



MÜTERCİM-TERCÜMANLIK BÖLÜMÜ LİSANS ÖĞRENCİLERİNİN YABANCI DİL DERSLERİNDE ÇEVİRİNİN KULLANILMASINA YÖNELİK TUTUMLARI

THE ATTITUDES OF THE UNDERGRADUATE STUDENTS STUDYING
IN THE TRANSLATION-INTERPRETATION DEPARTMENT TOWARDS
THE USE OF TRANSLATION IN FOREIGN LANGUAGE CLASSES¹

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Özet: Bu çalışma Mütercim-tercümanlık Bölümü lisans öğrencilerinin yabancı dil derslerinde çevirinin kullanılmasına yönelik tutumlarını ölçmek amacıyla yapılmıştır. İlgili literatürün incelenmesinden sonra, veri toplama aracı olarak Russell ve Hollander (1975) tarafından geliştirilen Biyoloji Tutum ölçeği ve Liao (2006) tarafından geliştirilen Çeviri Görüş Ölçeği birleştirilip çalışmaya uygun bir şekilde düzenlenerek kullanılmıştır. Geçerlilik ve güvenilirlik hesaplamaları ölçeğin kabul edilebilir düzeyde geçerli ve güvenilir olduğunu göstermiştir. Araştırmaya katılan erkek öğrencilerin bayan öğrencilerden daha yüksek oranda olumlu tutuma sahip olduğu hesaplanmıştır. “Çevirinin Kullanışlılığı” alt boyutunda ise üçüncü sınıf öğrencilerinin birinci ve ikinci sınıf öğrencilerine göre daha düşük oranda olumlu tutuma sahip olduğu tespit edilmiştir. “Çevirinin Önündeki Duygusal Engeller” alt boyutunda, üçüncü sınıf öğrencileri birinci sınıf öğrencilerine göre daha yüksek düzeyde olumlu tutum beyan etmişlerdir. Yine bu alt boyutta, İngilizce Mütercim-Tercümanlık öğrencileri Almanca Mütercim-Tercümanlık öğrencilerine göre daha yüksek oranda olumlu tutuma sahip olduklarını göstermişlerdir. Sonuç bölümünde ise çalışmanın sonuçları bilimsel literatür ışığında incelenmiş ve öğretim uygulamalarına yönelik öneriler sunulmuştur.

Anahtar Kelimeler: ELT, Çeviri, Tutum, Duyuşsal Bariyerler, Kullanışlılık.

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Extended Abstract: *The present study which is both qualitative and quantitative in nature focused on the attitudes of Turkish undergraduate students of translation-interpretation towards the use of translation in foreign language classes. Relevant literature was reviewed and student attitudes towards the use of translation in foreign language classes were analysed. The participants of the study were 102 volunteer students studying translation and interpretation in Trakya University, Turkey. 56.9% of the participants were female (n=58) and 43.1% were male (n=44). The percentages of the participants according to their classes were 34.3% (n=35) for freshman students, 21.6% (n=22) for sophomore students' and 44.1% (n=45) for junior students. No senior students participated in the research. The majors of the participants varied. A survey questionnaire was used as the data collection instrument. An attitude scale (see APPENDIX), which is a modified combination of the biology attitude scale by Russell and Hollander (1975) and the IBT (Inventory for Beliefs about Translation) by Liao (2006), were the main data collection instrument. Structural validity of the scale was sought using varimax rotated factor analysis, and it was found to consist of 9 subscales. The first 3 subscales were discovered to be sufficient in terms of the items they consisted of; however, the rest of the subscales were left outside the scope of this analysis due to the fact that they involved very few items. Besides, every subscale was analyzed and it was found out that all subscales had significant internal consistency. The Cronbach (0,75- 0,76) and Rulon (0,72- 0,74) coefficients suggest that the scale has high internal consistency. The results of the survey questionnaire were discussed in the study in depth and detailed statistical analysis results were also presented in order to reveal any statistically significant difference between different genders and classes. A significance level of 0.05 was chosen for all the statistical analyses. To test the validity and reliability, varimax rotated subscale analysis, cronbach alpha, item-total correlation and identification coefficients were calculated. Structural validity of the scale was sought using varimax rotated factor analysis, and it was found to consist of 9 subscales. The first 3 subscales were discovered to be sufficient in terms of the items they consisted of; however, the rest of the subscales were left outside the scope of this analysis due to the fact that they involved very few items. Every subscale was analyzed with the same technique and it was found out that all subscales had significant internal consistency. To test the identification strength of the items, the researchers administered a t-test among the top and bottom quarters, and no item was taken out of the scale, based on the results of the analyses. In addition, all the subscales were analyzed in that way and it was observed that the identification strengths of the subscales were significant. T-test, ANOVA and LSD were administered to test the interaction of dependent*



variables with independent variables. The study revealed a positive attitude towards the use of translation in foreign language classes. Male students were discovered to have a higher level of positive attitude than female students. The highest and lowest levels of attitude among the students were observed in the “Usefulness of Translation” and “Affective Barriers to Translation” subscales respectively. The attitudes were the most homogenous in “Usefulness of Translation” subscale and the most in the “Affective Barriers to Translation” subscale. Student attitudes bear no significant difference according to genders in the subscales. Within the subscale of “Usefulness of Translation”, junior students were noted to have a lower level of positive attitude than freshman and sophomore students. “Affective Barriers to Translation” subscale disclosed that junior students had a higher level of positive attitude than freshman students. In the “Affective Barriers to Translation” subscale, students of the English Translation-Interpretation Department showed a higher level of positive attitude than German Translation-Interpretation department students. No significant difference was found in the other two subscales and in total values, based on students’ majors. The relatively high level of positive attitude towards translation revealed in this study supports the studies of Marti Viano and Orquin (1982), O’Malley et al. (1985), and Chamot et al. (1987) who stated that although translation was neglected by many foreign language teachers, it was used extensively by many learners while learning a foreign language. The present study on the attitudes of students towards translation confirms the results of the previously mentioned studies, and thus, it can be said that the use of translation can foster language learning since students already have a tendency to use it.

Key Words: *ELT, Translation, Attitudes, Affective Barriers, Usefulness.*

Introduction

The usefulness of translation in English Language Teaching has long been discussed. Aarts (1968) states that the implementation of translation activities in an English classroom can be beneficial since carefully selected activities provide the learner with the knowledge of style and register and an awareness of the similarities and differences between source and target languages, which develops a critical understanding of languages. Moreover, by having students produce language as it is in the source language, that is, work on pre-designated language items without avoiding these items, translation serves as a source of studying discipline, according to Aarts.

Using L1 to L2 translation as a teaching technique has been demonstrated to be effective in terms of linguistic accuracy by Vaezi and Miraezi (2007). Their research on 72 pre-intermediate Iranian EFL learners has revealed the usefulness of translating L1 into L2 in producing new forms and structures. Vaezi and Miraezi also state that learners should be made aware of the structural differences between L1 and L2 in order to prevent negative interference from native language to the target language.

Translation is also effective in terms of raising foreign language awareness among students. Atkinson (1987), while warning against overuse, defends the use of the mother tongue: therefore, translation, especially at the early levels of language learning to aid students in expressing meaning in English and for better comprehension. Furthermore, as Atkinson suggests, translation activities provide learners with an understanding of similarities and differences between the mother tongue and the target language.

In a similar manner, Kasmer (1999) states that in EFL classrooms, translation should be used in order to benefit from students' ability to process their L1 for the sake of assimilating L2 information. Furthermore, such use of translation develops consciousness raising, which enables students to notice the similarities and differences between L1 and L2, and students may benefit from the swifter teaching of the language material.

Similarly, Erer (2006) suggests that translation serves not only as a functional resource and a driving force for language development but also as an efficient tool to create language awareness and improve accuracy. Additionally, Erer argues that group translation activities help students negotiate the meaning they would like to convey and thus, increase clarity and flexibility by allowing them to discuss the possible ways of expressing a certain source language item in the target language.

Another finding that studies reveal is the transferability to the other skills of the knowledge that is gained through translation to other skills. In their research on 164 female Grade One and Grade Two learners, Jahangard, Moinzadeh, and Tavakoli (2010) found that the vocabulary skills gained through the use of translation are transferable to reading comprehension skills. Their results also confirmed that the connection between form and meaning is established through the use of translation. Complete intellectual capacity, including L1 skills, must be utilized for second language learning, according to Jahangard, Moinzadeh, and Tavakoli.

Xiaoyan (2007) conducted research on the effect of translation on writing achievement on two groups of Chinese students. One group wrote four compositions in English and the other group wrote four compositions in Chinese, and then translated them into English. The significant finding of this study was that the students who wrote their compositions in Chinese and then translated them into English had better results than the students who wrote directly in English.

With respect to acquisition, translation activities have been found to be efficient. Pravackaitė and Sakalauskienė (2002) confirm that translation gives way to a contrastive analysis of source and target languages, promoting the acquisition of L2. In addition, due to the fact that there is usually not a single correct answer in most translation activities, it assists the learner in gaining a clear picture of the nature of L2, providing the learner with various alternative expressions in both L1 and L2. Additionally, having students discuss the forms and meanings also serves as a communicative activity, which promotes classroom interaction and enhances language awareness, as Pravackaitė and Sakalauskienė add.

Pariante-Beltran (2006) also holds the view that language acquisition is fostered through translation activities in a foreign language learning environment. In her thesis, she demonstrates that incorporating translation in foreign language teaching improves comprehension, accuracy, vocabulary, writing and problem solving skills while it provides an enhanced command of communication and structure recognition.

Due to the fact that most translation activities are not mechanical drills with a single answer per question, it can be said that translation promotes linguistic creativity. According to Newmark (1991), one may resort to improvisation during the translation of lexical gaps or metaphors, which is a creative action. Therefore, during this improvisation act, the translator changes the way the language is used by incorporating a new culture in the text, as noted by Newmark.

Nevertheless, with regard to learner attitudes towards translation, the results may differ according to learner levels. Liao (2006) investigated learners' beliefs about and the use of translation in English classes. In his research, he also analysed the use of translation as a learning strategy by college students. His findings suggested that they found translation to be a useful tool for learning English, but they also disliked the use of translation in their English classes because they believed that there were many disadvantages to translation. Liao's study also showed that learners

depended on translation as a learning strategy to a greater or lesser degree and their choices of translation strategies were related to their beliefs about translation.

However, in Liao's research, advanced learners and students who chose foreign languages as their majors often opposed translation unlike the learners at lower levels. Not only these students, but also those who were clearly in favor of the use of translation in English classes had concerns about the possible interference of their native tongue in English, in language production as well as in thinking. Another common concern of the students, according to Liao's research, was that translation could drive the learners to believe that L1 and L2 had a total correspondence in terms of meaning.

Another study on learner beliefs about the use of translation was conducted by Ashouri and Fotovatnia (2010). Their subjects were 120 intermediate level Iranian students between the ages of 15 and 25, and the average age of the group was 22.4. According to their results, while the students who had a tendency to avoid taking risks in English had a positive attitude towards translation, those who did not hesitate to take risks had negative feelings. In general, their results corroborated previous findings that majority of the participants had a positive attitude towards the use of translation as at least a part of their learning process. The findings of this study correspond with those of Horwitz's study, in which the majority of the participants claimed that translation covered the largest part of learning in a foreign language (1988).

The present study intends to further investigate the use of translation in ELT by looking at the matter from students' perspective. In that respect, it aims to reveal the students' beliefs about the use of translation in ELT, which is directly related to the practical side of the field. In the final part of the study, suggestions and recommendations are put forward.

Methodology

Both qualitative and quantitative research models were employed in order to carry out the research. The participants were 102 volunteer students studying translation and interpretation in Trakya University, Turkey. 56.9% of the participants were female (n=58) and 43.1% were male (n=44). The percentages of the participants according to their classes were 34.3% (n=35) for freshman students, 21.6% (n=22) for sophomore students' and 44.1%

(n=45) for junior students. No senior students participated in the research. Translation-interpretation students were chosen as the subjects of the study due to the fact that they receive formal theoretical and practical education on translation-interpretation which provides a higher level of awareness in translation and how the process works.

An attitude scale (see APPENDIX), which is a modified combination of the biology attitude scale by Russell and Hollander (1975) and the IBT (Inventory for Beliefs about Translation) by Liao (2006), was the main data collection instrument. This adaptation contained 30 items about student beliefs about translation which were designed according to a 5-item Likert Scale. The scale contained the following options for each item: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree. A pilot study was carried out to ensure the reliability of the attitude scale, and the researchers administered the questionnaire in classrooms in March 2011.

A significance level of 0.05 was chosen for all the statistical analyses. To test the validity and reliability, the researchers administered varimax rotated subscale analysis, and Cronbach alpha. They also calculated item-total correlation and identification coefficients. T-test, ANOVA. They also administered a Least Significant Difference (LSD) test to test the interaction of dependent variables with independent variables.

The questionnaire data were collected in classrooms by the researchers, who explained to the participants the purpose of the study and provided guidelines on how to answer the questions beforehand. The completion time per class was approximately 45 minutes.

Scale Development Analyses

The FFF scale, which aims to identify the attitudes of students towards translation in their English classes, consists of 30 statements. Scale items were formed by the researchers after a careful scrutiny of the relevant literature.

Table 1: Rotated Component Matrix

	Component								
	1	2	3	4	5	6	7	8	9
S1	,326	-,108	-	,087	,232	,109	,637	-,008	-,034



MÜTERCİM-TERCÜMANLIK BÖLÜMÜ LİSANS ÖĞRENCİLERİNİN YABANCI DİL DERSLERİNDE ÇEVİRİNİN KULLANILMASINA YÖNELİK TUTUMLARI

			,062						
S2	,081	,146	,166	,164	,024	,047	,819	-,044	,061
S3	,031	,683	,286	,269	,065	,017	-,023	,170	-,038
S4	,214	,076	,140	,064	,116	,132	-,081	,552	,239
S5	,187	,730	,070	,041	,123	,025	,147	,027	,027
S6	-,010	,741	- ,135	-,021	,062	-,057	-,258	-,347	,095
S7	,357	-,023	,324	,027	-,236	,160	-,019	-,609	,021
S8	-,117	-,016	,625	-,086	,092	,388	,090	-,270	,009
S9	,193	,157	,302	,198	-,064	,664	-,052	,115	,187
S10	,097	-,077	,771	,119	,044	-,027	,028	-,003	-,242
S11	-,017	,265	,729	,046	,040	,184	,076	,268	,066
S12	,108	,483	,204	,024	-,096	,381	,015	,467	-,210
S13	,249	,115	,234	,678	,004	,119	,176	-,092	-,132
S14	,215	-,015	,010	,762	,082	,255	,042	,013	-,083
S15	-,002	,220	,210	,513	-,015	,467	,037	,284	,047
S16	,044	,202	,555	,428	,113	-,048	,039	-,119	,340
S17	,219	,221	,541	,306	,022	,053	,020	,109	,378
S18	-,011	,689	,049	,063	-,088	,158	,177	,208	,167
S19	,711	,045	,017	,122	,112	,096	,035	-,137	-,016
S20	,528	,317	,121	-,256	,093	,312	,295	-,033	-,051
S21	,215	,021	,035	,073	,823	,107	,121	,039	-,077
S22	,259	,181	,154	-,117	,765	,070	,065	,175	-,031
S23	,619	-,161	,060	,155	,424	-,092	-,082	,120	,171
S24	,808	,171	-	,002	,049	,136	,143	,192	-,064



			,091						
S25	,692	,031	,131	,301	,139	-,046	,126	,052	,092
S26	,467	,111	,121	,096	,336	,344	,281	-,112	,196
S27	,144	,006	- ,004	,143	,306	,607	,156	-,001	-,072
S28	-,085	,182	,011	,520	-,170	-,243	,404	,148	,175
S29	,217	,260	,288	-,048	-,353	-,322	,212	,256	,127
S30	,034	,071	- ,036	-,091	-,088	,028	,052	,084	,820

Structural validity of the scale was sought using varimax rotated factor analysis, and it was found to consist of 9 subscales. The first 3 subscales were discovered to be sufficient in terms of the items they consisted of; however, the rest of the subscales were left outside the scope of this analysis due to the fact that they involved very few items. These subscales will be reformulated in a later study (Table 1).

For these 3 subscales, rit (item-total correlation) and rir (item-remainder) coefficients were calculated as scale development statistics, and all the statements remained in the scale, owing to their significance levels according to the results. Besides, every subscale was analyzed with the same technique and it was found out that all subscales had significant internal consistency. The Cronbach (0,75- 0,76) and Rulon (0,72- 0,74) coefficients suggest that the scale has high internal consistency (Table 2),

Table 2						
USEFULNESS OF TRANSLATION						
Statement	rit	Sd	p	rir	sd	p
S7	0,49	100	p<.01	0,24	100	p<.05
S19	0,73	100	p<.01	0,59	100	p<.01





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S20	0,71	100	p<.01	0,51	100	p<.01
S23	0,58	100	p<.01	0,45	100	p<.01
S24	0,76	100	p<.01	0,63	100	p<.01
S25	0,69	100	p<.01	0,60	100	p<.01
S26	0,67	100	p<.01	0,55	100	p<.01
	rulon			croanbach		
	0,72			0,76		
AFFECTIVE BARRIERS TO TRANSLATION						
Statement	rit	Sd	p	rir	sd	p
S3	0,76	100	p<.01	0,58	100	p<.01
S5	0,74	100	p<.01	0,58	100	p<.01
S6	0,60	100	p<.01	0,38	100	p<.01
S12	0,67	100	p<.01	0,46	100	p<.01
S18	0,76	100	p<.01	0,58	100	p<.01
	rulon			croanbach		
	0,74			0,75		
OPINIONS ABOUT TRANSLATION						
Statement	rit	Sd	p	rir	sd	p
S8	0,62	100	p<.01	0,42	100	p<.01
S10	0,70	100	p<.01	0,48	100	p<.01
S11	0,79	100	p<.01	0,64	100	p<.01
S16	0,72	100	p<.01	0,56	100	p<.01
S17	0,71	100	p<.01	0,51	100	p<.01



	rulon			croanbach		
	0,73			0,75		
TEST TOTAL						
Subscales	Rit	sd	p	rir	sd	p
USEFULNESS OF TRANSLATION	0,61	100	p<.01	0,51	100	p<.01
AFFECTIVE BARRIERS TO TRANSLATION	0,57	100	p<.01	0,41	100	p<.01

To test the identification strength of the items, the researchers administered a t-test among the top and bottom quarters, and no item was taken out of the scale, based on the results of the analyses. In addition, all the subscales were analyzed in that way and it was observed that the identification strengths of the subscales were significant (Table 3).

USEFULNESS OF TRANSLATION	Top			bottom			comparison		
	n	X	s	n	x	s	t	sd	p
S7	28	4,75	0,44	28	3,75	1,29	3,80	54	p<.01
S19	28	4,96	0,19	28	3,71	0,85	7,42	54	p<.01
S20	28	4,79	0,42	28	3,04	1,07	7,91	54	p<.01
S23	28	5,00	0,00	28	4,18	0,61	6,98	54	p<.01
S24	28	4,89	0,31	28	3,50	0,79	8,48	54	p<.01



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S25	28	5,00	0,00	28	4,11	0,31	14,73	54	p<.01
S26	28	4,96	0,19	28	3,93	0,47	10,71	54	p<.01
AFFECTIVE BARRIERS TO TRANSLATION	Top			bottom			comparison		
Statement	n	X	s	n	x	s	t	sd	p
S3	28	4,68	0,48	28	2,79	1,07	8,42	54	p<.01
S5	28	4,46	0,51	28	2,75	0,93	8,42	54	p<.01
S6	28	3,46	0,84	28	1,89	0,69	7,54	54	p<.01
S12	28	4,32	0,61	28	2,89	1,20	5,52	54	p<.01
S18	28	4,57	0,50	28	2,46	0,84	11,20	54	p<.01
OPINIONS ABOUT TRANSLATION	top			bottom			comparison		
Statement	n	X	s	n	x	s	t	sd	p
S8	28	5,00	0,00	28	3,86	1,15	5,18	54	p<.01
S10	28	4,86	0,36	28	3,11	0,96	8,91	54	p<.01
S11	28	4,96	0,19	28	3,50	0,96	7,76	54	p<.01
S16	28	4,71	0,46	28	3,43	0,92	6,49	54	p<.01
S17	28	4,75	0,44	28	3,36	1,13	5,97	54	p<.01
Test Total	Top			bottom			comparison		
Statement	n	X	s	n	x	s	t	sd	p
USEFULNESS OF TRANSLATION	28	4,75	0,25	28	4,01	0,49	7,04	54	p<.01
AFFECTIVE BARRIERS TO	28	4,06	0,46	28	3,04	0,80	5,77	54	p<.01



TRANSLATION									
OPINIONS ABOUT TRANSLATION	28	4,71	0,32	28	3,79	0,71	6,14	54	p<.01

Based on the analysis above, the researchers agreed that the scale was applicable.

Findings

	N	Mean	Std. Deviation
USEFULNESS OF TRANSLATION	102	4,352	0,483
OPINIONS ABOUT TRANSLATION	102	4,231	0,611
AFFECTIVE BARRIERS TO TRANSLATION	102	3,516	0,729

The highest and lowest levels of attitude among the students were observed in the "Usefulness of Translation" ($\bar{x}=4,352$) and "Affective Barriers to Translation" ($\bar{x}=3,516$) subscales. respectively. The attitudes were the most homogenous ($sd=0,483$) in "Usefulness of Translation" subscale and the most heterogeneous ($sd=0,729$) in the "Affective Barriers to Translation" subscale (Table 4).

		Statement	N	\bar{x}	Std. D.
OPINIONS ABOUT TRANSLATION	S8	Translation is not important for my life.	102	4,63	0,80
USEFULNESS OF TRANSLATION	S23	Translating helps me learn English vocabulary.	102	4,63	0,56



USEFULNESS OF TRANSLATION	S25	Translating helps me learn English idioms and phrases.	102	4,51	0,50
AFFECTIVE BARRIERS TO TRANSLATION	S6	I would not have difficulty in translating higher level texts.	102	2,75	1,01

The highest and lowest levels of attitude are displayed in Table 5 and the most homogenous and the most heterogenous item means can be seen in Table 6.

Table 6.					
		Statement	N	\bar{x}	Std. D.
USEFULNESS OF TRANSLATION	S25	Translating helps me learn English idioms and phrases.	102	4,51	0,50
USEFULNESS OF TRANSLATION	S23	Translating helps me learn English vocabulary.	102	4,63	0,56
USEFULNESS OF TRANSLATION	S26	Translating helps me make progress in learning English.	102	4,49	0,63
OPINIONS ABOUT TRANSLATION	S29	At this level , I cannot learn English without translating into Turkish.	102	3,64	1,11

Total test analysis reveals a significant difference of attitudes between genders ($t=2,138$; $df=100$; $p=0,035$). Male students ($\bar{x}=4.1605$) have a higher level of positive attitude in comparison to female students ($\bar{x}=3.8276$, according to the results. Student attitudes bear no significant difference according to genders in the subscales (Table 7).

Table 7



	GENDER	N	Mean	Std. Dev.	t	df	Sig. (2-tailed)
FT	Female	58	3,8276	,39051	-2,138	100	,035
	Male	44	3,9993	,41605			

The means and standard deviation values related to the differentiation of students' attitudes according to their classes are provided in Table 8-A.

		N	Mean	Std. Deviation
USEFULNESS OF TRANSLATION	Freshman	35	4,4657	,42584
	Sophomore	22	4,4677	,29645
	Junior	45	4,2064	,56173
	Total	102	4,3518	,48334
AFFECTIVE BARRIERS TO TRANSLATION	Freshman	35	3,2000	,81168
	Sophomore	22	3,5727	,52480
	Junior	45	3,7333	,67014
	Total	102	3,5157	,72872
OPINIONS ABOUT TRANSLATION	Freshman	35	4,1029	,73304
	Sophomore	22	4,3000	,45251
	Junior	45	4,2978	,56829
	Total	102	4,2314	,61063



FT	Freshman	35	3,8934	,50624
	Sophomore	22	3,9550	,21050
	Junior	45	3,8820	,40303
	Total	102	3,9017	,40873

The differentiation of the students' attitudes according to their classes were analyzed by a one way ANOVA and an LSD (Least Significant Difference) test. Usefulness of translation ($F=3,845$; $df=2-99$; $p=0,025$) and Affective Barriers to Translation ($F=5,876$; $df=2-99$; $p=0,004$) revealed significant difference (Table 8-B).

TABLE 8-B						
		Sum of Squares	df	Mean Square	F	Sig.
USEFULNESS OF TRANSLATION	Between Groups	1,701	2	,850	3,845	,025
	Within Groups	21,895	99	,221		
	Total	23,596	101			
AFFECTIVE BARRIERS TO TRANSLATION	Between Groups	5,691	2	2,846	5,876	,004
	Within Groups	47,944	99	,484		
	Total	53,635	101			
FT	Between Groups	,082	2	,041	,243	,785



	Within Groups	16,791	99	,170		
	Total	16,873	101			

Within the subscale of “Usefulness of Translation,” junior students (\bar{x} =4.2064) were noted to have a lower level of positive attitude than freshmen (\bar{x} =4.4657) and sophomore (\bar{x} =4.4677) students. The “Affective Barriers to Translation” subscale disclosed that junior students (\bar{x} =3.7333) had a higher level of attitude than freshman students (\bar{x} =3.200) (Table 8-C)

TABLE 8-C						
Dependent Variable	(I) YEAR	(J) YEAR	Mean Difference (I-J)	Std. Error	Sig.	
USEFULNESS OF TRANSLATION	Junior	Freshman	-,25927*	,10599	,016	
		Sophomore	-,26128*	,12234	,035	
AFFECTIVE BARRIERS TO TRANSLATION	Junior	Freshman	,53333*	,15684	,001	
		Sophomore	,16061	,18104	,377	

In the “Affective Barriers to Translation” ($t=2,481$; $df=100$; $p=0,015$) subscale, student attitudes reveal significant difference according to their majors. Within this subscale, students studying English in the Translation-Interpretation Department (\bar{x} =3.6407) showed a higher level of positive attitude than those studying German in the same Department (\bar{x} =3.3152). No significant difference was found in the other two subscales and in total values, based on students’ majors (Table 9).

Table 9



	MAJOR	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
AFFECTIVE BARRIERS TO TRANSLATION	English	59	3,6407	,71127	2,132	90	,036
	German	33	3,3152	,68562			
FT	English	59	3,8836	,44106	-,151	90	,880
	German	33	3,8964	,27258			

Suggestions and Recommendations

The use of translation in foreign language classes is a widely debated topic. The present study aimed to reveal the attitudes of students towards the use of translation in their foreign language classes. The findings suggested that the majority of the participants had a positive attitude on the aforementioned topic. Male students had a higher level of positive attitude than female students. Freshman and sophomore students were found to have a higher level of positive attitude than junior students in the subscale of "Usefulness of translation. In the "Affective Barriers to Translation" subscale, it was observed that junior students had a higher level of positive attitude than freshman students. The same subscale revealed that students of English in the Translation-Interpretation Department had a higher level of positive attitude than students of German in the Translation-Interpretation Department towards the use of translation in their foreign language classes.

The fact that the findings demonstrate that students favour translation as a language learning tool is in line with the studies of Ellis (1985), Prince (1996), and Cohen and Brooks-Carson (2001), who concluded that translation and L1 transfer were facilitating tools while learning a foreign language. Moreover, the relatively high level of positive attitude towards translation revealed in this study supports the studies of Marti Viano and Orquin (1982), O'Malley et al. (1985), and Chamot et al. (1987) who stated that although translation was neglected by many foreign language teachers, it was used extensively by many learners while learning a foreign language many. A similar study was carried out by Horwitz (1988). Horwitz discovered that 70% of the German students and 75% of the Spanish



students in his study regarded foreign language learning mainly as translating L2 to L1 although only a few of French students had the same idea. In addition, Cho and Larke (2010) found that translation was one of the important repair strategies preferred by students and Seong (2009), in his study of noticing strategies of learners, substantiated that translation was widely used by learners. The present study on the attitudes of students towards translation confirms the results of the previously mentioned studies, and thus, since students already have a tendency to use it. Depending on a particular group of students' cognitive styles and learning strategies, translation can be used more oftenly in foreign language classes (Cohen, 1998).

Since many studies corroborate the usefulness of translation, the groups that revealed lower positive attitudes towards translation in foreign language classes can be encouraged through motivational and communicative translation tasks. Such applications will also lower the affective barriers to translation, a relatively high level of which were observed in freshman and sophomore groups and in the students of German in the Translation-Interpretation Department. Last, Harmer (2007) suggested that an effective teacher-student rapport could be achieved through providing feedback in a constructive manner and showing the students that the teacher cares about their opinions, a practice which lowers the affective barriers. Teachers can also benefit from this idea in order to lower the affective barriers to translation.

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Appendix

	Strongly Disagree	Disagree	Undecided	Agree	Strongly
1. I am sure that I can learn English through translation.					
2.** I don't think my level of English could be advanced through translation.					
3.** Translation is hard for me.					
4. Through translation, I can notice the differences and similarities between Turkish and English.					
5. I am confident when I do translation.					
6. I would not have difficulty in translating higher level texts.					
7. I will need translation after graduation.					
8.** Translation is not important for my life.					
9. I try to do my best when translating because I know how useful it is.					
10. Translation is very interesting for me.					
11.** I don't like translation, and it intimidates me to have to do it.					
12.** I am always under a terrible strain during translation activities.					
13. Translation is fascinating and fun.					

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14. Translation makes me feel secure and at the same time is stimulating.					
15.** Translation makes me feel uncomfortable, restless, irritable, and impatient.					
16. In general, I have a good feeling about translation.					
17.** When I hear the word <i>translation</i> , I have a feeling of dislike.					
18.** I approach translation with a feeling of hesitation.					
19. Translating helps me understand textbook readings.					
21. Translating helps me understand spoken English.					
22. Translating helps me speak English.					
23. Translating helps me learn English vocabulary.					
24. Translating helps me learn English grammar rules.					
25. Translating helps me learn English idioms and phrases.					
26. Translating helps me make progress in learning English.					
27. Translation helps me interact with my classmates.					



*28. I cannot receive enough English input when I focus on Turkish to English translation.					
*29. At this level, I cannot learn English without translating into Turkish.					
*30. I will produce Turkish-style English if I translate from Turkish to English.					

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