



Full Length Research Paper

Suggested guidelines for using translation in foreign language learning and teaching

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Abstract

The technological revolution in the fields of computer sciences and communication systems has changed the world into a global village; as all communication barriers have been broken and it has become easy to communicate with people worldwide. Consequently, learning a foreign language has become a necessity. Despite the fact that the issue of using translation in foreign language teaching remains a controversy, translation is still one of the suggested methods in learning and teaching a foreign language and it may play an important role in this field if used properly in the EFL classroom. In order to make the best use of translation in language learning and teaching, it is necessary to know when and how to use it. This article looks at the role of translation in language teaching methods, reasons for using and not using translation in the EFL classroom, usefulness of using translation and the situations where teachers may use translation in language learning and teaching. A specific explanation will be given concerning how often teachers use translation. Finally, certain guidelines will be suggested concerning the use of translation in the process of language teaching and learning.

Keywords: Translation, teaching English, language teaching, foreign language.

INTRODUCTION

The world is witnessing a technological revolution which has changed and will continue to change everything around us. Garcia (2005) explicates that the position of translation training/learning in the global society is affected by the new technology roles, given that these roles can be seen as challenges and necessary objectives of second/foreign language pedagogy. Durieux (2005) has aptly observed that translation can pursue four purposes: (1) modern language teaching, (2) training of foreign languages teachers, (3) translator training, and (4) training of translators' trainers. However, translation should be adapted to the purpose of language teaching in its appropriate EFL setting.

Some researchers and teachers encourage the use of translation in teaching English as foreign language, while others do not; the former group believes that the first language can efficiently be used as a medium of instruction, while the latter ardently foster a communicative approach to language learning where the target language should be both the learning and instructional medium of foreign language learning; "This anti-L1 attitude was clearly a mainstream element in the

twentieth century language teaching methodology" (Cook, 2001, 405). Researchers and practitioner teachers who emphasize the role of translation in second/foreign language learning believe that translation can be a legitimate type of activity for ESL/EFL learners (Zanettin, 2009; Laviosa, 2011).

Statement of the Problem

Teachers and researchers are divided over the use of translation in language learning and teaching. The American Council on the Teaching of Foreign Languages (ACTFL) recommended that the target language (TL) be used at least for 90% of the time in a foreign language (FL) classroom (Osswald, 2010). In addition, certain teaching methods, e.g. the direct method, ban the use of translation or students' native language in foreign language teaching and learning. This study attempts to explore the views of a sample of EFL instructors in an Arabian university on how often they use translation and the situations where it may be used in language learning and teaching.

Study Questions

How often do teachers use translation in language learning and teaching?

Do teachers think it is useful to use translation in language learning and teaching?

What are the situations where teachers use translation in language learning and teaching?

How can teachers make the best use of translation in language learning and teaching?

Significance of the Study

Although teachers are divided over the issue of using or not using translation in the EFL classroom, translation remains a helpful tool if used appropriately and purposefully. The significance of this study stems from the following:

It shows situations where teachers can use translation.

It provides guidelines to promote the effective use of translation in the language learning and teaching.

Scope and Limitations of the Study

Almost all English Departments in the Arab world provide translation courses. Some departments provide these courses right from the beginning of the program, while others provide translation courses only at advanced levels; when students show a high command of the target language. The present study does not deal with these courses. It limits itself to the use of translation in language learning and teaching, with special emphasis on situations where teachers may use translation and how they can make the best use of it in order to facilitate and accelerate language learning.

Theoretical Background

Translation can be used in various ways to facilitate and accelerate language learning. Some teachers support the use of translation in the EFL classroom, others do not. Both opponents and proponents of using translation in the EFL classroom have their own reasons, but before dealing with this issue let us discuss the role of translation in language teaching methods.

The Role of Translation in Language Teaching Methods

Translation is one of the oldest methods in language teaching. The use of translation as a medium of instruction in language teaching has long been employed

as the most prominent language pedagogical method. (Morgan, 1917; Goggio, 1925; Finney, 1941; Irvin, 1942; Myron, 1944; Rees, 1974; Beichman, 1983; Venuti, 1996; Cook-Sather, 2003). However, teachers differ about when, how and how often a teacher would resort to students' mother tongue.

In the same way, different teaching methods look at the issue of using the mother tongue in the EFL classroom in various ways. L1 is used in all methods of language teaching with the exception of the Direct Method and the Audio-Lingual Method. In addition, the use of L1 ranges from using it frequently in the classroom, as it is the case in the Grammar-Translation Method, to the judicious use of L1, as it is the case in Communicative Language Teaching (CLT), (Larsen-Freeman, 2000). This leads us to the question: Why is translation used and why translation is not used in learning and teaching a foreign language?

Reasons for using and not using translation

Reasons for using translation

The primary reason for utilizing translation in language teaching and learning has to do with an acculturation function. Aldosari and Mekheimer (2010) have found that the use of culture-laden literary texts could be conducive to more improved culture-specific interpretation of literary corpus. Their findings are commensurate with prior research that bore similar findings (Woolsey, 1974; Rees, 1974; Beichman, 1983; Venuti, 1996; Cook-Sather, 2003). Other reasons have also been identified; according to Paul Nation, L1 is used because of the following reasons:

Firstly, it is more natural to use L1 with others who have the same L1. Secondly, it is easier and more communicatively effective to use the L1, and thirdly, using the L2 can be a source of embarrassment particularly for shy learners and those who feel they are not very proficient in the L2. (Nation, 2001).

Translation activities can also enhance L2 learning. According to Rell (2005): "Translation activities, which incorporate use of the L1 in the L2 classroom, may form a communicative approach if implemented properly" (Rell, 2005, 39). Moreover, "Translation is not only structure manipulation; it is primarily a form of communication." (Vermes, 2010, 91). In addition, the use of L1 strengthens teacher/students relationship. "Developing a comfortable working relationship with the teacher is significant and it appears that the use of the L1 serves as a means to cultivate this association." (Rell, 2005, 39). Also the use of translation in language learning saves time, "Many teachers find that the use of some L1 provides more time to practice L2 because understanding is achieved much more rapidly." (Morahan, 2003). Finally, translation is learner-centered and the learner-centered

classroom is essential to effective teaching (Mahmoud, 1992).

According to Shiyab and Abdullateef (2001), translation can be used in language teaching because of the following reasons:

- Translation can be utilized as a method of comparing and contrasting between two languages.
- Translation facilities speed up the learner's comprehension process. (Shiyab and Abdullateef, 2001, 1)

Machida (2011), states that use of translation in EFL classroom "provides plentiful opportunities for the learners to pay attention to the relationships between form and meaning." (Machida, 2011, 743). In addition, using translation in language learning may have a relationship with students' learning styles and their abilities; Harmer states that "the amount of L1 use by particular students may well have a lot to do with differing learning styles and abilities. Some use mostly English from the very beginning, whereas others seem to need to use their L1 more frequently" (Harmer, 2001, 131).

Those who advocate the use of translation in EFL classroom have their own reasons. They argue that L1 has been a neglected resource, and the mother tongue should be employed regularly and systematically when appropriate in the EFL classroom (Osswald, 2010).

Reasons for not using translation

Many teachers believe that English should be taught monolingually; that the ideal language teacher is a native speaker; and that if other languages are used, the standard will drop. They also think that translation should not be used to make life easier for teachers and students. Although the only use of the target language may create stress in the classroom, but this stress remains useful and helpful. Rell states that the "sole use of L2 creates stress but that stress benefits students more than slipping back into the L1." (Rell, 2005, 62). Vermes (2010) states that "the objections against the use of translation in language teaching seem to be a reaction which was evoked by the obvious shortcomings of the Grammar-Translation Method." (Vermes, 2010, 86).

Shiyab and Abdullateef (2001) mention the following reasons for not using translation in language teaching:

- The use of translation in foreign language teaching causes interference.
- Translation can inhabit thinking in the foreign language and can produce compound bilingualism rather than coordinate bilingualism.
- The use of translation in foreign language teaching makes learners assume that there is one-to-one correspondence of meaning between native language and foreign language.
- This study showed that teachers are divided over the issue of using or not using translation in language

learning and teaching with slight inclination towards not using translation. The results showed that (42.10%) of the teachers think that the use of translation in language learning and teaching is useful, whereas (57.89%) of them oppose this idea.

Uses of translation in language learning and teaching

Translation can be a useful activity, if used properly, in language teaching and learning. According to Duff (1994), "translation develops three qualities essential to all language learning: accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity)."

According to Newmark (1991), "translation is a useful tool to be used in the elementary, intermediate and advanced stages of language learning. In the elementary stage, translation is useful as a brief time saver," and "translation from L1 to L2 may be useful as a form of control and consolidation of basic grammar and vocabulary" (Newmark, 1991,61). In the primary level, using translation can make learning meaningful because the learner is an active participant in the process. "For beginners, of course, it is useful because it expounds grammar and teaches vocabularies" (Shiyab, Abdullateef, 2001, 4).

In the intermediate level, "translation from L2 to L1 of words and clauses may be useful in dealing with errors" and it is "useful for the expansion of vocabulary" (Newmark, 1991, 61). In the advanced level, "translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers." (Newmark, 1991, 62). Also, "Translation assists advanced learners' reading comprehension and vocabulary building." (Machida, 2011, 743).

Teachers may use L1 in classroom management or to teach grammar. When using translation, "Grammar becomes less frightening and more accessible if students are allowed to use their mother tongue and thus notice the similarities and differences between their mother tongue and the target language." (Dilkova, 2010, 451). Also, translation can be used to give the meanings of new words.

"There are numerous ways of conveying the meaning of an unknown word. These include a definition in L2, a demonstration, a picture or a diagram, a real object, L2 context clues, or an L1 translation. In terms of the accuracy of conveying the meaning, none of these ways is intrinsically better than any of the others." (Nation, 2001).

Furthermore, giving the meaning of words in L1 enhances comprehension. "Research shows that L1 glosses provided by teachers or looked up in a good bilingual dictionary are beneficial for text comprehension

and word learning." (Nation, 2005, 4). Also, "the L2 meanings do not exist separately from the L1 meanings in the learner's mind, regardless of whether they are part of the same vocabulary store or parts of different stores mediated by a single conceptual system." (Cook, 2001, 405).

Cook (2005) suggests that if the L1 is always present in the learners' mind, its role in the classroom might have positive effects on learning and teaching as "a way of conveying L2 meaning," "a short-cut for explaining tasks, tests, etc.," "a way of explaining grammar," and "practicing L2 uses such as code-switching" (Cook, 2005, 59). Also, "teachers use L1 to establish a positive relationship with students" (Rolin-lanziti and Varshney, 2008, 252). In addition, translation can be used as a post-reading procedure to evaluate students' comprehension of a text.

Liao (2006), in his study about the use of translation in English learning, came to the conclusion that "students most frequently use translation to learn English vocabulary words, idioms, phrases, grammar, to read, write, speak English, to check their reading and listening comprehension."

According to Atkinson (1993), "the mother tongue may be useful in the procedural stages of a class, for example: setting up pair and group work, sorting out an activity which is clearly not working, checking comprehension and using L1 for translation as a teaching technique." (in Prodromou, 2002). Larrea (2002), lists the following cases where teachers may use L1, when:

- 1) Starting beginner classes to make students feel more comfortable when facing the enormous task of learning a foreign language.
- 2) L1 is used for the purpose of contrastive analysis, i.e. to introduce the major grammatical differences between L1 and L2.
- 3) The teacher's knowledge of students' L1 can also help him understand the learner's mistakes caused by interference.
- 4) L1 is used to explain complex instructions to basic levels.
- 5) L1 is used to get feedback from the students about the course, the teacher's approach, evaluation of teaching styles, etc.

Auerbuch (1993) mentions the following uses of L1: classroom management, language analysis, presenting grammar rules, discussing cross-cultural issues, giving instructions, explaining errors and checking for comprehension (In Tang, 2002). According to Cook, mother tongue can be used positively by the teacher in the L2 classroom in many ways: to convey the meaning, to organize the class, and students can use L1 to explain tasks to one another (Cook, 2001).

Schweers (1999) mentioned the following suggested uses for L1 in the EFL classroom:

- 1) Eliciting Language. "How do you say 'X' in English?"
- 2) Checking comprehension. "How do you say 'I've been waiting for ten minutes in Spanish?'" (Also used for comprehension of a reading or listening text.)
- 3) Giving complex instructions to basic levels
- 4) Co-operating in groups. Learners compare and correct answers to exercises or tasks in the L1. Students at times can explain new points better than the teacher.
- 5) Explaining classroom methodology at basic levels
- 6) Using translation to highlight a recently taught language item
- 7) Checking for sense. If students write or say something in the L2 that does not make sense, have them try to translate it into the L1 to realize their error.
- 8) Translation items can be useful in testing mastery of forms and meanings.

Furthermore, free online machine translation (MT) can be used as a helpful language learning tool. The output can be seen as a source of errors to be corrected by students. This exercise can "reinforce learners' appreciation of both L1 and L2 grammar and style" (Nino, 2009, 242). Although MT is instant and widely available, students should not use it "without having a good command of the L2 and some previous knowledge about the kind of errors MT produces" (Nino, 2009, 247).

Analysis of data collected from this study showed that all teachers use translation in varying degrees; but the majority of them (73.68%) sometimes use translation in language learning and teaching. However, (57.89%) of them oppose the idea of using translation in language teaching.

The results of this study also showed that teachers always use translation in the following situations: for explaining the similarities and differences between English and Arabic, for eliciting language, for teaching idioms and when dealing with students' errors caused by interference. In addition, teachers rarely use translation in the following situations: for giving feedback to students about their performances, for further elaborations and for language testing.

METHOD

Sample

This study was carried in the English Language Centre (ELC) and the English Department, Faculty of Languages and Translation, King Khalid University, Saudi Arabia. The sample included (19) teachers who are native speakers of Arabic and who teach English at basic levels. Table 1 below shows the number of teachers, their qualifications and teaching experience.

Table 1. Teachers' qualification and experience in teaching

Qualifications	Experience in Teaching		Number of Teachers
	1-5 years	6-10 years	
M.A in English	14	5	19

Table 2. Frequency of using translation in language learning and teaching

Frequency of using translation	Always		Sometimes		Rarely		Never	
	F	P	F	P	F	P	F	P
	2	10.52	14	73.68	3	15.78	0	0

F= Frequency P= Percentage

Table 3. Usefulness of using translation in language learning and teaching

Usefulness of using translation	Yes		No	
	F	P	F	P
	8	42.10	11	57.89

F= Frequency P= Percentage

Study instrument

In this study a questionnaire was used for the purpose of data collection. This questionnaire is divided into three parts: 1) Personal information. 2) General information about the use of translation in language learning and teaching. 3) Situations where translation might be used. This questionnaire was given to (19) teachers who teach English at basic levels and the frequencies and percentages of their responses were calculated as shown in tables 2, 3, and 4.

FINDINGS

How often teachers use translation in language learning and teaching

Table 2 above shows that all teachers use translation in language learning and teaching, but in varying degrees; (10.52%) of the teachers always use translation; (73.68%) sometimes use translation and (15.78%) rarely use translation. This leads us to the conclusion that most teachers sometimes use translation in language learning and language teaching.

Do teachers think it is useful to use translation in language learning and teaching?

As shown in table 3 above, (42.10%) of the teachers think that the use of translation in language learning and teaching is useful, whereas (57.89%) of them oppose this

idea. This means that teachers are divided over using or not using translation in language teaching with slight inclination towards not using translation.

The situations where teachers use translation in language learning and teaching

Table 4 below shows that teachers use translation in language learning and teaching in the following situations:

Teachers always use translation in the following situations: for explaining the similarities and differences between English and Arabic (47.36%), for eliciting language (42.10%), for teaching idioms (31.57%) and when dealing with students' errors caused by interference (31.57%).

Teachers sometimes use translation in the following situations: for explaining new words and phrases (84.21%), for explaining grammar rules (63.15%), for teaching idioms (52.63%) and for checking comprehension in reading and listening (47.36%).

Also, (52.63%) of the teachers rarely use translation for giving feedback to students about their performances and (42.10%) rarely use translation for further elaborations. Furthermore, the majority of teachers (68.42%) rarely use translation for language testing.

DISCUSSION

Data analysis indicates that majority of participants in this study use translation in language teaching. The results of

Table 4. Situations where teachers use translation in language learning and teaching

Situation	Always		Sometimes		Rarely		Never	
	F	P	F	P	F	P	F	P
1. For explaining new words and phrases	2	10.52	16	84.21	1	5.26	0	0
2. For explaining grammar rules.	0	0	12	63.15	7	36.84	0	0
3. For teaching idioms	6	31.57	10	52.63	3	15.78	0	0
4. For further elaborations.	4	21.05	6	31.57	8	42.10	1	5.26
5. For giving feedback to students about their performances.	2	10.52	2	10.52	10	52.63	5	26.31
6. For introducing classroom activities.	6	31.57	6	31.57	5	26.31	2	10.52
7. For explaining reading passages	5	26.31	8	42.10	4	21.05	2	10.52
8. For explaining the similarities and differences between English and Arabic	9	47.36	8	42.10	1	5.26	1	5.26
9. When dealing with students' errors caused by interference	6	31.57	7	36.84	3	15.78	3	15.78
10. For eliciting Language. How do you say 'X' in English?	8	42.10	7	36.84	2	10.52	2	10.52
11. For checking comprehension in reading and listening	6	31.57	9	47.36	3	15.78	1	5.26
12. For language testing	0	0	2	10.52	4	21.05	13	68.42

F= Frequency. **P= Percentage**

the current study showed that (10.52%) of the teachers always use translation, (73.68%) of them sometimes use translation and (15.78%) of them rarely use translation.

Like other studies (Larrea, 2002; Shiyab and Abdul Lateef, 2001; Schweers, 1999; Larrea, 2002; Liao; 2006), this study also came to the conclusion that (31.57%-47.36%) of the teachers always use translation in the following situations: 1) to explain the similarities and differences between English and Arabic, 2) to elicit language, 3) to deal with students' errors caused by interference, and 4) to teach idioms.

As it is the case with other studies (Newmark 1991; Schweers, 1999; Cook, 2001; Nation, 2001; Shiyab and Abdul Lateef, 2001; Cook, 2005; Liao, 2006; Latsanyphone and Bouangeune, 2009; Dilkova, 2010), the present study also showed that 47.36% - 84.21% of the teachers sometimes use translation in the following situations: 1) to explain new words and phrases, 2) to teach grammar, and 3) to improve and check comprehension.

Similarly, Cunningham (1929) described the use of translation in testing as "the supreme test of knowledge of two languages" (in Atkinson, 1987, 244), but this study

showed that the majority of teachers (68.42%) rarely use translation for language testing. This can be attributed to the fact that respondents in this study teach English at basic levels where students are still unable to translate from one language to another.

Suggested guidelines for teachers to make the best use of translation in language learning and teaching

Cook (2001) and Butzkamm (2009) argue that if L1 is used in a principled and systematic way, then it can promote and increase the use of L2. This is why guidelines have to be established that promote effective bilingual methods. The following guidelines are suggested for teachers who plan to use translation in the classroom:

Teachers should become familiar with the field of error analysis in order to identify errors which result from negative transfer from L1 and try to avoid them.

Teachers should avoid overcorrection of errors; as concentration on errors may have a negative effect on learners' motivation.

Translation should be used judiciously. Teachers should avoid the overuse of translation in language teaching. Generally speaking, a lesson is divided into four main phases: 1) the objectives, 2) presentation, 3) practice, 4) evaluation. Translation can be used in all these phases, but translation should not be overused. When the message is clear for students, then all other activities should be done using the target language. According to Nation, "The L1 needs to be seen as a useful tool that like other tools should be used where needed but should not be over-used" (Nation, 2001).

The amount of L1 use should be as little as possible. Tang (2000) recommends using L1 not more than 10% of class time. He states that "the amount of the mother tongue used should not exceed 10% of the class time" (in Rell, 2005, 46-47). In addition, Harmer (2001), states that "It therefore makes sense for us to speak English as much as possible in the class, especially since if we do not. Students will not see the need to speak too much English either. However, there are times, especially at lower levels, where the use of L1 may help both teacher and students such as in an explanation or discussion of methodology, or giving of announcements which would be impossibly difficult in English." (Harmer, 2001, 132).

The use of L2 should be increased. If we want our students to accelerate language learning, we have to increase the use of L2 in the classroom. Robertson states:

"You may find it necessary to give instructions or explain certain items of grammar in the mother tongue. However, think carefully about how and when you use it and take every opportunity to expose your students to English. Make clear to students when you expect them to use English and encourage and praise them at all times when they make serious effort to practice their English in class." (Robertson et al., 2000,16).

In addition to the above cited guidelines for the effective use of translation in language learning and teaching, the communicative basis for the use of translation in language teaching should be sought and integrated in course-work, with due consideration of the constraints of the language classroom, in the essentially communicative nature of translation in the "real world" (Tudor, 1987, p. 367). This includes the use of translation as a teaching method, and the use of translation courses at college level to enhance language skills. (Mekheimer, 2012). In this vein, too, Tudor (198:367-370) outlined the following guidelines to be strictly followed in order to effectually render the translation method as an effective teaching methodology:

Guideline 1. Use authentic material:

For translation to be communicative, it needs to be based on material which has a genuine communicative purpose.

Guideline 2. Don't translate in a communicative vacuum:

The teacher needs to make learners aware of the communicative situation in which they occurred.

Guideline 3. Translate for an audience:

Learners should be given a concrete reason for translating texts. Creating a purpose for the translation of materials may call for some ingenuity on the teacher's behalf, but the more realistic the situations of practice are, the greater is likely to be the learners' participation.

Guideline 4. Use a variety of materials:

The translation material should be drawn from a wide range of sources. The exclusive use of any one type of material will have a limiting effect on the range of L2 expressive resources to which learners are exposed.

Guideline 5. Deal with linguistic difficulties on an ad hoc basis:

The translation class can serve as a focus for remedial grammar work, but this can best be arranged by the use of authentic materials in which the various points deserving attention occur naturally as means of furthering the communicative purpose of the texts used.

CONCLUSION

Despite the paramount significance of translation in the pedagogy of second/foreign language teaching and learning, translation has, for over a century, been the pariah of English language teaching (Cook, 2010). Therefore, this largely unexamined view has recently been called into question in the modern agenda of language research, thereby making a devastatingly well-argued case for the restoration of translation as a proper, and indeed essential, part of language teaching. The reason is that translation was a method of language teaching and it is one of the most frequently discussed topics among language teachers and researchers since long. For many teachers and students, the use of translation is a learning and communication strategy that can be used in the classroom for various purposes, such as to explain difficult concepts, for language practice and improvement.

This study attempted firstly to show that translation has an important role to play in language learning and teaching - that it develops both language awareness and use, that it is pedagogically effective and educationally desirable, and that it answers student needs in the contemporary globalized and multicultural world. And secondly it attempted to show the weakness of exclusively monolingual language teaching - that the reasons behind it are more commercial and political than scientific, that it is supported only by selective evidence and shaky reasoning, and that it disregards learner and teacher needs.

However, when deciding to use or not to use L1 in the classroom, we have to keep in mind that four factors should be taken into consideration:

One factor to consider is efficiency: can something be done more effectively through the L1? A second factor is learning: will L2 learning be helped by using the L1

alongside the L2? The third factor is naturalness: do the participants feel more comfortable about some functions or topics in the first language ... the fourth factor is external relevance: will use of both languages help the students to master specific L2 uses that they may need in the world beyond the classroom? (Cook, 2001, 413).

Finally, if translation as a classroom technique is to help students achieve competence in the foreign language, it must be used sensibly, purposefully, systematically and on a regular basis. According to Šavelová (2006), all translation should lead to discussion – without this, the use of translation in the classroom is purposeless.

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Appendix

Dear Colleague,

This questionnaire has a number of questions related to your opinion regarding the situations of using translation in language learning and teaching. Please read these questions carefully before you write down your answers, and keep in mind that the results of this questionnaire will be used only for research purposes.

Thanks.

I-Personal Information:

- Name (optional):
- Qualifications:

- Experience in Teaching:

1- 5 years	
6-10 years	
More than 10 years	

II- General Information about the Use of translation in language learning and teaching

1- How often do you use translation in your English classroom?

Always	
Sometimes	
Rarely	
Never	

2- Do you think it is useful to use translation in language learning and teaching?

Yes

No

III- Situations Where Translation is Used

In what situations do you use translation in language learning and teaching? Please tick the appropriate cell, where A=always, S= sometimes, R= rarely, and N= never.

Situation	Always	Sometimes	Rarely	Never
1. For explaining new words and phrases				
2. For explaining grammar rules				
3. For teaching idioms				
4. For further elaborations				
5. For giving feedback to students about their performances				
6. For introducing classroom activities.				
7. For explaining reading passages				
8. For explaining the similarities and differences between English and Arabic				
9. When dealing with students' errors caused by interference				
10. For eliciting Language. How do you say 'X' in English?				
11. For checking comprehension in reading and listening				
12. For language testing				