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TRANSLATION METHOD YES OR NO?



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ABSTRACT

The study sought to investigate the Iranian EFL teachers' and students' perspectives on the role of translation in the process of English language learning (ELL). To do this, 40 EFL teachers and 80 EFL students of both genders were selected from different universities in Kerman (Azad, Bahonar, Payame Nour, and Kerman Institute of Higher Education) based on convenience sampling. They participated in this quantitative research where data came from a related questionnaire as the source of data collection. It should be noted that reliability and validity of the questionnaire were assessed by the researcher. Finally, the data were analyzed using SPSS software. The results indicated the EFL teachers' and students' positive perspectives on the role of translation in the process of English language learning. In other words, the employment of translation method in the English classes in Iran has created relatively positive views in teachers and students. Also, in order to compare the teachers and students' perspectives about the role of translation EFL context, a sample independent t-test was done, and the results indicated that there was no difference between the two groups of teachers and students' perspectives.

KEYWORDS

Translation, Translation in Language Teaching (TILT), Perspective, EFL Context

RESEARCH PAPER

1. Introduction

No one can deny the fact foreign language learning and translation share a common purpose, which is known as communication. But, it can be a wonder for someone why translation cannot be used as an aid to L2 learning. Using translation activities in the language classes has been controversial and widely debated. Translation process as a pedagogical tool in the language classes has been invalid for some reasons, as being distinct from language skills, interference in L2 learning, and a barrier to student's thinking in L2, time-consuming and ineffective scale of student's language skills (Malmkjaer 1998). However, after some years of being prevented from language learning, translation is gradually being reintroduced as a permanent activity in most language classes (Pym & Malmkjaer et al., 2012). The current argument is that the problem does not lie in the use of translation, but in how to use translation effectively in an EFL class. Thus, a methodological approach which is compatible with L2 learning, is required to the use of translation in the language classes. It is worthy to mention that some linguists such as Newmark (1991), Ross (2000), Leonardi (2009), and Pym, Malmkjaer, and Plana (2012) have gone to the extreme by calling for translation to be the "fifth skill" in L2 learning. Similarly, language learners, especially beginners, viewed the use of translation as a language learning strategy (O'Malley & Chamot, 1990). Despite the advantages of using translation as a means of communication in foreign language (Cook, 2010), it is regarded as a poor learning strategy when it presented to the communicative language teaching (CLT) approach, where the best way for language learners to gain aptitude in the target language is to think in that language (Husain, 1995). However, number of studies indicated that the extent to which the learners are fluent in L2 and are able to avoid possible interference from L1, is largely influenced by the use of translation to learn the foreign language (Chamot, 1987 & Omura, 1996). Regarding the above discussion, the question whether teachers should use translation in EFL classroom is still not answered and even controversial. On the one hand, the opponents believed that translation should be excluded in teaching foreign language. On the other hand, the supporters believed that translation should be included and used in EFL context. Under the influence of the long period of debates on the use of translation, some educators do not feel confident about the reasons and ways of implementing translation into their teaching. As a result, the challenging problem was to consider if implementing translation in language teaching/ learning process can be a facilitator or debilitating matter. Considering the mentioned contradictions and problems, the researcher made an attempt to explore the role of translation in the process of language learning from both EFL teachers and students' perspectives. A research which investigated teachers and learners' views on the role of translation in ELL context, may provide valuable base for future studies in educational environment. The nature of first language as an important factor as well as its function in the process of second or foreign language pedagogy was often misunderstood. The present work intended to investigate and analyses the role of translation in the process of English language learning (ELL). More specifically, this study aimed at exploring the Iranian EFL teachers' and students' perspectives of using translation in their language teaching classes. Furthermore, the present study investigated if there is overlap in the teachers and students' perspectives regarding translation in EFL context.

The following research questions were addressed based on the research objectives;

Q1. What is the teachers' perspective with respect to the role of translation in the process of language learning?

Q2. What is students' perspective with respect to the role of translation in the process of language learning?

Q3. Is there any overlap in the teachers' and students' perspectives regarding translation in EFL context?

2.Literature Review

Accepting the idea that the mother tongue in the ELT is not just a display of the teachers or students' failure teachers could use it as a helpful tool in the classroom communication. However, it has to be decided carefully in which part of the teaching process an involvement of the learners' native language could be really beneficial and in which it could work rather disruptively. In general, students need to practice different strategies which motivate them toward achieving the goal of learning regardless their ability about target language and how much time students dedicate in learning the target language. According to many researchers, Teachers' Code- Switching must necessarily be applied, but in a sufficient extent, in the right place and time especially in cases students necessities (Naka, 2014, p 4).

According to Mogahed (2011), the advantages of translation are helping learners understand the influence of L1 on L2 and correct errors of misuse of particular words or structures, allowing them to think comparatively. It forces learners to think carefully about meaning, not just too mechanically manipulate forms and it encourages students to take risks rather than avoid them. Moreover, Duff (1994) pointed out that "many ELT teachers have tried to create English only classrooms but have found they have failed to get the meaning across, leading to student incomprehension and resentment". He concludes, therefore, that "translation/transfer is a natural phenomenon and an inevitable part of second language acquisition regardless of whether or not the teacher offers permits of translation. Based on Mogahed (2011), many studies suggested a positive and facilitative role of translation (Newmark 1991; Husain 1994; Kern 1994; Omura 1996).

Recent research in pragmatics also suggested that greater awareness of L1 helps in the more effective communicative use of L2. Translation is a means by which both languages can be assessed. Rather than being seen as an obstacle to real language use, translation might more effectively be viewed as a way of fine-tuning the language to be used in given situations and conditions (Owen, 2003).

Liao (2006) explored learners' use of translation as a strategy in English learning through a study conducted with Taiwanese college students. He collected data from questionnaires and interviews and aimed to identify students' beliefs about using translation to learn, the learning strategies they use, and the relationship between those two variables and the learners' background variables and beliefs. It is found that translation plays a positive role in the learners' learning experience, and that students with different English proficiency levels and academic majors appear to hold different beliefs about translation.

Machida (2008) explored the integration of translation as a major method in FLT. Working with advanced learners, he carried out a variety of translation activities for 12 weeks. The activities were grouped into two, as the activities comprised sentence-level translation and short-article translation, while outside-class activities comprised semi-independent project work. Through the feedback received from test results and surveys given to the learners at the end of the semester, Machida concluded that it is feasible to adopt translation as a main teaching methodology. He defended translation as a method in FLT, rather than as a technique to be incorporated into other methods or one of many other techniques that can be used during the teaching process.

Takimoto and Hashimoto (2010) argued that interpreting as well as translation is suitable for language learning at university level. They justified this by noting that interpreting activities are mainly related to the learners' speaking and listening, while translation is utilized primarily for both reading and writing. Thus, they aim to cover all four language skills. As with most of the empirical research in the field, they conduct their research with advanced-level language learners. The learners participate in a variety of translation and interpretation activities to promote the skills. Their data was gathered through semi structured interviews with the learners, using a qualitative methodology that

distinguishes this study from most of the research in the field. The findings indicated that translation and interpreting help to ensure lively interactions and can be used to create relevant materials.

Hosseini-Maasoum and Mahdian (2012) also asked whether translation facilitates students' reading comprehension. Firstly, Maydian focused on the reading skills of the learners, thus allowing direct comparison with other studies. Secondly, the subjects were learners at pre-intermediate level, a group of learners who are not very often included in research on this topic. Data were obtained through questionnaires as well as pre-tests and post-tests given to students. The results show that "there was a significant difference between the students' reading comprehension ability before and after treatment. Almost all students improved in the post-test and showed positive attitude in the questionnaire.

Pym et al., (2013) investigated the role of translation in language teaching in the European Union and conducted various connected studies, among which a rather large study with 896 elementary, secondary and tertiary level language teachers. Their participants stated that grammar translation was the second last favorite teaching method, but that translation is being used in the foreign language classrooms. Their study also showed that translation exercises are used more at tertiary level language learning, than at secondary level and least at primary level, and that teachers with an experience of 20 years or more were more prone to translation exercises. What is interesting is that in some countries, there is a tendency of younger teachers to introduce translation exercises into the language classroom.

Asgarian (2013) explored Iranian teachers' perceptions of the translation. The participants were all Iranian foreign-language teachers and they were selected through purposeful sampling. The data were obtained through semi-structured interviews including open-ended questions. The findings are that Iranian teachers prefer to avoid translation as a strategy and L1 is generally resorted to by less proficient teachers; students begin to think in English as they improve their language; and accurate translations can be ensured by professionals. Since the attitudes of teachers would inevitably affect the learners, it is expected that learners would likewise refrain from using translation as a part of language learning .

Karimian and Talebinejad (2013) also focused on students' use of translation as a strategy in learning a language. They employ quantitative and qualitative methods to obtain data and 170 Iranian foreign-language learners answered a questionnaire, while 120 were selected to respond to an interview. It is found that translation is widely used among Iranian language learners for a variety of purposes, including comprehension, remembering and producing English. Mental translation while reading, using bilingual dictionaries and discussing the similarities and differences between their mother tongue and English were among the other reasons for students' L1 use. Moreover, learners used translation as an effective strategy since they felt more secure and could be involved in the lesson.

McLoughlin and Lertola (2014) discussed the use of subtitling as an effective activity involving translation and report on students' feedback on their subtitling processes. The data were obtained from the responses of 40 students to an evaluation survey given after a 24-week subtitling module. Based on their research with intermediate-level learners, they argued that subtitling can be usefully employed. In the same year, Károly (2014) presented a case study carried out from a functionalist perspective. She adapts Nord's functional-textual approach to the translation of EU texts by second year undergraduate students in a Department of English Studies. Károly aimed to explore the problems that students face while translating, as well as the individual differences that lead to these problems. She argued that foreign-language teachers are likely to benefit from the study for two reasons: firstly, developing translation competence by using translation activities is useful in itself because translation skills are often required on today's job market.

3. Method

Participants of this study were Iranian EFL teachers who were teaching English as a foreign language in some universities (Azad, Bahonar, Payame Nour Universities and Kerman Institute of Higher Education). Actually, 40 professors (10 in each university) were selected from four universities in the academic year 2020. That is to say, the participants of this study were English teachers of both genders (19 male and 21 female) with the range of ages 31 to more than 50, and all of them were experienced professors. Also, 12 of the professors were Ph.D. students and 28 of them were Ph.D. Moreover, 80 translation students of both genders were selected from the mentioned universities (20 in each university). It should be noted that all of them were B.A. students of the third year and they were 29 male and 51 female with the range of ages 20 to 26. It should be noted that the teachers and students' participation is completely voluntarily and they receive no remuneration. The technique used for sampling was "convenience sampling".

In order to gather data, the most related questionnaire on "The Role of Translation on Foreign-language Learning" was employed in the present project. The questionnaire consists of two parts that the first part explores demographic information on the participants' age, gender, etc. The second part consists of 40 items which evaluate the related items on the role of translation in the process of language learning.

The content validity of individual items is determined by expert opinion in the area of language methodology. More specifically, the validity of the instrument, the wording of the survey instrument, length of the questionnaire, and the ease of the implementation of the procedures were examined by two experienced professors in order to avoid any ambiguity and if any final adjustments needed to be done. Also, the suitability of the questionnaire was investigated for the study population by referring to the similar studies in similar cases. All in all, the adapted research instrument was checked according to research questions and objectives.

Considering reliability, Pym and Artar (2017) reported the reliability of the mentioned questionnaire that Cronbach's alpha was found to be .88. Once again, the reliability of the questionnaire was analyzed by the researcher through Cronbach's alpha Test. The reliability analysis was tested in the same teacher and student's questionnaire that Cronbach's alpha value is .92. All the items in both questionnaires represented Cronbach's alpha value greater than .70 which indicating acceptable level of reliability. After preparing the questionnaire for responding, they were distributed to participants.

4. Results

Descriptive statistics analysis was done in order to evaluate the items of the related questionnaire from teachers' views. It should be noted that the questionnaire assessed 40 related items on the role of translation in the process of language learning. Frequency and percentage of each item were used in order to investigate every question. Also, the averages of all items are shown in the related table.

Table 1. *Descriptive Statistics of Teacher's Questionnaire*

Items	Completely disagree	Disagree	Neutral	Agree	Completely agree
	F / P	F / P	F / P	F / P	F / P
1. Translation activities should be included in the language teaching curriculum.	4 (10%)	6 (15%)	2 (5%)	15 (37.5%)	13 (32.5%)
2. Translation is an innate skill.	7 (17.5%)	5 (12.5%)	3 (7.5%)	14 (35%)	11 (27.5%)
3. I translate the difficult sentences in mind while reading a difficult text.	6 (15%)	5 (12.5%)	0 (0%)	17 (42.5%)	12 (30%)
4. Translation is a skill that can be improved by communicative activities.	3 (7.5%)	8 (20%)	2 (5%)	16 (40%)	11 (27.5%)
5. The background knowledge about the text facilitates the translation process.	2 (5%)	9 (22.5%)	3 (7.5%)	16 (40%)	10 (25%)
6. Translating the sentences while reading an English text makes it easier to understand.	3 (7.5%)	5 (12.5%)	1 (2.5%)	16 (40%)	15 (37.5%)
7. Translation activities can improve writing skill while learning English	2 (5%)	9 (22.5%)	5 (12.5%)	13 (32.5%)	11 (27.5%)
8. Translation activities improve English grammar knowledge.	6 (15%)	7 (17.5%)	2 (5%)	12 (30%)	13 (32.5%)
9. Translation is a skill to be improved while learning a foreign-language.	5 (12.5%)	7 (17.5%)	4 (10%)	13 (32.5%)	11 (27.5%)
10. Translation assignments, activities and projects can be helpful in learning a language.	3 (7.5%)	8 (20%)	3 (7.5%)	17 (42.5%)	9 (22.5%)
11. Translation is a language skill just like reading, listening and speaking.	5 (12.5%)	9 (22.5%)	6 (15%)	12 (30%)	8 (20%)

12. The most challenging thing in translating is long and complex sentences.	1 (2.5%)	8 (20%)	1 (2.5%)	15 (37.5%)	15 (37.5%)
13. Translating the sentences while writing an English text help students to express themselves better in complex sentences.	4 (10%)	10 (25%)	3 (7.5%)	15 (37.5%)	8 (20%)
14. Using electronic/online translation tools is necessary to translate.	0 (0%)	9 (22.5%)	0 (0%)	15 (37.5%)	16 (40%)
15. While writing an English text, it is better to translate the difficult sentences in mind.	5 (12.5%)	7 (17.5%)	0 (0%)	12 (30%)	16 (40%)
16. Translation is a skill that will need in daily and business life.	3 (7.5%)	7 (17.5%)	0 (0%)	14 (35%)	16 (40%)
17. It is better to learn English grammar through native language explanations of the English grammatical rules.	8 (20%)	11 (27%)	0 (0%)	12 (30%)	9 (22.5%)
18. Translation activities should be included in the language teaching course books.	4 (10%)	6 (15%)	5 (12.5%)	15 (37.5%)	10 (25%)
19. I think translation is necessary in carrying out the academic studies.	5 (12.5%)	(20%)	6 (15%)	12 (30%)	9 (22.5%)
20. Everybody who can write in a foreign-language can translate from that language into his native language or vice versa.	5 (12.5%)	5 (12.5%)	0 (0%)	15 (37.5%)	15 (37.5%)
21. Translation is a skill that can be tested in language learning.	5 (12.5%)	7 (17.5%)	3 (7.5%)	15 (37.5%)	10 (25%)
22. Translation activities improve English vocabulary knowledge.	3 (7.5%)	12 (30%)	2 (5%)	9 (22.5%)	14 (35%)
23. A course titled "Translation Techniques" can be useful for academic studies such as preparing assignments, writing thesis and making presentations.	7 (17.5%)	10 (25%)	5 (12.5%)	8 (20%)	10 (25%)

24. Communicative translation activities should be used in foreign-language teaching.	5 (12.5%)	8 (20%)	0 (0%)	14 (35%)	13 (32.5%)
25. Translation is a skill that every student will need when graduates.	2 (5%)	5 (12.5%)	0 (0%)	16 (40%)	17 (42.5%)
26. Translation is a skill that can be improved by studying.	3 (7.5%)	4 (10%)	0 (0%)	17 (42.5%)	16 (40%)
27. It is a good way to translate while preparing assignments, writing thesis and giving presentations.	9 (22.5%)	14 (35%)	0 (0%)	7 (17.5%)	10 (25%)
28. Translation improves general world knowledge.	1 (2.5%)	7 (17.5%)	1 (2.5%)	16 (40%)	15 (37.5%)
29. If I do not understand something in English, I will ask other people to translate it into Persian.	0 (0%)	5 (12.5%)	0 (0%)	17 (42.5%)	18 (45%)
30. Assignments, in-class tasks and projects that are required to translate will contribute to language learning.	7 (17.5%)	12 (30%)	4 (10%)	9 (22.5%)	8 (20%)
31. I learn English idioms and phrases by reading their Persian translation.	3 (7.5%)	6 (15%)	0 (0%)	15 (37.5%)	16 (40%)
32. It is more difficult to translate from the source language to target language.	1 (2.5%)	10 (25%)	3 (7.5%)	14 (35%)	12 (30%)
33. Mental translating cannot decrease fluency while speaking English.	5 (12.5%)	12 (30%)	6 (15%)	10 (25%)	7 (17.5%)
34. Translation activities have a positive effect on fluency in speaking English.	8 (20%)	12 (30%)	5 (12.5%)	7 (17.5%)	8 (20%)
35. Translating helps to learn about different cultures.	3 (7.5%)	7 (17.5%)	1 (2.5%)	14 (35%)	15 (37.5%)
36. It is necessary to know a language at proficient level in order to be able to translate.	1 (2.5%)	6 (15%)	2 (5%)	14 (35%)	17 (42.5%)

37. It is better to write the text in Persian first and then translate into English instead of direct writing in English.	10 (25%)	16 (40%)	2 (5%)	7 (17.5%)	5 (12.5%)
38. Translation skill can be improved only by mechanical exercises.	8 (20%)	10 (25%)	3 (7.5%)	9 (22.5%)	10 (25%)
39. Translation can be used together with other methods while teaching a foreign-language.	2 (5%)	13 (32%)	3 (7.5%)	11 (27.5%)	11 (27.5%)
40. Translation is a skill that can improve when a person learns a language.	3 (7.5%)	11 (27.5%)	2 (5%)	15 (37.5%)	9 (22.5%)

Data analysis of the first item indicated exactly 70% of the English teachers of university agreed that translation activities should be included in the language teaching curriculum, and 62.5% of the stated that translation is an innate skill. Most of the EFL teachers (72.5%) also mentioned that they translate the difficult sentences in mind while reading a difficult English text, and 67.5% of them uttered that translation is a skill that can be improved by communicative activities. Moreover, most of teachers (75%) agreed that background knowledge about the text facilitates the translation process, and 77.5% of them stated that translating sentences while reading an English text makes it easier to understand. In addition, exactly 60% of the professors declared that translation activities can improve writing skill while learning English, and 62.5% of them said these activities improve English grammar knowledge. Once again, 60% of the teachers agreed that translation is a skill to be improved while learning a foreign-language, and exactly 65% proposed that translation assignments, activities and projects can be helpful in learning a language.

Based on the careful analysis, half of the teachers (50%) highlighted that translation is a language skill just like reading, writing, listening and speaking, and exactly 70% of them said that the most challenging thing in translating is long and complex sentences. Also, more than half of the respondents (57.5%) mentioned that translating sentences while writing an English text help students to express themselves better in complex sentences, and 77.5% showed that using electronic/online translation tools is necessary to translate. Additionally, 70% of the participants (English teachers) remarked that it is better to translate the difficult sentences in mind for writing an English text, and 75.5% of them represented that translation is a skill that will need in daily and business life. Once again, more than half of the teachers (52.5%) stated that it is better to learn English grammar through native language explanations of the English grammatical rules, and 62.5% of them showed that translation activities should be included in the language teaching course books. As the previous part, the same percentage (52.5%) thought that translation is necessary in carrying out the academic studies, and 75% of them noted that everybody who can write in a foreign-language can translate from that language into his native language or vice versa.

The questionnaire investigated other items on translation in the process of language learning, and data analysis showed that 75% of the teachers agreed that translation is a skill that can be tested in language learning, and more than half of them (57.5%) stated that translation activities

improve English vocabulary knowledge. However, less than half of the participants (45%) said that a course titled "Translation Techniques" can be useful for academic studies, but more than half of them (67.5%) agreed that communicative translation activities should be used in foreign-language teaching. A great percentage of the teachers (82.5%) believed that translation is a skill that every student will need when graduates, and the same percentage (82.5%) agreed that translation is a skill that can be improved by studying, but less than half of them (42.5%) declared that it is a good way to translate while preparing assignments, writing thesis and giving presentations. Repeatedly, most of the teachers (77.5%) agreed that translation improves general world knowledge, and 87.5% of them noted that they will ask other people to translate it into Persian if they do not understand something in English. once again, the same percentage (42.5%) showed that teachers stated assignments, in-class tasks and projects that are required to translate will contribute to language learning.

According to the careful analysis, most of the teachers participated in this study (77.5%) uttered that they learn English idioms and phrases by reading their Persian translation, and 65% of them stated that it is more difficult to translate from the source language to target language. However, less than half of them (42.5%) revealed that mental translating cannot decrease fluency while speaking English, and 37.5% of them showed that translation activities have a positive effect on fluency in speaking English. As the above table highlighted, most of the EFL teachers (72.5%) believed that translating helps to learn about different cultures, and 77.5% of them noted that it is necessary to know a language at proficient level in order to be able to translate, but less than half of the teachers (30%) of them declared that it is better to write the text in Persian first and then translate into English instead of direct writing in English, and 47.5% of them mentioned that translation skill can be improved only by mechanical exercises. Finally, more than half of the EFL teachers (55%) remarked that translation can be used together with other methods while teaching a foreign-language and exactly 60% of them uttered that translation is a skill that can improve when a person learns a language.

Table 2. Frequency Distribution of Teacher's Questionnaire

Teacher's Questionnaire					
Options	Completely Disagree	Disagree	Neutral	Agree	Completely Agree
Frequency	167	336	88	530	479
Percentage	10.44%	21%	5.50%	33.13%	29.94%
Mean	4.17	8.40	2.20	13.25	11.98
Variance	6.09	7.84	3.76	8.68	10.52

The first questionnaire examined teachers' attitudes on the role of translation in the process of language learning. The related table illustrated the scale statistics as frequency, percentage, mean, and variance of all 40 items of the questionnaire. As the table shows, among all options, "Agree" received the most frequency (530), percentage (33.13%) and mean score (13.25). Then, "Completely agree" placed in the second rank with the frequency of 497 (29.94%), and the mean score of 11.98. Therefore, based on the careful analysis, "Agree" and "Completely agree" were selected respectively by the EFL teachers more than other options.

Regarding the second research question descriptive statistics of student's questionnaire is shown the following table.

Table 3. Descriptive Statistics of Student's Questionnaire

Items	Completely disagree	Disagree	Neutral	Agree	Completely agree
	F / P	F / P	F / P	F / P	F / P
1. Translation activities should be included in the language teaching curriculum.	11 (13.75%)	13 (16.25%)	5 (6.25%)	29 (36.25%)	22 (27.5%)
2. Translation is an innate skill.	19 (23.75%)	11 (13.75%)	2 (2.5%)	23 (28.75%)	25 (31.25%)
3. I translate the difficult sentences in mind while reading a difficult English text.	17 (21.25%)	12 (15%)	0 (0%)	28 (35%)	23 (28.75%)
4. Translation is a skill that can be improved by communicative activities.	11 (13.75%)	15 (18.75%)	4 (5%)	24 (30%)	26 (32.5%)
5. The background knowledge about the text facilitates the translation process.	14 (17.5%)	17 (21.25%)	4 (5%)	18 (22.5%)	27 (33.75%)
6. Translating the sentences while reading an English text makes it easier to understand.	11 (13.75%)	10 (12.5%)	1 (5%)	30 (31.25%)	28 (32%)
7. Translation activities can improve writing skill while learning English.	15 (18.75%)	12 (15%)	4 (%)	25 (%)	24 (%)
8. Translation activities improve English grammar knowledge.	8 (10%)	12 (15%)	0 (0%)	28 (35%)	32 (40%)
9. Translation is a skill to be improved while learning a foreign-language.	20 (25%)	8 (10%)	4 (5%)	23 (28.75%)	25 (31.25%)
10. Translation assignments, activities and projects can be helpful in learning a language.	17 (21.25%)	9 (11.25%)	5 (6.25%)	28 (35%)	21 (26.25%)
11. Translation is a language skill just like reading, writing, listening and speaking.	12 (15%)	8 (10%)	2 (2.5%)	28 (35%)	30 (37.5%)

12. The most challenging thing in translating is long and complex sentences.	19 (23.75%)	19 (23.75%)	4 (5%)	17 (21.25%)	21 (26.25%)
13. Translating the sentences while writing an English text help students to express themselves better in complex sentences.	8 (10%)	13 (16.25%)	1 (1.25%)	26 (32.5%)	32 (40%)
14. Using electronic/online translation tools is necessary to translate.	7 (8.75%)	9 (11.25%)	0 (0%)	29 (36.25%)	35 (43.75%)
15. While writing an English text, it is better to translate the difficult sentences in mind.	10 (12.5%)	11 (13.75%)	0 (0%)	28 (35%)	31 (38.75%)
16. Translation is a skill that will need in daily and business life.	8 (10%)	7 (8.75%)	5 (6.25%)	27 (33.75%)	33 (41.25%)
17. It is better to learn English grammar through native language explanations of the English grammatical rules.	26 (32.5%)	13 (16.25%)	2 (2.5%)	19 (23.75%)	20 (25%)
18. Translation activities should be included in the language teaching course books.	6 (7.5%)	10 (12.5%)	6 (7.5%)	25 (31.25%)	33 (41.25%)
19. I think translation is necessary in carrying out the academic studies.	4 (5%)	7 (8.75%)	5 (6.25%)	31 (38.75%)	33 (41.25%)
20. Everybody who can write in a foreign-language can translate from that language into his native language or vice versa.	8 (10%)	10 (12.5%)	1 (1.25%)	23 (28.75%)	38 (47.5%)
21. Translation is a skill that can be tested in language learning.	11 (13.75%)	12 (15%)	9 (11.25%)	23 (28.75%)	25 (31.25%)
22. Translation activities improve English vocabulary knowledge.	7 (8.75%)	9 (11.25%)	0 (0%)	30 (37.5%)	34 (42.5%)
23. A course titled "Translation Techniques" can be useful for academic studies such as preparing assignments, writing thesis and making presentations.	9 (11.25%)	16 (20%)	5 (6.25%)	22 (27.5%)	28 (35%)

24. Communicative translation activities should be used in foreign-language teaching.	15 (18.75%)	12 (15 %)	6 (7.5%)	23 (28.75 %)	24 (30%)
25. Translation is a skill that every student will need when graduates.	6 (7.5%)	8 (10%)	0 (0%)	31 (38.75 %)	35 (43.75%)
26. Translation is a skill that can be improved by studying.	16 (20%)	17 (21.25 %)	7 (8.75 %)	21 (26.25%)	19 (23.75%)
27. It is a good way to translate while preparing assignments, writing thesis and giving presentations.	17 (21.25%)	17 (21.25%)	2 (2.5%)	23 (28.75%)	21 (26.25%)
28. Translation improves general world knowledge.	12 (15%)	5 (6.25 %)	7 (8.75%)	31 (38.75%)	25 (31.25%)
29. If I do not understand something in English, I will ask other people to translate it into Persian.	15 (18.75%)	6 (7.5 %)	0 (0%)	28 (35%)	31 (38.75%)
30. Assignments, in-class tasks and projects that are required to translate will contribute to language learning.	15 (18.75%)	10 (12.5%)	3 (3.75%)	29 (36.25%)	23 (28.75%)
31. I learn English idioms and phrases by reading their Persian translation.	9 (11.25%)	10 (12.5%)	0 (0%)	30 (37.5%)	31 (38.75%)
32. It is more difficult to translate from the source language to target language.	12 (15%)	18 (22.5%)	5 (6.25%)	23 (28.75 %)	22 (27.5%)
33. Mental translating cannot decrease fluency while speaking English.	10 (12.5 %)	17 (21.25%)	8 (10%)	22 (27.5 %)	23 (28.75%)
34. Translation activities have a positive effect on fluency in speaking English.	6 (7.5%)	16 (20%)	7 (8.75%)	25 (31.25 %)	26 (32.5%)
35. Translating helps to learn about different cultures.	1 (1.25 %)	11 (13.75%)	3 (3.75 %)	33 (41.25%)	32 (40%)
36. It is necessary to know a language at proficient level in order to be able to translate.	6 (7.5 %)	12 (15%)	6 (7.5%)	28 (35%)	28 (35%)

37. It is better to write the text in Persian first and then translate into English instead of direct writing in English.	12 (15%)	15 (18.75%)	3 (3.75%)	23 (28.75%)	27 (33.75%)
38. Translation skill can be improved only by mechanical exercises.	8 (10%)	12 (15%)	4 (5%)	30 (37.5%)	26 (32.5%)
39. Translation can be used together with other methods while teaching a foreign-language.	3 (3.75%)	13 (16.25%)	5 (6.25%)	28 (35%)	31 (38.75%)
40. Translation is a skill that can improve when a person learns a language.	11 (13.75%)	17 (21.25.5%)	8 (10%)	21 (26.25%)	23 (28.75%)

As mentioned before, the second questionnaire investigated the students' attitudes on translation in the process of language learning. As the above table indicates, most of the EFL students of university (63.75%) agreed that translation activities should be included in the language teaching curriculum, and exactly 60% of them believed that translation is an innate skill. based on the above table, 63.75% of them translated the difficult sentences in mind while reading a difficult English text, and 62.5% of the students confirmed that translation is a skill that can be improved by communicative activities. more than half of the students (56.25%) uttered that background knowledge about the text facilitates the translation process, and 63.25% of them approved that translating the sentences while reading an English text makes it easier to understand. Then, exactly 75% of the EFL learners uttered that translation activities can improve writing skill while learning English, and again the same percentage stated that these activities improve English grammar knowledge. Also, 60% of the participants (EFL students) declared that translation is a skill to be improved while learning a foreign-language, and 61.25% of them noted that translation assignments, activities and projects can be helpful in learning a language.

Regarding data analysis of the above table, more than half of the students (58%) agreed that translation is a language skill just like reading, writing, listening and speaking, but less than half of them (47.5%) referred to the long and complex sentences as the most challenging thing in translating. After that, 72.5% of the students mentioned that translating the sentences while writing an English text help students to express themselves better in complex sentences, and exactly 80% of them used electronic/online translation tools is necessary to translate. Moreover, most of them (73.75%) of the EFL learners said that it is better to translate the difficult sentences in mind while writing an English text, and exactly 75% of them declared that translation is a skill that will need in daily and business life. Less than half of the students (48.75%) remarked that it is better to learn English grammar through native language explanations of the English grammatical rules, but most of the students (72.5%) agreed that translation activities should be included in the language teaching course books. Additionally, a great percentage of the students (80%) thought that translation is necessary in carrying out the academic studies, and 76.25% of them remarked that everybody who can write in a foreign-language can translate from that language into his native language or vice versa.

According to the careful analysis of the questionnaire, 60% of the students confirmed that translation is a skill that can be tested in language learning, and 80% of them believed that

translation activities improve English vocabulary knowledge. Besides, 62.5% of the respondents uttered that a course as a "Translation Techniques" can be useful for academic studies such as preparing assignments, writing thesis and making presentations, and more than half of them (58.75%) certified that communicative translation activities should be used in foreign-language teaching. Also, most of the EFL students (73.5%) acknowledged that translation is a skill that every student will need when graduates, exactly half of them (50%) believed that translation is a skill that can be improved by studying, 55% of them identified that it is a good way to translate while preparing assignments, writing thesis and giving presentations. Furthermore, data analysis of the items highlighted that 70% of the students believed that translation improves general world knowledge, and 73.75% of them said if they do not understand something in English, they will ask other people to translate it into Persian. Once again, more than half of them (66.25%) noted that assignments, in-class tasks and projects that are required to translate will contribute to language learning.

Findings of the related table showed that most of the EFL students (76.25%) learned English idioms and phrases by reading their Persian translation, and more than half of them (56.25%) thought that it is more difficult to translate from the source language to target language. Once again, more than half of the students (56.25%) confirmed that mental translating cannot decrease fluency while speaking English, and 63.75% of them believed that translation activities have a positive effect on fluency in speaking English. Additionally, a great percentage of the EFL students (81.25%) agreed that translating helps to learn about different cultures, and exactly 70% of them noted that it is necessary to know a language at proficient level in order to be able to translate. On top of that, 62.5% of the EFL learners conceded that it is better to write the text in Persian first and then translate into English instead of direct writing in English, and exactly 70% of them agreed that translation skill can be improved only by mechanical exercises. Eventually, most of the students of university (73.75%) believed that translation can be used together with other methods while teaching a foreign-language, and more than half of them (55%) acknowledged that translation is a skill that can improve when a person learns a language.

Table 4. Frequency Distribution of "Student's Questionnaire"

Student's Questionnaire					
Options	Completely Disagree	Disagree	Neutral	Agree	Completely Agree
Frequency	452	479	143	1033	1093
Percentage	14.13%	14.97%	4.47%	32.28%	34.16%
Mean	11.30	11.97	3.57	25.82	27.32
Variance	26.010	12.424	6.744	15.044	23.119

The second questionnaire examined students' perspectives on the role of translation in the process of language learning. The related table highlighted the scale statistics as frequency, percentage, mean, and variance of all 40 items of the questionnaire. As the table shows, among all options, "Completely agree" received the most frequency (1093), percentage (34.16%) and mean score (27.32). Then, "agree" placed in the second rank with the frequency of 1033 (32.28%), and the mean score of 25.82. Accordingly, based on the careful analysis, "Completely agree" and "Agree" were selected respectively by the EFL students more than other options.

Prior to address the third research question, normal distribution of data was examined. There are several methods for testing the normal distribution of data. One of these tests is known as Kolmogorov-Smirnov Test. It should be noted that the distribution of all the received data from both questionnaires is determined by the significance level (Sig) which is more than 0.05. Accordingly, with regard to the other pre-assumptions, parametric tests can be used for examining the third research question.

Table 5. *One-Sample Kolmogorov-Smirnov Test (Teacher's Questionnaire)*

		sum
N		5
Normal Parameters ^{a,b}	Mean	324.0000
	Std. Deviation	189.90129
Most Extreme Differences	Absolute	.193
	Positive	.181
	Negative	-.193
Test Statistic		.193
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Table 6. *One-Sample Kolmogorov-Smirnov Test (Student's Questionnaire)*

		sum
N		5
Normal Parameters ^{a,b}	Mean	638.0000
	Std. Deviation	409.64375
Most Extreme Differences	Absolute	.260
	Positive	.260
	Negative	-.233
Test Statistic		.260
Asymp. Sig. (2-tailed)		0.200 ^{c,d}

The following table summarized descriptive data of teacher and student's questionnaires. As the table shows, mean and standard deviation of teacher's questionnaire is reported as 16.01 and 83.42 ($M_1=16.01$, SD_1 83.42). Also, based on the table, mean and standard deviation of the student's questionnaire is reported as 8.10 and 18.03 respectively ($M_2= 8.10$, $SD_2= 2.01$).

Table 7. *Summary of Data (Teacher & Student's Questionnaire)*

	N	Mean	Std. Deviation	Std. Error Mean
Teacher's Questionnaire	40	16.014	83.421	13.190
Student's Questionnaire	80	8.102	18.032	2.016

More importantly, Independent Samples T-test was done for examining the possible differences between the teachers and students' attitudes on the role of translation in the process of language learning. For conducting this test, first two hypotheses are formed as;

H0: variances of the two groups (Teachers & Students' Attitudes) are equal.

H1: variances of the two groups (Teachers & Students' Attitudes) are not equal.

According to the results of the test, it is clear that the significance level (sig) is less than 0.05, it means that H1 can be accepted and H0 is rejected. Also, the variance of independent groups of EFL teachers and learners is not equal on the role of translation in process of language learning. Therefore, considering the significance level of this test (P-value = 0.04) which is less than 0.05 ($\alpha = 0.05$), it can be stated with more than 99% of certainty, there is no difference between the two groups of teachers and students' attitudes .

Table 8. Independent Samples T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Compare	Equal variances assumed	5.809	0.04	1.555	8	.159	314.000	201.92	-151.642	779.642
	Equal variances not assumed			1.555	5.643	.174	314.000	201.92	-187.764	815.764

5. Discussion

This part sets out to explore research questions and hypothesis designed in the first chapter of this study. That is to say, the study meant to prove the accuracy of the following research questions and a hypothesis:

Q1. What is the teachers' perspective with respect to the role of translation in the process of language learning?

Teachers are considered as great sources as a result of their experience in the past, and knowledge of one or more methods gained throughout their experience (Prabhu, 1990). Also, in Ganyaupfu's (2013) view, they are the best knower of the learners' needs, interests, backgrounds, and classroom environment which are the guiding elements for selecting effective and efficient alternatives. As noted above, the question highlighted the EFL teachers' perspectives on the role of translation in the EFL classes of university. In previous chapter, descriptive statistics explored the teachers' views by 40 items. Data analysis of the questionnaire indicated that a great percentage of the teachers (more than 80%) believed that translation is a skill that can be improved by studying, and it is a skill that every student will need when graduates, also they will ask other people to translate it into Persian if they do not understand something in English. Then, analysis of data showed that a high percentage of the EFL teachers (more than 70%) translate the difficult sentences in mind while reading a difficult English text, and in their views translating sentences while reading an English text makes it easier to understand and it is better to translate the difficult sentences in mind, but the most challenging thing in translating is long and complex sentences. They also agreed that translation activities should be included in the

language teaching curriculum, and it is a skill that can be tested in language learning, and they will need it in daily and business life. Moreover, they noted background knowledge about the text facilitates the translation process. Additionally, they agreed that translation improves general world knowledge, helps to learn about different cultures, and it is necessary to know a language at proficient level in order to be able to translate. After that, data analysis of the questionnaire items highlighted that most of the students (more than 60%) agreed translation is an innate skill that to be improved while learning a foreign-language. Also, in their views it is a skill that can be improved by communicative activities. They said translation activities can improve writing skill and grammar knowledge that they should be included in the language teaching course books and in foreign-language teaching. Eventually, the received data indicated that more than half (50%) of the agreed that translation is a skill just other English skills, it improve English vocabulary knowledge, and they thought that it is necessary in carrying out the academic studies. Also, they noted it can be used together with other methods while teaching a foreign-language. Totally, the Iranian EFL teachers of universities indicated their favorable beliefs about the role of translation in university classes as the EFL context, as they tended to report using translation strategies for improving sub-skills as vocabulary and grammar knowledge.

Q2. What is students' perspective with respect to the role of translation in the process of language learning?

Findings of the survey indicated that a great percentage of the students of universities (more than 80%) thought that translation is necessary in carrying out the academic studies, and it helps to learn about different cultures, also they uttered translation activities improve English vocabulary knowledge. Then, a high percentage of the EFL learners (more than 70%) uttered that translation activities can improve writing skill and grammar knowledge, and help students to express themselves better in complex sentences. In their ideas, translation is a skill that will need in daily and business life and every student will need when graduates. Also, they believed translation improves general world knowledge, and it is necessary to know a language at proficient level in order to be able to translate. They noted that translation skill can be improved only by mechanical exercises and the activities should be included in the language teaching course books. Also they it can be used together with other methods while teaching a foreign-language. data analysis of the questionnaire revealed that most of the EFL students (more than 60%) agreed that translation is an innate skill that can be improved by communicative activities, and the activities should be included in the language teaching curriculum, Also, they said translation is a skill that can be tested in language learning and to be improved while learning a foreign-language. In their views, a course as a "Translation Techniques" can be useful for academic studies, and translation activities have a positive effect on fluency in speaking English. Finally, more than half of the students (more than 50%) uttered that background knowledge about the text facilitates the translation process. They agreed that translation is a language skill just like other English skills, and communicative translation activities should be used in foreign-language teaching. They noted that translation can be improved by studying, and it can also improve when a person learns a language. On the whole, findings seemed to reveal the EFL students with strong positive perspectives about the role of translation in language learning and they tended to apply translation process in their classes as the context in learning English language skills.

Q3. Is there any overlap in the teachers and students' perspectives regarding translation in EFL context?

In addition to the above results, the present study also analyzed the possible overlap in the teachers and students' perspectives regarding translation in EFL context, and Independent Samples T-test was done for examining this statement. Based on the achieved results the significance level (p-value) was less than 0.05, and the variance of independent groups of EFL teachers and learners is not equal on the role of translation in process of language learning. Considering the significance level of this test (P-value = 0.04) which is less than 0.05 ($\alpha = 0.05$), it can be stated that there is no difference between the two groups of teachers and students' perspectives. Accordingly, the null hypothesis of this study as "there is not any overlap in the teachers and students' perspectives regarding translation in EFL context" is completely rejected here.

Findings of this study supported the results of Takimoto and Hashimoto (2010) who argued that interpreting as well as translation is suitable for language learning at university level. Also the results are supported the previous studies conducted in the Iranian context (Ashouri & Fotovatnia, 2010; Bagheri & Fazel, 2011; Raeiszadeh et al., 2012). Their result indicated that the participants chose translation major and were developing their English, but they resort to translation to L1. Additionally, the results of this research are in accordance with the study by Karimian and Talebinejad (2013) that focused on students' use of translation as a strategy in learning a language. It is found that translation is widely used among Iranian language learners for a variety of purposes, including comprehension, remembering and producing English.

However, the results of this study are not in line with the academic achievement on beliefs and translation strategies in this survey by Liao (2006). The results of his study indicated the more successful Iranian students with less positive beliefs about translation in general. Moreover, translation majors with higher achievement scores were more aware of L1 effects on their target language learning. In a somewhat similar vein, in Liao's survey (2006) the Taiwanese college students majoring in foreign languages exhibited a tendency to believe that translation had negative effects on target language learning; hence they would avoid using L1-based strategies. Also, findings of the present study are not supported Asgarian (2013) study who explored Iranian teachers' perceptions of the translation. The findings are that Iranian teachers prefer to avoid translation as a strategy and L1 is generally resorted to by less proficient teachers; students begin to think in English as they improve their language; and accurate translations can be ensured by professionals.

6. Conclusion

To explore the role of translation in the process of language learning, a survey research involving questionnaires was applied in this study. The survey was 40 EFL teachers with 80 undergraduate students majoring in English translation from four universities in Kerman. The results of the survey showed that the participants held mostly positive perspectives about the role of translation in the process of English language learning. Also, the independent sample t-test was run between the teachers' and students' views, and no difference between their perspectives was found. The participants' L1 seemed played a significant role in their comprehension, discussion and interpretation of materials. In view of the results, although translation has been a controversial issue in the field of English language teaching and learning, it can be concluded that translation is a popular technique among both teachers and students in Iranian EFL context as university. The overall findings of the present research recommended that translation training, being part of

professional practice, involving source and target languages and their respective contexts and complexities, was contributing to the Iranian students' understanding; it also constituted a valuable individual, academic, professional, as well as socio-cultural experience. In nutshell, it can be stated that more positive views might be due to some EFL students' previous favorable experiences with translation into Persian and their reliance on the mother tongue which can serve as a significant resource to make up for their deficiencies as well as to facilitate their communication in the target language (Akbari, 2008; Corder, 1981).

Considering Lado's (2002) view, although translation process of any language is psychologically more complex than four language skills, language learners do not have to master the second or foreign language before they are introduced to translation activities. He also added that translation is an integral part rather than different from the language skills. Language skill-based translation activity is neither time consuming nor unnatural. Moreover, it neither misleads the learners nor produces interference between L1 and L2 (Malmkjaer, 1998). The use of translation for language learning is learning-centred, interactive, and fosters creativity and autonomy. Translation is a communicative activity that can improve L2 learners' language skills and competence in terms of the use of L2; thus L2 learning-based translation can be employed purposefully in a communicative context. It is worthy refer to Muskat-Tabakowska (2003) who stated that many years ago the total rejection of translation as a teaching-tool would deprive the teacher of a device, but now it can be very useful when it used appropriately and in accordance with the requirements and principles of new educational system.

7. Implications of the Study

Considering the above discussion, language teachers and translation instructors can focus on the formal features of the source and target languages simultaneously. They are suggested to employ a range of translation activities to investigate translation versions and products across the source and target languages (House, 2008). Moreover, language teachers and translation specialists should also take into account that student's' native language can play a remarkable and dominating role in their learning (Upton & Lee-Thompson, 2001).

Considering the findings, the study has certain implications for some individuals. The results of the present study can be useful to EFL teachers who aim at applying translation method and the related tasks in the language classes. However, it is important to know some challenges of this process. In the other place, teacher trainers and supervisors can also benefit from the results of this research. Since positive teachers and students' perspectives were achieved by this study, they can use the related procedure of this study and train teachers to apply this method of in their classes. Moreover, findings of this research may have theoretical implications for syllabus designers, researchers, students and teachers. Findings of this project can provide worthy opportunities to engage students in the process of translation activities. In EFL contexts, as there is little exposure for learners to practice translation out of the class, it seems necessary to provide a situation for them to take benefit of the class time. Doing translation activities and tasks can have positive effect on students' vocabulary and grammar knowledge. Also, it can be stated that the knowledge of how task type can affect vocabulary and grammar knowledge, may encourage syllabus designers to consider more translation activities that encourage teachers and students to engage more actively in the class. Therefore, translation method can be applied in some classes as it can pave the way for both students and teachers to benefit from an understandable course.

It should be focused on the role of teacher that is very important to employ such a method and provide students with a suitable context, encourage them to be more involve in the class

procedures. The other important factor refers to teacher training courses and programs which play a remarkable role in familiarizing teachers with the right use of this technique, and this training could be carried out for teachers who are being trained to become teachers. Therefore, teachers are provided with a rich source from which they can pick out some tasks based on the students' interests and the immediate context of their teaching.

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