Yabancı Dil Olarak İngilizce Öğrenenlerin Çeviriye Karşı Tutumları: 19 Mayıs Üniversitesi Hazırlık Sınıfı Öğrencileri Örneği

EFL Learners' Attitudes Toward Translation: A Case Study On 19 Mayıs University Prep Class Students

Esen GENÇ[1], Betül ÖZCAN DOST[2], Bilge METİN TEKİN[3]

[1]Ondokuz Mayıs Üniversitesi, Samsun
• **esen.genc@omu.edu.tr** • ORCİD > 0000-0002-7700-4806

[2]Ondokuz Mayıs Üniversitesi, Samsun
• **betul.ozcan@omu.edu.tr** • ORCİD > 0000-0003-3110-8017

[3]Hacı Bayram Veli Üniversitesi, Ankara
• **bilgemetin@gmail.com** • ORCİD > 0000-0002-0563-127X

EFL LEARNERS' ATTITUDES TOWARD TRANSLATION: A CASE STUDY ON 19 MAYIS UNIVERSITY PREP CLASS STUDENTS

ABSTRACT:

Translation is indispensable in various areas of our lives. Language learning is one of the areas where translation is often used. Although the use of translation in language education has been a controversial topic among scholars and educators, it is without doubt that it plays an important role in the various parts of the process. Therefore, the importance of analysing students' attitudes toward translation during the language learning process arises. Based on this opinion, this study aims to examine the attitudes toward translation and the use of translation as a strategy in the process of learning English among 19 Mayıs University prep class students who were categorized into two groups as the Upper group and the Lower group. The Upper group consists of Upper Intermediate and Advanced level students while the lower group consists of Pre-intermediate and Intermediate level students. Two questionnaires were carried out on the students and the findings were analysed comparatively. As a result of the comparative analysis, the study revealed that the proficiency level of the students did not play an important role in shaping their beliefs about translation's role in language learning and the Upper group tended to use translation as a strategy more commonly compared to the Lower group.

Keywords: Attitude, Language Learning, Strategy, Translation.

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YABANCI DİL OLARAK İNGİLİZCE ÖĞRENENLERİN ÇEVİRİYE KARŞI TUTUMLARI: 19 MAYIS ÜNİVERSİTESİ HAZIRLIK SINIFI ÖĞRENCİLERİ ÖRNEĞİ

ÖZ :

Çeviri hayatımızın birçok alanında vazgeçilmezdir. Dil öğrenimi de çevirinin sıklıkla kullanıldığı alanlardan biridir. Çevirinin dil öğreniminde kullanımı kuramcılar ve eğitimciler tarafından tartışmalı bir konu olarak görülse de dil öğrenimi sürecinin birçok alanında önemli bir rol aldığı şüphesizdir. Bu sebeple, öğrencilerin dil öğrenimi sürecinde çeviriye karşı tutumlarını incelemenin önemi ortaya çıkmaktadır. Bu düşünceden yola çıkarak, bu çalışma Alt grup ve Üst grup olarak iki gruba ayrılan 19 Mayıs Üniversitesi hazırlık sınıfı öğrencilerinin İngilizce öğrenme süreçlerinde çeviriye ve çevirinin bir strateji olarak kullanımına karşı tutumlarını incelemeyi amaçlamaktadır. Üst grup Orta Üstü ve İleri seviye öğren-

cilerden oluşurken Alt grup Alt Orta seviye ve Orta seviye öğrencilerden oluşmaktadır. Öğrenciler üzerinde iki anket uygulanmış ve bulgular karşılaştırmalı olarak incelenmiştir. Karşılaştırmalı inceleme sonucunda, çalışma öğrencilerin dil seviyelerinin çevirinin dil öğrenimindeki rolü konusundaki düşüncelerini belirlemede önemli rol oynamadığını ve Üst grubun çeviriyi Alt gruba göre daha yaygın olarak kullanma eğiliminde olduğunu ortaya koymuştur.

Anahtar Sözcükler*: Yaklaşım, Dil Öğrenimi, Strateji, Çeviri.*

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INTRODUCTION

Translation is essential in every aspect of our lives. One of these areas is language education. The origin of foreign language education is based on the Grammar Translation Method. However, although not favoured by many scholars theoretically, it is possible to encounter translation in practice since students see it as a need while learning a foreign language.

As it can be inferred from the conflict between theory and practice, there is a lot of discussion about whether to use translation or not in foreign language education. Nowadays, teachers mostly do not prefer to include translation in their teaching process and they are not in favour of using it. However, some teachers prefer using translation since they always have learned or taught using the grammar-translation method. Hence, for some teachers, translation is an indispensable element in foreign language education. Sometimes, it is more practical for teachers to use translation in the teaching process. For example, when teaching a word, instead of using role-play or visuals, they can directly translate the word and teach the meaning.

In other words, in the teaching and learning process, students' first language (L1) can be used for some reasons such as feeling safe or ease of use for both teachers and students. In spite of the new learning methods and their success, some experts are for the use of translation to help learners learn the foreign language (Corder 1981, Popovic 2001, Fernandez-Guerra 2014 cited in Ying, Ang, Halim & Majtanova, 2018).

However, although some teachers avoid the translation method, translation is sometimes inescapable in the language learning process from students' perspectives. For example, Naiman, Frohlich, Stern, and Todesco (1978, p. 14) sought to examine the strategies used by Good Language Learners (GLLs), and discovered that one of them was "refer back to their native language(s) judiciously (translate into L1) and make effective cross-lingual comparisons at different stages of langu-

age learning". As can be inferred, students use translation to learn, remember and produce the language since they feel safe in the environment where they use their mother tongue.

As a foreign language learning strategy, translation, it is often categorized as one of the cognitive learning strategies (Chamot, 1987). For those who are in favour of Communicative Language Teaching (CLT), translation strategy shouldn't be used in the teaching/learning process as it interferes with their fluent and accurate speech. On the other hand, scholars such as Baynham (1983), Titford (1985), Atkinson (1987), Newmark (1991), Husain (1994), Omura (1996), and Cohen and Brooks-Carson (2001) have shown that it has positive effects on students.

Briefly, students' L1 can play a significant role in their learning process. Besides, while teaching vocabulary or complex grammar topics, translation is sometimes thought to be one of the most practical methods.

Based on the interest in this controversial situation, the aim of this study is to examine and compare students' attitudes toward translation in the language learning process. It looks to understand the role of translation in the language learning process of prep class students at Ondokuz Mayıs University (OMU). For this purpose, this study seeks to find the answers to the following research questions:

1. What are students' beliefs about using translation in the process of learning English?

2. In what ways do students use translation as a strategy in the process of learning English?

3. Are there any similarities or differences between the Upper group and the Lower group in terms of beliefs about using translation in the process of learning English?

4. Are there any similarities or differences between the Upper group and the Lower group in terms of using translation as a strategy in the process of learning English?

LITERATURE REVIEW

Definition of Translation

The transfer of a word or a sentence from one language to another is the first thing that comes to mind when translation is mentioned. This message can be either in verbal or written form. Therefore, translation can also be briefly defined as

"the process of changing something that is written or spoken into another language" (Hornby & Crowther, 1995).

There are several other definitions of translation by different scholars. One of them is Bhatia. According to him (1992, p. 1051), "Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text". Nida and Taber (2003, p. 12) define translation as a process of "reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style". From the definitions, it can be understood that translation acts as a bridge between languages. Thanks to translation, many people can be informed of everything that happens on the other side of the world.

Within the framework of this study, translation has been handled in terms of language learning. It is seen as a strategy in the process of learning a foreign language. Chamot (1987, p. 77) defines translation a as a learning strategy as "using the first language as a base for understanding and/or producing the second language" summarizes the way translation is handled in this study. Therefore, it can be stated that translation has been used as a language learning strategy to understand, remember and produce language within the scope of the study.

Students' Beliefs about Translation

Some students believe that translation is a good strategy to learn a foreign language as they feel safe and brave with the help of translation. Liao (2006) has shown in his study that according to English learners, translation plays an important role in their learning process. Translation, as well as other various strategies, is involved in their learning process. However, according to him, students whose level are advanced and whose major are English Foreign Language have unfavourable beliefs about translation and do not prefer using this strategy in their learning or teaching process.

Some other studies by Aktekin and Gliniecki (2015), Al-Musawi (2014), and Mutlu, Bayram and Demirbuken (2015) also show that translation is a useful strategy for learning a foreign language. Moreover, Horwitz (1985) concluded in his study that more than 70 % of the German and Spanish students support using translation strategy in their lessons.

Another example of using translation as a strategy is Hsieh's study (2000). He used translation as a strategy for reading skills in one of the Taiwanese schools. There were 52 participants and Hsieh found that 85% of them are in favour of translation strategy as it helps them understand the English reading text. However, 73 % of them stated that they understood the importance of their native language

with the help of translation and most of them expressed the importance of using translation as a strategy to understand the text and understanding the multiple meanings of English words.

Karimian and Talebinejad (2013) also carried out a study on a similar topic. 40 students participated in their study. Data was collected with the help of Quick Placement Test, Learning Strategy Questionnaire, and also interview Guide for students. As a result of the study, they found that students used translation as an effective strategy, and with the help of translation, they felt safe and comfortable and they were encouraged more to learn English and understand it better.

Another study carried out by Putrawan (2019) related to the use of translation in EFL classrooms concluded that "students most frequently use translation to learn English vocabulary, idioms, phrases, and grammar to read, write, speak, and to check their reading and listening comprehension". These research findings are also parallel with the findings of other studies.

As it can be understood from the studies mentioned above, translation has an important role in the foreign language learning process and students stick to using it as it provides them practicality and easiness while learning, improving, and producing the language.

Translation as a Learning Strategy

Learning strategy (LS) can be defined as "an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic settings" (Schumaker & Deshler, 1992). LS is categorized into six groups; "memory-related strategies, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies, and social strategies" (Oxford 1990, cited in Viriya & Sapsirin 2014). Translation strategy is handled as a cognitive strategy. Thani and Ageli (2020) described cognitive strategies simply as "interpreting the meaning of a difficult word in a text". Campbell (2002) pointed out that not using the translation strategy might have a reverse effect on students.

However, there are lots of discussions about at which level it must be used. According to Husain's study (1994), it is more useful and has positive effects on students when it is used for low and intermediate-level students; on the other hand, it doesn't do much for advanced students. Moreover, the study adds that in vocabulary and structure teaching, it has positive effects.

Although some of the researchers aren't in favour of using translation as a strategy for advanced students, others are quite sure it is a beneficial tool to teach a fo-

reign language to them. For instance, Perkin (1985, p. 53) stated that "the advanced learner will always gain some insight into points of L1-L2 difference and conflict on a syntactic, semantic and stylistic level and this may ultimately improve his L2 competence". Hence, with the help of translation, they can better understand the language and the difference between their native language and the language they are learning.

Briefly, the use of translation in language education, which was born with the grammar-translation method, seems to have lost its importance with the CLT. However, regardless of students' level, it seems to be an indispensable language learning strategy for students.

METHODOLOGY

The current study was designed as a case study. According to Gerring (2004) case study is a kind of research which focuses on a specific unit intensively and then generalize it for similar situations. This study employs two different questionnaires which were developed to see the students' attitudes toward translation and the usage of it as a strategy in their language learning process. In order to reach this aim, the data obtained from these questionnaires was analysed quantitatively.

Participants

The participants of this study are 50 students from the prep classes at Samsun Ondokuz Mayıs University School of Foreign Languages. The students were categorized into two groups according to their proficiency levels in English. The upper group consists of 25 Upper Intermediate and Advanced level students while the lower group consists of 25 Pre-intermediate and Intermediate level students.

Instruments

The instruments used in this study are two questionnaires that were developed by Liao (2006). To measure the beliefs of participants about translation, the Inventory for Beliefs about Translation (IBT) was used; and to obtain data about their attitudes toward using it as a strategy, the Inventory for Translation as a Learning Strategy (ITLS) was used. Both of the questionnaires were also translated from English into Turkish to be sure that all students can understand the questions clearly.

Data Collection

The data of this study were collected at a pre-arranged time. The participant students were informed about the aim and the content of the study. The researchers themselves handed out the questionnaires to the students to be ready for any

further questions about the study. All the students stayed anonymous and their demographic information is beyond the scope of this study. The time needed for answering these two questionnaires was 30 minutes for each group.

Data Analysis

The data of the research were analysed using the SPSS 22 data analysis program. Independent T-Test analysis was also used to measure the difference and relationship status between the groups. Firstly, the frequencies, means, and standard deviations were entered to demonstrate the participants' responses to the IBT, and the ITLS statistically. These data are shown in two different tables for both groups. After that, exploratory factor analysis was used to see if any underlying factors may be signs of the differentiation among the students' answers for both the IBT and the ITLS. This analysis helped the researchers to construct new sets of factors for both questionnaires. Lastly, T-test was employed to see the differences between the groups.

FINDINGS AND DISCUSSION

Descriptive Analysis of the IBT

The IBT items were evaluated on a Likert scale of 1 to 5 which used 1 for strongly disagree and 5 for strongly agree. As mentioned above, this questionnaire was used to indicate the participant students' beliefs about the role of translation in their language learning process. The means and standard deviations were calculated relying on the participants' responses to the items. The results of both groups (lower group-upper group) were given in the same table side by side. By looking at the table, it can be inferred that most of the students in both groups think that translation played an important role in their current English learning experiences. For the lower group, among the 24 choice items, 7 items (items 1, 2, 3, 4, 5, 7, and 24) had the highest means (M>3.5) and thus were the most common beliefs held by the participants, whereas 5 items (items 15, 16, 18 20, and 23) received relatively low means (M<3) and became the least common beliefs.

And for the upper group, the items with the highest means (M>3.5) are 1, 2, 3, 4, 5, 6, 7, 8, 9, 13, and 24. Those were the most common beliefs held by the participants, whereas 8 items (items 14, 15, 17, 18, 19, 20, 22, and 23) received relatively low means (M<3) and became the least common beliefs.

Table 1. Means and Standard Deviations for the IBT Items

	Item Description	Lower Group		Upper Group	
		M	S.D.	M	S.D.
1	"Translating helps me understand textbook readings.	4,04	,84	4,12	1,27
2	Translating helps me write English composition.	3,8	,98	4,4	,76
3	Translating helps me understand spoken English.	3,9	,99	4	1.12
4	Translating helps me speak English.	3,6	1,14	3,84	1,07
5	Translating helps me memorize English vocabulary.	4	,912	3,76	1,13
6	Translating helps me understand English grammar rules.	3,04	1,05	3,56	1,26
7	Translating helps me learn English idioms and phrases.	3,6	,95	4	1,08
8	Translating does not help me make progress in learning English.	3,1	1,34	3,96	1,20
9	Translation helps me understand my teacher's English instructions.	3,4	1,38	3,8	1,19
10	Translation helps me interact with my classmates in English class to complete assignments.	3,2	1,11	3,32	1,14
11	The more difficult the English assignments are, the more I depend on Turkish translation.	3,28	1,02	3,44	1,04
12	Using Turkish translation helps me finish my English assignments more quickly and save time.	3,24	1,09	3,32	1,14
13	Using Turkish translation while studying helps me better recall the content of a lesson later.	3,08	,95	3,64	,95
14	I like to use Turkish translation to learn English.	3,1	1,12	2,96	1,09
15	The use of Turkish translation may interfere with mya ability to learn English well.	2,88	1,23	2,76	1,09
16	Turkish translation diminishes the amount of English input I receive.	2,88	,88	3,28	,89
17	At this stage of learning, I cannot learn English without Turkish translation.	3,36	1,31	2,12	1,05
18	I think everyone has to use Turkish translation at this stage of learning.	2,96	1,01	2,68	1,4
19	I will produce Turkish-style English if I translate from Turkish to English.	3,24	1,09	2,88	1,16
20	I prefer my English teachers always use English to teach me.	2,24	1,16	1,84	1,02
21	I feel pressure when I am asked to think directly in English.	3,32	1,24	3,48	1,16
22	I tend to get frustrated when I try to think in English.	3,44	1,19	2,76	1,09
23	When using English, it is best to keep my Turkish out of my mind.	2,72	1,13	2,28	1,17
24	I believe one needs to be immersed in an English-speaking culture for some time before he/she is able to think in English" (Liao, 2006).	3,6	1,29	3,8	1,08

All in all, it can be inferred from the table above that most of the participant students have a positive attitude towards translation in their language learning process. For both groups, the 23rd item which reflects the preference of the students about the teachers' constant use of English, took the lowest mean among all. The

1st item which says translating helps students understand textbook readings got the highest mean from both groups. It can be seen that the results of both groups are in parallel with each other. The results show that the participant students most-ly see translation as a supporter in acquiring English language skills and they are consistent with Liao's (2006) study on Taiwanese students. This is not surprising as students like to make the process of learning a language easier with the use of their L1 and they generally feel more comfortable when their L1 is involved.

Descriptive Analysis of the ITLS

The descriptive analysis of the ITLS was also done by using the same strategies. This questionnaire was used to address the students' ideas about using translation as a strategy in their learning process. The means and standard deviations were calculated relying on the participants' responses to the items. The results of both groups (lower group-upper group) were given in the same table side by side. For the lower group, among the 28 choice items, 6 items (items 4, 5, 7, 9, 11 and 19) had the highest means (M>3.5) and thus were the most common beliefs held by the participants, whereas 5 items (items 8, 21, 24, 27, and 28) received relatively low means (M<3) and became the least common beliefs.

And for the upper group, the items with the highest means (M>3.5) are: 4, 13, 18 and 19, and thus were the most common beliefs held by the participants, where-as 12 items (items 1, 2, 6, 7, 8, 10, 22, 24, 25, 26, 27 and 28) received relatively low means (M<3) and became the least common beliefs. It can be seen that while there are some similarities between the responses of the students, the two groups provided responses that are mostly different.

Table 2. Means and Standard Deviations for the ITSL Items

	Item Description	Lower Group		Upper Group	
		M	S.D.	M	S.D.
1	"When reading an English text, I first translate it into Turkish in my mind to help me understand its meaning.	3,16	1,21	2.76	1.23
2	I read Turkish translations in the course reference book to help me better understand English articles in the textbook.	3,32	1,069	2.88	1.09
3	After I read English articles, I use an available Turkish translation to check if my comprehension is correct.	3,44	1,19	3	1.04
4	To write in English, I first brainstorm about the topic in Turkish.	3,6	1,118	3.76	1.23
5	When I write in English, I first think in Turkish and then translate my ideas into English.	3,5	1,22	3.44	1.19
6	I write Turkish outlines for my English compositions.	3	1,38	2.32	1.18

7	When I listen to English, I first translate the English utterances into Turkish to help me understand the meanings.	3,52	1,159	2.56	1.32
8	I read the Turkish translation scripts before I listen to instructional English tapes or CDs.	2,92	1,18	1.88	1.26
9	When I watch English TV or movies, I use Turkish subtitles to check my comprehension.	3,72	1,20	3.44	1.03
10	I listen to or read Turkish news first in order to understand English radio/ TV news better.	3,28	1,27	2.24	1.39
11	When speaking English, I first think of what I want to say in Turkish and then translate it into English.	3,8	1,25	3.28	1.2
12	If I forget certain English words or expressions in the middle of conversation, I translate from Turkish into English to help me keep the conversation going.	3,36	,95	3.4	1.04
13	I memorize the meaning of new English vocabulary words by remembering their Turkish translation.	3,36	1,15	3.5	1.04
14	I learn English grammar through Turkish explanations of the English grammatical rules.	3,4	,91	3.2	1.12
15	I use Turkish 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.	3,2	1,0	3.24	1.13
16	I learn English idioms and phrases by reading their Turkish translation.	3,12	1,26	3.08	1.25
17	I use English-Turkish dictionaries to help myself learn English.	3,44	1,32	3.48	1.04
18	I use Turkish-English dictionaries to help myself learn English.	3,4	1,08	3.56	1.26
19	I use an electronic translation machine to help myself learn English.	3,72	,89	3.68	1.37
20	If I do not understand something in English, I will ask other people to translate it into Turkish for me.	3,16	1,143	3.12	1.23
21	I ask questions about how a Turkish expression can be translated into English.	2,6	1,08	3.44	1.22
22	When the teacher assigns English articles for reading, I work with others to translate them.	3,16	,94	2.88	1.2
23	I practice mentally translating my thoughts from Turkish to English in various situations.	3,44	1,003	3.72	1.13
24	I take notes in Turkish in my English class.	2,92	1,35	2.52	1.3
25	I write Turkish translations in my English textbooks.	3,44	1,044	2.56	1.19
26	I try to clarify the differences and similarities between Turkish and English through translation.	3,44	,96	2.88	1.26
27	When reading English, I try to grasp the meaning of what I read without thinking of Turkish equivalents.	2,8	1,04	2.04	1.09
28	When speaking English, I think of what I want to say in English without thinking first in Turkish" (Liao, 2006).	2,12	1,092	2.32	1.03

The results of the ITLS show us that the participant students tend to use translation as a strategy. For both groups, the 4th and the 19th items got the highest mean which both reflect the common use of the mother tongue in the English language learning process. The 28th item has the lowest mean for both groups and unsurprisingly it is about thinking in Turkish before producing any English utterances. This

shows that the students of both groups have some common approaches in terms of the use of translation as a strategy.

The difference between the groups will be discussed in detail in the independent sample t-test results section.

Assumptions

Before starting the data analysis, the missing and extreme value checks were made in all the data obtained and the data was made suitable for analysis. In order to see whether the data is normally distributed, the maximum and minimum Skewness values of the variables were checked. It was observed that the Skewness values of all the data ranged between -1.272 and 1.239, and the Kurtosis values of the data ranged between -1.419 and 1.516. So, as Kline (2011) states; if the Skewness and Kurtosis values of the variables are below 10, it means that the data is partially normally distributed (

Exploratory Factor Analysis

As a result of the exploratory factor analysis, the KMO value of the IBT variable was 0.504 and Bartlett's test value was 0.000. However, the analysis was repeated because seven expressions of the IBT variable were below 0.5. After making this necessary change, the KMO value became 0.620 and Bartlett's test value was 0.000. According to the factor analysis, the scale was grouped under two factors (IBT1 and IBT2). As a result of the reliability analysis applied as a result of the factor analysis, it was determined that the Cronbach Alpha coefficient of the IBT1 factor was 0.71 and the Cronbach Alpha coefficient of the IBT2 factor was 0.646, and the scales were accepted as reliable (Hair, Black, Babin, & Anderson, 2010).

Similarly, as a result of the exploratory factor analysis performed on the ITLS scale, the KMO value of the ITLS variable was 0.504 and Bartlett's test value was 0.000. However, as was in the IBT scale, eleven expressions of the ITLS variable were below 0.5; therefore, the analysis was repeated. These changes made KMO value 0.749 and Bartlett's test value 0.000. According to the factor analysis, the scale was gathered under two factors (ITLS1 and ITLS2). As a result of the reliability analysis applied as a result of the factor analysis, it was determined that the Cronbach Alpha coefficient of the ITLS1 factor was 0.854 and the Cronbach Alpha coefficient of the ITLS2 factor was 0.644, and thus both scales were accepted as reliable.

The results of the exploratory factor analysis and then canonical correlation analysis revealed that some of the items in both of the questionnaires can be grouped both statistically and logically. According to the results of the factor analysis on

the IBT and the ITLS items similar to Liao's (2006) study, two composite belief variables (B1 and B2) and two composite strategy variables (S1 and S2) were formed.

Table 3. Summary of Composite Belief and Strategy Variables

Composite Belief Variables

Variable	Description
B1	Beliefs about the benefits of using translation on learners' English skills.
B2	Beliefs about the positive effects of translation on learners' effective and metacognitive aspects of English learning.

Composite Strategy Variables

Variable	Description
S1	Using translation as a strategy to enhance English skills.
S2	Using learning aids such as dictionaries and taking notes in the mother tongue.

Independent Sample T-Test Results

Independent sample T-Test analysis was applied to measure whether there was a difference between the groups for all composite variables (IBT1, IBT2, and ITLS1, ITLS2). First of all, it was examined whether there was a difference between the groups according to IBT1, which stands for the beliefs about the benefits of using translation on learners' English skills. According to the results of the analysis, it was determined that the IBT1 variable did not differ between the Upper and Lower groups (p =0.288, p>0.05).

Table 4. Intergroup Independent Sample T-Test Results of IBT1

Group	N	Mean	t	df	Sig (2-tailed)
Upper	25	3.8500	1.074	48	.288
Lower	25	3.6400		47.995	

Dependent Variable: IBT1

Then, it was checked whether the IBT2 variable differed between the groups, and as a result of the analysis, it was determined that the IBT2 variable, the beliefs about the positive effects of translation on learners' effective and metacognitive aspects of English learning, did not differ between the Upper and Lower groups at all (p =0.735, p>0.05).

Table 5. Intergroup Independent Sample T-Test Results of IBT2

Group	N	Mean	t	df	Sig (2-tailed)
Upper	25	3.0500	-.340	48	a.735
Lower	25	3.1050		47.017	

Dependent Variable: IBT2

After IBT items, the same test was applied to examine whether there was a difference between the groups. According to the analysis of ITLS1 which accounts for using translation as a strategy to enhance English skills, it was determined that the ITLS1 variable differed between the Upper and Lower groups (p=0.044, p<0.05). Accordingly, the ITLS1 (X=3.3143) of the Upper group is higher than the ITLS1 (X=2.8286) of the Lower group. This result was rather surprising as it is a common thought that the more proficient the learners become, the less they apply for translation.

Table 6. Independent Sample T-Test Results Between Groups of ITLS1

Group	N	Mean	t	df	Sig (2-tailed)
Upper	25	2.8286	-1.961	48	.044
Lower	25	3.3143		47.802	

Dependent Variable: ITLS1

In the last part, it was examined whether there was a difference between the groups according to ITLS2, using learning aids such as dictionaries and taking notes in the mother tongue. According to the results of the analysis, it was determined that the ITLS2 variable differed between the Upper and Lower groups (p=0.026, p<0.05). Similar to the t-test results of ITSL1, the ITLS2 (X=3.2686) of the Upper group is higher than the ITLS2 (X=2.8629) of the Lower group.

Table 7. Intergroup Independent Sample T-Test Results of ITLS2

Group	N	Mean	t	df	Sig (2-tailed)
Upper	25	2.8629	-2.302	48	.026
Lower	25	3.2686		46.566	

Dependent Variable: ITLS2

In light of these results, it can be concluded that the students' proficiency level is not an important factor in shaping their beliefs about the role of translation in language learning. However, in terms of using translation as a strategy, the more proficient students seemed to use it more commonly. As it was mentioned above, it is rather surprising because most of the studies reached the opposite results. The study by Liao (2006) revealed that the less proficient learners use translation more than the other students. Moreover, the studies by Chia and Chia (2001), O'Malley, Chamot, Stewner-Manzanares, Kupper and Russo (1985), Wen and Johnson (1997), Kobayashi and Rinnert (1992), and Husain (1994), which focus on the language learning strategies used by students with different levels of English, also reached similar results in their analyses. This significant difference between the results of this study and the studies mentioned here might be due to the differences in terms of methodology, the scales of the studies and the backgrounds of the participants involved.

CONCLUSION AND SUGGESTIONS

This study, which started with the aim of examining the attitudes toward translation and the use of translation as a strategy in the process of learning English among 19 Mayıs University prep class students, reached several results that can contribute to the literature.

As a result of the comparative analysis of the IBT, the study revealed that the majority of the students had a positive attitude towards the use of translation in the process of learning English. This was not a surprising result as students often tend to use translation in language learning as they find it easier and practical not knowing if it will be beneficial or not later in the process.

The results of the ITLS demonstrated that students tended to use translation as a strategy while learning English. Interestingly, the comparative analysis showed that the use of translation was more common in the Upper group compared to the Lower group. This result was surprising because it is generally thought that students start to use translation less as their level of improves and several studies are in parallel with this belief. This is a common belief and also common result of studies because students feel more confident as they improve their foreign language and do not resort to translation.

It is also important to consider the results of the IBT and ITLS together. When the results of the IBT and ITLS were analysed together, two important results were reached: Firstly, the proficiency level of the students was not a determining factor in terms of their beliefs about the use of translation. Secondly, students who were more proficient in English tended to use translation more compared to the

students who had lower levels of English. As stated above, this was an unexpected result as several studies reached opposite results. This situation can be explained by different factors. Students' educational backgrounds can be one of the most important factors which led to this result. As interviews are not within the scope of this study, individual differences cannot be shown. On the other hand, the study was carried out on a limited number of students. Therefore, the limits caused by the small-scale sample can be another factor.

Considering all the results of the study, it can be concluded that despite being considered an unfavourable strategy in theory, translation finds itself an important place in practice while learning English. Therefore, the results of the study can provide insight for teachers to keep students' beliefs about translation and the use of translation as a strategy in mind while preparing lessons. Being aware of the positive attitudes of students towards translation in language learning and not ignoring its role in the process, teachers can analyse when students tend to use translation and give lessons accordingly. Besides, teachers can inform students about the possible advantages and disadvantages of using translation. Such kind of guidance can be of great help for students as they generally use translation without thinking about when it can be useful and when it can have negative effect on their language learning process.

Participants of this study are a limited number of students at 19 Mayıs University, School of Foreign Languages. Therefore, another study that uses questionnaires and also interviews with open-ended questions can be carried out with a higher number of students from different levels of English. On the other hand, an extensive study can be applied by comparing the responses of the students at the beginning of the semester when they first started to learn English and after they completed their prep class education.

Conflict of Interest

There is no personal or financial conflict of interest between the authors of the article within the scope of the study.

Author Contributions

Contribution Level: Author 1: %40- Author 2: %30 - Author 3: %30

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