



UNIVERSITETI I EVROPËS JUGLINDORE  
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Faculty of Languages, Cultures and Communication

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**THESIS:**

“The effect of translation activities on students speaking performance in the high school ‘Qendra e Kompetencës’, Ferizaj”

**CANDIDATE:**

Mergime Grainca

**MENTOR:**

Arta Toci, Ph.D.

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**Thesis:**

“The effect of translation activities on students speaking performance in the high school ‘Qendra e Kompetencës’, Ferizaj”

**Teza:**

“Efekti i aktiviteteve të përkthimit në performancën e të folurit të studentëve në shkollën e mesme të lartë ‘Qendra e Kompetencës’, Ferizaj”

*Being teacher is a responsibility, to educate children is a privilege, doing it properly is success.*

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## Abstract

This study aimed at investigating the effect of translation activities on students' speaking performance and also the possible translation activities that help in advancement, encourage, and stimulate learners to develop, learn and achieve English Language learning especially speaking performance. Even though students admire English Language and they are very active and interested in first step of English Language learning, they often do not find themselves involved in learning process, they do not collaborate, and their desire to be part of this process fades completely when it comes for speaking development. The main purpose of the study was to inform, investigate and also find and highlight advantages, disadvantages or impact of translation activities on learners' speaking abilities and speaking performance in general.

The research was carried out in the high school 'Qendra e Kompetencës', Ferizaj, with three grades, 10 grade (age, 15-16), 11 grade (age 16-17) and 12 grade (age 17-18). To fulfill such an aim, the questionnaire is used as a tool for information collection, using a qualitative questionnaire, a multiple choice type, a questionnaire for learners (Appendix A) that collected data from learners opinions about translation activities and their effect on speaking ability and Questionnaire for teachers (Appendix B) that collected teachers opinions and information about translation activities used and organized in the classroom. To complete this research it has been used observation in the classroom during translation activities. The data collected from questionnaires were analyzed and presented through charts.

The analysis of the questionnaire indicated that the majority of the learners believed that the translation activities are useful, interesting, creative and motivating for them, their attitudes show that translation activities help them improve speaking performance, expressing their ideas and discussing about different topics. They also found that translation activities are not organized and adequate with their learning needs and level. Concerning to the teachers responses we have noticed that translation activities, as a teaching tool, help learners transfer messages from source language in target language and vice versa and also help learners to achieve and improve speaking skills.

## Parathenia

Ky studim ka për qëllim të hetojë efektin e aktiviteteve të përkthimit në performancën e të folurit të nxënësve dhe gjithashtu aktivitetet e mundshme të përkthimit që ndihmojnë në avancimin, inkurajimin dhe nxitjen e nxënësve për të zhvilluar, mësuar dhe arritur mësimin e gjuhës angleze veçanërisht performancës në të folur . Edhe pse studentët admirojnë gjuhën angleze dhe ata janë shumë aktivë dhe të interesuar për hapin e parë të mësimin të gjuhës angleze, ata shpesh nuk e gjejnë veten të përfshirë në procesin e të mësuarit, nuk bashkëpunojnë dhe dëshira e tyre për të qenë pjesë e këtij procesi zbehet plotësisht kur ajo vjen në zhvillimin e të folurit. Qëllimi kryesor i studimit ishte informimi, hulumtimi dhe gjetja dhe nxjerrja në pah e avantazheve, disavantazheve ose ndikimit të aktiviteteve të përkthimit në aftësitë e të folurit të nxënësve dhe të performancës së të folurit në përgjithësi.

Hulumtimi u krye në shkollën e mesme "Qendra e Kompetencës", Ferizaj, me tre klasë, klasën e 10 (mosha 15-16 vjeçare), klasën e 11-të (16-17 vjeç) dhe klasën e 12-të (17-18 vjeç). një pyetësor për nxënësit (Shtojca A) që grumbulloi të dhëna nga opinionet e nxënësve lidhur me aktivitetet e përkthimit dhe efektin e tyre mbi aftësinë e të folurit dhe pyetësori për mësuesit (Shtojca B) që mbledhi mendimet dhe njohuritë e mësuesve rreth aktiviteteve të përkthimit të përdorura dhe të organizuara në klasë. Për të përfunduar këtë hulumtim është përdorur vëzhgimi gjatë aktiviteteve të përkthimit në klasë. Të dhënat e mbledhura nga pyetësorët u analizuan dhe u prezantuan përmes tabelave.

Analiza e pyetësorit tregoi se shumica e nxënësve besonin se aktivitetet e përkthimit janë të dobishme, interesante, kreative dhe motivuese për ta, qëndrimet e tyre tregojnë se aktivitetet e përkthimit ndihmojnë në përmirësimin e performancës së të folurit, duke shprehur idetë e tyre dhe duke diskutuar rreth temave të ndryshme. Ata gjithashtu theksuan që aktivitetet e përkthimit nuk janë të organizuara dhe të përshtatshme me nevojat dhe nivelin e tyre të të nxënësve. Lidhur me përgjigjet e mësuesve kemi vërejtur se aktivitetet e përkthimit, si mjet mësimor, ndihmojnë nxënësit të transferojnë mesazhe nga gjuha burimore në gjuhën e synuar dhe anasjelltas dhe gjithashtu ndihmojnë nxënësit për të arritur dhe përmirësuar aftësitë e të folurit.

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## Abstract

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## **Chapter 1**

### **1. Introduction:**

English language development and language globalization has created a large need of use and development of language teaching methods, learning strategies and activities. Between different methods and activities applied in English language learning translation activities play an important role in students' involvement in language learning process, develop learners creativity integrating grammar, literacy, pronunciation and vocabulary acquisition, motivate and encourage learners discuss and convey messages from source into target language helping development of language proficiency in general.

Bearing in mind that second language learners usually have difficulties in communication because the production of spoken language is considered one of the most difficult aspects of language learning (Brown & Yule, 1983), teachers are aware and need to know about factors that in one way or another impact and help learners improve communication and speaking performance.

The use of translation and translation activities is beneficial for learners to develop pragmatic and stylistic divides and also help understand similarities and differences of L1 and L2. Therefore, translation cannot be seen as an obstacle but as an effective way of language use in different situations and conditions (Owen, 2003).

Translation in foreign language learning methods, activities and techniques, for various reasons, have been neglected as old fashioned and inadequate teaching methodology, so, the research try to identify if translation activities are helpful and if these activities are present and adequate in language learning.

English teachers have ignored translation and translation activities believing that learners will be dependent by mother tongue and also they will probably think in mother tongue neglecting aimed language and its linguistics in general.

According to Carreres (2006) there are arguments against using translation as a language teaching tool presenting as an artificial exercise that has no place in a communicative methodology, as an exercise that has no application in the real world and it seems to be an exercise designed to elicit mistakes, rather than accurate use of language.

Translation activities, including appropriate selection of teaching and learning material (designed in accordance with learner needs and teaching aims and approach) can stimulate, encourage and involve learners to participate on learning activities and develop second language skills especially speaking performance.

The research sets up to explore and identify the effect and the role of translation activities in second language learning focusing on its impact on learners' development in communication and speaking performance.

### **1.1. The history of translation in ELT methodologies**

For a long period of time translation was an important part and one of the favorite methods in second language studying and teaching, it has been known as the oldest method of language teaching or as traditional method.

In The Grammar Translation Method learning and teaching process was directly related with translation, using word for word translation such as translating texts word for word (usually from Target Language to Source Language), neglecting the context of the text or the real meaning of the text, vocabulary is taught in the form of isolated word lists, learners have had to memorize huge lists of rules and vocabulary, they have used source language during learning and teaching process, and the last one that characterizes The Grammar Translation Method is the use of deductive teaching (teacher-centered), so the teacher have had the main role in LT.

Even though this method was abandoned by teachers and educators as an unsuccessful, inappropriate and unproductive method, this method plays the basic role in different methods that have been developed and started to appear.

However, even though that translation method had been used for a long time and also played an important role in second language learning, in 'modern' teaching methods this method had been rejected as counterproductive method. The Reform movement and the Direct method have favored natural learning, basing on mother tongue learning (the way in which children acquire their L1), including principles that learner should avoid translation, they just should demonstrate (Richards and Rodgers, 2001).

The Audio-lingual method has banned translation, as language learning activity, on the pretext that words are not equivalent in L1 and L2 and learners cannot produce equivalent words or adapt the same or original situation and the last one word-for-word translations produce incorrect constructions (Lado,1964).

Peter Newmark (1988) has elaborated translation methods and presented in the form of V diagram, methods, word-for-word translation, literal translation, faithful translation and semantic translation appointed as SL emphasis methods and adaptation, free translation, idiomatic translation and communicative translation appointed as TL emphasis.

According to Peter Newmark (2008) translation, as a technique for second language learning " is two-edged instrument: it has the special purpose of demonstrating the learner's knowledge of the foreign language, either is a form of control or to exercise his intelligence in order to develop his competence.

This is its strong point in foreign-language classes, which have to be sharply distinguished from its normal use in transferring meanings and conveying messages" (p. 7).

According to Duff (1989) teachers and learners use the process of translation to learn, not to learn translation. Learning and teaching strategies and activities are more advanced and selected materials have specific aims focusing on learners' approach and motivation in communicative and cognitive activities.

Based on teaching and learning development, translation methods and translation activities have been developed and are very productive and successful especially in communication and learners' speaking performance.

## **1.2. The role of translation in ELT**

In Second Language learning and teaching the role and the use of translation is inevitable, considering the presentation of the activity and the subject of teaching, new words explanation, clarifying uncertainties (that often makes learners confuse and keep them 'out' of learning process and their active participation in the class activities), and also help learners understand and compare grammar rules ( SL learners have difficulties to understand grammar rules that appears to be very complicated) or linguistics in general, find words equivalence and so on.

Based on studying and teaching experience we have understood and are aware that to learn, teach and study foreign language we have instinctively to use first language, even though we do not translate 'directly' (loudly) words, sentences or the whole texts or conversation, we analyze and convey the messages that we have accepted, we compare the meaning of the words, their use (depending on conditions), and gradually develop aimed language relying on source language. So the base of the study of target language is source language, we cannot understand a foreign language if we do not adapt or translate the messages and information in source language. The use of translation enables us to understand the significance or equivalence of the used language, making an adequate translation or giving proper meaning. Duff (1989) concludes that “translation develops three qualities essential to all language learning: accuracy, clarity, and flexibility” (p.7). In one way or another translation has been used and can play an important role in second language learning and teaching. So, teachers and learners can argue about similarities and differences between two languages including phonological, lexical and grammatical system (bearing in mind difficulties that learners have in grammar, especially syntax), vocabulary, register, style and other elements that accomplish language learning and make more comprehensive and present for foreign learners.

## **1.3. Translation as an useful tool in ELT**

Translation turns out to be a creative tool and activity that encourages students to perform and convey the messages in a way as naturally as possible, learners need and learn to convey

messages from source language into target language, considering time expressing, the meaning and the importance of the message, clarity, word order, relating and finding lexis and structures equivalence. So, learners perform their learning experiences, bearing in mind similarities and differences between the two languages that appear to help learners and teachers notice, be aware and understand clearly L1 and L2. Therefore translation provokes and invites learners in discussion and debate, in structure development and impact on communicative activity development in general, speaking ability and speaking performance, furthermore it helps learners to practice language skills and avoid misunderstandings. 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)” (p.160).

Considering that language learners usually have difficulties on speaking performance teachers aim is to develop learners ability to speak and communicate aimed (English) language. According to Ross (2000) translation is the most useful and important skill, known as fifth skill, that promotes communication and understanding including conversation between people, communication between student and teacher etc.

So, translation activities in the classroom can develop four skills, writing, listening, speaking and reading and have positive effect on communicative ability. Therefore we can consider that translation can encourage learners to use their knowledge, information, opinions etc, translate in aimed language, participating directly in discussion, conveying the meaning, understanding similarities and differences between L1 and L2, looking for language equivalents, and focusing on speaking performance.

#### **1.4. Translation activities**

The use of translation activities have productive and useful effect in second language teaching and learning. Translation activities help learners improve language skills such as reading, writing, speaking and listening. Well-designed translation activities, appropriate teaching and

learning material and obvious aim of learning approach will encourage learners be active in translation activities “ discuss rights and wrongs as well as problems related to the translation task” (Leonardi, 2009, p.145) and also help them develop and acquire three essential qualities for language learning that ‘trains the reader to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity)’ (Duff, 1994).

Translation is a difficult activity that requires a careful organization of the class including selection of teaching and learning material (avoiding provocative themes) always in accordance with learners’ level, needs and knowledge, in order to motivate and integrate learners to participate actively and discuss about their ideas and opinions regarding to the suggested material or themes. Therefore translation task should lead conversation and provoke communication helping learners developing and strengthening speaking skills and speaking performance, enriching vocabulary, as an important part in second language learning.

According to researchers Nolasco and Arthur (1995) translation activities should meet the following criteria:

1. Language is used for a purpose.
2. Translation activities create a desire for communication.
3. Translation activities encourage students to be creative and contribute their ideas.
4. Students are focused on what they are saying, rather than how they are saying it.
5. Students work independently of the teacher.
6. Students determine what to say or write.

Translation activities consist of pre-translation, translation activity and post-translation activities. Pre-translation activities include selected material and resources that learners will use during activity. In this phase teacher initiate discussion about the topic, write and find equivalent unknown words (which are in the text) and learners read the text in order to be familiar with the topic, vocabulary, register etc.

Second phase, translation activity includes translation of the text. Learners independently, individually or divided in groups will translate the text.

And the last phase post-translation activities are focused on translation versions, the use of vocabulary, register, style, and linguistic in general. So learners discuss and compare their translation version and finally find the best and appropriate version, version that convey the same message from L1 to L2 and vice versa.

According to Atkinson (1993) and Eadie (1999), pre-translation activities are based on post-reading, grammar, vocabulary practical tasks, post-translating activities are focused on rewarding, rewriting, revision and evaluating.

Another type of translation activity is Back translation which is very motivating and interesting for second language learners. Back translation help learners understand the importance of the language transfer, help them notice the language differences, correct mistakes and compile the best version of the text.

#### **1.4.1. Back translation activity**

Back translation activity is an activity that help learners develop vocabulary, register, word equivalents, also help them identify the lexical, idiomatic, and syntactic differences between source language and the target language, and furthermore encourage learners to participate and discuss about their work (translated text).

This activity involves mainly three steps:

Step 1: Teacher should select appropriate material, in accordance with learners' needs, level and interest, selected text should be short, keeping in mind the content as well as the level of difficulty. So, learners will work and translate selected text from L2 to L1.

Step 2: In this phase learners will re- translate the text, from L1 to L2, (after text translation, the text is left to a sufficient time and the original text has been 'forgotten') working in groups or individually.

Step 3: In this phase learners will compare back translated English text with the original. So, learners explore, analyze and compare their translated versions, phrases, vocabulary, and

grammar, and identify gaps and language differences. This comparison and these different versions of translation lead learners to valuable discussion and encourage them take part and develop communicative abilities or speaking performance.

### **1.4.2. Comparisons**

This activity is very productive because learners can see and identify possible errors that appear during translation. In this activity learners work in groups or individually, it depends of the numbers of the learners that participate in the class, they translate the short text and then compare their versions, discuss about the meaning, equivalents, syntax, etc, and finally produce and select ' the best' version of translated text.

### **1.4.3. Literary translation**

This activity includes translation of poems, short literary texts, short stories etc. and mainly is focused on learners speaking development and in identifying literary aspects in translated text. Therefore learners will be divided in groups, they will write what they think the poem is talking about, two or three groups will translate the poem, two another groups will research and collect data about the poem and its content, in one way or another they will encourage learners to participate in communication and discuss the poem, the author' intention, the style, metaphors, register, equivalent words, etc. This activity is very interesting and fruitful because learners will be familiar with English culture, develop vocabulary, identify literary aspects, and practice speaking or communicative abilities.

## **1.5. The effect of Translation activities on speaking performance**

Nowadays almost language professionals and second language teachers believe and also use translation activities as useful and modern approach that help learners improve cognitive skills and speaking performance, highlighting translation's and language learning interaction, inviting



and encouraging learners in discussion and speculation, developing accuracy, clarity and flexibility in order to convey the message appropriately, taking into account word order, sentences structure and the meaning (Duff, 1989), making learner understand and be active participants in SLL.

The use of translation activities have positive effect for second language teachers and learners because help them understand and notice language differences, between mother tongue and target language, help them improve linguistic competence and also develop speaking ability focusing on sending and receiving of messages in different situations. Therefore as much as learners use translation activities (alluding in translation activities mentioned above) the more they will develop and produce target language, they will develop language structures, grammar, register, style, etc.

In the other side they will be more practical and encouraged to use and express their ideas regarding to the suggested material in second language learning, because basing on learning and teaching experience, learners often avoid their participation in speaking and translation activities because often they do not express their ideas being afraid of linguistic or grammar mistakes or poor speaking performance in general.

According to Owen (2003) learners should be aware and develop not only grammar and linguistic units but also of the pragmatic and stylistic devices and their effect. From this point of view we can consider that translation activities have positive effect and help learners use and produce second language in different situations and conditions (depending of what teacher want to achieve with selected material), developing communication and speaking performance.

The priority of language teaching and learning is learners' approach in second language communication and also their achievement on speaking performance. In this case translation activities, also known as highly communicative activities, are ideally and appropriate to the practicing of these skills. Translation activities can encourage learners explore language at the deepest levels, understanding collocations, idioms, looking for equivalents from one to another language and vice versa, discussing the meaning and translated material etc.

Translation and translation activities are related directly with communicative aims and help learners develop speaking performance producing impressive communicative results.

Foreign Language teachers use different techniques, methods and approaches in order to develop writing, reading, listening and speaking abilities, but despite teachers' aims the ability of communication or speaking performance is often limited and learners do not have enough experience to express their thoughts or ideas. Being able to speak and express ideas in second language, to use appropriate register and vocabulary in sentences compilation, structure of speech, or have a conversation with friends for second language learners is very difficult and different from reading or writing activity because speaking happens in real time (you do not have time to improve or plan) and it presents learner' knowledge, personality and ability in a foreign language spoken performance.

Therefore during translation activities learners usually are focused to analyze and express their language abilities, using appropriate grammar, word order, vocabulary, style, register etc. also correcting, improving and discussing about common mistakes that appears in translation activities.

In conclusion, based on researchers opinions, teaching and learning experience, translation activities are highly communicative activities that help learners directly expand language knowledge, develop speaking abilities and performance.

## **Chapter 2**

### **2. Literature Review**

Because of the complexity of the Second Language learning and teaching and various beliefs, experiences, methods, approaches, procedures, activities etc, researchers focus is on further teaching development, methods, techniques, learning strategies and activities always pretending successful and appropriate methods and activities for learners and teachers achievement.

#### **2.1. Presentation of studies and remark about translation**

In the history of language teaching and learning, translation and translation activities have been the core of the different views and beliefs of linguists whether these activities can be beneficial or effective tool in Second Language learning. Even though translation has a long-standing tradition and Grammar Translation Method has been practiced throughout history, recently translation activities have been neglected as inappropriate and unsuccessful activity, considering as an time-consuming activity that urges learners only to transfer L1 to L2 or vice versa.

Linguists, methodologists and teachers have different opinions and attitudes regarding to the translation and translation activities. Translation activities provoke disagreement and criticism considering that these activities should completely ignore and also their use in language learning should be avoided.

Carreres (2006) presented some arguments regarding to the use of translation in language teaching and learning, arguments against translation from L1 to L2 or vice -versa:

1. Translation is an artificial, stilted exercise that has no place in a communicative methodology. Also, it is restrictive in that it confines language practice to two skills only (reading and writing).
2. Translation into L2 is counterproductive in that it forces learners to view the foreign language always through the prism of their mother tongue; this causes interferences and a dependence on L1 that inhibits free expression in L2.
3. Translation into L2 is a wholly purposeless exercise that has no application in the real world, since translators normally operate into and not out of their mother tongue.
4. Translation and translation into L2 in particular are frustrating and de-motivating exercises in that the student can never attain the level of accuracy or stylistic polish of the version presented to them by their teacher. It seems an exercise designed to elicit mistakes, rather than accurate use of language.
5. Translation is a method that may well work with literary-oriented learners who enjoy probing the intricacies of grammar and lexis, but it is unsuited to the average learner, (p. 5).

Harbord (1992) provides further reasons for not using it, citing a return to Grammar Translation with all of its negative connotations; as well, the isolation of lexis from any real context prevents students from gleaning insight into the multiple uses and meanings of the word. He further contends that in an informal application, translation creates a 'hierarchy' where the stronger students prevent weaker students from contributing in the L2 by enforcing a feeling of inferiority, (as cited in Cunningham, 2000, p. 2).

We can notice that there are different opinions regarding to the use of translation and translation activities in Second language teaching and learning. Despite arguments that translation is inappropriate and prevent second language teaching and learning, there are other arguments that highlight the importance of translation activity in foreign language learning classrooms.

Leonardi (2010) claims that:

The proper use of pedagogical translation can show how this activity is not uncommunicative and that it does not merely focus on accuracy. Translation exercises can serve a variety of purposes ranging from linguistic problems to more cultural, semantic and pragmatic concerns, (p. 81).

## 2.2. Theories about translation activities

Basing on different theories about translation activities we can notice that translation is the phenomena that happened all the time and it is very important, almost essential, for learners and language learning, be it for learners' advancements in second language learning, literary and communicative purposes (learners can translate different texts from L1 to L2 and vice versa, considering grammar rules, equivalent words, style and other linguistic factors, and also discuss and compare differences between two languages and translated messages), interrelationships between linguistics and translation, as well as to show the effect of translation activities on learners' speaking performance (translation allows learners to improve and develop communicative abilities).

According to Leonardi (2011)

Translation is a linguistic activity because a message is translated from one language into another by respecting both the source text (ST) language and message and the target language (TL) conventions. Translation is a cultural phenomenon because it bridges the gap between two cultures and mediates two cultures in such a way so as to narrow such a gap. Translation is a naturally-occurring cognitive activity which cannot be stopped. It seems to be quite normal to rely on translation when faced with foreign words and/or expressions, (p. 5).

Leonardi (2010) adapted 'The Pedagogical Translation Framework Basic Structure', made up of three main types of translation activities which are further divided into sub-groups,

Pre-Translation Activities:

- Brainstorming
- Vocabulary preview
- Anticipation guides

Translation Activities:

- Reading activities
- Speaking and Listening
- Writing
- Literal translation
- Summary translation
- Parallel texts
- Re-translation
- Grammar explanation

- Vocabulary builder and facilitator
- Cultural mediation and intercultural competence development

Post-Translation Activities:

- Written or oral translation commentary
- Written or oral summary of the ST
- Written composition about ST-related topics, (p. 88).

Despite the view that translation activities should be use in the classroom and are beneficial for language learning, there are other theories that such activities have negative impact on second language learning.

Newson (1988) argued that using translation as a teaching and testing tool has four disadvantages:

Translation:

1. encourages thinking in one language and transferring to another, with accompanying interference;
2. deprives teacher and learner of the benefit of working within a single language;
3. gives false belief of the idea that there is a perfect one-to-one correspondence between languages; and
4. does not facilitate achievement of generally accepted aims such as emphasis on the spoken language.

In the other side Dawson (2010) argues that,

Classrooms in state schools all over the world were converted into English speaking communities, so that for 50 minutes, three times a week, students could be immersed in the English Language. In these English classrooms, the mother tongue is not welcome, the mother tongue is banned. For students, the English language classroom is an unnatural space. They are asked to attempt to communicate with their classmates in English, even though they can communicate very effectively in their mother tongue. For them, the English language classroom is not real life; it is a theatre, in which they are asked to pretend that they do not know L1, (p.1).

### **2.3. Reasons for using translation and translation activities in the classroom**

The use of translation and translation activities is beneficial for learners to develop pragmatic and stylistic divides and also help understand similarities and differences of L1 and L2. Therefore, translation cannot be seen as an obstacle but as an effective way of language use in different situations and conditions (Owen, 2003).

Translation provoke and encourage learners participate in discussions and debates. So, through these activities in one side learners can improve and be familiar with language structure and vocabulary and in the other side they practice communicative or speaking abilities and step by step avoid misunderstandings.

“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)”, (Duff, 1989, p.7).

Liao (2006, p.201) also summarizes the positive aspects of using translation:

1. it can help students comprehend L2;
2. it can help students to check whether their comprehension is correct;
3. it eases memory constraints in memorizing more words, idioms, grammar, and sentence structures;
4. it can help students develop and express ideas in another language; and
5. it can help reduce learning anxiety and enhance motivation to learn L2.

The uses of translation activities have positive effect for second language teachers and learners because help them understand and notice language differences, between mother tongue and target language.

### **2.3.1. Advantages of using translation activities**

Language professionals and second language teachers believe and also use translation activities as useful and modern approach that help learners improve cognitive skills and speaking performance, highlighting translation's and language learning interaction, inviting and encouraging learners in discussion and speculation, developing accuracy, clarity and flexibility

(Duff, 1989), (in order to convey the message appropriately, taking into account word order, sentences structure and the meaning),

Allowing the students to use their own- language enables them to check their understanding of what they been asked to do, for example, or what another member or the instructor has said and/or demanded. They can also help each other to organize their thoughts or to select a more adequate lexical item to portray their wills to the others. This informal use of translation might become a bridge for learning, enforcing language and vocabulary while students are drawing on each other's knowledge (Atkinson, 1987)

According to Ross (2000) translation is the most useful and important skill, known as fifth skill, that promotes communication and understanding including conversation between people, communication between student and teacher etc.

Many researchers advocate that translation is a motivating activity that urges learners to explore and discuss about language differences, difficulties, vocabulary and word equivalence and so on.

“If students are unfamiliar with a new approach, the teacher who cannot or will not give an explanation in L1 may cause considerable student de-motivation”, (Harbord, 1992, p. 352).

It is commonly believed that the use of translation activities in the classroom can lead to the ‘negative transfer’, where the learner falsely assumes an equivalent between corresponding forms in two languages (e.g. false friends). In the case of English and any other language, there are likely to be many more true ‘friends’ than false ones (‘friendships’ that can be efficiently explored through translation). In the case of all languages, it is probably the case that the best and most efficient way to deal with ‘negative transfer’ is to compare the two languages, (Kerr, 2014, p. 5).

### **2.3.2. Disadvantages of using translation activities**

Malmkjaer (1998, p.6) briefly summarizes the main reasons the disadvantages of translation:

1. Translation is independent and radically different from the four skills which define language competence: reading, writing, speaking and listening.
2. Translation takes up valuable time which could be used to teach these four skills.
3. Translation is unnatural.



4. Translation misleads and prevents students from thinking in the foreign language.
5. Translation is a bad test of language skills.
6. Translation produces interference.
7. Translation is only appropriate for training translators

Some of the main disadvantages of translation as a teaching and learning tool in Second language learning and teaching have been illustrated by Newson (1998). According to Newson (1998), translation:

- encourages thinking in one language and transference into another, with accompanying interference;
- is independent of the four skills which define language competence: reading, writing, speaking, listening.
- deprives teacher and learner of the opportunity to benefit from accruing advantages of working within one language;
- it gives false credence to the naïve view that there is such a thing as simple word-to-word equivalence between languages;
- does not allow or facilitate the achievement of such generally accepted L2 teaching objectives as:
  - emphasis on fluency in spoken language,
  - attention on the controlled introduction of selected and graded structures (1960s style) or communicative competence strategies (1990s style),
  - attention to controlled introduction of and mastery of selected and graded lexical items, – the use of situationalized, contextualized language,
  - communicative language use,
  - learner-centered language learning, absence of observable learning effect, either of new vocabulary or structural items, (as cited in Kupske, 2015, p.58).

### **2.3.3. Translation activities and their effect on speaking learners' performance**

Following the presented arguments we can notice that translation activities have many benefits and can stimulate learners use and produce English Language, expressing their ideas and their opinions, moreover, they can participate in reading, listening and writing activities, and also in vocabulary and grammar practice. Therefore, translation activities encourage learners to “to

discuss rights and wrongs as well as problems related to the translation task” (Leonardi, 2009, p.145) with teachers and other participants in the classroom, which help them, develop speaking abilities.

Second language learners usually have difficulties in communication, because the production of spoken language is considered one of the most difficult aspects of language learning (Brown & Yule, 1983), teachers are aware and need to know about factors that in one way or another impact and help learners improve communication and speaking performance.

According to Ross (2000) translation is the most useful and important skill, known as fifth skill, that promotes communication and understanding including conversation between people, communication between student and teacher etc.

So, translation activities in the classroom can develop four skills, writing, listening, speaking and reading and have positive effect on communicative ability because invite learners speculation and discussion.

According to Kaye (2009)

Modern translation activities usually move from L1 to L2, (although the opposite direction can also be seen in lessons with more specific aims), have clear communicative aims and real cognitive depth, show high motivation levels and can produce impressive communicative results. Many ELT teachers and theorists now see the validity and value of translation as an activity in communicative classrooms (although few courses book writers offer ideas and materials for this area).

According to Peter Newmark (2008) translation, as a technique for second language learning “is two-edged instrument: it has the special purpose of demonstrating the learner's knowledge of the foreign language, either is a form of control or to exercise his intelligence in order to develop his competence. This is its strong point in foreign-language classes, which have to be sharply distinguished from its normal use in transferring meanings and conveying messages" ( p. 7).

Allowing the students to use their own-languages enables them to check their understanding of what they have been asked to do, for example, or what another member or the instructor has said

and/or demanded. They can also help each other to organize their thoughts or to select a more adequate lexical item to portray their wills to the others. This informal use of translation might become a bridge for learning, enforcing language and vocabulary while students are drawing on each other's knowledge (Atkinson, 1987).



## Chapter 3

### 3. Research methodology

This chapter involves and describes the methodological aspects that this research have developed and used as the research instruments, the participants, and the process as a whole that directly and indirectly impact on the research elaboration.

This study will be carried out with three high different grades, 10 grade (age, 15-16), which were taught English Language for 8 years , 11 grade (age, 16-17) and 12 grade (age,17-18) which were taught English Language for 9 years respectively 10 years

To fulfill such an aim, questionnaire is used as instrument of information collection, using qualitative questionnaire, multiple choice type, questionnaire for learners (Appendix A) that seeks to collect data and learners opinions about translation activities and their effect on speaking ability and Questionnaire for teachers (Appendix B) that pretend to collect teachers opinions and information about translation activities used and organized in the classroom, highlight advantages, disadvantages and the impact of different translation activities in learners' achievement and development on second language learning, focusing on speaking performance. The questions were designed in accordance with the thesis aims in order to find out teachers and learners attitudes towards translation activities and their effect on speaking performance.

In order that this research be more completed it has been used observation in the classroom during translation activities, which will highlight the effect of translation activities in English language learning, focusing on speaking performance, learners participation, either in discussion or speaking practices, methods that teachers represent with translation activities, resources or learning material that teachers use, creativity, teachers attitudes about translation activities etc.

So, the goal of the observation is to highlight the effect of translation activities on speaking performance, using varied instructional practices used in different classes with different level of English Language, and furthermore will help teachers evaluate and elaborate translation activities in favor of learners speaking and learning achievement.

This research is mainly exploratory research.

### **3.1 Research Aims and Objectives**

Considering that teaching and learning methods, strategies and activities play an essential role in second language learning, the aim of this research is to identify the use and the effect of translation activities on learners speaking performance.

Some attitudes and aspects that appears in English language teaching and learning process by some teachers regarding to the use of translation and translation activities in the classroom gave me a trace to carry out a research on translation activities especially the effect of translation activities, their usage and practice including thematic dialogues, discussions, conversations (with questions and answers), various topics with various vocabulary, register and style, learners involvement and participation in translation activities and their advancement on speaking development and ability. Teachers often complains because of the large number of the students and their impossibility to incorporate all learners in learning activity so they cannot identify learners' learning style or use appropriate method in order to facilitate and incorporate learners' in learning process and also motivate their participation in activity. Therefore the aim of this research is to explore, identify, and provide opportunity regarding to the teaching and learning improvement. In order to improve and involve translation activities properly, the participants, students, will participate without any pre-information, because of the accuracy and natural information. The research objectives tend to:

1. Identify the effect of translation activities on learners speaking performance.
2. Investigate advantages and disadvantages of using translation activities and their influence in learners' development on speaking ability.
3. Let teacher be aware of the importance of translation activities.

### **3.2 Research Questions**

Suggested questions for this research are:

1. What kind of translation activities do teachers use in the class?
2. Do translation activities have effect and contribute on learners' speaking performance?

3. Do these activities encourage learners participate and develop speaking ability?

### **3.3 Research Hypotheses**

The hypotheses for this research are based on the impact of translation activities on learners speaking performance, considering advantages and disadvantages of their usage. This study will explore hypotheses as the following:

1. Failure to apply adequate translation activities affect on learners' inactivity, and their weak participation in English Language speaking performance.
2. Usage of translation activities without motivation strategy, adequate material selection causes difficulties in teaching and learning process and learners' speaking performance in general.

### **3.4 The participants**

This research involves learners from three high different grades, 10 grade (age, 15-16), about 60 learners, which were taught English Language for 8 years , 11 grade (age, 16-17) about 68 learners, and 12 grade (age,17-18), about 56 learners which were taught English Language for 9 years respectively 10 years, and English Language teachers, about 6 participants.

The research participants are learners in the high school 'Qendra e Kompetencës', Ferizaj, involving male and female genre. They were informed that they will be part of the investigation and encouraged to answer with honesty in suggested questions.

Teachers, as second participants, were informed regarding to the research and the aim of the research and they have supported and also helped in realization of this research.

### **3.5 The instruments**

The first instrument used, questionnaire for students, involves ten multiple-choice questions that are related with methods and strategies applied in the classroom. The students are asked to read each question and chose their response. The questionnaire will be focused on learners' opinions regarding to the translation activities and their effect on speaking performance, students and teachers approach in these activities, their motivation and encouragement, and the use of creativity in translation activities. The questionnaire is compiled with the purpose of fulfilling the research objectives and its aim. The number of participants involved in this stage was 180 students from 10, 11, and 12 grades. The researcher gave them appropriate instruction about questionnaire.

The second instrument used, questionnaire for teachers, (Appendix B), involves eleven multiple-choice questions that cover teachers work and their usage of translation activities in the classroom and their effect on speaking performance. Questionnaire for teachers (Appendix B) also pretend to collect teachers opinions and information about translation activities used and organized in the classroom, highlight advantages, disadvantages and the impact of different translation activities in learners' achievement and development on second language learning, focusing on speaking performance. The number of teachers is 6 and they work with 10, 11 and 12 grades,

In order that this research be more completed has been used observation in the classroom during translation activities, which will highlight the effect of translation activities in English language learning, focusing on speaking performance, learners participation, either in discussion or speaking practices, methods that teachers represent with translation activities, resources or learning material that teachers use, creativity, teachers attitudes about translation activities etc.

The questionnaire is compiled not to 'discriminate' teachers but to highlight and explore the effect of translation activities on speaking performance, in order to help improve and develop learners speaking abilities and avoid a number of difficulties that learners have in communication and speaking performance, although they have been learnt and practiced the



English Language for a long time. Therefore teachers are aware about research purposes and they will participate in the research investigation as volunteers.

### **3.6 The procedure**

First stage of the research involves learners' questionnaire, Appendix 1, that was taken in the classroom, for 15 minutes, each grade, and researcher explained the purpose of the questionnaires and gave them instruction. So they were informed that they will be part of the investigation and encouraged to answer with honesty in suggested questions in order that the collected data be reliable.

After they have completed the questionnaire the researcher have continue with the second stage of the questionnaire, Appendix 2, with teachers' participation. They almost were aware about the questionnaire procedures and the questionnaire took place about 15 minutes and after they finished questionnaire they have to submit to the researcher in order to elaborate and analyze them.

The last stage includes observation in the classroom during translation activity in English Language teaching and learning in order to help teachers and learners have a more productive learning experience and develop speaking abilities in general. To complete this exercise, three classes, 10, 11, and 12 grades, have been observed 30 minutes for each class and during this time have been collected information about teaching and learning material selected and used in translation activity, objectives, learners participation and their encouragement on speaking activity (discussion) and other factors that directly and indirectly impact on learning and teaching activity, focusing on speaking performance.

## **Chapter 4**

### **4. Data Analysis**

This chapter reflects, discusses and presents the data collection, discusses the analysis of the research questionnaires, including students and teachers attitudes regarding to the translation activities used in English Language learning focusing and their effect on learners' speaking performance.

In educational process learners and teachers are exposed to different situation that impact in language development, advantages and disadvantages that needs to be elaborated or avoided in order to fulfill learners' needs and develop successfully teaching skills always in accordance with learners' level and knowledge. In the other side, the use of different methods and activities, by experienced teachers and educational progress and development, have made that some activity and methods be ignored as unsuccessful for teaching and learning process. Translation and translation activities have been considered also as inappropriate, old fashioned and not useful for second language learning and teaching. Even though translation activities are neglected for a long time the role of L1 in L2 learning is essential. Second language learners learn L2 after they have developed their native language therefore interference of L1 In L2 learning is inevitable and the use of translation activities help learners understand, compare, consult and explain many complex language aspects, such as grammar, making cross- linguistics comparisons of similarities and differences. Therefore learners will understand and achieve the 'idea' of English Language structure development easily.

So, questionnaire about translation activities and their effect on learners' speaking performance are analyzed and presented below.

#### 4.1. Analysis of the results from the learners' questionnaire

##### Appendix 1

Regarding to the first stage, questionnaire analysis about learners' responses highlighted learners' attitudes toward translation activities used and developed in English Language learning and their effect on learners speaking performance. The questionnaire contained ten items with multiple-choice questions. The data collected from the first questionnaire are presented as the following, the first question is: Should translation activities be used in the language classroom? Yes, No, Why/ why/not? This question discovered that almost all learners had a positive attitude regarding to the use of translation activities in language learning and teaching. They claimed that translation activities help learners develop vocabulary and language skills in general, compare L1 with L2 and find language differences, understand better the meaning of the word, search for new words in order to find equivalent word in both languages, and it is an activity that encourage learners be active part in language learning. The students' answers are also interpreted visually in the charts below.

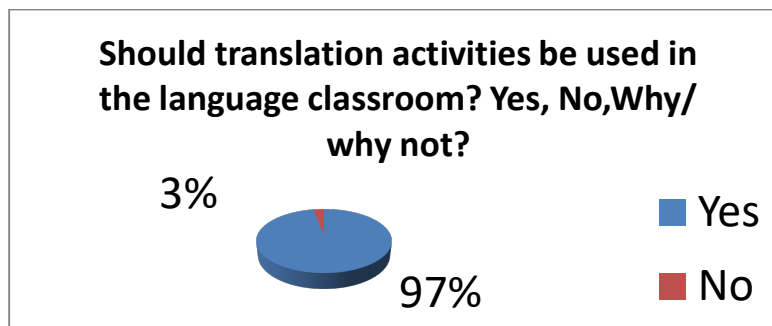
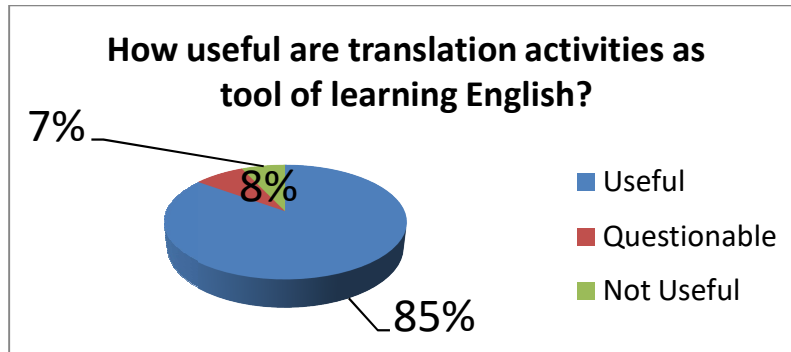


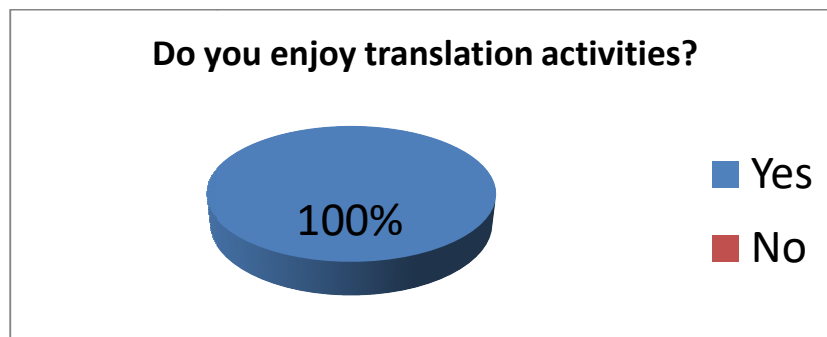
Figure 4. 1 Results from the 1st item of the questionnaire

Regarding to the second question: How useful are translation activities as tool of learning English? A large percentage of learners have considered translation activities as useful tool in English language learning. The students' answers are also interpreted visually in the charts below.



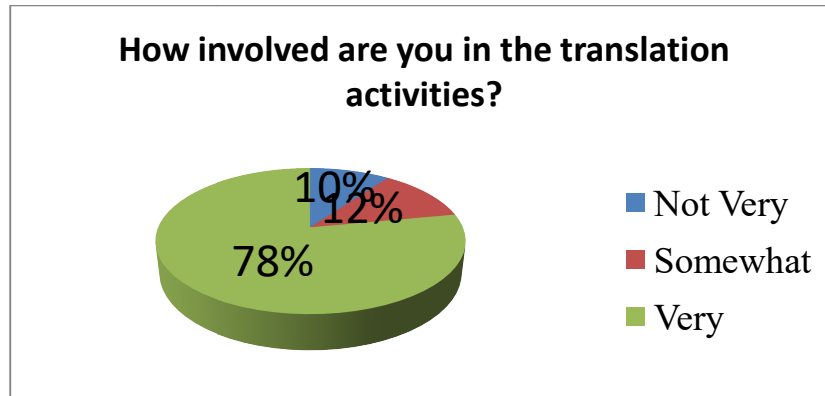
**Figure 4. 2 Results from the 2nd item of the questionnaire**

Third question, Do you enjoy translation activities? highlighted learners' interest and opinion about their involvement in translation activities, so they in general had positive attitude.



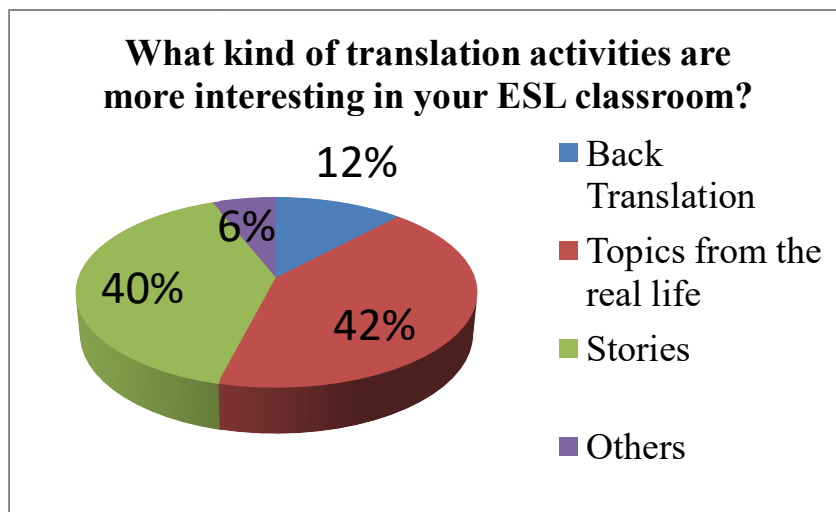
**Figure 4. 3 Results from the 3rd item of the questionnaire**

Fourth question, How involved are you in the translation activities? According to the learners' responses, the result shows that learners are very interested and actively participate in translation activities.



**Figure 4. 4 Results from the 4th item of the questionnaire**

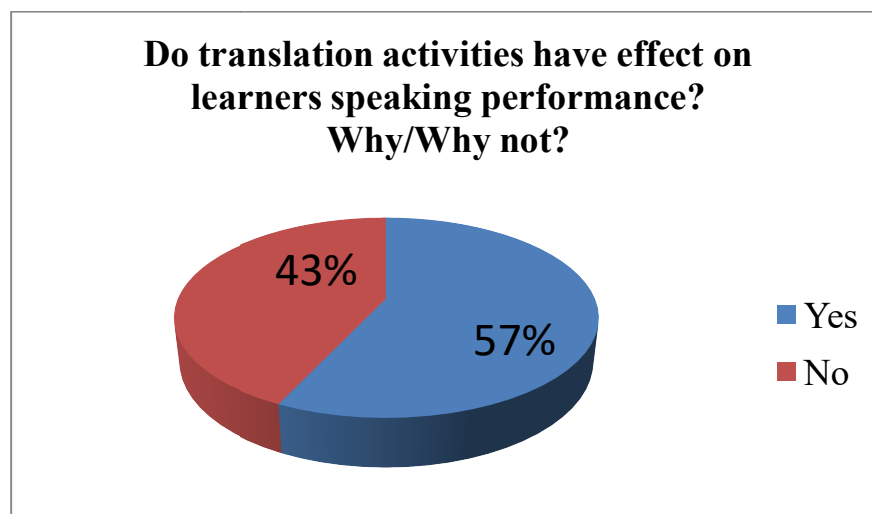
The fifth question, What kind of translation activities are more interesting in your ESL classroom? Show results that learners are more interested in topics from real life and and also they like stories because they can express their opinions,ideas and analyse and discuss about different stories, characters, events development etc. moreover these topics motivate learners participate and be more creative in second language development.



**Figure 4. 5 Results from the 5th item of the questionnaire**

Question number six, Do translation activities have effect on learners speaking performance? Why/Why not?, includes positive and also negative learners attitudes.

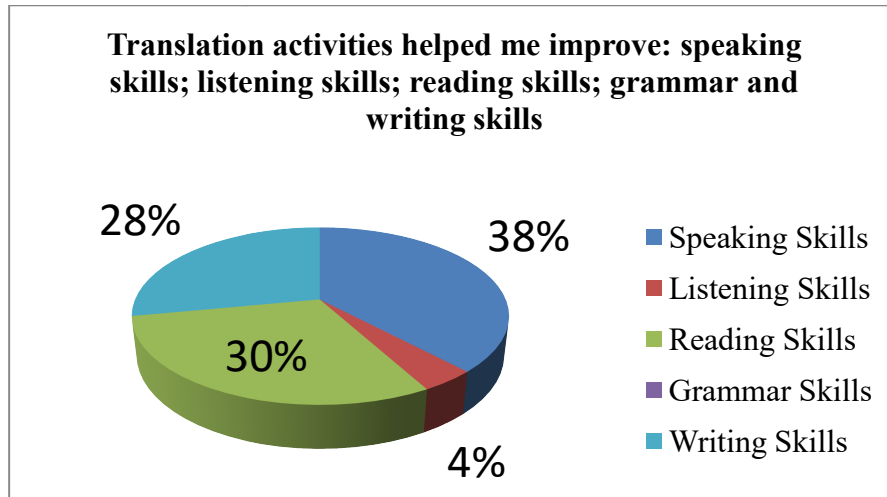
In one side some learners believe that these activities encourage and motivate learners discuss and express their ideas and opinions, help learners develop speaking performance by having conversation about different topics selected often by teachers, but in the other side, some learners do not believe that these activities help learners develop speaking performance because some translation activities are not organized appropriately, in accordance with learners needs and level.



**Figure 4. 6 Results from the 6th item of the questionnaire**

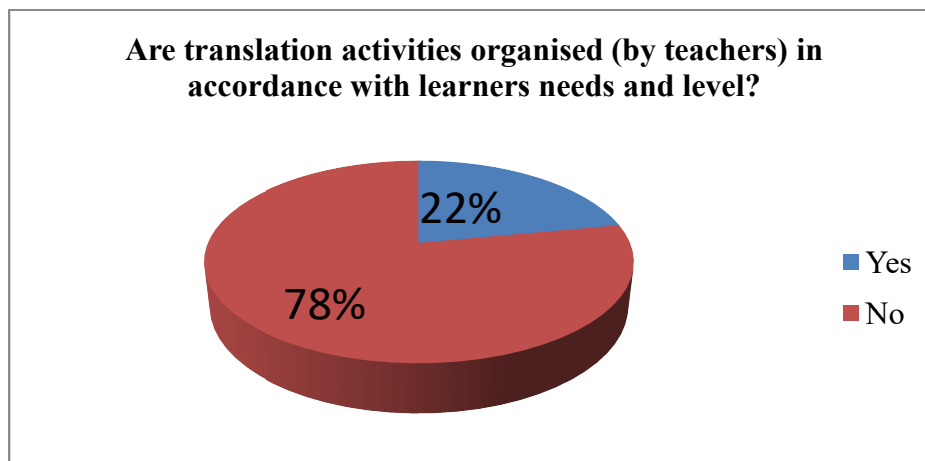
Seventh question, Translation activities helped me improve: speaking skills; listening skills; reading skills; grammar and writing skills.

This question shows different learners attitudes. Learners believe that translation activities mostly develop speaking, reading and writing skills, but they do not believe that these activities helped them improve other abilities such as listening or grammar skills.



**Figure 4. 7 Results from the 7th item of the questionnaire**

Are translation activities organized (by teachers) in accordance with learners needs and level? Question number eight that shows different learners' attitudes. Learners have expressed their believe that teachers often have their lesson plan focusing only in selected lessons, neglecting learners interest, knowledge, needs and their level.



**Figure 4. 8 Results from the 8th item of the questionnaire**

This question, Do translation activities meets teaching and learning criteria? Highlighted learners attitudes regarding to the translation activities and their organization from teachers. A large

percentage of students believe that translation activities are 'cliché'. They also believe that these activities should be more creative and in accordance with learners level in order to meet teaching and learning criteria and moreover these activities should motivate and encourage learners participate and develop English Language skills.

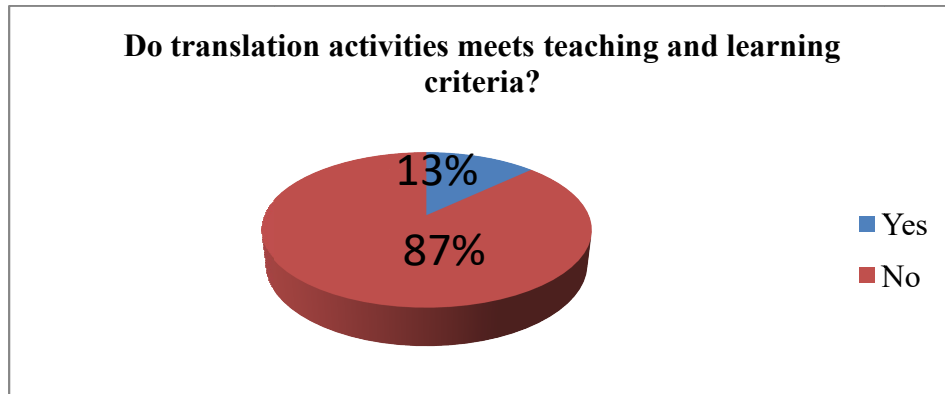


Figure 4. 9 Results from the 9th item of the questionnaire

From 1 to 10 how do you asses translation activities used in the classroom? Is question number ten, the last one in learners questionnaire. In this question learners assessed translation activities, used and developed in the classroom, mostly with number six continuing with five, four, three and two. Therefore it seems that learners are not satisfied with organization of the translation activities.

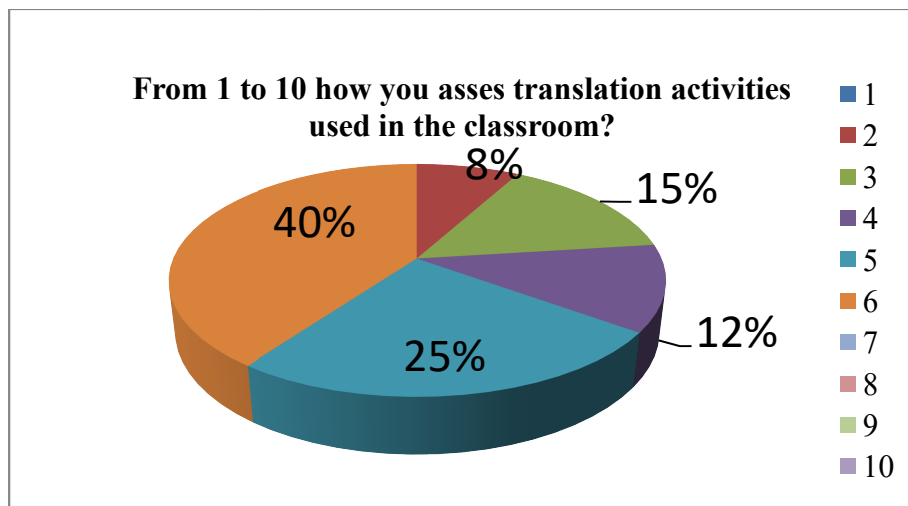


Figure 4. 10 Results from the 10th item of the questionnaire



## 4.2 Analysis of the results from second questionnaire, teachers' responses

### Appendix 2

Second questionnaire consists of eleventh questions aiming to highlight the use and the effect of translation activities in English Language learning, focusing on speaking performance, and learners participation in these activities.

This questionnaire involves teachers responses their opinions regarding to the translation activities and their use in English Language learning classes. Teachers have expressed their attitudes, believe and experiences about translation activities that are related directly with learners' participation in these activities, objectives their organization, advantages and disadvantages of translation activities, focusing on their effect on learners speaking performance. Teachers try and use different methods and activities in order to facilitate and motivate learners explore and be more active in the classroom activity including translation activities.

The first question, Are the translation activities part of the curriculum at your school? resulted positively. Teachers use and develop different translation activities in the classroom.

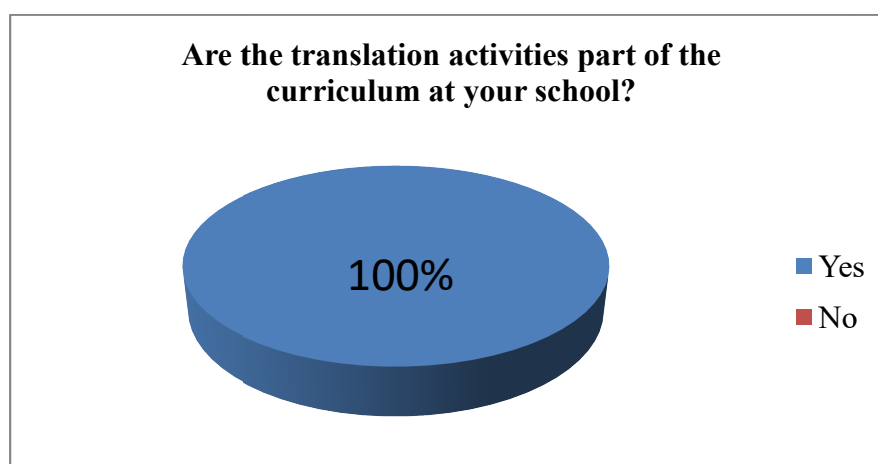
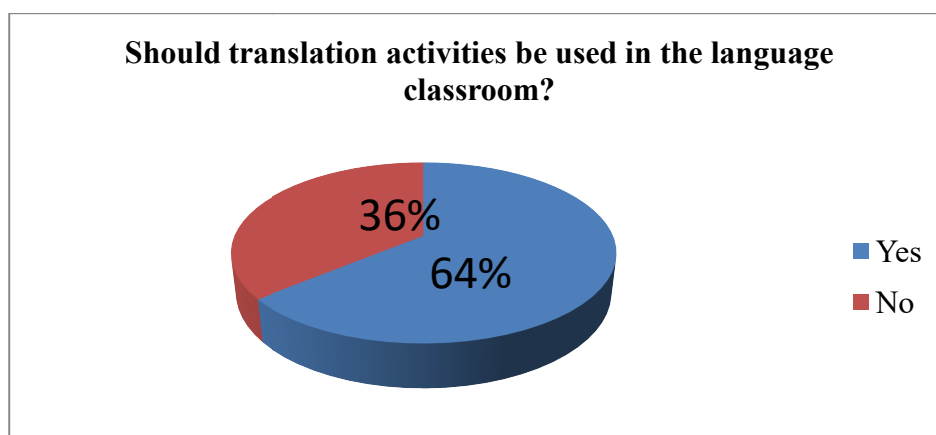


Figure 4.2. 1 Results from the 1st item of the questionnaire

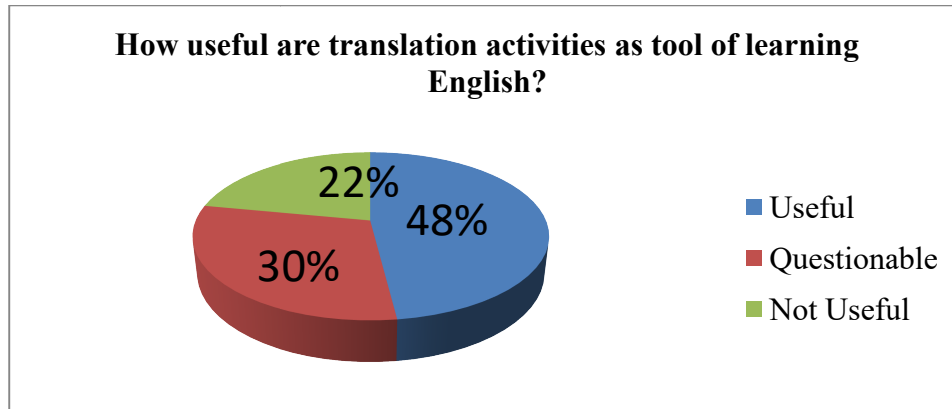
The second questions, Should translation activities be used in the language classroom? highlight different teachers' attitudes. Some teachers agree and believe that translation activities in general help learners understand and achieve easily English Language.



**Figure 4.2. 2 Results from the 2nd item of the questionnaire**

The third question , How useful are translation activities as tool of learning English?

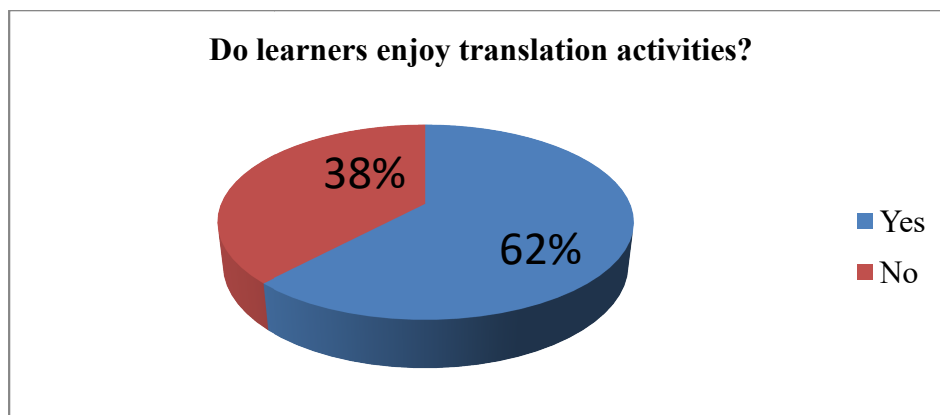
The results of this question highlight teachers opinions that are directly related with learners performance in the classroom activity. Some teachers believe that translation activities are useful and facilitates learners participation in classroom activity, so learners better understand exercises and have conversation about language differences, develop grammar skills, speaking , listening, writing and reading, some teacher are not sure that translation activities are useful and help learners in language achievement, the other do not believe that these activities are useful for English Language learning.



**Figure 4.2. 3 Results from the 3rd item of the questionnaire**

The fourth question, Do learners enjoy translation activities?

In this question teachers answered that there are learners, especially advanced learners, that enjoy these activities but there are also a percentage of learners that do not enjoy translation activities.



**Figure 4.2. 4 Results from the 4th item of the questionnaire**

Question number five, Are translation activities useful for learners speaking performance? highlighted different teachers attitudes regarding to the translation activities and their effect on learners speaking performance. some teacher believe that translation activities are useful and

impact on learners' speaking performance but there are some other teacher that are not sure if translation activities have effect on learners speaking performance.

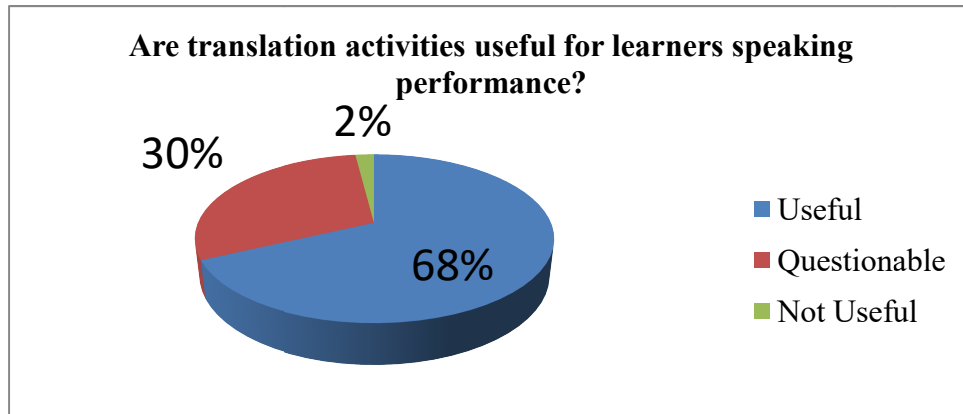


Figure 4.2. 5 Results from the 5th item of the questionnaire

Sixth question is Do translation activities have communicative purposes (and actively involve learners in communication)?

In this question a large percentage of teachers believe that translation activities have communicative purposes, encourage learners participate in conversation, discussions (finding equivalent words or vocabulary), and developing communication in general.

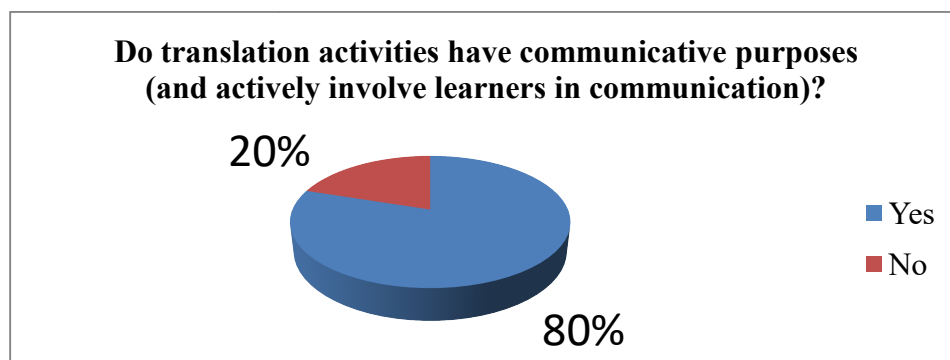
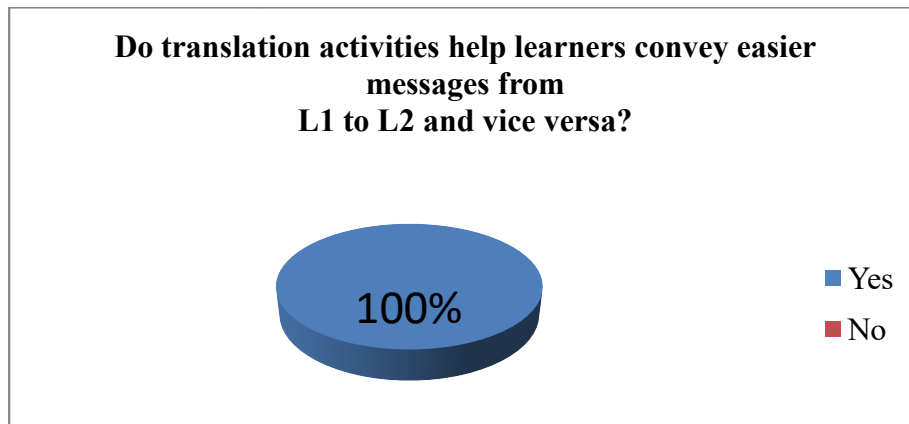


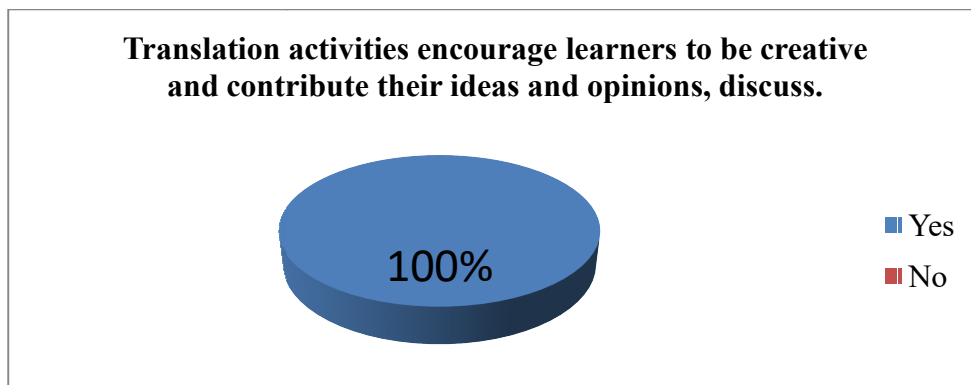
Figure 4.2. 6 Results from the 6th item of the questionnaire

Seventh question, Do translation activities help learners convey easier messages from L1 to L2 and vice versa? This question resulted positively, teachers believe that using translation activities help learners develop English Language also help learners understand the content of messages, elaborate and convey the messages further.



**Figure 4.2. 7 Results from the 7th item of the questionnaire**

Question number eight, Translation activities encourage learners to be creative and contribute their ideas and opinions, discuss; resulted positively. So, teachers agree that during translation activities learners are more creative, they can show and use their ideas, opinions and speculate discussion.

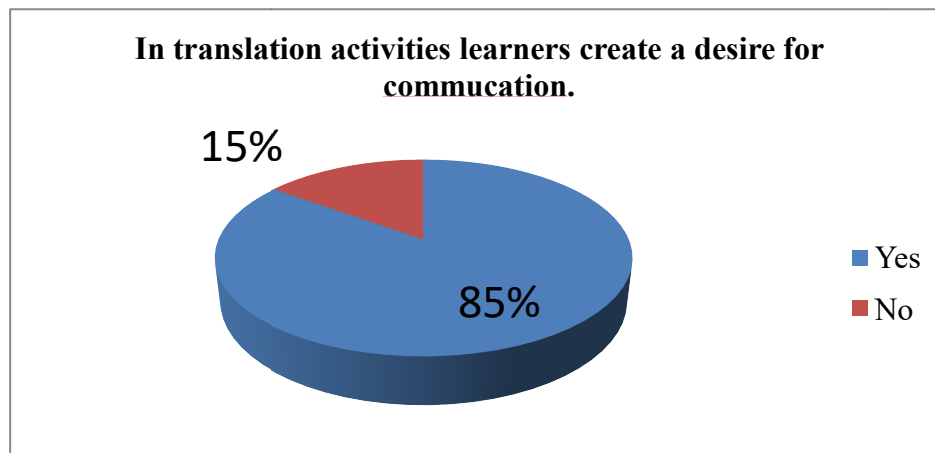


**Figure 4.2. 8 Results from the 8th item of the questionnaire**

Question number nine involves teachers attitudes toward translation activities and their impact in learners speaking development, In translation activities learners create a desire for communication; students are focused on what they are saying rather than how they are saying it; students work independently of the teacher; students determine what they want to say.

In order to present the result of the question completely, I have divided and compiled four charts for every question, adding the letters a, b, c, and d. The teachers' answers are interpreted visually in the charts below.

Therefore suggested question (presented as Fig.9a), In translation activities learners create a desire for communication; teachers believe that translation activities encourage and motivate learners communicate and develop speaking ability (when learners discuss and elaborate a selected topic, they want to express their knowledge about it, to tell what they know about it, so they instinctively argue and moreover create a desire for communication.

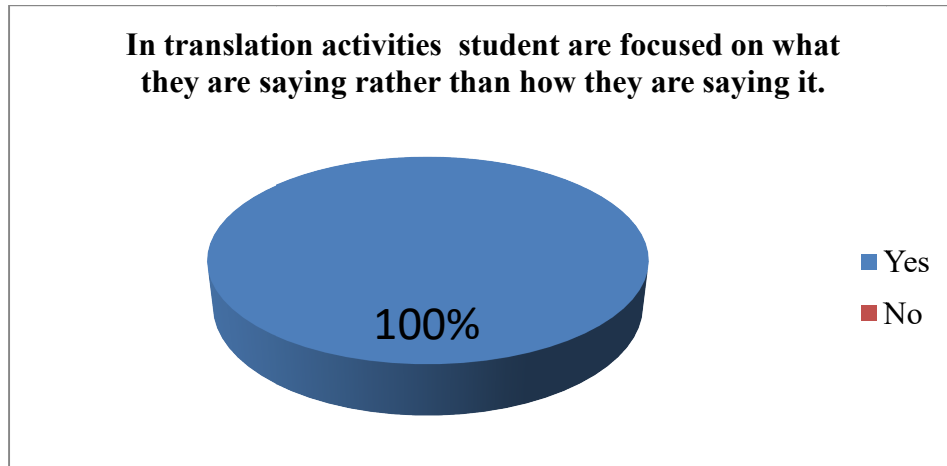


**Figure 4.2. 9 Results from the 9th item of the questionnaire**

**Figure 4.2.9 a Results from the 9th a item of the questionnaire**

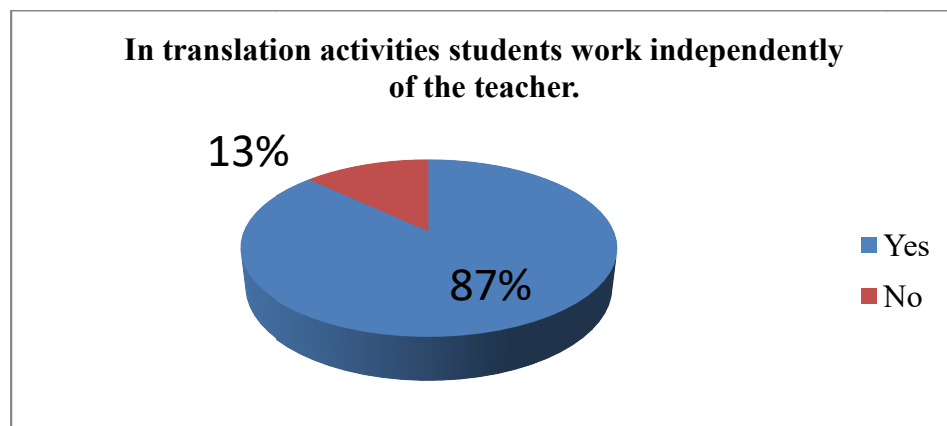
In translation activities students are focused on what they are saying rather than how they are saying it (presented as Fig.9b) teachers totally agree and believe that during translation activities,

especially activities that encourage conversation or communication learners are focused mainly to convey messages or reflect their attitudes regarding to the selected material and they do not take into account the structure or grammar rules.



**Figure 4.2.9 b Results from the 9th b item of the questionnaire**

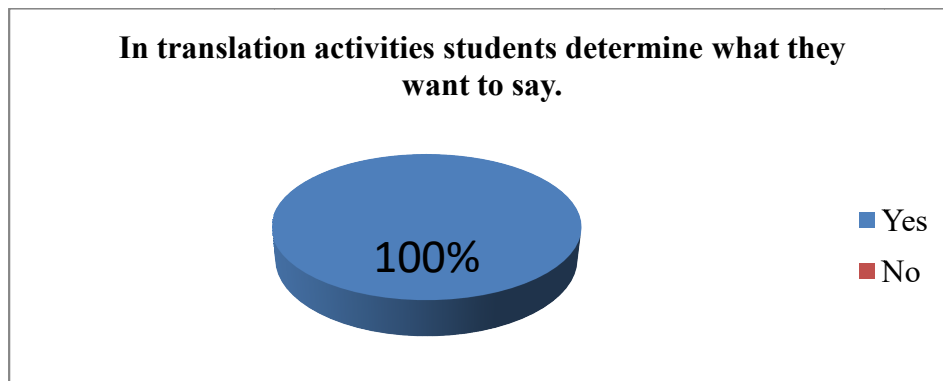
In translation activities students work independently of the teacher; is the third part of question number nine (presented as Fig.9c). Regarding to this question almost all teachers answered positively although there are some teachers that believe that teachers' instruction or also teachers' help is inevitable and necessary.



**Figure 4.2.9 c Results from the 9th c item of the questionnaire**

In translation activities students determine what they want to say. Is the fourth part and the last one of question number nine (presented as Fig.9d).

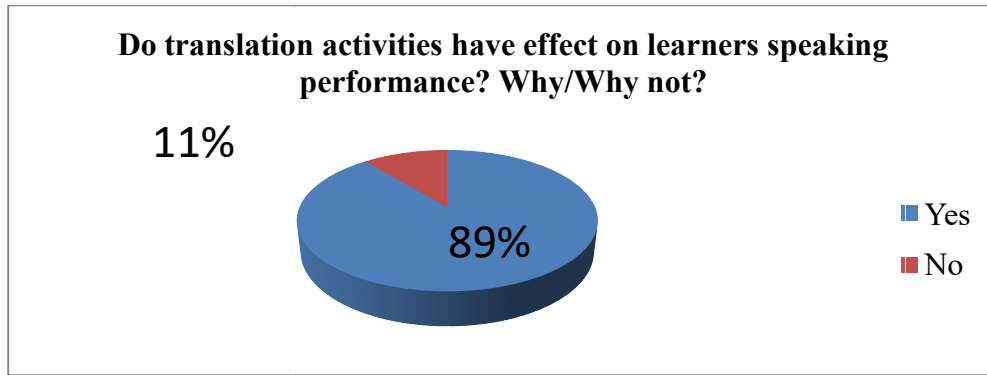
This question resulted positively; therefore teachers believe that in translation activities learners determine what they want to say. It is true that teachers select learning and teaching material, they compile lesson plan appropriately, and in one way or another encourage learners talk and express their idea and opinions about selected material but it is learners' choice to determine what they want to say.



**Figure 4.2.9 d Results from the 9th.d item of the questionnaire**

Tenth question, Do translation activities have effect on learners speaking performance? resulted almost positively. Teachers have presented their attitudes believing that these activities help learners develop speaking ability especially speaking performance. During translation activities learners are encouraged to participate in different language development activity, therefore they practice and acquire English Language and also develop speaking performance, bearing in mind that in our country learners do not have possibilities to practice second language with native speaker.

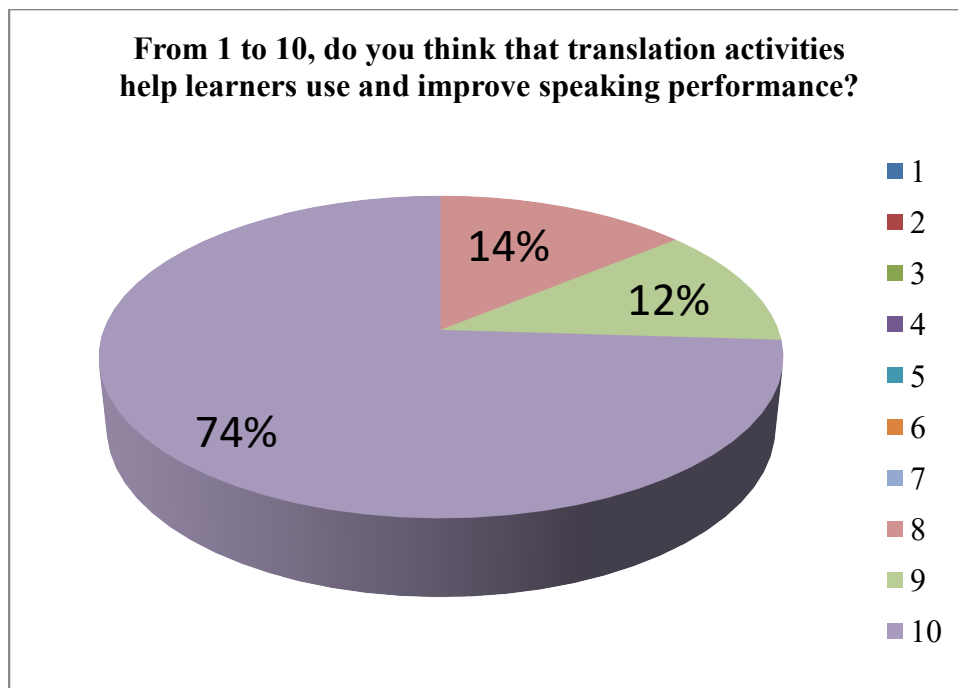




**Figure 4.2. 10 Results from the 10th item of the questionnaire**

The last question, question number 11,

From 1 to 10, do you think that translation activities help learners use and improve speaking performance? The percentage of teachers believe that translation activities help learners use and improve speaking performance, while there are teachers that do not believe definitely that these activities help learners on speaking performance. Teachers have assessed, the impact of translation activities in language use and speaking performance, with ten (10), about 74%; nine (9) about 12%; and with eight (8) about 14%.



**Figure 4.2. 11 Results from the 11th item of the questionnaire**

### 4.3 Observation

Class: 11/2

Instructor: I. I

English Language class

Date: 06. 06. 2016

I have observed I. I's class from 2:50-3:35pm.

The class had 24 students and was comfortable, in accordance with the number and learners needs.

Lesson plan: Unit 4; Friends and Strangers; Intermediate course book

Objectives: communication; reading and translation; vocabulary development.

Activity: individual and pair participation, comparison, conversation (learners' experiences). Activities were combined, mainly 'student-centered', activity where students expressed their opinions and ideas about selected topic.

-Activity 1 (5 min)- The teacher started class with warm up activity, informing learners about the text, also testing learners knowledge regarding to the selected material, asking learners (individually) briefly to describe friends, friendship, and what makes a good friend.

They have also described strangers and their attitudes about them (to what extent they should be 'opened' with them).

During first activity, communicative activity, the teacher presented selected material writing in the table, 'Friends and Strangers', developing free conversation that was helpful for learners to participate and create an idea about the topic. Even though everything was clear and the way how the lesson was 'opened' was in accordance with teaching and learning rules, learners often hesitated to answer and engage in learning activity, there were three or four that participated in

conversation. The teacher continued with second activity, introducing the content of the activity, in target language, encouraging learners to participate and express their opinions.

- Activity 2 (5min)- The teacher presented two pictures and the text, asking learners 1 (in pairs) compare and contrast, using questions:

- Where are the people?
- Are they friend or strangers? Why do you think this?
- What could they be talking about?

In this activity learners expressed their opinions regarding to the pictures and compared and argued about friendly relationship, place, their conversation (based on the environment shown in the picture) etc. The numbers of learners that participated in this activity was eight.

- Activity 3 (30 min) - The teacher has continued with third activity, asking learners to read and identify unfamiliar words. They had continued reading the text for a while and then after they have understood what was the story about they were asking to translate the text, individually, one learner/ one sentence.

Teacher selected learners to participate and translate the text voluntarily.

- Evaluation (5min) - The instructor evaluated students comprehension by repeating the main objectives and aims.

After my observation, I asked the instructor a few questions. I wanted to learn more about translation activities used in the classroom, their effect on speaking ability and performance and especially students' participation in translation activities, focusing on in activities that develop communication or speaking performance.

## **Chapter 5**

### **5. Conclusion**

In this chapter are presented research results and their interconnection with carried research and its aim using research instrument, such as multiple-choice questionnaire, based on three main sections. The entire procedure of the research and analysis of the results explain and provides responses in raised questions, compiled in such a way that research participants are not influenced and encouraged regarding to their response.

The research sets up to explore and identify the effect and the role of translation activities in second language learning focusing on its impact on learners' development in communication and speaking performance. Translation activities, including appropriate selection of teaching and learning material (designed in accordance with learner needs and teaching aims and approach) can stimulate, encourage and involve learners to participate on learning activities and develop second language skills especially speaking performance. Because of that, translation for a long time have been neglected as old fashioned and inadequate teaching methodology, the research try

to identify if translation activities are helpful, useful in speaking performance and if these activities are present and adequate in English language as second language learning classroom.

The research participants are from various grade, 10 grade (age, 15-16), which were taught English Language for 8 years , 11 grade (age, 16-17) and 12 grade (age,17-18) which were taught English Language for 9 years respectively 10 years. This selection was made due to the pretext that learners of this age are aware about methods, strategies and activities used in language learning and teaching and also they understand the purpose and intent of this research. In the other side participants, teachers, that participate in second research instrument, in one way meet or complete this study as well as identify the gaps in translation activities used in English Language learning process.

Each method and activity has a different focus or priority, and it is not possible that a suggested method or activity will complete all learners' needs, which have different level of knowledge, different objectives and different learning needs. So, language teacher should understand, design, organize and develop appropriate learning and teaching activity, using various methods and activities and provide optimal learning opportunities for students and their active participations in language learning. (teaching methods and activities are compiled from teaching experiences, qualified and experienced professors, teaching observers, etc. in order to offer and find best methods and activities aiming to help learners participate in learning process).

The main focus of this research is translation activities and their effect on learners' speaking performance. Even though translation and translation activities have been neglected for a long time in foreign language learning classrooms, believing that translation activities can prevent learners to acquire and develop aimed language, opinions and attitudes on translation activities usage have been changed identifying their useful role and effect on second language learners achievement.

Translation activities create opportunity to explore and compare structure of both languages, source and second language, to increase learners speaking ability, so, they can communicate, convey messages from first language to second language and vice versa (because learners participate in discussions and express their ideas and opinions regarding to the suggested material or selected topic), they can also develop vocabulary, register, style, furthermore well

organized translation activities can also stimulate learners creativity and participation in discussion or communication activity, that is very inadequate or insufficient because learners hesitate to speak and communicate because of possible mistakes that they will make in sentences compilation, tenses etc. and this situation impacts negatively on learners speaking performance (that is very present in second language learning because often learners cannot express their ideas or opinions even though they have learnt English language for many years), and in the other side they will definitely practice language skills.

Therefore the role and the effect of translation activities are very helpful and useful in second language learning, despite advantages and disadvantages that are presented in the research.

## **5.1. Conclusions from the conducted questionnaires**

### **5.1.1. Conclusion from the learners' questionnaire**

Basing on the research results and participants' attitudes regarding the translation activities and their effect on learners speaking performance, in order to prove and elaborate first research hypothesis, failure to apply adequate translation activities effect on learners' inactivity and their weak participation in English Language speaking performance, therefore it was proven that learners do not participate actively in learning classroom activities and do not have appropriate access in second language learning. There are some concrete results, from the first instrument, questionnaire that consists from ten questions, that reflects on learners' responses and attitudes about translation activities used in language classroom and their effect on learners speaking performance. The participants expressed their thoughts answering in suggested questionnaire, basing on their learning and teaching experience.

## Appendix1

Regarding to the first stage, questionnaire analysis about learners' responses highlighted learners' attitudes toward translation activities used and developed in English Language learning and their effect on learners speaking performance. The questionnaire contained ten items with multiple-choice questions. The data collected from the first questionnaire discovered that almost all learners had a positive attitude regarding to the use of translation activities in language learning and teaching. They also claimed that translation activities help learners develop vocabulary and language skills in general, compare L1 with L2 and find language differences, understand better the meaning of the word, search for new words in order to find equivalent word in both languages (this activity urges learners to search, study, learn and compare languages). Moreover, learners highlighted that translation activities encourage learners participate actively and be more interested in language learning. But, they show more interest in topics from real life and and also they like stories because they are free to express their opinions, compile or prepare their speech (choose adequate words regarding to the topic and also words that are more familiar and known by them), ideas, analyse and discuss about different stories, characters, events etc. So, these are the topics that motivates learners participate and be more creative in communicative development. In the following questions we can notice that learners have positive and also negative attitudes regarding to the translation activities and its impact on learners speaking performance. In one side some learners believe that these activities encourage and motivate learners discuss and express their ideas and opinions, help learners develop speaking performance by having conversation about different topics often by teachers, but in the other side, some learners do not believe that these activities help learners develop speaking performance because some translation activities are not organized appropriately, in accordance with learners needs and level. They also believe that translation activities mostly develop speaking, reading and writing skills, but they do not believe that these activities helped them improve other abilities such as listening or grammar skills. Furthermore, learners have expressed their believe that teachers often have their lesson plan focusing only in selected lessons, neglecting learners interest, knowledge, needs and their level. A large percentage of students believe that translation activities are 'cliche'. They also believe that these activities should be more creative and in accordance with learners level in order to meet teaching and learning

criteria and should motivate and encourage learners participate and develop speaking performance.

In the last question learners assessed translation activities, used and developed in the classroom, mostly with number six continuing with five, four, three and two. So, it seems that learners are not satisfied with organization of the translation activities, teaching and learning process in the language classroom, they do not believe that selected learning and teaching material is in accordance with learners needs or level, moreover they are not fully engaged in language activities or in meaningful problem posing/solving activities.

### **5.1.2. Conclusion from the teachers' questionnaire**

#### **Appendix 2**

Concerning to the teachers responses from the 'appendix 2', teachers questionnaire, data collected provides that almost all teacher use and develop translation activity, as a teaching tool, as an important activity that help learners understand and transfer the message, understand and compare unfamiliar vocabulary, provide a comparative analysis of L1 and L2, furthermore, the use of translation activities encourage and help learners to participate, achieve and develop second language, and also help learners to develop and improve speaking performance. So, teachers use and develop different translation activities in the classroom and they believe that translation activities are useful and facilitate learners achievement and participation in second language learning because they feel more comfortable and knowledgeable if they compare and have conversation about language differences, grammar and lexical differences, and cultural differences.

The use of translation activities in English Language learning seems to be very important and in one way or another they are inevitable (even that teachers use or prefer or do not use or prefer translation activities in the language learning classroom, it happens in learners heads, they use all the time, they make connection between two languages, they instinctively use translation), so teachers could orientate, organize and develop translation activities in such way to improve and achieve second language learning. As Harbord (1992) writes:



Translation / transfer is a natural phenomenon and an inevitable part of taking second language even when there is no formal classroom teaching. Students inevitably (even unconsciously) try to equalize the target language structure or lexical article with the closest or most common correlation in their mother tongue regardless of whether the teacher offers or permits translation (p.351).

In the other side, some teacher are not sure that translation activities are useful and help learners in language achievement, they do not believe that these activities encourage learners develop second language learning pretending that these activities 'belongs' to the traditional method (word for word translation) and the use of mother tongue in the second language learning is not necessary, 'English only', because learners can not focus on second language and also can neglect second language learning, such as Ellis (1994) states that "it is widely acknowledged that the role of the mother tongue in foreign language learning is a negative one" (p.19).

Despite difference teachers attitudes regarding to the translation activities there are learners, especially advanced learners (according to the teachers responses) , that enjoy these activities, participate in conversation and discussions, focusing on suggested material, developing speaking abilities, they also understand the content of messages, elaborate and convey the message further. But there are also a percentage of learners that do not enjoy translation activities because they do not have sufficient English linguistic knowledge and can not participate actively in translation activities. So, we can notice that there are different factors that impact on translation activities usage and development, language teaching and learning, teachers and learners involvement in English Language learning etc. Even though translation activities are compiled from teaching experiences, from qualified and experienced professors, teaching observers, etc. in order to offer and find the best methods and combine activities that help learners participate and develop English Language, especially speaking abilities, there are some gaps that unfortunately have impacted on second language learning. Therefore, teachers because of the lack of appropriate conditions, large number of learners, and other factors prefer and continuously use traditional translation activities, teaching and learning methods. If we elaborate this point, we can see that teachers often neglect learners' motivation, their encouragement to be the part and enjoy translation activities. Translation activities should be prepared well in order to be creative and productive. Translation activities require motivated learners in order to participate in activities, express their ideas and opinions regarding to the suggested material, convey messages, bearing

in mind register, style, form etc. and organize their thoughts developing speaking abilities especially speaking performance.

If we understand the reason for our students' reluctance or refusal to speak English, we may be better prepared to deal with the problem. It is easy to attribute such reluctance to laziness or a simple lack of cooperation, but these are possibly proximate, rather than ultimate, causes. The lack of motivation may have deeper roots. These could lie in:

- the students feeling uncomfortable or embarrassed about attempting to communicate in a foreign language (which they do not feel very proficient with) to someone who speaks their own language;
- the students' failure to understand the point of attempting to speak in English, knowing that their speech will probably contain errors;

An English- only policy may exacerbate these underlying problems, rather than address them. Using the students own language may, at times, be a more direct and more efficient way of dealing with these issues (P.Kerry 2014, p.17).

So, we can notice that translation activities, according to teachers' answers, are not suitable for all learners, depending of learners level, advanced learners enjoy translation activities more than learners with low-level of knowledge, for them translation activities appears tricky. In this case teachers help is inevitable, they have to use translation, adapting translation activity, in order to offer clarifications, analyzing mistakes and misunderstandings, corrections and establishing a 'relationship' between two languages.

Bearing in mind teachers' attitude, regard to the impact of translation activities on learners speaking performance, we can also notice that translation activities directly impact on learners motivation and encouragement to develop and achieve speaking ability and speaking performance in general. Why? Because they try to express their opinions and ideas about the presented material (story, text etc.); they instinctively argue and moreover create a desire for communication; through conversation or communication learners convey messages or reflect their attitudes regarding to the selected material and they do not take into account the structure or grammar rules (they learn to convey the meaning); learners discuss and elaborate a selected topic, they want to express, show, their knowledge about it; they practice and acquire English Language and also develop speaking performance, bearing in mind that in our country learners do not have possibilities to practice second language with native speakers.

### **5.1.3. Conclusions from the observation**

The purpose of the observation is to collect information about translation activities used and developed in English Language classroom and their effect on language learning focusing on learners speaking performance. I have observed I.I's class, 11-grade, with 24 learners. Teacher has presented selected material first in English Language and then translated in Albanian Language. I think that it was necessary because learners, sometimes, complained that they do not understand the question or instructions about the activity. Focusing on the translation activity, which is the main point to understand if these activities impact on learners speaking performance, I have noticed that learners are more active when they use and compare first and second language, it helps to acquire and practice English Language, because they explore words and meanings, also they try to find the equivalent word in their own-language. Furthermore, after they become familiar with the story and unknown words, they use phrases and sentences to share their opinions regard to the text and characters. So, learners' participation in communication, discussion and conversation show that translation activities encourage and motivate learners to improve and develop speaking ability or speaking performance in general.

## **Chapter 6**

### **6. Limitations and Recommendations**

#### **6.1. Limitations of the study/ inappropriate influence**

During researcher's work and its study analysis, the researcher has noticed some irregularities regarding to the first questionnaire, learners' response. Some students were influenced and were not honest in their responses. Some participants in first instrument in some way have reflected on unreal results.

## 6.2. Recommendations

In order that research study have validity and reflect on real data, the investigation should be divided into three phases, with no limited time, because the researcher can assign appropriate time and select an appropriate environment, aiming to avoid any evident manipulation. Based on the findings of this research, the following recommendations can be made.

- Taking into account the influence of translation activities on learners speaking performance, it is important for both English teachers and learners not only to recognize the lack of appropriate teaching and learning material, learners level and interest, but also to organize appropriately teaching lesson in order to encourage learners express their ideas and opinions during translation activities using English Language.
- The teacher should encourage learners while they are trying to convey the messages or communicate, even though they do many mistakes.
- The teachers should encourage learners to have self-confidence while they use English Language.
- The teachers should take into account that learners show more interest in topics from real life and stories because they feel free to express their ideas, attitudes, opinions and believes and also they are free to choose register and vocabulary (familiar words).
- Teachers should adopt translation activities providing learners more opportunity to practice and develop speaking abilities (learners often come from different schools, so they have different level of knowledge).
- The teachers should avoid traditional methods or 'cliche' of translation activities, bearing in mind technological advancement, making these activities more interesting and creative ensuring students active participation in the classroom environment.
- Finally, the teachers can use a song that are very adorable for young learners, encourage them to translate and find the style, register and vocabulary, have a conversation of what the song talks about, discuss about their experiences and believes etc.

The activity provides learners to develop English Language syntax, grammar, vocabulary and especially speaking performance. Also teachers can use part of films, novels, stories etc.

Recommendations from this research aim to identify and suggest different language teaching and learning ways and approach, different methods and strategies, including improvisation, in order that language lessons and classrooms be more attractive, productive and help learners develop English Language, focusing on speaking performance.

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## Appendices

### Appendix 1

#### Learners Questionnaire

**Instruction: Please put the tick in the box next to the answer of your choice or write in the space your answer (opinion).**

1. Should translation activities be used in the language classroom?

Why/ why not?

a) Yes

b) No

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2. How useful are translation activities as tool of learning English?

a) useful

b) questionable

c) not useful

3. Do you enjoy translation activities?

a) Yes

b) No

4. How involved are you in the translation activities?

a) Not very

b) Somewhat

c) Very

5. What kind of translation activities are more interesting in your ESL classroom?

a) back translation

b) topics from the real life

c) stories

d) others

6. Do translation activities have effect on learners speaking performance?

Why/ why not?

a)Yes

b) No

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7. Translation activities helped me improve:

- speaking skills

a)Yes

b) No

-listening skills

a)Yes

b) No

- reading skills

a) Yes

b) No

- grammar and writing skills

a) Yes

b) No

## Appendix 2

### Teachers Questionnaire

**Instruction: Please put the tick in the box next to the answer of your choice or write in the space your answer (opinion).**

1. Are the translation activities part of the curriculum at your school?

a) Yes

b) No

2. Should translation activities be used in the language classroom?

Why/ why not?

a) Yes

b) No

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3. How useful are translation activities as tool of learning English?

a) useful

b) questionable

c) not useful

4. Do learners enjoy translation activities?

a) Yes

b) No

5. Are translation activities useful for learners speaking development?

a) useful

b) questionable

c) not useful

6. Do translation activities have communicative purposes ( and actively involve learners in communication)?

a) Yes

b) No

7. Do translation activities help learners convey easier messages from L1 to L2 and vice versa?

a) Yes

b) No

**8. Translation activities:**

-encourage students to be creative and contribute their ideas and opinions, discuss

a)Yes

b) No

**9. In translation activities:**

-learners create a desire for communication,

a)Yes

b) No

-students are focused on what they are saying, rather than how they are saying it,

a)Yes

b) No

-students work independently of the teacher

a)Yes

b) No

-students determine what they want to say.

a)Yes

b) No

**10.** Do translation activities have effect on learners speaking performance?

Why/ why not?

a)Yes

b) No

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**11.** From 1 to 10, do you think that translation activities help learners use and improve speaking performance? (Circle the number)

1 2 3 4 5 6 7 8 9 10