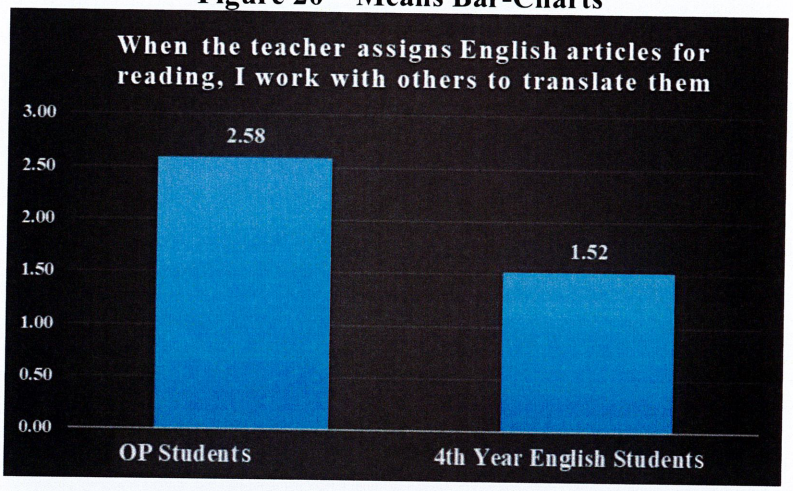


Figure 21 – Means Bar-Charts

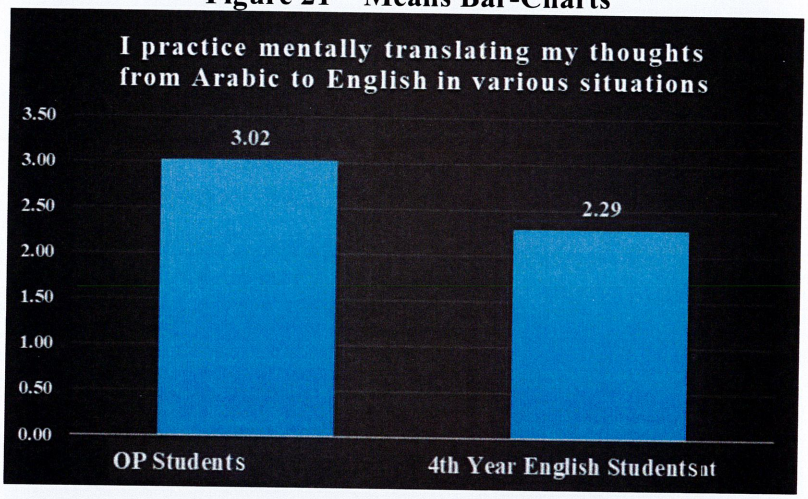


Figure 22 – Means Bar-Charts

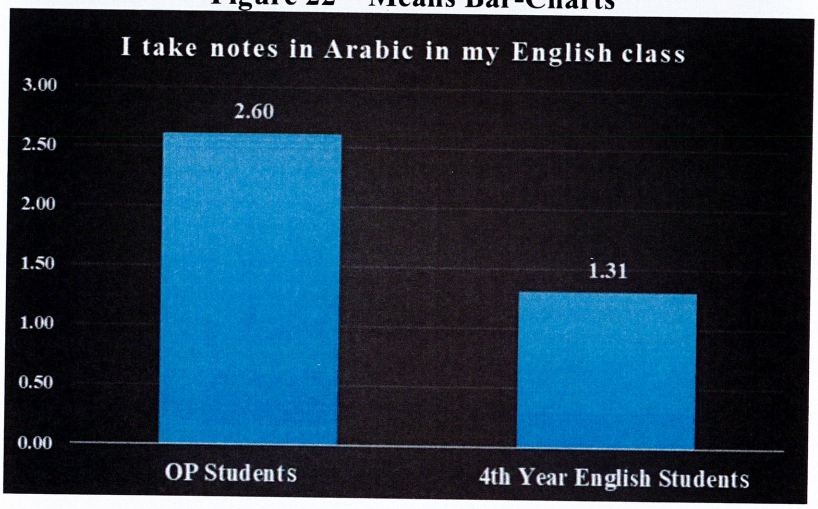


Figure 23 – Means Bar-Charts

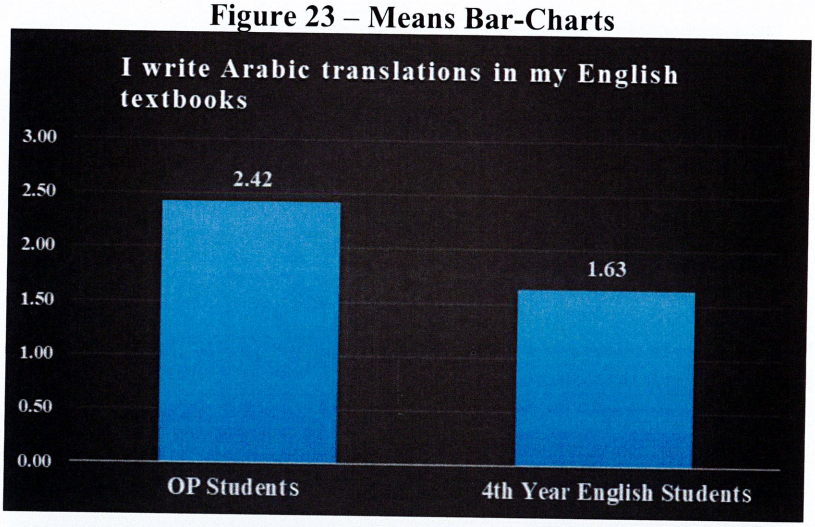


Figure 24 – Means Bar-Charts

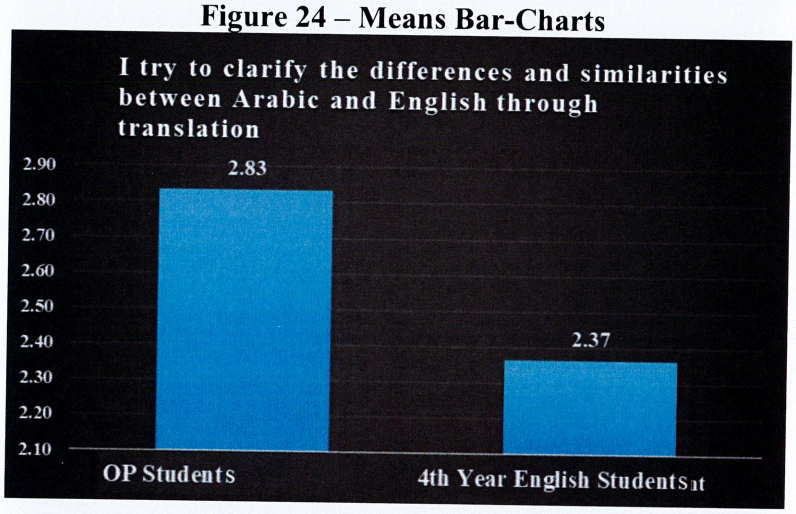


Figure 25 – Means Bar-Charts

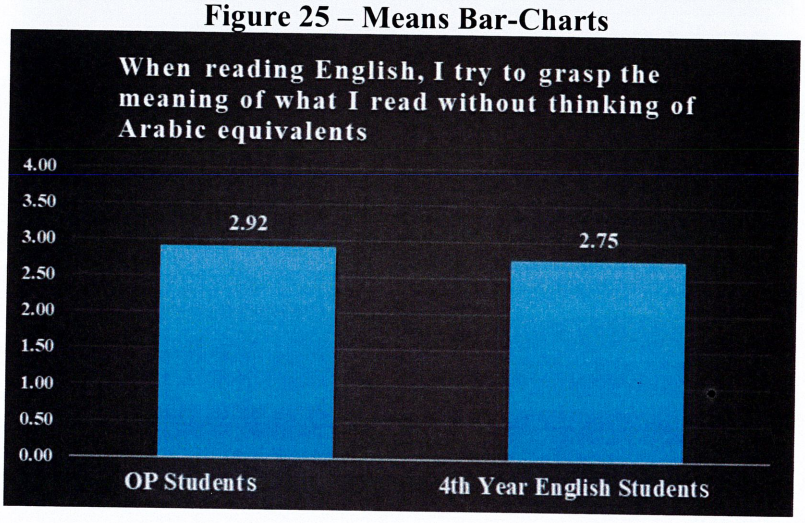
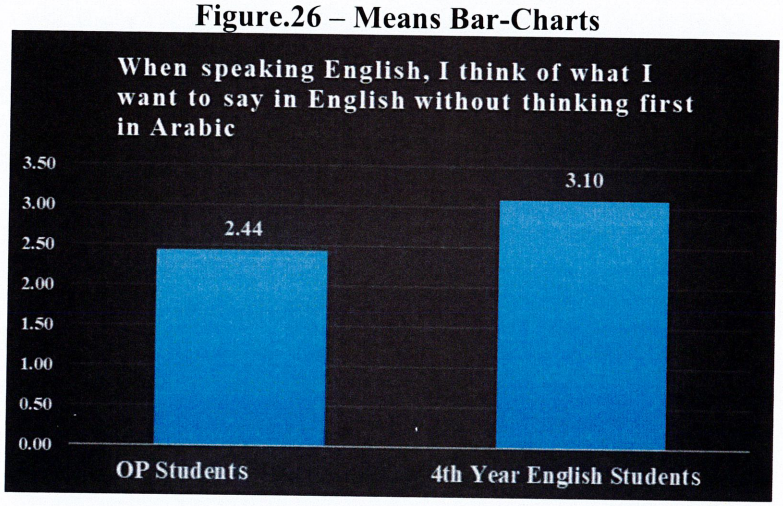


Figure.26 – Means Bar-Charts



Appendix 8

Results of Responses Calculated through the Mean and Standard Deviations on Beliefs about the Use of Translations as a Learning Strategy

Figure 1 – Means Bar-Charts

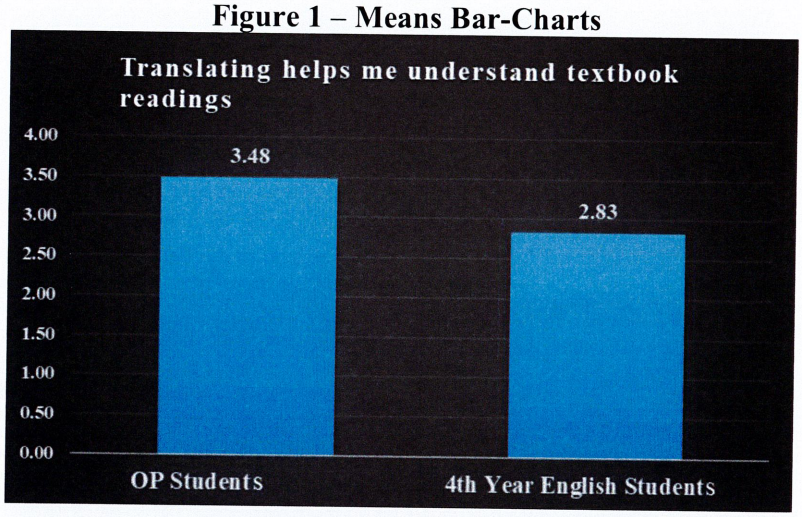


Figure 2 – Means Bar-Charts

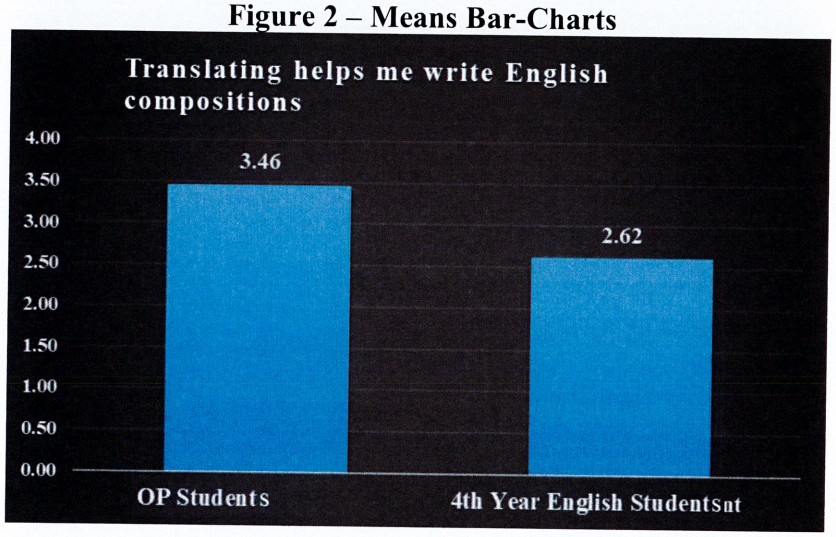


Figure 3 – Means Bar-Charts

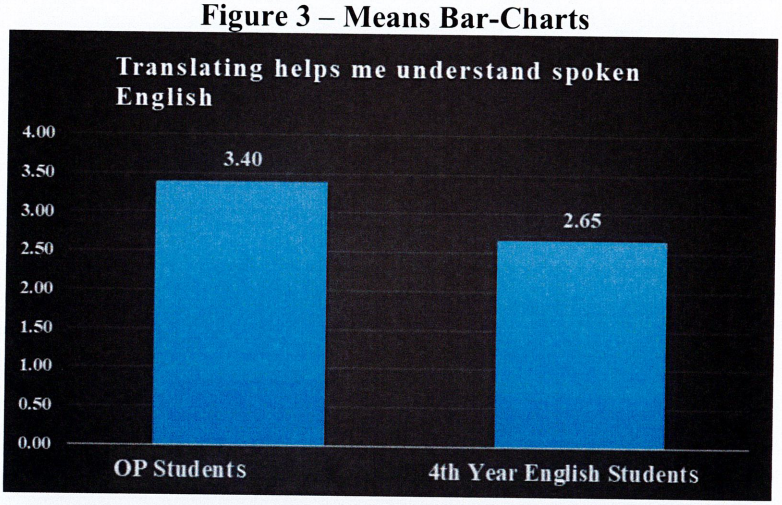


Figure 4 – Means Bar-Charts

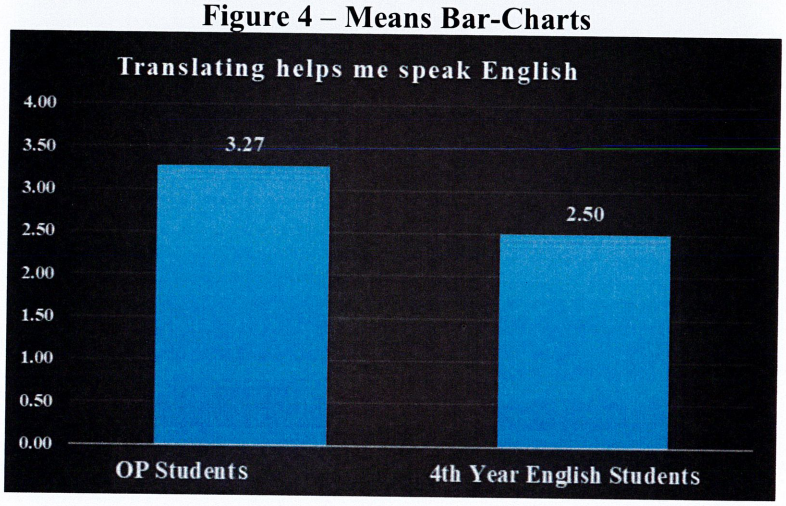


Figure 5 – Means Bar-Charts

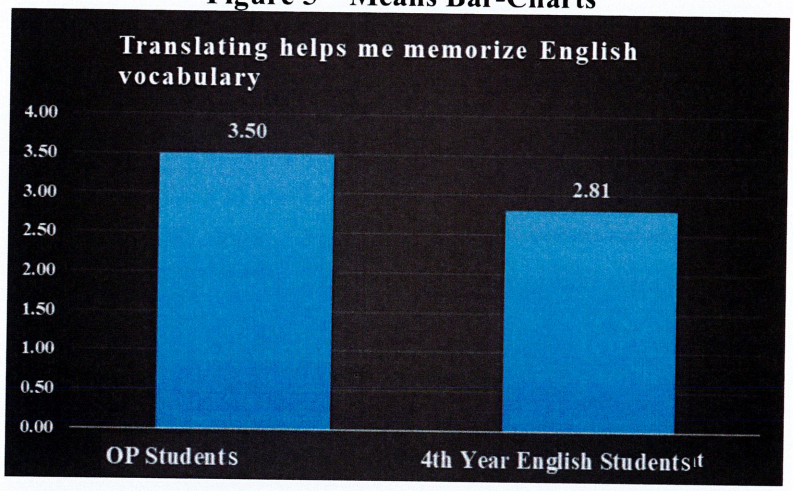


Figure 6 – Means Bar-Charts

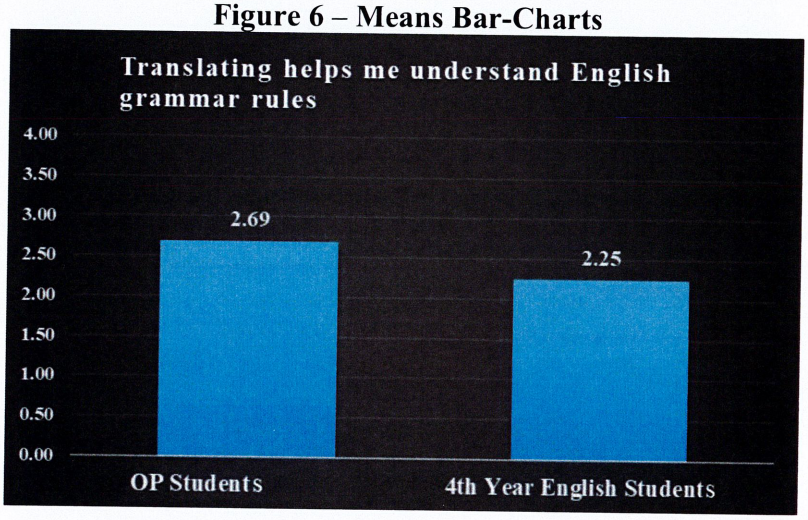


Figure 7 – Means Bar-Charts

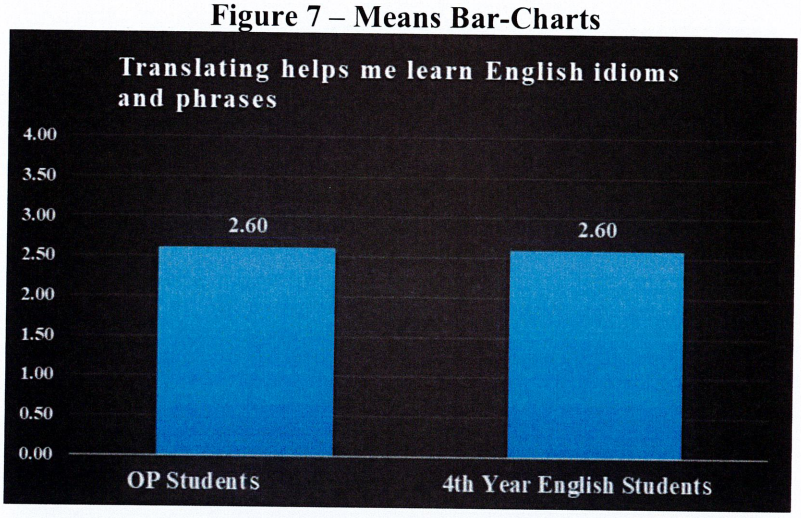


Figure 8 – Means Bar-Charts

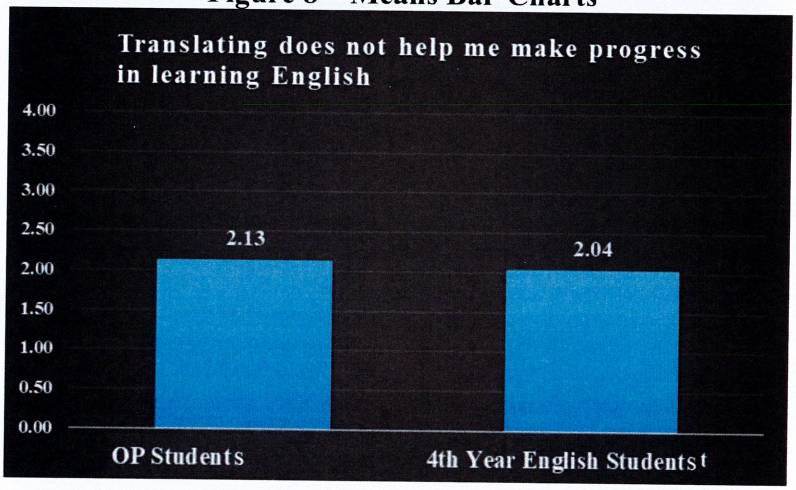


Figure 9 – Means Bar-Charts

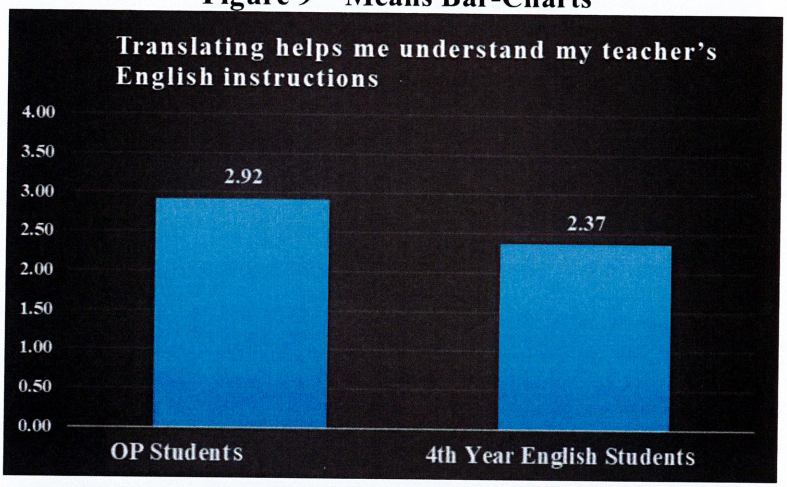


Figure 10 – Means Bar-Charts

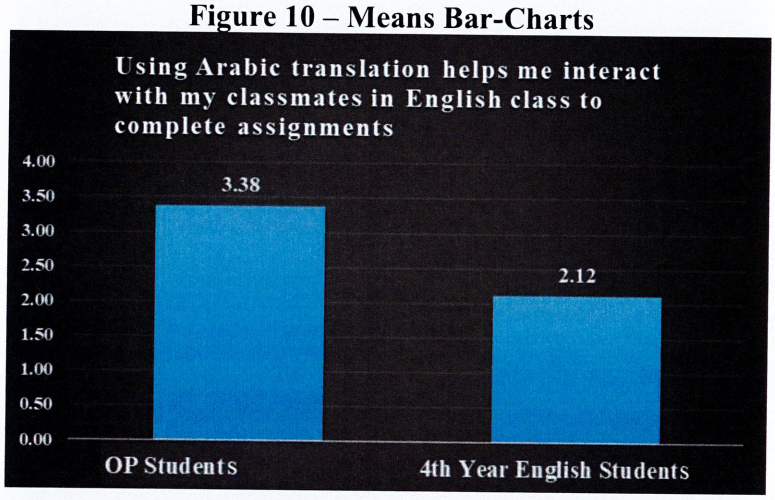


Figure 11 – Means Bar-Charts

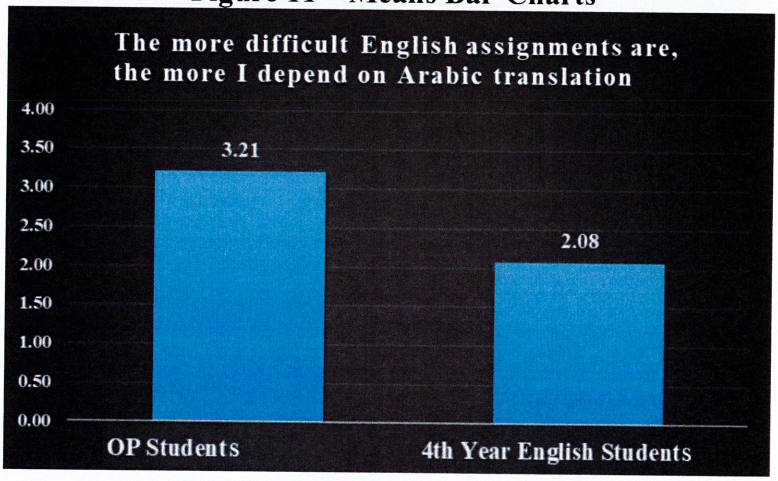


Figure 12 – Means Bar-Charts

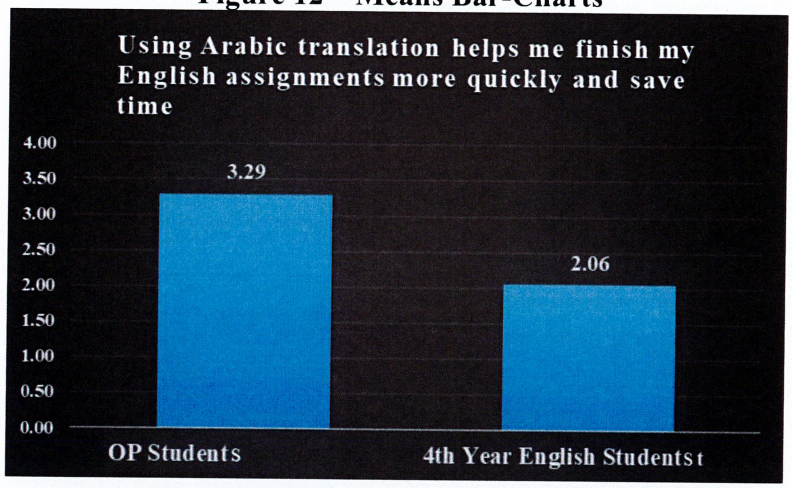


Figure 13 – Means Bar-Charts

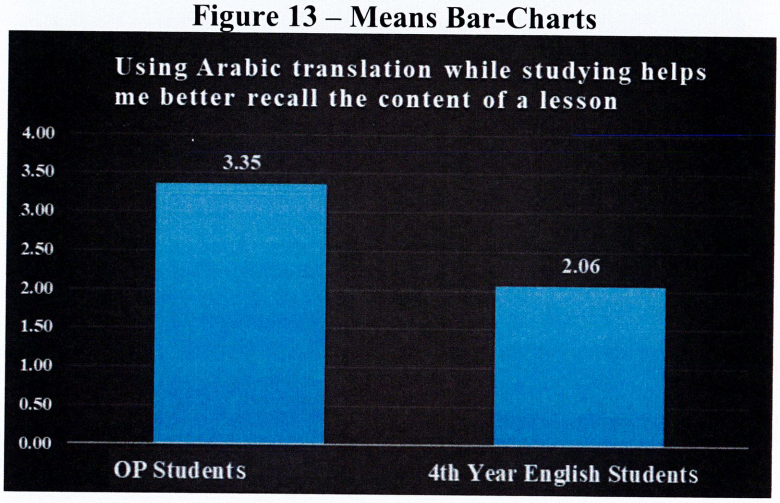


Figure 14 – Means Bar-Charts

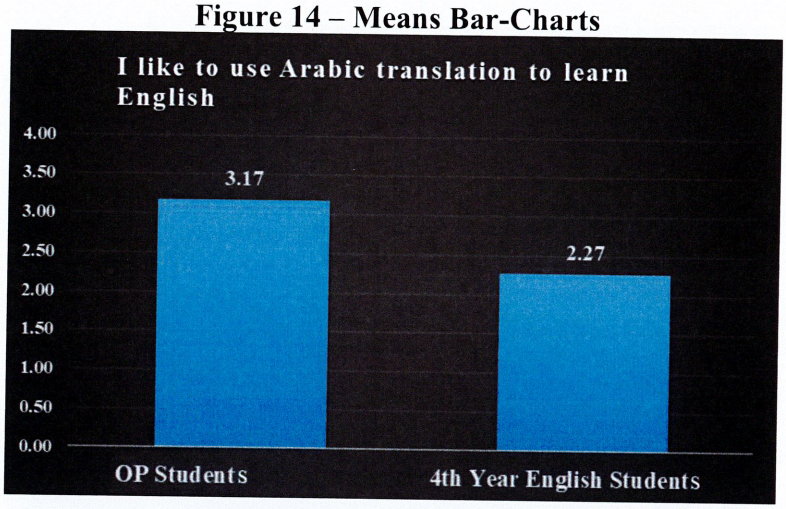


Figure 15 – Means Bar-Charts

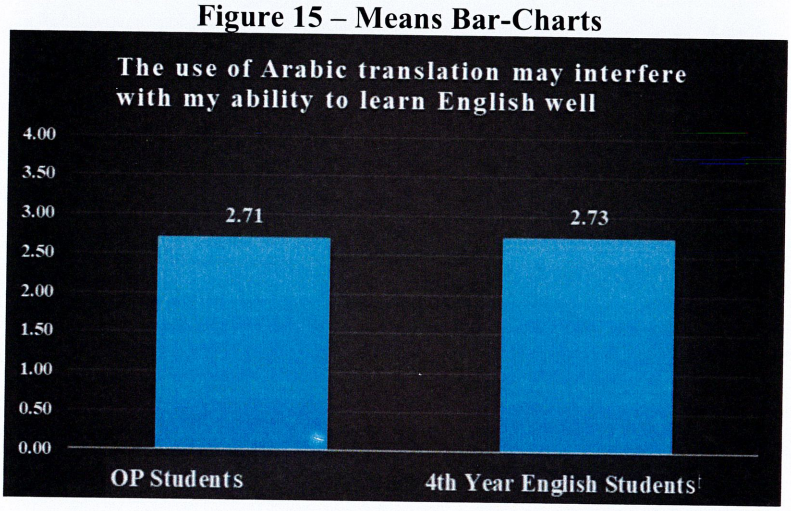


Figure 16 – Means Bar-Charts

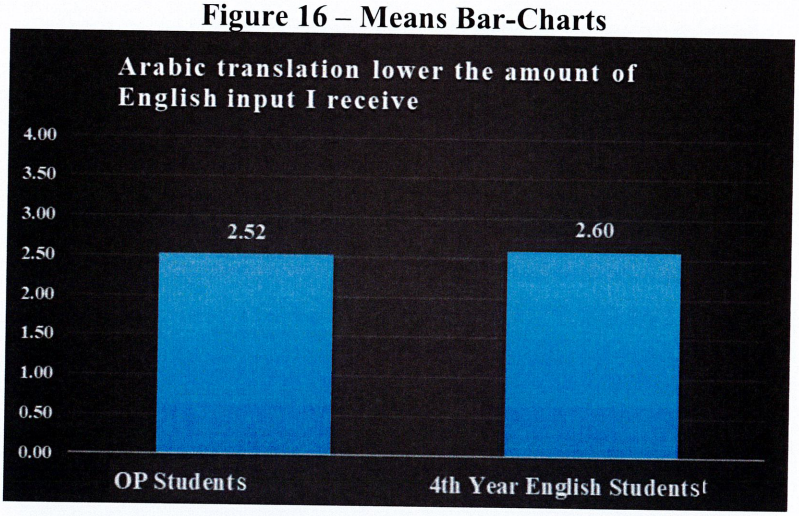


Figure 17 – Means Bar-Charts

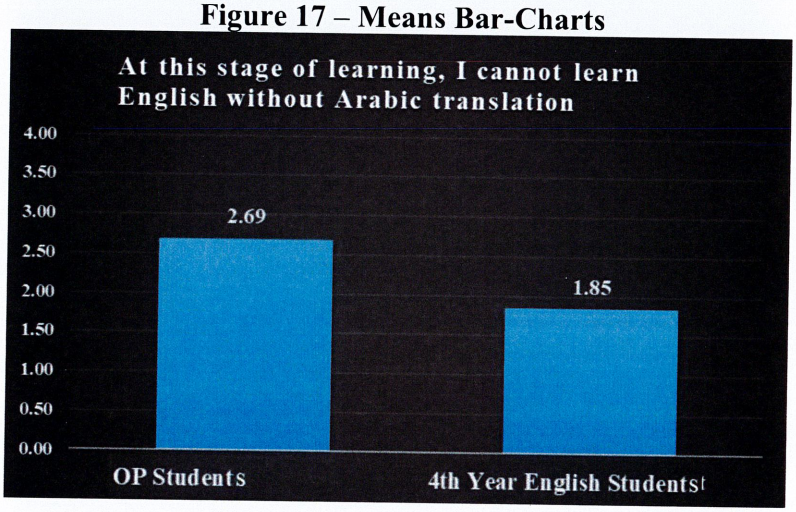


Figure 18 – Means Bar-Charts

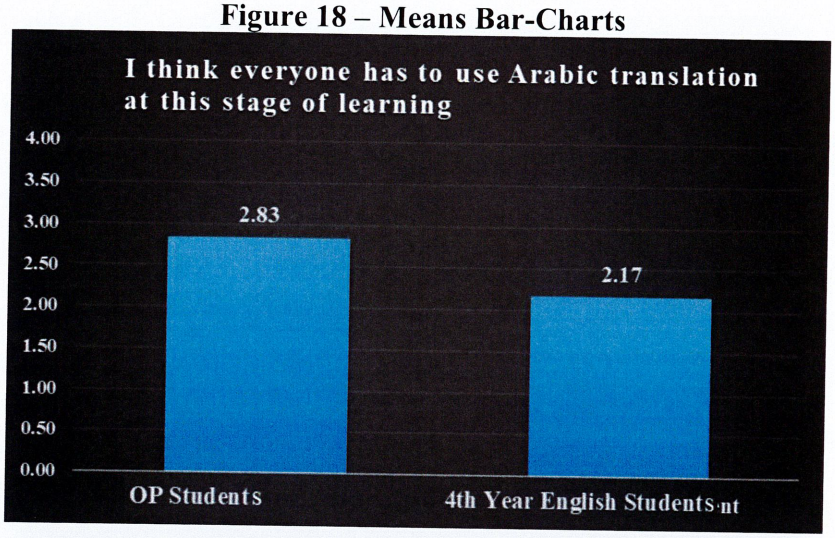


Figure 19 – Means Bar-Charts

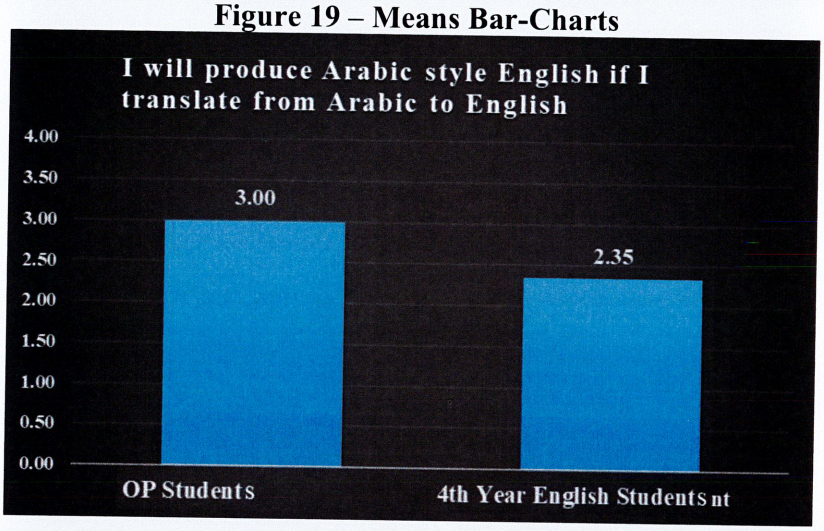


Figure 20 – Means Bar-Charts

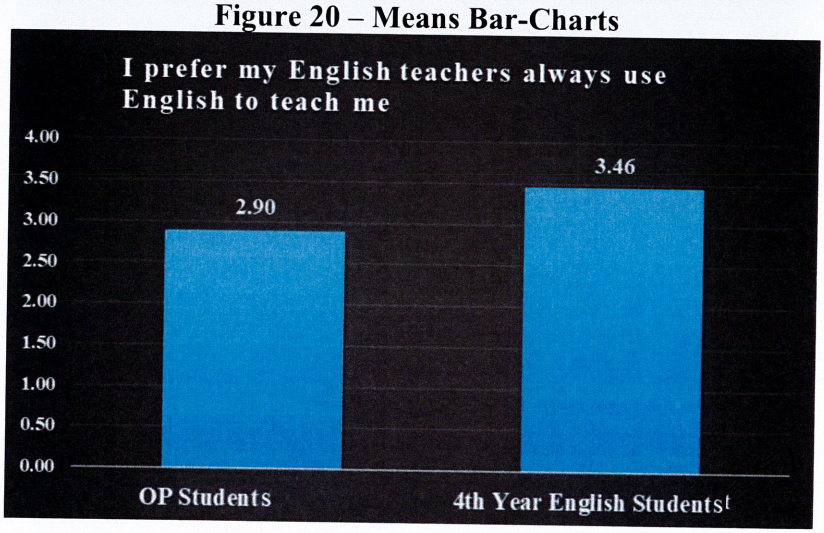


Figure 21 – Means Bar-Charts

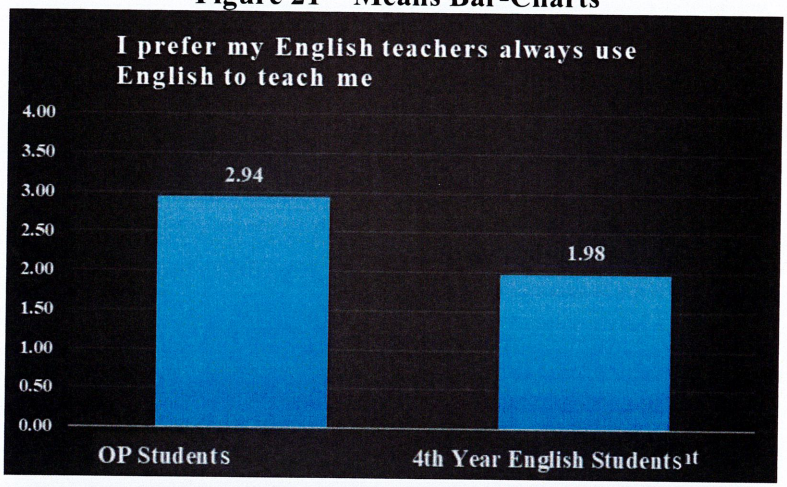


Figure 22 – Means Bar-Charts

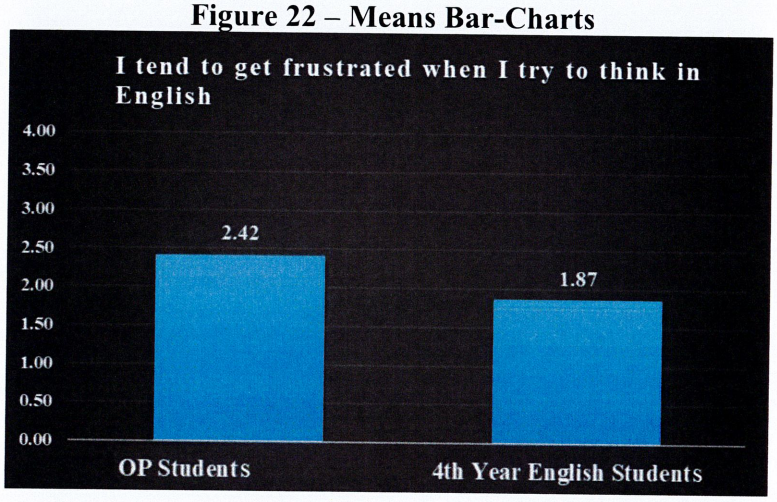


Figure 23 – Means Bar-Charts

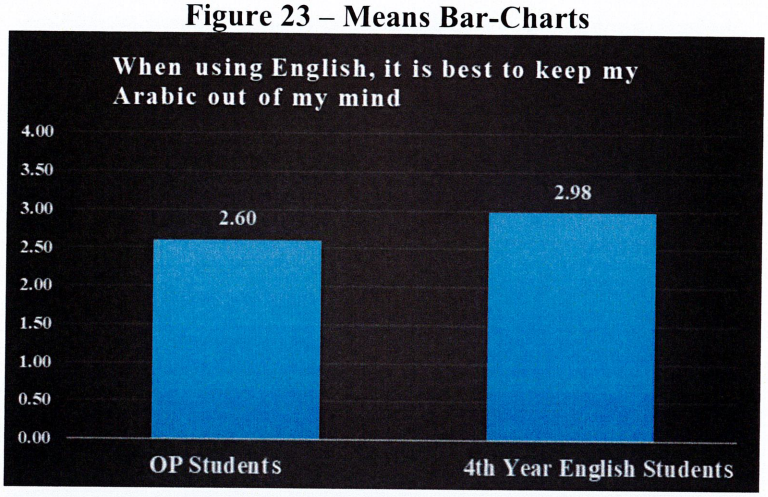
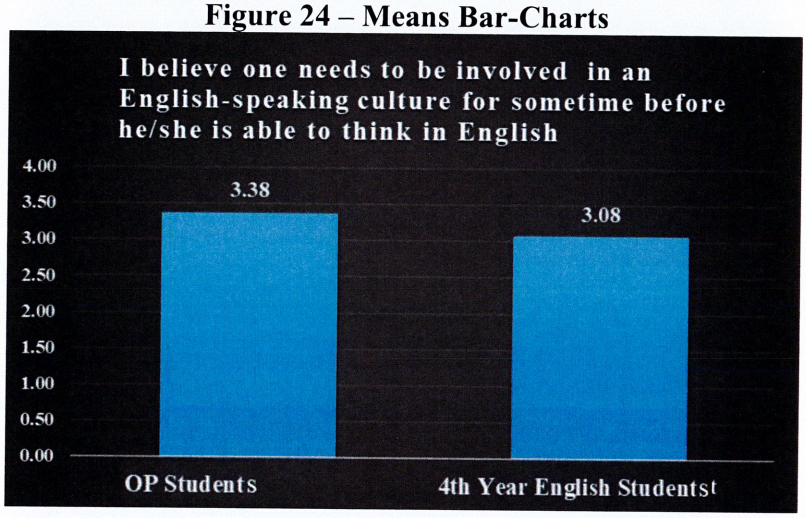


Figure 24 – Means Bar-Charts



الملخص:

لايزال استخدام اللغة الأم في تعلم اللغة الإنجليزية أمرا مثيرا للجدل. إذ أن بعض الدراسات تؤيد استخدامها في حين أن البعض الآخر يعارضها. اما فيما يتعلق بالطلبة العرب البحرينيين، لا توجد أيه دراسات تبين مدى فعالية الترجمة مع الطلاب ذوي الكفاءات اللغوية المختلفة، وبالتالي فإن هذه الدراسة جاءت لسد هذه الثغرة في المعرفة. قامت هذه الدراسة بالبحث في استخدام الترجمة كاستراتيجية للتعلم بين طلاب جامعة البحرين. وقد اعتمدت في منهجيتها على الطريقة النوعية والكمية في التحليل، حيث شارك 100 طالب وطالبة من البرنامج التمهيدي والسنة الرابعة في تخصص اللغة الإنجليزية في استبيان يتكون من قسمين، الأول يتعلق بالمعتقدات حول استخدام الترجمة والثاني الاستخدام الفعلي للترجمة كاستراتيجية للتعلم، ومن بين العينة المتمثلة في 100 طالب، تم إجراء مقابلة مع 12 طالبا من كلا المجموعتين. تهدف هذه الدراسة الى تحليل وفهم معتقدات الطلبة حول استخدام الترجمة لتعلم اللغة الإنجليزية، وتحديد مدى استخدام الترجمة كاستراتيجية تعلم من قبل طلاب السنة الرابعة مقارنة بطلاب البرنامج التمهيدي. وقد كشفت نتائج هذه الدراسة أن غالبية طلاب البرنامج التمهيدي يستخدمون الترجمة كاستراتيجية تعلم ولديهم معتقدات إيجابية عنها، في حين أن نسبة بسيطة من طلاب السنة الرابعة في اللغة الإنجليزية لا يزالون يستخدمون الترجمة كاستراتيجية تعلمية ولديهم معتقدات سلبية عنها. لذا توصى هذه الدراسة بضرورة تكثيف استخدام اللغة الإنجليزية في المدارس الحكومية ليسهل على الطلبة التفكير مباشرة باللغة الإنجليزية دون الحاجة لعملية الترجمة الذهنية. مما يسهم في تقليل عدد الطلبة الملتحقين بالبرنامج التمهيدي بالجامعة وذلك لتحسن مستوى اللغة لديهم.

جامعة البحرين

كلية الآداب

قسم اللغة الإنجليزية وآدابها



استخدام الترجمة كاستراتيجية تعلّم لدى طلبة جامعة البحرين

بحث تكميلي مقدّم لنيل درجة الماجستير في الدراسات التطبيقية في اللغة الإنجليزية

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جامعة البحرين

مملكة البحرين

يناير 2020