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An Attitudinal Study of Tertiary-Level Students and Teachers in Austria and Turkey

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To my mother and father,

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Abstract

Translation has undergone a transformation in second and foreign language teaching, and thereby, has reappeared in classrooms in a different way. This study sets out to investigate the perceptions of tertiary-level learners and nonnative language teachers towards own-language use and translation from linguistic, humanistic, pedagogical and practical aspects in English language teaching. Based on structured interviews with nonnative language teachers in Austria and Turkey and questionnaires with tertiary-level students in the aforementioned countries, it focuses on three aspects: first, general perceptions of own-language use and translation in English language teaching; second, advantages and disadvantages of own-language use and translation from a linguistic, humanistic, pedagogical and practical perspective; and third, attitudes towards the concept of translation as a fifth skill in language teaching. Having summarized the historical background of translation in teaching methodology, it reconsiders own-language use and translation as a pedagogical tool within recent years. My argument is that the use of own language and translation is necessary in language teaching, and at the same time, has advantages over 'Only English' when it is used to a certain extent in predefined situations. Likewise, the results of the interviews show that nonnative teachers in Austria and Turkey consult own language and translation in their lessons. It is suggested that own-language use and translation enhance and facilitate the language learning process, especially at elementary and pre-intermediate levels if they are used to some extent. Also, the results of the questionnaires show that the attitudes towards the use of own language and translation change in accordance with the aforementioned countries. The learners in Turkey hold more positive attitudes than the learners in Austria. Furthermore, the results by their English levels suggest that beginner and intermediate levels favor own-language use and translation more than advanced levels in both countries. It seems clear from my investigation that the use of own language and translation is being reconsidered in English language teaching.

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Lists of Abbreviations

CA	contrastive analysis
CLT	communicative language teaching
EA	error analysis
L1	first language
L2	second language
MFL	modern foreign language
SL	source language
ST	source text
TL	target language
TT	target text
TILT	translation in language teaching

1. Introduction

This thesis deals with the role of 'own-language use'¹ and 'translation'² in English language teaching and learning. First, it summarizes the historical background of own-language use and translation in teaching methodology and reconsiders translation as a pedagogical tool within recent years. Second, it analyses questionnaires to which 250 language learners at the tertiary level in Austria and Turkey provided responses, and interviews which were conducted with 10 nonnative English language teachers in Austria and Turkey (ch.5). The questionnaires focused on five main areas: first, the attitudes to and perceptions of these students to cognitive aspects of own-language use and translation; second, to humanistic aspects such as motivation and identity; third, to practical aspects such as time-efficiency; fourth, to the use of contrastive language analysis in translation; and finally, to the compatibility of translation with other four language skills which are reading, listening, writing and speaking. The perceptions and attitudes of these students are a good example of the impacts of current teaching methods on learners at the tertiary level in Austria and Turkey in order to take learners' interests and needs into consideration. The interviews focused on five main fields: first, current method(s) used by nonnative language teachers; second, awareness of recent translation methods; third, the attitudes to and perceptions of these nonnative language teachers towards cognitive, humanistic, practical and pedagogical aspects of own-language use and translation; fourth, to incorporation of translation activities into textbooks; and lastly, to the concept of translation as a fifth skill besides other four language skills. The perceptions and attitudes of these nonnative teachers in both countries reflect changing attitudes to recent translation methods which use translation for pedagogical purposes and also consider communicative teaching focuses. This thesis is set in a very specific context: Austria, as a country of Germanic languages, and Turkey, as a country of Turkic languages, at the end of the first decade of the 21st century.

¹ 'Own-language use' refers to mother tongue or native language.

² At the beginning of ch.2 the terms 'own language' and 'translation' are clarified in detail.

English has become a global language, and more and more people are learning English for different purposes. Crystal (2003: quoted in Seidlhofer 2005: 339) remarks the fact that English is spoken by around 1.180 million users as a second/foreign language and around 329 million users as a first language is noteworthy and it means that only one out of four English speakers are native. The increasing demand for English language learning has led scholars and researchers to question language teaching methods from various aspects with each passing year. It is seen that own-language use and translation have indeed undergone a transformation in second and foreign language teaching, and thereby, have reappeared in classrooms in a different way. Some scholars and researchers have favored the use of own language and translation in English language teaching because it promotes learning (Harden 2009: 361) (cf. for example Widdowson 1978; Harmer 1991; Ellis 1992; Bowen/Marks 1994; Ur 1996). More recently, researchers such as Witte et. al. 2009; Cook 2010; Leonardi, 2010; Hall and Cook 2012; Druce 2013; Kerr 2014 forthcoming have suggested a re-evaluation of translation in L2 classroom by drawing attention to linguistic, humanistic, pedagogical and practical aspects.

Since the concept of translation has evoked Grammar-Translation Method, which is an old method to learn classical languages such as Latin and Greek, etc., in the minds of linguists, methodologists and language teachers, the use of translation is not well received in English language teaching. No matter how learners tend to whisper equivalents in their own language to each other in the classroom, to expect someone outside the classroom to help because it is impossible for them to resist thinking the equivalents (Widdowson 2003: 150), own-language use and translation have been more or less disgraced in the classroom from the Direct Method onwards. While exclusively monolingual teaching has been praised in the 20th century, learners' needs have been ignored for years. However, it is clearly seen that consulting only own language and translation or consulting only English stand at two extreme sides of the pole.

Set in this context, this thesis will investigate own-language use, and particularly, translation in English language teaching and learning. I will first outline general attitudes towards the use of own language and translation (ch.2.1 & 2.2) in literature. I will then

go on to give an overview of theoretical considerations from a linguistic, humanistic, pedagogical and practical perspective of own-language use and translation (ch.2.3). To relate these considerations to practice, I will move on to recently suggested methods and approaches towards translation (ch.2.3) such as communicative translation teaching, pedagogical translation, etc. The second chapter has two goals. First, it introduces advantages and disadvantages of own-language use and translation. Second, it introduces recommendations for practical and communicative classroom applications.

The next chapter (ch.3) addresses quantitative and qualitative methodological considerations. It deals with how I conducted my research and why I chose these methodologies. In other words, I will account for quantitative and qualitative data collection, and quantitative data analysis and qualitative content analysis.

Chapter 4 describes my results. It is divided into two main parts. First, it deals with how the assumption of own-language use and translation in English language teaching looks from the point of nonnative language teachers in three main sections: general attitudes towards own-language use and translation, attitudes towards advantages and disadvantages of own-language use from a linguistic, humanistic, pedagogical and practical perspective and the concept of translation as a fifth skill. Then, ch.4.1.4 summarizes comparison of the results pertaining to these aspects in both countries. The second part deals with attitudes to and perceptions of learners at the tertiary level towards the use of own language and translation (ch.4.2). Initially, the attitudes of intermediate and advanced students towards own-language use and translation are presented in accordance with their country (ch.4.2.2). Then, beginner students are also included, and the attitudes of beginner, intermediate and advanced students towards own-language use and translation are provided (ch.4.2.3).

In the following chapter (ch.5), the results are analyzed and their implications for the attitudes and perceptions of learners and teachers towards own-language use and translation are outlined. By focusing on the opinions of learners at the tertiary level and nonnative English language teachers in Austria and Turkey, this study explores whether

own-language use and translation are valuable methodologies in second and foreign language teaching and learning.

The conclusion part of the thesis presents (ch.6) outlines implications for pedagogy, and then gives an outlook on future research. It also states limitations of the study. All in all, the study sets out to investigate the perceptions of tertiary-level learners and nonnative language teachers towards own-language use and translation from a linguistic, humanistic, pedagogical and practical perspective in English language teaching. It sees the use of own language and translation as a means to increase learners' interest in multi-lingual and cultural education, consider learners' motivation and anxiety level in second and foreign language teaching and learning.

2. Attitudes towards the use of 'Own Language' and 'Translation'

Throughout the study I have adopted the term 'own language'. It refers to the terms 'first language', 'native language' and 'mother tongue' commonly used in the literature of language teaching (Cook 2010: XXII). Since all these terms are found to be unsatisfactory by Cook (2010: XXII), he uses "the term 'own language' to refer to the language which the students already know, and through which they will approach the new language". One of the main reasons of adopting this term is to consider learners in multilingual classes in which students' first languages vary. For example, in a school in Austria the first languages of students might be Turkish, Serbian, Croatian, Russian, etc.; however, German would be the language which is owned rather than their native languages. Rampton (1990) also states that 'native' language is unclear as it is linked to three factors: "language of infancy, expertise, and identity". That's why, I would also prefer to use the term 'own language' to include learners in multilingual classes. In addition, I will provide a brief historical overview of how own-language use and translation have been considered in the history of language methodology in order to make clear the confusion between own-language use and translation in language teaching. On one hand, González-Davies and Scott-Tennent (2009) differentiate the terms own-language use and translation and acknowledge that they are not equivalents since various competencies and methods are included. It is noted that they are not

synonyms and “only a few studies have explored translation as a useful skill [that is] separate from L1” (cf. for example Chesterman 1998; Malmkjær 1998; Deller and Rinvolucris 2002; González-Davies 2002; 2007; Owen 2003; Vaezi-Mirzaei 2007; Leonardi 2010; 2011). On the other hand, Cook (2010: XVIII) tries to identify what the role of translation is in the classes the mother tongue is used. He also accepts that own language-use and translation are not precisely interchangeable concepts, but he finds them intertwined as “translation entails use of the student’s language and it is *a kind of* own-language use” (Cook 2010: XIX). According to his opinion, use of students’ own language can be seen in the classroom through other techniques as well as translation, and so own-language use and translation might seem different concepts. However, he denies the study of these two concepts in a separate way because it is difficult to distinguish the “translation versus other uses of the own language’ dichotomy” (ibid). In this study, I will also investigate bilingual teaching in relation to both own-language use and translation.

2.1. Historical Background

The Grammar-Translation Method is an old method to teach classical languages such as Greek and Latin in schools that was used from the 17th to the 19th century. As indicated by the name of this teaching method, it focuses on grammatical rules and then uses translation between the source language and target language to apply those rules. Macau (2003: 20) summarizes the characteristics of the Grammar-Translation in her doctoral thesis as follows:

language is learned in order to read its literature through the analysis of grammatical rules; reading and writing rather than pronunciation or communicative aspects of the language have a higher importance; vocabulary is learned through bilingual lists; isolated sentences are seen the basic units of everything; grammar is taught deductively; learners’ L1 is frequently used in word-for-word translation activities; finally, correction underlies everything.

In other words, its aim “was to know everything about anything more than the thing itself” (Rouse, quoted in Richards & Rodgers 2001: 5). It is evident that its goal is to teach grammatical rules and literature, and, in this method, translation is only a means serving this goal. However, the role of translation in this method has led scholars to

disdain the use of translation as a method of teaching foreign languages. Evaluating translation in a professional sense is important to comprehend what it involves in essence. Therefore, I first would like to answer the question of what 'translation' is. David Crystal (1998, quoted in Macau 2003: 34) states that translation is

[t]he neutral term used for all tasks where the meaning of expressions in one language – the source language (SL) – is turned into the meaning of another – the target language (TL) –, whether the medium is spoken, written, or signed.

On one hand, Toury (1995) points out that cultural aspects are coded in linguistic systems and defines translation

as a communication between messages integrated in a given linguistico-cultural system, that means they are regulated by norms and through them a society controls the importation and exportation of its culture.

On the other hand, Widdowson (1983) draws attention to constructing new knowledge on the basis of existing knowledge and notes that “ [...] the reader has to reconstruct them [meanings] contrasting with his/her world knowledge”. These definitions indicate that the characteristic of translation is also associated with decoding a linguistic system, a culture and general knowledge.

Translation is avoided because it is often associated with word-for-word translation and literary texts practiced in the Grammar-Translation Method. Though the inefficiency of translation in language teaching is often criticized, translation is extensive and is classified into 5 types by Newmark (1998, quoted in Macau 2003: 37):

- a. Word-for-word: uses to understand how a language works syntactically but not to produce a fluent texts.
- b. Literal: syntactically correct, but it can produce calques.
- c. Semantic: more fluent but neutral. It follows the Source Text (ST) closely.
- d. Communicative: tries to convey a similar effect on the reader of the Target Text (TT).
- e. Free: emphasizes the effect of the ST without changing the meaning. It is a truly creative translation and it can change cultural references.

The communicative and free translation types focus on meaning rather than form and try to reflect a similar effect of the ST as the Reform Movement onwards focused on meaning around the end of the 19th century. Nevertheless, translation activities are criticized because the Grammar-Translation Method

exclusively focused on grammar accuracy with no attention to fluency, and exclusively on writing with no practice of speech. It uses isolated invented

sentences rather than authentic connected texts. It teaches knowledge about a language rather than an ability to use it, and is in general – it has been claimed – unnatural, authoritarian, and dull (Cook 2010:14).

This disadvantage led linguists such as Henry Sweet, Viëtor and Passy to become interested in the practical aspects of language learning around the end of the 19th century. This period is called the Reform Movement, which began with Sweet's book, *The Practical Study of Languages*. He defined four principles of language teaching: "selection of what should be taught, limits on what should be taught, teaching the four skills, grading materials from simple to complex" (Macau 2003: 21). From that time onwards, the study of spoken language and phonetics in meaningful contexts, acceptance of an inductive method in grammar teaching and avoiding translation activities demonstrate that there was a radical movement against the use of the Grammar-Translation Method. Methods such as the Phonetic Method and the Natural Method aimed to teach a second or foreign language as a child acquires his/her native language. According to these methods, spoken language had a greater importance in teaching settings. Learners' mother tongue was allowed to be used only to clarify. During these years, the Direct Method appeared to encourage learners to think in their target language, and translation and the use of L1 were forbidden.

The attitudes of linguists towards the use of mother tongue and translation were becoming more hard-lined. In the United States, L. Savaeur and M. Berlitz established commercial language schools and used natural language learning principles known as the Direct Method. Berlitz, in fact, named the method used in his own language schools as the Berlitz Method. The principles and procedures were set to teach spoken language in Berlitz schools and are still used today. The principles in Berlitz schools are (Titone 1968: 100-101):

- a) Do not translate: prove.
- b) Do not explain: perform.
- c) Do not make a lecture: ask.
- d) Do not imitate errors: correct.
- e) Do not use de-contextualized words: use sentences.
- f) Do not speak a lot: make students talk.
- g) Do not use books: use your syllabus.
- h) Do not go very quickly: follow the students' pace.
- i) Do not talk very slowly: talk normally.
- j) Do not be impatient: be calm.

As one can see above, grammatical rules as well as translation were avoided so as to focus on speaking and listening skills. As translation is associated with the Grammar-Translation Method, every procedure and practice related to translation were also avoided. Consequently, monolingual teaching has been perceived as superior than bilingual teaching, and language has been considered to be taught inductively as a native child acquires the language (Cook 2010: 18). No matter how translation was considered as a barrier to speaking and listening skills, in the following sections I will illustrate how new approaches consider translation as compatible with these skills. Before that, I will continue with the historical overview of methods and approaches and their attitudes towards own-language use and translation

The Oral Approach was a way of English language teaching adopted by the British in the 1950s and, in the next decade, the term Situational Language Teaching replaced with the Oral Approach (Richards & Rodgers 1986: 34). Similar to the Direct Method, grammar is taught inductively in the Situational Language Teaching (Richards & Rodgers 1986: 36). Oral practice was taken as the basis of language, and one of the most active proponents, George Pittman (1963: 179) said “This oral practice of controlled sentence patterns should be given in situations designed to give the greatest amount of practice in English speech to the pupil”. The words or structures were not explained in either mother tongue or the target language, but learners were expected to induce the meaning in accordance with the situation in which the form was presented. Therefore, Billows (1961: 28) states that any use of own-language use and translation while explaining vocabulary is seen as an aggravating technique in the acquisition of language.

The Audiolingual Method (1940-1960s), which was based on structural linguistics and behavioral psychology, increasingly attracted linguists’ and applied linguists’ attention after being used in the Army Specialized Training Program to teach how to communicate in a variety of foreign languages during this period. The method focuses on the immediate production of the language; it offers little time for the explanation of grammatical rules or the language; and “As far as possible, the target language is used as the medium of instruction, and translation or use of the native tongue is discouraged”

(Richards & Rodgers 1986: 57-58). Richards & Rodgers (1986: 47) evaluate the emergence of the Audiolingual Method as a result of America's becoming one of the considerably powerful countries in the world, and so this power required an appeal by foreign language teachers to teach English and led the US to pay more attention to English language teaching.

The Communicative Approach (1960s onwards) is based on cognitive and more humanistic approaches. The main qualities of communicative classrooms mentioned by Wesche and Shekan (2002: 208) include "interactive activities, use of authentic texts linked to real-world contexts and learner-centered approaches". Spada (2007: 272), at the beginning of her review of CLT, asks: "What is communicative language teaching?" and states that it is related to the person who answers. For Harmer (2007: 70, quoted in Littlewood: 2011: 542) it likens to simply

a generalized 'umbrella' term" to describe learning sequences which aim to improve the students' ability to communicate" in contrast to "teaching which is aimed more a learning bits of language just because they exist-without focusing on their use in communication.

The core principles that characterize CLT were listed by Richards and Rodgers (2001:172):

- a) Learners learn a language through using it to communicate.
- b) Authentic and meaningful communication should be the goal of classroom activities.
- c) Fluency is an important dimension of communication.
- d) Communication involves the integration of different language skills.
- e) Learning is a process of creative construction and involves trial and error.

As noted above, there is a strong agreement that the use of the target language fosters communicative competence and interaction between learners. In other words, "extensive use of TL provides the language exposure and practice essential to mfl³ learning" (Allford 1999: 249). In addition to the use of target language, authentic materials have a crucial place in creating a communicative language teaching environment. "The three kinds of materials currently used in CTL are text-based, task-based, and realia" (Richards & Rodgers 1986: 79). However, positive attitudes towards

³ Mfl: modern foreign language.

own-language use and translation in the communicative classroom also exist. Douglas Allford (1999: 246) asserts that “cross-lingual strategies, including translation, and intra-lingual strategies such as discussions in the TL about the subject matter, can be used quite naturally to supplement each other”. Also, Allford (1999: 249) approves the systematic and controlled use of mother tongue and states that use of mother tongue and translation is compatible with the principles of communicative classroom.

Finally, I will demonstrate how translation is seen by the Natural Approach. The principles and practices of the Natural Approach were collected in Krashen and Terrell’s book, *The Natural Approach*. To a large extent, the book embodies Krashen’s view on second language acquisition and Terrell’s explanations on classroom activities. Language is viewed as a means for communicating meanings and messages. Hence, Krashen and Terrell (1983: 19, quoted in Richards and Rodgers 1986: 130) state that acquisition occurs only when message in the foreign language can be made understood clearly. However, when acquisition and learning are examined, it is seen that they are two distinctive processes in a second and foreign language:

Acquisition is the natural way, paralleling first language development in children. It refers to unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaning communication. Learning, by contrast, refers to a process in which conscious rules about a language are developed (Richards and Rodgers 1986: 131).

In accordance with the theory, acquisition and learning do not go side by side. No matter how a great emphasis on input or exposure, it is impossible to exclude a learning process from formal teaching. In this sense, it is clear that own language use is discouraged in Krashen’s (1982) comprehensible input hypothesis, but it is impossible to ignore the role of consciousness during the learning process. Nevertheless, Skinner (1985, quoted in Leonardi 2010: 61) adopts a completely opposite view and claims using only English can give serious damages to cognitive processes of learners during the language learning.

Consequently, the counter-arguments against own-language use and translation led translation to be prohibited from the language teaching “– in some places, such as

France in 1950, quite literally, banned by legislation – from the language curriculum in secondary schools and in specialist language schools” (Carreres 2006: 2). However, the use of own language and translation has led methodologists and teachers to reconsider them. McLoughlin-Incalcaterra (2009: 227) summarizes these recent developments in language teaching:

As teaching methods underwent meticulous scrutiny in the eighties and early nineties, the effectiveness of translation as a language teaching strategy was called into question. However, more recently, as translation came to be integrated in more communicative courses and more imaginative teaching techniques, it regained ground and we can today acknowledge that it is learners’ intercultural and pragmatic awareness, as well as translation skills.

Moreover, referring to the accomplishment of Swan and Smith’s *Learner English* (2001) which shows struggles between English and the world’s seventeen primary languages, Cook (2010: 26) claims that contrastive analysis between languages has still a place in language teaching because it is required and demanded by language users. It has been noticed that there is a growing interest in translation and the general perception of translation has shifted over years (Harden 2009: 126). Scholars defend that “translation is a legitimate pedagogical tool, especially in a foreign language teaching environment, and [...] it deserves to be rehabilitated” (ibid). Margherita Ulrych (1996, quoted in Malmkjær 1998: 2) also draws attention to the change in the use of translation for pedagogical purposes: “The role of translation in language teaching has undergone a considerable transformation in recent years”. Some linguists feel uncomfortable about translation being mostly associated with the once-criticized Grammar-Translation Method; therefore, they remind that the one they disdained is the old ‘Grammar-Translation Method’ which was commonly used to teach languages in Germany, which is Prussia at that time, between the end of 18th century and the early 19th century (Howatt 2004: 151). As it aimed to teach the properties of the target language rather than using it for communication, own-language use sometimes surpassed the use of target language (Hadley 2001: 107). Due to the perceptions of the old translation method, translation has been discouraged for a long time; now, the idea is to revive the practice of translation in language classes.

The practice of translation has been condemned so strenuously for so long without any really convincing reasons that it is perhaps time the profession took another look at it (Howatt 1984: 161).

Translation was regarded as a separate field only after André Lefevere (quoted in Bassnett 2002) entitled this field of study 'Translation Studies' in 1976. In academia, translation used to be associated with teaching foreign languages. Besides the emergence of the Direct Method, as well as with the rise and establishment of Translation Studies as an academic discipline, the use of translation in FL classes was pushed into the background. Nevertheless, Leonardi (2010: 19) based the reluctance of using translation in the FL classes mainly upon its association with the old-fashioned Grammar-Translation Method. Then, Howatt (2004: 312) called for the revision of translation in English language teaching and emphasized its pedagogical value especially for advanced level learners.

Although the use of translation in the classroom is still commonly disgraced, Malmkjær (1998: 1) shows that recent studies in applied linguistics have some indications for the renewal of translation. More recently, different researchers and scholars such as González-Davies (2002); Witte et al. (2009); Leonardi (2010); Cook (2010); Druce (2013); and Kerr (2014 forthcoming) have suggested that translation activities and the use of L1 in second and foreign language classes can be used for pedagogical purposes because it is actually useful for language learning. "Translation, indeed, is experiencing a comeback in second and foreign language teaching and there are a number of reasons for its rediscovery (Harden 2009: 126). For example, she criticizes the role of Communicative Language Teaching in providing an interactive language teaching environment and claims that "communication in the true sense as expected from the approach itself does not occur, leading to serious deficiencies in students' performance". With regard to the use of communicative approaches, Grotjahn and Klevinghaus (1975, quoted in Zojer 2009: 32-33) claimed that even though the teachers using Direct Method were against using translation, they had to consult translation activities in the classroom in some cases. On the other hand, another linguist shows the tendency of teachers and students to employ translation to some extent in a regular

classroom environment. Lillian Depaula (2009: 277) states that teachers and learners concentrate on a topic, and then translate this topic “by paraphrasing, presenting illustrations and resorting to gestures” and stresses that “explaining and paraphrasing” are among the ways monolingual children use. Furthermore, Harris (1977, quoted in Weydt 2009: 345) found that newborn bilinguals benefit from “innate and ludic translation” while they are acquiring two languages. These results of the studies enforce Widdowson’s (2003: 150) claims that it is impossible to control learners’ thinking in their own language. Pellatt (2002: 126, quoted in Weydt 2009: 345) also defends the same process: “Translation is intuitive and inevitable in the process of language and also in the process of understanding another language through an intermediary”.

2.2. Arguments against Own-language use and Translation

Besides the arguments for the use of translation and own language in language teaching and learning, there are also counterarguments against the use of them in a classroom environment. First, translation is regarded as an unnatural process in a second and foreign language and prevents students from thinking in the foreign language. As one of the most outspoken anti-translationists, Gatenby (1967: 87, quoted in Malmkjær 1998: 5) claims that translation has no place in the natural acquisition of first language. The fact that a language can be acquired without using any translation is also highlighted by Sankey (1991: 418):

When [children] acquire their mother tongue they do not translate it, but rather learn to understand it directly. Similarly, adults [.....] may immerse themselves in a foreign language and learn it by the direct method from native speakers [...] The independence of understanding from translation [...] suggests that one can understand a language without translation.

Harris and Sherwood (1978, quoted in Malmkjær 1998: 5), however, assert the contrary “bilingual children translate spontaneously and with no difficulty between their languages, although their claims are based on very little data”.

Second, the types of learning and teaching activities, the objectives of syllabus in translation have been criticized because they are generally considered to involve lengthy and literary texts. However, these criticisms are derived largely from the negative effects of the traditional Grammar-Translation Method. Lado (1964: 53-54),

another anti-translationist, explains that translation exercises should not be used because languages might not contain as many synonyms as expected; translation might lead to confusion in the minds of learners when they overgeneralize the meanings of words in different situations; and word-for-word translation might lead to faulty sentence structures. The use of isolated sentences for any purposes in translation activities and their focus on structures rather than functions were widely criticized. Translation has been found inefficient because it does not place enough importance on “the functionality and the neglect of listening and speaking skills” (Wilss 1981: 297, quoted in Zojer 2009: 32). For example, referring to communicative approach, Harmer says (1991: 41) “its aims are overtly communicative and great emphasis is placed on training students to use language for communication”, whereas the more traditional approach is reputedly based on teaching grammar and word-for-word translation activities. The use of authentic materials and real-life tasks also have great importance in promoting communication in the classroom, causing Malmkjær (1998: 6), among others, to claim that translation tasks steal valuable time that could be allocated for the target language (although he mostly argues in favor of using translation). Moreover, one of the most well known anti-translationists, Newson (1998: 64), remarks his displeasure with translation by saying that it has no room for “the use of situationalized and contextualized language”. Other linguists also favored the use of authentic materials and its presentation in a meaningful context. As a result, it evokes the idea that learners might not be interested in a translation exercise (Rivers and Temperley 1978: 18) and teachers, either (Richards and Rodgers 1986: 4). Also, “translation was thought to lead to ‘cross associations’ between the two languages, which actively hinder the development of the foreign language” (Malmkjær 1998: 4), no matter how advantageous and pedagogically sound these cross-linguistic comparisons between two languages are now considered.

Third, translation is considered to be a separate skill from the four language skills and is found as an incompatible skill to teach a second or foreign language. Lado (1964: 53, quoted in Pariente-Beltran 2006: 9) states that translation cannot be done well without having a good knowledge of the target language and suggests that learning a language

should come first, and then translation can be taught as a distinct competence. When learners' cognitive capacity is considered, translation is a difficult task and is needless to acquire the four skills speaking, listening, reading or writing at the very start. Another linguist, Larsen-Freeman (1986: 9-15, quoted in Valdeòn García 1995: 240), pointed out some of the principles of translation. This author did not favor any use of translation because it seemed to neglect the principles of the latest and modern methods and approaches. Furthermore, there is little interest in using translation because it is considered a time-consuming skill to teach the four skills.

Fourth, some authors find it inappropriate to test language skills. Gatenby (1967: 69-70, quoted in Malmkjær 1998: 5) opposes to the use of translation as a testing tool. Initially, translation is inefficient to test what and how much a student can understand. Then, the aim is, in fact, to help students speak the target language without consulting any translation in their minds. Some of the main disadvantages of translation as a teaching and testing tool in EFL situations are listed in Newson's (quoted in Weatherby 1998: 64) book, *Translation and Foreign Language Learning*:

- a) Emphasis on initial fluency in spoken language
- b) Attention to the controlled introduction of selected and graded structures (60's style) or communicative competence strategies (90's style)
- c) Attention to controlled introduction of and mastery of selected and graded lexical items
- d) The use of situationalized, contextualized language
- e) Communicative language use
- f) Learner-centered language teaching
- g) There is no observable learning effect, either of new vocabulary or structural items.

It has been criticized as it prevents teachers from staying in one language in the classroom and misleads learners to think that word-for-word translation between languages is an efficient skill. It is clear that there is a tendency to use communicative approaches in language teaching from the 1950s onwards, which is a reaction to the Grammar-Translation Method. The method has led the role of translation to not disappear, but to diminish to some degree. However, the pedagogical role of translation is being reconsidered in second and foreign language teaching: "Translation is slowly

finding its way back into the classroom again, albeit in a different form” (Anderman and Rogers 1990: VII).

2.3. Theoretical Considerations

The pedagogical role of translation in second and foreign language teaching and learning has been reconsidered in recent years. Some linguists question how translation got such a bad reputation within the applied linguistics field. Additionally, they outline “how the traditional arguments against the use of translation in language teaching can be seen to fall away, one by one” when translation is used accordingly for educational purposes (Malmkjær 1998: 2). Translation in language teaching has been discussed from various perspectives in the preceding section’s summaries. Its popularity has risen significantly over recent years, thereby recapturing the attention of teachers and students. In this section, I will analyze the use of translation and own language from four different aspects: linguistic, humanistic, pedagogic and practicality. Philipp Kerr’s 2012 speech, “The Return of Translation”, presented at the British Council conference, inspired me to categorize these sections.

2.3.1. Linguistic Aspects of Own-language use and Translation

I will begin with an overview of arguments for and against the use of translation and own language in language teaching based on linguistic aspects. Among the linguistic aspects of own-language use and translation in English language teaching, the relation of contrastive analysis, error analysis, interlanguage, cognitive approach, communicative approach and translation theory in a professional sense, to the use of own language and translation will be analyzed respectively. Therefore, in this section, I will outline how these linguistic aspects consider the use of own language and translation.

I believe that the perceptions we have gained in recent years suggest a reassessment of the role and focus of translation in language pedagogy is necessary. It seems that the

bad reputation that accompanied the Grammar-Translation Method has been disappearing among learners as well as methodologists. In a recent survey about teaching translation at British universities, nineteen out of the twenty-one institutions acknowledged that translation was used to promote learners' language skills (Sewell 1996: 137). "Translation [...] was used to consolidate L2 constructions for active use and monitor and improve comprehension of the L2" (ibid). However, it should be noted that use of translation is different from the Grammar-Translation Method in recent language teaching methods (Gommlich 1997: 172, quoted in Zojer 2009: 32). The use of translation has also been welcomed in another survey. In Titford's (1985: 8) study, students are satisfied with the use of translation since it gives them an opportunity to notice equivalences between languages. It is widely claimed that own-language use can be a valuable resource and its use in language teaching has no negative influence on foreign language development. The use of translation in predefined situations in a systematic way has been approved by some linguists because they think that its use to a certain extent is necessary in the second and foreign language classroom. Besides all of these positive attitudes towards translation and own-language use in language teaching, there is one more issue of great importance. While the inclusion of translation and own-language use in language teaching is still discussed, there are also discussions about how to use translation and own language. Although there are teachers who find the use of translation in the classroom useful, their intended purposes vary in accordance with time and context. To exemplify, Lavault (1985: 24-25, quoted in Carreres 2006: 4) investigated how translation was integrated into language lessons in France, and the results indicated that even in the 1980s communicative approaches were often praised the language teachers benefited from translation no matter how it was not officially suggested. It is derived from the fact that they had to use translation in some cases in order to explain grammatical structures and vocabulary more clearly (ibid). In addition, the studies show that translation is an aspect that should be dealt with meticulously because "translation would require both high control and highly analyzed knowledge" (Bialystof and Ryan 1985, quoted in Ivanova 1998: 95). Carreres (2006: 2) reminds her readers that there have been positive perceptions towards translation both as a field of research and as an occupation within thirty years.

According to her, while Translation Studies has gained importance as an academic discipline in the universities, its use as a pedagogical tool in language teaching has not attained enough attention. That's why she suggests "a reassessment of the role of translation in language pedagogy", which is already in progress, should come into prominence.

2.3.1.1. Contrastive Analysis, Error Analysis and Interlanguage

I will now discuss contrastive analysis, error analysis and interlanguage in language teaching, which lead practitioners and methodologists to use translation and own language in the classroom at different times. It seems clear to nonnative language teachers who I interviewed that students are explicitly influenced by their mother tongue or reference language. Thus, it is an issue of great importance that teachers consider this factor while teaching English and correcting their students' errors. To begin with, the historical overview of contrastive analysis, error analysis and interlanguage will be briefly summarized related to translation and own-language use. Contrastive Analysis (CA) was a concept used in foreign language (FL) and second language (SL) teaching from the 1950s onwards (James 1980, quoted in James 1998: 4). "Contrastive Analysis was used extensively [...] as a method of explaining why some features of a target language were more difficult to acquire than others" (Rustipa 2011: 17). One of the aims of CA is to define the similarities between L1 and L2 to facilitate transfers and the other is to indicate the differences between L1 and L2 and the possible difficulties (Dodigovic 2005: 17). In this way, learners were expected to transfer structures from their own language to the target language more practically (Lado 1957: 2). However, CA had some problems with identifying difficulties and the predictions made by CA were not always difficult for students. Moreover, it was not possible to predict students' errors by Contrastive Analysis. It appeared to be inefficient; therefore, Error Analysis (EA) was a counterargument against Contrastive Analysis. In applied linguistics, the first uses of Error Analysis took place in the early 1970s. The following paradigm EA suggested that learners' errors could be a significant sign of the incorrect assumptions with regard to the target language. The difference between mistakes and errors was clarified to

understand the role of errors. Brown (1993: 205, quoted in Rustipa 2011: 18) differentiated between mistakes and errors:

A mistake refers to a performance error that is either a random guess or slip in that it is a failure to utilize a known system correctly; an error is a noticeable deviation that reflects the learner's competence.

More specifically, as learners' error is "a systematic deviation" in the process of learning the target language, it is viewed very valuable (Larsen 1992: 59). These errors are divided into three subcategories: "overgeneralization, incomplete rule application and hypothesizing of false concepts" (Rustipa 2011: 18). However, after a while EA has come under criticism because the language learner stood out with his/her faults and some difficult structures between languages were disregarded. This has led to reconsideration and a relabeling of the process since CA and EA were insufficient to illustrate the transfer process between languages. James (1998: 5) refers to this change and states that 'crosslinguistic influence' (Kellerman and Sharwood Smith 1986) or 'language transfer' is more correct (Gass and Selinker 1983; Odlin 1989). James (1980: 207) uses the term 'transfer analysis' for this recent movement. In the mid-1970s, the term "Interlanguage hypothesis" was first propounded by Larry Selinker (1972). Interlanguage hypothesis depends on five primary procedures and Ellis (1994: 351) quoted Selinker's idea about the characteristics of interlanguage as follows:

- (1) Language transfer (some, but certainly not all, items, rules, and subsystems of a learner's interlanguage may be transferred from the first language)
- (2) Transfer of training (some interlanguage elements may derive from the way in which the learners were taught)
- (3) Strategies of second language learning (Selinker talks about an "identifiable approach by the learner to the material to be learned")
- (4) Strategies of second language communication (an identifiable approach by the learner to communication with native speakers of the target language)
- (5) Overgeneralization of the target language material (some interlanguage elements are the result of a 'clear overgeneralization' of target language rules and semantic features).

In contrast to the view of faulty inferences, Interlanguage is defined as "a dynamic continuum" between the first language and target language (Selinker 1972). It is clear that methodologists now have a better understanding of the methods and materials in second and foreign language teaching as time has moved forward. Likewise, they also made errors and relied on their existing knowledge in order to understand what methods or approaches would have been effective in language teaching and learning. All these

efforts from the 1950s onwards have considered language learning related to one's own language in a way. Instead of disregarding the existence of own language in language teaching and learning, strategies aimed to analyze the influence of own language and benefit from these cross-linguistic influences. Clearly, Contrastive Analysis, which focuses on the similarities and differences between both languages; Error Analysis, which interprets students' errors and makes meanings of L2 features; and Interlanguage hypothesis, which regards language as a transfer between the first and target language, have stressed the influence of own language and relied on the benefit of own language. Unfortunately, some components appeared to be inefficient in certain aspects and have been withdrawn over time. Nevertheless, the influence and inclusion of own language is inevitable.

I will first explore the role of own language, and then, in the following paragraphs, I will present more about linguists' opinions about how translation is associated with contrastive analysis, error analysis and interlanguage and how it can benefit from these concepts. The first language knowledge has drawn much attention by some scholars in the field of second language acquisition (Ellis 1994: 299, quoted in Märlein 2009: 138-139). Referring to the first language as a reference language, Van Dyk (2009: 205) writes that:

Students translate mentally before speaking and language learners are naturally tempted to compensate for insufficient language knowledge by copying syntactical structures and words from their reference language to facilitate comprehension. Even advanced students who are entirely capable of formulating idiomatic and grammatically acceptable phrases in the foreign language seem to fall victim to the influences of their own languages when processing the target language – whether when listening to it and conceptualizing it, or when speaking it.

While some scholars claim that students translate mentally and it is a natural process of learning, learners' resorting to their own language during writing activity was illustrated in a research in which they were allowed to think aloud in both languages. Research findings show "Certain writing tasks, apparently those related to culture-bound topics, elicit more first language use when writing in a second language than other tasks do" (Smith 1994: 183) (cf. for example Lay 1982; Burtoff 1983; Johnson 1985). I support the view that the opinions referring to the use of first language by learners should not be

disregarded if this is an inevitable part of learning. Considering the fact that own language is an undeniable part of learning process, advantages of own-language use in language teaching environment particularly at beginner and elementary levels have come into prominence in the latest research (Leonardi 2011: 18) (cf. for example Tang 2002; Schwes 1999; Weschler 1997; Burden 2000; Cook V. 2001; Nation 2003; Malmkjær 1998; Leonardi 2010). Therefore, the ways have been sought to integrate own language into teaching activities to a reasonable extent (ibid). Tobin (1984: 79, quoted in Cumps 1990: 34) also claims that the fact that learners usually translate from their own language is known by teachers. Leonardi (2011: 17) points out Cummins' Interdependence hypothesis (1979) that "L1 and L2 literacy skills are seen as interdependent, whereas high levels of L1 help L2 acquisition". O'Malley and Chamot (1990: Ch 2&3, quoted in Smith 1994: 184) even further the discussion by pointing out the necessity of first language use in the classroom: "It is doubtful whether anyone today really believes that a foreign language can be acquired without the mediation of the mother tongue". According to them, it is even unnecessary to question whether the mother tongue should be involved in L2 production processes. The question to be debated here is which conditions necessitate the use of the first language over the target language and vice versa.

All of these studies show that language learners attempt to translate their language consciously or unconsciously; however, the problem is that they insist on translating it literally and randomly. Van Dyk (2009: 205) suggests that "this [...] leaves the door open for all kinds of inter-lingual interference, which is often one of the primary obstacles to learning a new language". However, when it comes to banning the use of a mother tongue in language teaching, she is not very strict and believes that the use of translation as a pedagogical technique – "purposeful translation teaching" in her words – provides a possible solution to this problem. As we cannot prohibit students from translating mentally, we must guide them on how to translate best. H.H. Stern (1992: 284) considers "cross-lingual and intra-lingual syllabuses in a language class as opposite poles of a continuum rather than binary opposites". Based upon contrastive linguistics, he suggests that the similarities and differences between languages should

be indicated in order to help learners both use their own language and then create “a new L2 reference system”. Translation appears to be one of the methods in order to incorporate learners’ own language in language classrooms because it aims to teach learners how the process of language transfer works rather than banning any use of their own language (Leonardi 2011: 22). For example, the findings of Thierry and Wu (2007) support this approach in language learning. If we resort to our own language involuntarily in the process of learning vocabulary in the second language, “the idea, in this case, would be to raise the translation process to a level of consciousness in order to store the awareness of gender difference with the lexical data”.

The findings of the studies and perceptions of linguists show that own-language use plays an important role in language learning and teaching; however, linguists would prefer to rehabilitate its practice in the classroom in accordance with the insights they have gained so far. Translation is considered a proper means to put learners’ perception of own-language use into practice because translation activities are related to language transfer. For example, according to Bassnet (2002), translation in Translation Studies is defined as the delivery of “a source language (SL) text into the target language (TL)” as far as interpretations are alike in both languages and the grammatical structures are closely retained. On the other hand, in language teaching Tobin (1984: 79, quoted in Cumps 1990: 34) refers to translation as “language transfer”. It is stressed that “translation is seen [...] implicitly in contrastive analysis or in aspects of more recent methodologies related to error analysis, monitor and language transfer theory (ibid). Translation in English language teaching has continued to be associated with contrastive analysis and error analysis since it makes use of two languages. In contrast to translation in a professional sense, the concept of translation in the language teaching and learning context is regarded more as “

a means, not an end of means of developing sensitivity to the meanings expressed in a stretch of discourse in one’s own language and the different linguistic mechanisms used by the two languages to convey meanings (Rivers and Temperley 1978: 337).

As translation establishes the link between the first and second language, Titford (1983: 53, quoted in Cumps 1990: 35) emphasizes that students can use their own capacity by

learning how to compare and contrast. The basic principles of contrastive analysis claim that “errors occur only where L1 and L2 differ and difficult patterns can be determined in advance by contrasting the two language systems” (Gass and Selinker 2001: 73). Here, I support the view that awareness can be raised by contrast and comparison; however, I am not in favor of the idea that errors occur only where the two languages differ. Errors are natural processes of language learning. They might indicate where learners have difficulty in understanding varying language aspects and help learners realize some similarities and differences of both languages. Concerning the source of error analysis Chesterman (1998: 135) mentions a conflict between behaviorists and cognitivists. For example, Lado (1957: 59), one of the behaviorists, believed that learners transfer their knowledge of native language to the target language and then errors occur. However, this contrastive analysis of errors underwent a change in the following years and the principles of cognitive approach which based the source of errors on the cognitive development of a learner became more satisfactory. Nevertheless, in her study, “A New Approach to the Use of Translation in the Teaching L2”, Valdeòn García (1995: 248-249) claims that the practices of error analysis are still seen even today and encourages teachers to be attentive to students’ errors because errors can teach students what their common mistakes are and lead teachers to have opinion about what difficulties their students have. As well as teachers’ awareness, students’ awareness is also stressed. It will absolutely make learners and teachers feel aware and foster language learning process. With regard to this issue, Malmkjær (1998: 8) supports the use of translation because he argues that awareness is increased and interference is controlled by means of translation.

Similarly, translation activities play a clear and significant role in the development of interlanguage as languages are analyzed. More importantly, according to Selinker (1992; 1996: 103), the level of proficiency of a learner in the foreign language might influence the translation skill of the learner. Hence, he suggests teaching translation in order to strengthen learning the foreign language (ibid). Among all these discussions of language transfers, translation seems to be necessary and could be one of the ways to control the level of interference.

2.3.1.2. Cognitive Approach

Besides the role of translation in language transfer, in recent years applied linguists have begun to show more interest to cognitive aspects of translation in language teaching and learning. Translation skill has begun to draw attention with its cognitive processes. For example, Schäffner (1998: 125, quoted in Leonardi 2011: 21) lists the following benefits of translation as a cognitive component in language teaching ():

- a) To improve verbal agility
- b) To expand students' vocabulary in L2
- c) To develop their style
- d) To improve their understanding of how languages work
- e) To consolidate L2 structures for active use
- f) To monitor and improve the comprehension of L2.

Some authors claim that understanding a lexical item is aimed by means of translation activities rather than literal translation of the lexical item. The similarity between professional translators and language learners has been pointed out in Källkvist's (2008: 116) study. Translators and language learners are expected to understand before they have had enough competence. Various linguists have focused on 'understanding', as well; for example, Rivers and Temperley (1978: 337) state "students learn to translate ideas, not words". In addition, Schäffner (1995: 9) reinforces her claim by stressing the importance of comprehension and argues that when the foreign language is made explicit to understand with the help of own language, communication can be established.

Having been sure of the language acquisition involves a set of cognitive processes, Gollan and Kroll (2001: 331, quoted in Whyatt 2009: 184) suggest that understanding can be encouraged by including language control and awareness. Additionally, some researchers claim that translation has educational benefits at all stages in language learning identified by cognitivists. These benefits are to increase consciousness to be aware of the language and language control to be able to make inferences (Whyatt 2009: 186). Similarly, as a result of a study, it is clear that the use of translation in teaching writing takes cognitive benefits into consideration.

On the one hand, the hegemony of written language in the language classroom is blamed for students' inability to communicate orally, and especially translation is blamed for cementing the tendency towards interference, while on the other hand,

the act of writing, particularly in the mother tongue, is claimed to play an important role in cognitive development (Smith 1994: 10). One nonnative language teacher in Austria who I interviewed stated that, before writing exercises, learners can be given a text in German to make sure they understand what they are doing and, then, they can be expected to express their opinions in English in a writing task. This is somehow related to what Widdowson (1978: 158) mentioned: “[...] language learners should be made aware of what they are doing when they undertake language tasks”. In Hadley’s (2001: 38-41) project, the Standards for Foreign Language Learning, the relation of translation to cognitive processes is composed of the five Cs – communication, culture, connection, comparison and community – and is explained that translation involves cognitive processes because it makes use of comprehension and consciousness that helps a learner improve his/her foreign language knowledge. Referring to the cognitive processes in translation, Eugene Nida (1964, quoted in Munday 2001: 37) suggests a process involving “analysis, transfer and restructuring”. During the translation process, the source of these cognitive processes lies in our own language (Witte A. 2009: 84). Finally, Duff (1989: 7) are in favor of the view that translation is beneficial for learners to put emphasis on improving the competencies “accuracy, clarity, and flexibility” by means of understanding.

2.3.1.3. Communicative Approach

In addition to cognitive aspects of translation, recent arguments for translation as a communicative activity have emerged. As one of the strongest supporters of translation, Duff (1988: 6-7, quoted in Valdeòn García 1995: 251) attempts to disassociate translation from the Grammar-Translation Method and claims that translation is not limited to literary studies. Duff (1989: 6) regards translation as a part of the real world and asks: “Translation happens everywhere, all the time, so why not in the classroom?” The fact that translation is composed of communicative processes is asserted by many linguists. For example, Schäffner (1995: 1) includes both translation and interpreting as conversational activities. By stressing the role of translation within social environment, Beeby (1996: 37) points out that “translating is a communicative process that takes place within a social context”. Moreover, Hadley’s aforementioned project (2001: 38-41) provides further clarity on the subject. Meaning from the first language to the second

language is transferred through translation and communication is established. According to Carreres (2006: 5-6), translation is often seen as a part of daily life and includes communication in essence. However, it has been conversely illustrated as the use of teaching methods like the old-fashioned Grammar-Translation Method excluded language from its conversational features. Similarly, Schäffner (1995: 1) does not think that the problem is with the use of translation as a method but, rather, she notes that the problem occurs when literal translation is commonly used by learners and then they cannot communicate.

Translation can be used in a communicative way for both productive and receptive skills. Ivanova (1998: 104) approves that both languages can be used in the classroom activities while students are dealing with interactive group works. Leonardi (2010: 81) 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 cultural, semantic and pragmatic concerns. Furthermore, translation can help learners enhance their analytical and problem-solving skills which are essential in everyday life as well as in most working fields.

To point out the communicative competence of translation in language teaching, Beeby (1996: 102) compares it with student translator competence, which is seen as similar. First, communicative competence involves four competences: “grammatical, sociolinguistic, discourse and strategic”, according to Canale and Swain’s (1980; 1983) study. Second, student translator competence includes four aspects: “grammatical, sociolinguistic, discourse and transfer”. Considering these dimensions in communicative language learning and translation, translation is apparently a part of communicative competence. Furthermore, Leonardi (2011: 19) defends the view that translation can be used for educational purposes to improve one’s communicative skill as well as the four skills. When translation is used as a pedagogical tool, this recent approach requires it to be used for both spoken and written production and reception skills, which serves as a complementary activity, and in this case it should be incorporated in teaching activities rather than banned (ibid). In translation theory, Newmark (1988: 43) draws attention to the difference between communicative and semantic translation. By means of

communicative translation⁴, knowledge of language and cultural diversity facilitates a reader to reason the text and then semantic translation⁵ can gain another meaning. In his opinion, students should, therefore, be aware of this communicative translation, too.

2.3.1.4. Translation theory

Lastly, if translation in a language teaching context and professional sense is examined, the concept of translation has been defined differently and serves different purposes in these two contexts. In general, “translation is a craft consisting of an attempt to replace a written message statement in one language by the same message and/or statement in another language” (Newmark 1988: 7). Translation theory is a field of study and aims to supplement translation activity with observations and reviews (Fedorov 1958, 1968, quoted in Newmark). While translation in a language teaching context does not aim to train students as translators are involved, but it is used to promote comprehension and language awareness of grown-up learners, and hence, to supplement the language teaching (Witte; Harden and Harden A. 2009: 2); translation theory’s main concern is to produce relevant methods in order to translate different types of texts and to correlate strongly understanding, interpretation and language by means of observations and reviews (Newmark 1988: 19).

Schäffner (1998) refers to arguments against the use of translation as a compatible skill in language teaching and points out the difference between translation in language teaching and as a profession. According to her, translation exercises used for language teaching and learning and translation activities used for teaching as a profession differ from each other. Schäffner (1998: 131-132) supports the view, writing:

Translation for language learning means reproducing the message of the ST while paying attention to different linguistic structures (i.e. mainly the decoding-encoding view) while translation for professional purposes means text production for specific purposes.

⁴ “Communicative translation is concerned mainly with the receptors, usually in the context of a language and cultural variety” (Newmark 1988: 43).

⁵ “Semantic translation is concerned with the transmitter, usually as an individual, and often in contradiction both to his culture and to the norms of his language” (Newmark 198: 43).

In the lexicon of applied linguistics, translation has the objectives of teaching a language through interlingual production. Therefore, she claims that the process cannot be named 'translating' and the text cannot be referred to 'TT' as in teaching translation. As well as interlingual production, three ways of translation including interlingual production are introduced by Roman Jakobson in "On Linguistic Aspects of Translation" (2000: 113, quoted in Pariente-Beltran 2006: 20):

- a) Interlingual or "translation proper is an interpretation of verbal signs by means of some other language"
- b) Intralingual or "rewording is an interpretation of verbal signs by means of other signs of the same language"
- c) Intersemiotic or "transmutation is an interpretation of verbal signs by means of signs of nonverbal sign systems".

In other words, it is implied that people do not always have to speak some other languages to be able to communicate with each other. There are also other ways like the use of the same language or nonverbal signs to transfer the message. Communication can be established in three ways. Considering that communication is composed of "a speaker", "a hearer" and "the vocal-auditory path", these three types of interpreting might seem to be sufficient (Akmajian 1995: 146, quoted in Pariente-Beltran 2006: 37-38). After all, the success of communication depends on the hearer's interpretation. Only when a hearer correctly interprets the information the speaker means, translation serves its purpose (ibid). In this sense, the authenticity of an original message while transferring is debated. However, referring to the originality of expression in another language, Octavio Paz (1992: 154) remarks that

No text can be completely original because language itself, in its very essence, is already a translation – first from the nonverbal world and, then, because each sign and each phrase is a translation of another sign, another phrase.

Although there are differences between these two fields, some linguists refer to the common features shared between translation in language teaching and a professional sense. For example, Witte, Harden and Harden A. (2009: 2) point out that the language learner and the translator hold common features. First, both the language learner and translator are expected to understand the task while the language learner does it for his/her own experience and the translator works for an intended audience. Thus, the degree of difficulty and the type of texts might vary, but the problem of 'equivalence' is

still complicated for both of them. Five types of equivalence are referred by M. Baker (1992, quoted in Stibbard 1998: 72): “word-level equivalence, equivalence above word level, grammatical equivalence, textual equivalence, and pragmatic equivalence”. Each one of these equivalences is important while teaching language. Allen and Widdowson (1975: 91, quoted in Marsh 1987: 27) indicate that if one is ignored, it might mislead the learner to consider that structural and lexical likeness in both languages is enough to have the same meaning. Widdowson (1979: 101) especially stresses that “pragmatic equivalence is an important consideration in the pedagogic use of translation”.

More recently, categories of equivalence have been introduced to reveal what levels of equivalence occur in the process of translation. According to Stolze (2001: 240), there are five categories of translation: “thematic, semantic, lexical, pragmatic and stylistic⁶”. To refer to the common features shared between translation in language teaching and a professional sense, the word ‘translation’ also has been found to have an important place in language learning and teaching. Ivanova (1998: 100-101) indicates that the fact that lexical level is more often observed in the minds of bilinguals who translate unconsciously was found in the early 1970s (cf. for example Lambert et al. 1968; Chapagnol 1973; Rielgel and Zivian 1972). Second, she draws attention to a series of empirical studies which “word association” is commonly seen at the lower levels of proficiency among adult learners, and as the level of proficiency increases, it gives way to “concept mediation” (cf. for example Chen and Ho 1986, Tzelgov, Henik and Leiser 1990, Kroll and Curley 1988, Chen and Leung 1989). Third, in language teaching, the word ‘translation’ has been identified by considering different factors such as the route of translation. For example, Kroll’s (1993:73) suggestion of two different routes has been illustrated as follows: “‘L1 to L2 translation’ is hypothesized to be conceptually mediated, and ‘L2 to L1 translation’ is hypothesized to be lexically mediated”. Kroll (1993) shows that these conceptually mediated ones are seen in the following stages of the language learning.

⁶ “In fact, the recent emphasis in translation theory/pedagogy on discourse analysis and interlanguage pragmatic competence deliberately rejects [...] the distinction between pragmatic and communicative, sociolinguistic and stylistic competences.” (Lyons 1996: 25)

In addition, word-for-word translation is evaluated. No matter the situation, this method is disapproved because it is related to the literal translation which contradicts with the assumptions of communicative approaches, even though the language practitioners resort to word-for-word-translation covertly to make some constructions clear to their students (Lightbown and Spada 1999: 128-132). For example, in “Translation as an inevitable part of foreign language acquisition”, Elke Hentschel (2009) claims that translation is one of the inevitable components in second/foreign language learning. Based on the findings of recent studies, she suggests a reevaluation of word-for-word translation so that it can be incorporated in classroom activities rather than rejecting any use of translation from the field of language teaching. Moreover, some arguments in Malmkjær (2001: 286, quoted in Hentschel 2009: 24) still defend word-for-word translation because it can facilitate comprehension for the parts which is difficult to grasp in another way though it might seem to be useless between the languages like Japanese and English at first glance.

2.3.2. Humanistic Aspects of Own-language use and Translation

In this section, I will discuss the influence of own-language use and translation on learners’ motivation to participate in classroom activities and summarize the studies conducted to determine learners’ and teachers’ attitudes. In addition, the influence of own-language use and translation in second or foreign language teaching environments on learners will be investigated by taking identity and politics into account.

2.3.2.1. Motivation

Own-language use has been propounded as a negative influence on language learning and more or less banned from some teaching environments for years. However, contrary to Levine’s hypothesis (2003), learners feel less worried about the foreign language if their own language is used more often in the classroom. Dörnyei and Murphey (2003) also found that own-language use in the classroom promotes motivation and success. Some of the linguists see the return of translation as a hope-inspiring step in language methodology. For example, Vivian Cook (2001) suggests a

judicious use of own language in language teaching, which has been disgraced for over a century.

In addition to own-language use, translation is also considered motivating by learners and teachers. Carreres (2006: 5-6) conducted a questionnaire that shows learners strongly find the activities including translation effective for their language acquisition. When teachers were asked to give reasons for their perception of translation activities as inspiring, Lavault (1985: 34) found that learners enjoy and demand them from their teachers. Another study that analyzes students' reactions was conducted by Snell-Hornby (1985, quoted in Ivanova 1998: 103-104) to learn why translation was considered effective by students. The findings showed that students attended the course for "vocabulary acquisition (33%) or grammar-based contrastive analysis (20%)"; thus, she claimed that translation exercises are welcomed by the students. Similarly, data from the questionnaire in Märlein's (2009: 149) article, "Making L2 word order visible in the L1 through word-for-word translations", shows that all of the participants noticed that they gained better insights about German word order through translation exercises. All in all, teachers and students agree that translation exercises promote their comprehension. Whyatt (2009: 199), who mainly conducted research on awareness of language control, shows that the EFL learners in her study confirmed that bilingual competencies can be improved through the practice of translation in the classroom. Considering these results, she asserts that translation exercises reinforce students' motivation, confidence in their own linguistic capacity by equipping them with language awareness and control (Whyatt 2009: 200). Furthermore, learners can be motivated if they gain control of producing their own strategies during their writing activities because translation activities in a group work will allow them to consider ideas and advice given by their group members (Hamp-Lyons 1986, Ivanova 1998: 104).

Based on these studies, it is clear that learners favor own-language use and translation exercises in the classroom. If linguists and methodologists disregard learners' humanistic needs in language teaching, it provides a disservice to the students. Sewell (1996: 139) agrees that translation activities are better at increasing learners' motivation compared to other activities in only English. Teachers are also aware of the fact that it is

a useful and motivating activity. There are a group of teachers and linguists who highlight the role of learner motivation in language learning and suggest that learners' needs should be considered while integrating translation into second or foreign language activities. Frazer (1996: 75, quoted in Ivanova 1998: 99) points out that "language learners have a different set of concerns and priorities from translation students and from professionals". That's why, while determining the content of course outline in second/foreign language teaching Gerloff (1988, quoted in Ivanova 1998: 99) stresses that the role of motivation among learners' needs should be considered. On the other hand, teachers' attitudes towards using own language and translation determine whether they would be integrated into the other language learning activities. According to the unpublished investigation of Fisk-Ong (quoted in Cook 2010: 48), there is a dilemma among the teachers to consult own language and translation; while some strongly opposed, some feel guilty as they use. The reason of all these reactions lies in intervention from outside. The doctoral thesis of Thomas (1999, quoted in Cook 2010: 49) about teachers' attitudes indicated that Slovakian teachers of English are mostly against using only English and feel bothered as it is compelled by Anglo-American linguists; nevertheless, they cannot help feeling guilty. A suggestion to this dilemma was proposed by Fawcett (1989, quoted in Ivanova 1998: 103): "Much, however, could be gained from researching what de-motivates language learners following obligatory translation courses as well as what motivates them". I also believe that learners' needs and demands should play a decisive role in using own language and translation in the instruction.

2.3.2.2. Identity

In this section, I will examine language teaching from the political perspective and explain how the concept of monolingual language teaching has gradually penetrated the history of applied linguistics. In recent years, the field of applied linguistics has been dealing with interdisciplinary studies "such as social theory, Bakhtinian criticism, sociocultural theory, ethnography and complex systems theory" (Cook 2010: 38). Also, according to Kramsch (2008), language by itself is linked to historical, social and power relations. With regard to English language teaching, there are two contrasting

perceptions – the ones who consider ways of monolingual teaching ‘as a better teaching strategy’ and the ones who consider only English as ‘a linguistic imperialism’. Similarly, some scholars argue that there is no such a disagreement and the rise of one language has an influence on the regression of others (Phillipson 1992) while others argue that the rise of one language all over the world has no influence on the decline of other languages (Crystal 2003, quoted in Cook 2010: 40). I support Phillipson’s view because being a global language is associated with having the power in the world. To exemplify, French once had a great influence on Turkey due to commercial and historical events and it was taught extensively as a second or foreign language at schools. Then, English became a world language and the curriculum at schools and universities gave the language priority, resulting in the inevitable decline of French language learning and teaching in Turkey.

Two methods may explain why English emerged as a global language phenomenon – the Direct Method and Audiolingual Method. While Direct Method in English language teaching was expanding rapidly, President Theodore Roosevelt stated in a speech entitled ‘English Only’: “We have room for but one language in this country and that is the English language” (Roosevelt 1926: 554, quoted in Cook 2010: 40). As for the emergence of Audiolingual method, Richards and Rodgers (1986: 47) relates it to the desire of the United States to become a power in the world after the first Russian satellite was launched in 1957.

The U.S. Government acknowledged the need for a more intensive effort to teach foreign languages in order to prevent Americans from becoming isolated from scientific advances made in other countries. The National Defense Education Act (1958), provided funds [...] for the development of teaching materials, and for the training of teachers (ibid).

In addition, Richards and Rodgers (1986: 45) establish a link between the transition of America into a powerful country and their increasing need to teach English because of business and educational purposes. This consideration of language and power balances can also be seen in the relationship between Britain and Ireland. Though it is not referred as ‘English Only’, Irish and Scottish use declined over time because Britain accused these language users of committing an offence Cook (2010: 42).

Fortunately, the attitudes towards monolingual teaching have changed in recent years and bilingualism has been favored by taking learners' identity into account. President Barack Obama discussed changing viewpoints in language methodology in a campaign speech: "I do not understand when people are going around worrying about we need to have English only [...] You should be thinking about how can your child become bilingual" (2008, quoted in Cook 2010: 41). For example, cultural identity and language of the minority children whose families once migrated into Canada are negatively influenced in a learning environment that English is a majority language (Stibbard 1998: 71). The educational policy of Canada favored 'additive bilingualism' in contrast to 'subtractive bilingualism'. This attitude is considered as a humanistic approach, because it encourages

the psycholinguistic feasibility of enhancing the term 'additive bilingualism, in which there is no pressure to replace the first language culture, as opposed to 'subtractive bilingualism', which entails loss of cultural identity of the mother tongue (Baker 1993: 95, quoted in Stibbard 1998: 71).

More arguments for bilingual teaching have emerged lately. In her book, *Bilingual Aesthetics: A New Sentimental Education*, Doris Sommer (2004) criticizes the promotion of monolingual language teaching, particularly in the United States and suggests new ways of teaching in multilingualism. Finally, Cook (2010: 45) draw attention to that a great number of applied linguists around the world have studied the relation of language to cultural identity from the 2000s onwards and contributes his own opinion that migration, globalization and increasing opportunities for the means of transportation all around the world have provided English language users to get into contact and to change their perceptions of their own self and the others.

2.3.3. Pedagogical Aspects of Own-language use and Translation

In this section, I will explore own-language use and translation related to pedagogical issues. First, the concepts of bilingual approach and intercultural dimension of bilingual approach will be discussed. Then, learners' level and age will be studied by considering attitudes and theories from applied linguistics. Finally, the concept of translation as a fifth skill will be addressed.

2.3.3.1. Bilingual Approach

In recent years, bilingual teaching has been reconsidered by applied linguists. Bilingual teaching has risen in popularity with an ever-growing, globalized world. Crystal (1997: 364) estimates that monolingualism is a less common phenomenon in the world than bilingualism and multilingualism. Widdowson (2003: 149-165) criticizes that TESOL is based its foundations on monolingualism and proposes the use of bilingualization activity as a means in language learning. Butzkamm and Caldwell's (2009: 30-33) *Bilingual Reform* claims that

a language cannot be learnt in conventional schooling through: mere exposure to the FL learning, because there is simply never enough of it (op. cit. 30) and paradoxically a targeted yet discreet use of the L1 makes it easier to achieve a foreign language atmosphere in the classroom (op. cit. 33).

Bilinguals are known to “have the highest proficiency in a second language and a native, or at least near-native, competence” (Hentschel 2009: 15). The definition of bilinguals might vary according to certain factors such as time, place and localization. For example, the term ‘coordinate bilingualism’ refers to localization of languages in the brain. “It emerges when the two languages are acquired in different contexts [...]” (Klein 1986: III). According to the findings of coordinate bilingualism, the localization of languages can be seen in the brain mappings of a ‘late’ bilingual (Figure 1) and an ‘early’ bilingual (Figure 2).

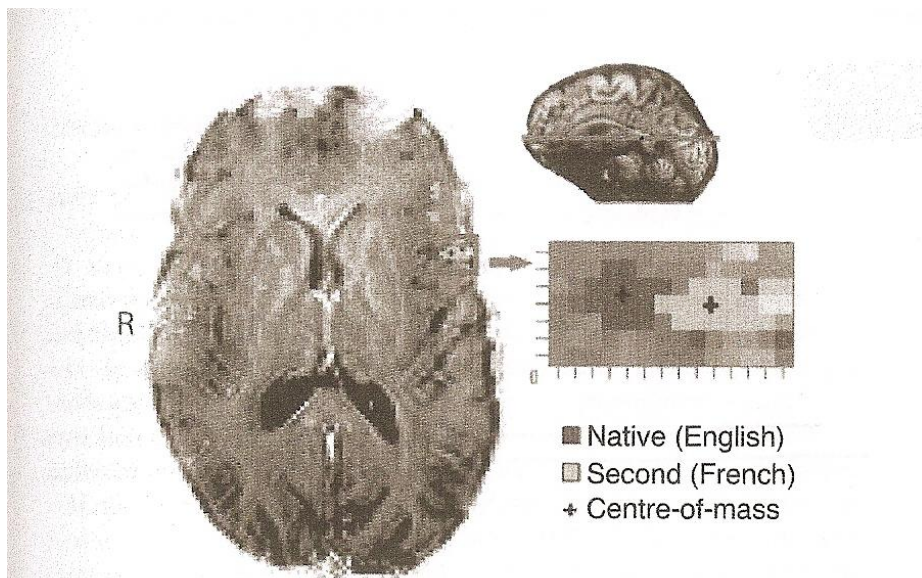


Figure 1
Coordinate bilingualism (Kim et al. 1997: 171)

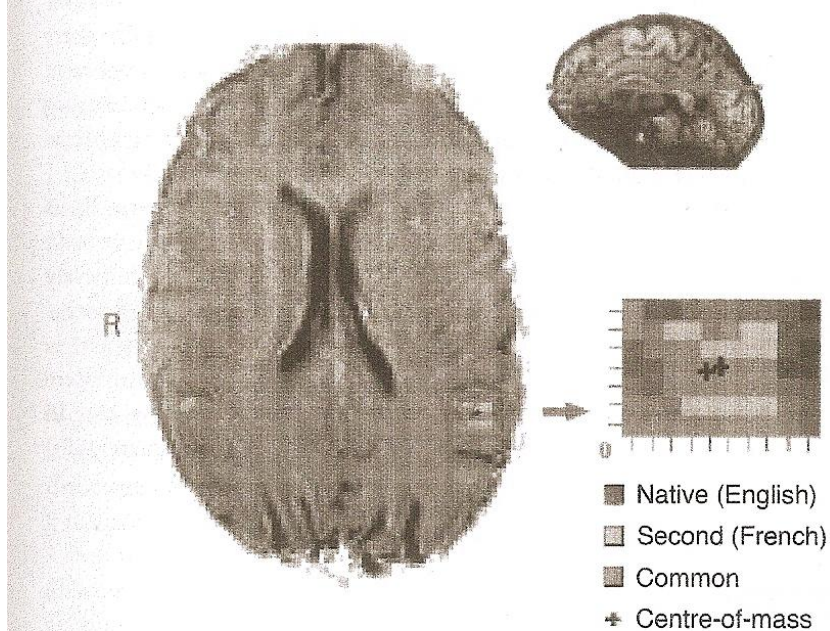


Figure 2
Compound bilingualism (ibid.: 172)

Figure 1. Coordinate bilingualism

Figure 2. Compound bilingualism

Two different cortical areas are allocated for the two languages by a late bilingual while the same cortical area is allocated for these two languages by an early bilingual.

There is no need to bring the two languages in close contact. Moreover, doing so would only interfere with the natural learning process, which aims at keeping them separated. Since the second language is stored in a different part of the brain, apart from the first one, it should obviously be best to treat them separately when teaching, too, i.e. when stimulating this storing process. In the ideal case, only the 'second language terrain' in the brain should be activated during foreign language lessons, thereby strengthening the area and the language that is stored there (Hentschel 2009: 18).

Based on the findings of this psycholinguistic study, the role of own-language use and translation is favored. Considering that there are different language areas of coordinate bilinguals, and also, "two relatively independent association networks for translation equivalents", Hamers and Blanc (2000: 165, quoted in Hentschel 2009: 18) assert that translation activities are required to establish connection between the two languages. The findings of this psycholinguistic study indicate that translation is used by language learners in any way. In this case, Danchev (1983, quoted in Stibbard 1998: 70) suggests that this fact should be made explicit so that systematic and balanced use of translation can be evidently discussed and managed. He is encouraged from the empirical evidence that own-language use does not interfere with second language acquisition in a negative way.

Ideas favoring reconsideration of own-language use and translation were widely supported by Widdowson, one of the major thinkers of this period. Widdowson (1978: 159) suggests that language tasks in the classroom should be made comprehensible to language learners so that learners can form links between the ways of communication between the new language and their existing knowledge. However, his arguments for 'communicative-translation exercises' in language teaching were not stated in the principles of Communicative Language Teaching (Cook 2010: 33).

Furthermore, I will discuss the intercultural dimension of bilingual approach. Language is considered to be a sign system or a linguistic code. "Saussure (1857-1913) conceives linguistics as a model semiotic system, where the sign is divided into *signifier* (sound image) and *signified* (mental image or concept)" (Pariente-Beltran 2006: 45). On the

other hand, Gardner (1979: 193) suggests that language is composed of the structures of both a sign and cultural system, and second language learners become aware of this fact while they are translating the meanings rooted in texts. Sign systems and sociocultural structures seem to be connected to each other. With regards to the cultural context of a language, Schäffner claims (1995: 3) “translation is not a matter of words only, but a matter of making ‘a whole culture’ intelligible”. Additionally, according to Lotman (quoted in Hatim 1990: 105)

Translation can now be envisaged as the process which transforms one semiotic entity into another, under certain equivalence conditions to do with semiotic codes, pragmatic action and general communicative requirement.

In everyday and business life, translation has turned into a reality. As society becomes increasingly globalized, develops multiculturalism and employs various languages, translation becomes a necessity. John Williams (quoted in Malmkjær 1998: 1) points out that both translation and interpreting skills are useful for the ‘multi-competence’ of students. Moreover, Harden A. (2009: 361) addresses multilingual aspects of the use of translation and lists ‘awareness of text genres’, ‘cultural and historical awareness’, ‘giving voice to students’ and ‘practicing negotiation skills’ among its advantages. In the classrooms that use translation, learners mediate between the two languages by consulting their own language as well as sociocultural knowledge (Stiefel 2009: 115). Wiemann and Backlund (1980: 197) assert that there is a change from a classical language teaching to practical language teaching through translation. According to Pariente-Beltran (2006: 24), using own language and translation in language teaching should mainly aim at comparing the discourses in both languages:

The reason is that students must understand first the structure of L1 discourse in order to become aware of those cultural, grammatical and/or communicative aspects in L2 discourse that might need to be adapted to the target culture. By reflecting in the way language is being used, students will eventually transmit their thought into L2 in a more pragmatically-correct and comprehensive way.

Despite critiques on direct translation, Gutiérrez (2009: 329) suggests implementing direct translation and back-translation activities into the classroom. By eliciting the objectives of translation and how it benefits the students, she also touches upon the intercultural aspect of language learning and argues that both direct and back translation make learners realize cultural differences between texts. Similarly, Schäffner

(1995: 2) points out translation enhances learners' imagination to have a knowledge of foreign culture and then to maintain an attitude by integrating learners' own culture.

All in all, translation in language classrooms is alleged to promote the transition of social and cultural stereotypes and interpretations between both languages. Driven by the above debates, Hentschel (2009: 19) suggests translation should be used because it is linked to cultural meanings rather than language learning. Translation clearly has more a conciliatory role, thereby taking existing knowledge, perceptions and values pertaining to a culture into account.

2.3.3.2. Learners' level and Age

In this section, I will discuss differing perceptions of applied linguists towards learners' level and age in language classrooms where translation and own language have been used. First, it is worth noting that learners' level has been discussed more in literature; however, I attempted to obtain more data about the perceptions of learners' age with the teachers I interviewed. Some linguists argue that translation should be used at the early stages of learning development in order to make mental translation processes external; on the other hand, a large majority of linguists assert that translation should be used at advanced levels because it requires higher cognitive skills. Besides these concerns, some groups of linguists (cf. for example Titford 1985; Snell-Hornby 1985; Malmkjær 1995) also stress the importance of having a group of learners whose profile are almost similar to each other such as high school or university students.

I will first present reasons for and arguments against the use of translation in early stages. One reason is concerned with the acquisition of a phonological system. Arbuckle (1990: 30) dissuades using translation for beginners because the phonological system is a priority compared to more complicated skills. Another reason is that learners have a higher cultural and pragmatic knowledge at advanced level of proficiency. According to Blank (1987: 58, quoted in Zojer 2009: 45), the use of translation is not appropriate in the early stages of language learning because students have not mastered in inferring culture specific texts yet. Likewise, McLoughlin Incalcaterra (2009: 242) accepts the fact that advanced learners have a higher cultural and pragmatic

knowledge and asserts that their competencies have been raised into consciousness level through translation activities. The following argument refers to learners' high level of proficiency in the language:

Before they can tackle translation productively, learners need to have acquired a significant level of proficiency in the language. It is no doubt the case that in order to extract the full pedagogic potential from translation, students need to have moved beyond beginners level and, where their linguistic competence allows it, we should be aiming at exploiting translation for all it can offer beyond the acquisition of certain structures or lexical items (e.g. sensitiveness to register, cultural knowledge, intercultural and stylistic awareness, etc. (Carreres forthcoming: 14).

When translation lies in the center of the classroom activities, Carreres and the aforementioned linguists take learners' linguistic and sociocultural competence into consideration.

In "Translation as a means of integrating language teaching and linguistics", Snell-Hornby (1985: 21) has positive perceptions of using translation for advanced level of proficiency, and feels that "translation provides a meeting place for advanced language teaching, language description and some basic aspects of contrastive linguistics". Otherwise, she claims that learners at the earlier stages of second/foreign language teaching would benefit from translation as a method less compared to advanced learners who have a higher awareness and competence. Generally, these arguments assert that advanced learners of L2 would benefit from the use of translation more than beginners.

On the other hand, there are also arguments for the use of translation in the early stages. Using own language is suggested at the early stages of language learning because it is useful for the cognitive processes such as understanding and comprehension. Moreover, even though translation activities are never used in the classroom, mental translation is inevitable. Rivers and Temperley (1978: 325-36, quoted in Malmkjær 1998: 34) argue that translation in the minds of learners are commonly seen in the initial stages of learning process, and then they can stop thinking in their minds in the following stages when they are used to the language. Interestingly, Rivers (1978: 30, quoted in Valdeòn Garcia 1995: 240) also accepts that using translation activities would be more appropriate for the learners at advanced level of proficiency instead of beginner levels. Nevertheless, he suggests that simple and brief translation

activities can be exploited at the lower levels of proficiency in order to make them aware of accuracy and order. As claimed by Rivers and Temperley (1978), translation is seen in the early stages of language acquisition; I would ask why teachers should disregard this necessity of learners and then employ translation activities in the further stages when they stop thinking in their minds.

Meanwhile, regarding learners' age, the role of contrastive analysis and interlanguage is critical while using translation in language classrooms. For Morris (1990: 51), after a while, language learners will naturally reckon on the foreign language by means of translation or language transfer. Thus, he argues that all types of translation and language transfer should be restricted especially in the initial stages of language learning process. He furthers his discussion by disapproving of all types of translation because he never considers translation as a way of understanding the new language.

2.3.3.3. The concept of translation as a fifth skill

The concept of translation as a fifth skill has been considered from different two perspectives in language teaching. One has evaluated it as quite distinct from the four skills of language while another has regarded it as an additional technique to promote the four skills.

To begin with, it is necessary to acquire translation ability even in nearly monolingual societies. English is now seen as a lingua franca to exchange experience and information for a variety of reasons, so people will be obliged to use translation to and from their mother tongue in order to communicate with each other. However, according to Holz-Mænttæri (1986, quoted in Stibbard 1998: 71), theoretically only the individuals who have translation training are expected to translate, and practically a great number of language users might require translation for business, travel and education. Considering that learners will need to use translation due to various reasons, Stibbard "propose[s] that this aspect of linguistic ability can be included as an ongoing element in a teaching program as a fifth skill alongside the four other skills". Similarly, Lado (1964: 33, quoted in Källkvist 2008: 77) holds the idea that "the ability to translate may be quite different from other skills such as speaking, comprehending, reading and writing".

Newmark (1991) has also claimed translation as the fifth skill, distinct from the four skills of language. Lastly, in the field of applied linguistics the four skills are on the agenda of teachers, and translation has no place as a skill.

On the other hand, the number and content of translation activities used in language teaching determine the role of translation as an additional technique. Königs's (1985, quoted in Titford and Hieke 1985: 9) paper, "Translation inside and outside the teaching context: The text as a starting point", defines "a pedagogical approach to translation". After having summarized the differences between the use of translation in language teaching and in teaching translation, he concludes that the structures of texts should differ in both fields of study. In the field of language teaching, Pariente-Beltran (2006: 12-13) also suggests that using translation activities should not supersede the other priorities of language learning. According to her,

the goal is not to translate full specialized texts (as in a translation course) but to get introduced to the basics of translation strategies and exercises as a pedagogical resource to improve the learners' L2 development (ibid).

Using translation in language teaching as a pedagogical tool is called 'functional translation' which means 'Sprachmittlung' (linguistic mediation) (cf. for example Hallet 2008; Königs 2003). The term 'functional' refers to the communicative function of translation as a skill as well as the other four skills. In addition, Pellatt (2009: 347) believes that "it is the sum of those skills, an interactive skill rather than distinct from these four ones". The *Resource Books for Teachers Series* editor of Oxford University Press, Alan Maley refers to the book *Translation* by Alan Duff and also stresses the use of translation in language teaching as an additional source: "Its great originality lies in having successfully shifted the emphasis from learning translation [...] to using translation as a resource for the promotion of language learning" (Duff 1989: 3). As for the role of contrastive analysis and interlanguage, Arbuckle (1990: 30) finds translation in language teaching as a definitively useful technique that promotes second language acquisition because it naturally leads to transfers and inferences by comparison and contrast between the languages in question. Arbuckle, however, refers to translation as an additional technique and suggests that it should always be combined with other ways of language teaching rather than using translation by itself as happened in the past during the common practice era of Grammar-Translation Method.

2.3.4. Practical Aspects of Own-language use and Translation

2.3.4.1. Time Efficiency

With regard to the use of own language and translation in terms of practicality and saving time, there are differing opinions. Some teachers claim that using translation is practical and quickens the understanding process while some teachers believe that translation is a difficult skill that requires time and more translation exercises.

2.3.4.2. Bilingual Dictionaries

Using bilingual dictionaries is suggested because they foster understanding. Gerloff (1988, quoted in Ivanova 1998: 99) claims that the main objective of using dictionaries, especially bilingual dictionaries by learners is to understand the lexical item. Based on the Tirkkonen-Condit's (1989, quoted in Ivanova 1998: 99)) experience aligns with the goals of bilingual dictionaries. S/he states that students in the field of Translation Studies consult bilingual dictionaries in the initial years while they prefer monolingual dictionaries in the final year. The importance of using both bilingual and monolingual dictionaries are also stressed by Stein (1989: 41)

When the bilingual dictionary is used for comprehension, it provides quick general understanding, which is a positive feature. Indeed for certain kinds of words, such as the names of plants, animals, cultural institutions, technical and scientific terms, the bilingual dictionary is indispensable. Without it, it is very difficult to get a precise understanding of such words.

Furthermore, Vanessa Leonardi (2010: 90) points out that teaching how to benefit from a dictionary is important and the practice of translation is an acceptable means to help teach using it. Therefore, she suggests that teachers should aim to ease the comprehension of new words and should act like a dictionary in the classroom. Moreover, they are suggested to “bring [...] a monolingual and a bilingual dictionary to class in case lexical or terminological problems should arise” (ibid). Regarding learners' English level, Stein (1989: 39) asserts learners at the beginner's level might tend to benefit from bilingual dictionaries more often than intermediate and advanced level learners because learners in the early stages of language learning feel comfortable and

confident while learners in the following stages become familiar with using monolingual dictionaries. Comparing beginner level learners with advanced levels, she concludes:

For advanced learners of English the listing of three translation equivalents does not pose any problems because their command of the English language makes them pick the right one. For beginners, however, such undifferentiated lists of translation equivalents are of no help: they cannot discriminate between them and it is a matter of chance whether they will pick the one that is appropriate for their particular context (Stein 1989: 42).

Some language teachers, however, are against bilingual dictionaries because they claim that the dictionaries lead learners to mentally translate, which is a negative transfer.

2.4. Recent Translation Methods and Techniques

In order to show the changing and fluid nature of translation in language teaching, I will now move on to an outline of recently suggested approaches, methods and activities for the use of translation. Translation has become a positive teaching tool and its benefits should be explored and examined. Some applied linguists suggest that translation should be rehabilitated in language teaching and learning.

2.4.1. Pedagogical Translation

First, I will outline 'pedagogical translation' as a fifth skill in the field of second language acquisition and foreign language teaching, which has been proposed by Leonardi (2010). Pedagogical translation refers to using translation for pedagogical purposes to benefit foreign language teachers and learners and is made up of three main types of translation activities that are divided into sub-groups as seen in Figure 3. It is used as a supporting activity to integrate the four skills rather than by itself.

Pre-Translation Activities:

- Brainstorming
- Vocabulary preview
- Anticipation guidelines

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

Figure 3. Pedagogical Translation Framework Basic Structure (Leonardi 2010: 88)

In the first section, pre-translation activities discuss the main topic to gain a general opinion, which is a normal strategy used in FL classes. Learners' previous knowledge is utilized to facilitate comprehension. In the following section, translation activities and the four skills are enhanced and developed with the help of translation. First, reading is divided into two different steps, namely, pre-reading and critical reading, before translation begins. In the first stage, students are expected to become familiar with techniques of 'skimming' and 'scanning'. In the second stage, instead of traditional reading activities aimed at understanding the idea in a text, language learners read critically and expect to seek various meanings, hints, the way they are said and the reasons for the way they resort to (Leonardi 2010: 93). Second, for speaking and listening activities, students read through a text quickly and silently, and then, read it aloud. Furthermore, before translating it, comprehension questions are asked in L1 or L2. Here the aim is to make sure that students have understood before the translation activity. Third, a writing activity follows. Students are expected to translate text by "decoding the ST, transferring linguistic and cultural elements and meanings into the TL

and encoding the text into the new language and context” (Leonardi 2010: 94). Here, students should determine similarities and differences between genres and styles in the languages in use. Leonardi (2010: 95) suggests that students should summarize text in and list the difficulties encountered by writing in their own words. Fourth, the ‘literal translation’ is aimed to make the word order of the foreign language explicit and clear by comparing L1 and L2 through translation. Fifth, ‘summary translation’ requests students to produce a brief summary of the text in their own language, which reviews the gist of the text rather than translating the whole text. Learners can read aloud their summary in class in both languages. Teachers can determine the translation direction and what type of exercises and skills they will cover. Sixth, parallel texts, which are versions of the same text in different languages or with different translations, can be presented concurrently to compare and contrast both L1 and L2 through grammatical and lexical exercises. Seventh, ‘Re-translation’ is composed of three activities: “close analysis of the ST, translation of the ST and translation of the translated version back into the language of the original ST” (Leonardi 2010: 97). Eighth, because Leonardi (2010: 98) claims that translation would be useful to understand grammatical structures while analyzing authentic texts, a ‘grammar explanation’ is performed. Here, a variety of sentence structures can be shown to emphasize differences in translation from one language to another. The ninth step shows how translation can be used to facilitate vocabulary growth. Instead of word-for-word translation, students should learn the meaning of words and phrases in context. In a teaching environment which languages are compared and contrasted, students can easily remember the equivalence of lexical phrases as they translate more. In other words, they become aware of the relation between the meaning and the form of the lexical phrase, and the subtle distinctions of words in meaning (Leonardi 2010: 100). Lastly, translation is regarded as “a [culture] mediating activity” because students should know culture-specific terms and references in order to translate a text from one language into another (ibid). In the very last section, post-translation activities are introduced. ‘Written or oral translation commentary’ can improve learners’ interactive skills and, at the same time, suggest what certain aspects of language teachers need to focus on. Another post-translation activity is ‘the written or oral summary of the ST’. It is thought that students would have less difficulty after

having translated from the ST because their understanding has been reinforced (Leonardi 2010: 104). Finally, students might be asked to write a related composition about the topics they get acquainted with the ST. Though it may seem like a usual writing task, it is different because using learners' own language by means of translation helps them to form links in a faster way and more easily. In her lesson plans, Leonardi (2010; 2011) presents samples with authentic texts and clear activities that contain defined text types depending on various proficiency levels and specific aims.

2.4.2. Dual Focus Techniques

In addition, Guy Cook presents activities to indicate that “‘traditional’ and ‘communicative’ focuses are complementary rather than alternatives”. Therefore, he tries to draw attention to ‘dual focus’⁷ techniques, a term used by Butzkamm and Caldwell (2009: 44-46). According to Cook (2010: 135), “form and meaning are not alternatives but aspects of the same phenomenon, and all instances of language inevitably have both (cf. for example Widdowson 1990; G. Cook 2000: 48-52, 163-167). In a similar way, dual focus involves the contrastive aspects such as accuracy vs. fluency, artificiality vs. authenticity, and so on, as shown in Figure 4.

Form	↔	Meaning
Accuracy	↔	Fluency
Artificiality	↔	Authenticity
Declarative knowledge	↔	Procedural knowledge
Authoritarian teaching	↔	Collaborative learning

Figure 4. ‘Traditional’ and ‘Communicative’ teaching focuses (Cook 2010: 135)

Cook (2010: 136) proposes nine activity types:

corrected close translation, word-for-word translation, teaching vocabulary, discussion of translation problems, ‘traditional’ focuses in a ‘communicative’ frame, communicative translation, ‘sandwiching’ as an aid to fluency, translation in language teaching (TILT) in mixed-language classes, and TILT for teachers who do not speak their students’ language(s).⁷

I will briefly outline what they refer to and what kind of objectives they include. The first activity draws the students’ and teacher’s attention to gaps in student knowledge by

⁷ ‘Dual focus’ refers to the complementary aspect of the ‘traditional’ and ‘communicative’ focuses.

'close translation'. This activity aims to reveal gaps and misunderstandings in students' knowledge. To exemplify, a student who does not know the difference between *la librairie* means 'the bookshop' and *la bibliothèque* means 'the library' in French, can be mistaken while saying that s/he spent an hour in the library: J'ai passé une heure dans la librairie. [I spent an hour in the bookshop.] (Cook 2010: 138). The first activity aims to correct this. Second, with regard to the use of 'word-for-word translation', there are positive highlights among the applied linguists. Butzkamm (2001: 149, quoted in Cook 2010: 140) refers to literal translation as 'mirroring' and states that:

Learners must also learn to divide messages into their component parts, otherwise each new message would have to be taken over from others and memorized, in which case there would never be any really new messages. Language only comes into its own when the learners discover its sequential combinatorial system.

Third, explaining and demonstrating the meaning of new words without translating might lead to ambiguity in some cases. Thus, Swan (1997: 180) stresses the inevitability of mental translation by learners, and states "compensatory strategies involving translation equivalence can work successfully". Fourth, 'discussion of translation problems' is to make students' ideas and feelings explicit and allow them to think freely about the target language. González Davies (2004, quoted in Cook 2010: 143) suggests activities including

discussion of mistranslations, critical assessment of film subtitling, critical assessment of title translations, comparison of different translations of the same text, reflection on translation dilemmas (such as whether sexist or racist language should be maintained in a translation), and how to deal with untranslatable words and phrases (e.g., puns in ads).

Fifth, in an effort to 'bring translation teaching up to date' because it 'draws mainly from humanistic teaching principles, the communicative approach, cooperative learning and social constructivism' (González Davies 2004:12, quoted in Cook 2010: 145), scholars suggest presenting translation activities interactively in classes. The combination of traditional and communicative aspects of language is discussed in Deller and Rinvold's *Using the Mother Tongue* (2002, quoted in Cook 2010: 145) and contains frequent use of translation exercises that stress not only having an interactive and enjoyable time, but also paying attention to structures and correction. The sixth activity introduces 'communicative translation', in which teacher intervention is limited and

success is based on communication than accuracy. The activity is centered on “meaning”, “fluency” and “procedural knowledge”:

Suppose, for example, that students are divided into groups, and some members of the group are given a text, or played a recording which they then have to translate for the others [...] Success might be measured by completion of the task, and –to make it more enjoyable – by competition between groups to complete the task first. [...] This use of translation involves extensive interaction and negotiation, as the translators in the group will discuss problems together, and the recipients of the translation will ask questions, demand repetitions, and discuss their understanding (or lack of it) together (Cook 2010: 149).

The seventh activity, called ‘sandwiching’, was coined by Butzkamm and Caldwell (2009: 33-35). Here, the translation of an unknown word is emphasized in a low voice, which is similar to code-switching or code-mixing. Giauque and Ely (1990, discussed in V.Cook 2001), two applied linguists, support the technique and believe that learners at the beginner levels should be encouraged to mix words from their own language. A similar activity that employs code-mixing while teaching vocabulary is proposed by Celik (2003, quoted in Cook 2010: 151): “Students are first told a story in the new language (English) in which targeted words are inserted in their own language (Turkish)”. Eighth, ‘translation in mixed-language classes’ should be carried out through pair or group work involving representatives of each language that can help explain translation problems and encourage them to use bilingual resources. Still, using translation in mixed classes without any reference language or formal language of a country would be very problematic. Last, Cook (2010: 153) suggests that native monolingual and nonnative bilingual teachers could work together as both areas of expertise are necessary and valuable.

2.4.3. Discourse-based Teaching

Furthermore, in her graduate research Beatriz Pariente-Beltran (2006) reconsiders the use of translation in the second language classroom. Having suggested pedagogical considerations to teach discourse and text analysis through translation, she focuses on three aspects of translation and presents practical applications. To begin with, translation is used as ‘a communicative activity’ to teach discourse and text analysis in the L2 classroom. Learners watch a video in the target language, give a short summary of the video conversation and then study the discourse through the script. The whole

dialogues are translated into their own language and any cultural differences are noted. Problems during the translation process are shared and strategies are suggested to settle them. In the end, sociocultural values mentioned in the discourse are discussed (Pariante-Beltran 2006: 33). Next, translation as ‘a cognitive activity’ is introduced. Learners read a poem and a dialogue, then study the elements of discourse and examine the forms such as “pronouns, adverbs, connectors and verb tenses” in detail. They are asked to translate the poem and dialogue using all verbs, for example, in the past tense instead of present perfect tense and consider what social and political morals were referred in both texts (Pariante-Beltran 2006: 42). Lastly, translation is used as ‘a cultural activity’. Students read a news article and summarize it in L2. Then, journalism discourse is considered in terms of its “elements of discourse”, and “pronouns, adverbs, connectors and verb tenses” used. Students then translate one article into their own language and their difficulties and strategies are voiced supposing that they would publish the article in a newspaper in their own language. At last, social and political standards in the pieces of news are discussed. At the end of each activity, students are assigned a translation project in L2 (Pariante-Beltran 2006: 49).

2.4.4. Translation Exercises

After having realized that learners need to translate, applied linguists now aim to make translation explicit. In all of the previous and following techniques, methods and approaches, a more specific way of using translation in language learning and teaching is sought by considering current teaching practices. Siepmann (1996: 113-114) suggests translation exercises are related to learning process and proposes using

exercises to sharpen translational awareness (descriptive vs. interpretational use of language, sign vs. message, text types, translation brief, target audience etc.), exercises to improve reading comprehension and text analysis skills (i.e. re-verbalizing and paraphrasing exercises), exercises to heighten awareness of contrastive aspects (i.e. comparison of parallel texts with regards to text type, lexis, syntax or tenses, ‘false friends’ etc.), exercises to support error analysis and/or textual revision (i.e. analysis and discussion of inadequate translations, comparison of student’s own translation with a professional translation), exercises in order to show how to use resources and research techniques efficiently (also in order to build and keep up a terminological basis), exercises to enable students to produce texts, exercises to improve lexical knowledge (i.e. exercises on how to translate specialized texts, idiomatic expressions, allusions register exercises,

exercises to learn remember and broaden lexical knowledge in the mother tongue and the foreign language), grammar exercises (adjusted to the learner level), [and] exercises to improve writing skills in mother tongue and foreign language. The range of possible exercises covers everything from standardized exercises (fill in gaps, tick the correct solution, matching or rewriting), which promote specific skills and are normally not contextualized, to integrated exercises which interlink specialized aspects.

Zohrevandi (1992, quoted in Malmkjær 1998: 73) suggests some useful activities such as using contrastive analysis in grammar teaching by means of back-translation. Riddell (1985, quoted in Malmkjær 1998: 73) introduces an activity in which reading aloud in the L2 and then summarizing in the L1 occur concurrently. Van Dyk (2009: 208) suggests the use of sight translation technique in which text is translated orally and more slowly than the speed of usual speech. She states that this is a good way of teaching interpreting “because the oral nature of its target text saves time and encourages spontaneity and rapid reaction, thereby limiting any formal analysis”. Similarly, another suggestion is the use of subtitling. McLoughlin Incalcaterra (2009: 242) asserts that learners tend to focus on understanding the general meaning rather than single sentence structures. Her research shows that translation skills can be improved through subtitling “by forcing students to analyze complex syntactical structures, break them down and transpose them in a simplified but [...] meaningful format” (ibid). Concerning the translational activities for pedagogical purposes, Sainz (1991, quoted in Pariente-Beltran 2006: 22-23) proposes six different techniques:

1. Introduction passages
2. Back-translation
3. Comparison of students’ translation with published versions
4. Collaborative translation
5. Oral report
6. Transcription/ Paraphrasing/ Summarizing and translation.

In her edited volume, *Translation and Language Teaching*, Malmkjær (1998: 6), argues that most of the arguments against using translation is related to “the kind of ‘translation’ experience students are exposed to.”

In summary, the previously mentioned research focuses on recent attitudes towards own-language use and translation in language teaching and learning. Research on the use of translation in language teaching/learning has always been available, but has

recently drawn much interest by applied linguists. The results and suggestions generally show that there is a growing awareness and interest in the use of translation. In the following section, I will explain the methods I used to conduct research.

3. Methodological Considerations

My study draws on two data sources: structured interviews with nonnative English language teachers and close-ended questionnaires with a Likert scale, rank order items and multiple-choice items. The interview data were collected from five Austrian and five Turkish language teachers working in Austria and Turkey, respectively. The questionnaire data were collected through snowball sampling from 108 students in Austria and 148 students in Turkey at the tertiary level.

The main reason for choosing these participants for interviews was that they were nonnative English language teachers working at universities and the institutions of higher education in Austria and Turkey. Native language teachers or bilingual language teachers were excluded from the study because they might have different concerns and tendencies in language teaching compared to nonnative language teachers. Considering the fact that the participants are English experts, the interviews were conducted in English. Questionnaire respondents were selected among English language learners studying at the tertiary level in Austria and Turkey. The Austrian learners were expected to have a good command of German and the learners in Turkey were expected to have a good command of Turkish in order to answer the questions. The questionnaires were presented in German to the learners in Austria and in Turkish to the learners in Turkey. The questionnaires were translated into German and Turkish because the study aims to investigate the role of own language and translation in English language teaching, to prioritize learners' understanding and comfort and to ensure the students could adequately answer the questions.

3.1. Goals and Research Questions

After presenting the research questions, there will be a discussion about methodological considerations concerning qualitative and quantitative data analysis.

First, the structured interviews originally included three groups of questions:

- 1) What do nonnative English teachers think about the role of own-language use and translation in language teaching?
- 2) What advantages and disadvantages of own-language use and translation do they notice from a linguistic, humanistic, pedagogical and practical perspective?
- 3) How do they find the concept of translation as a fifth skill in language teaching?

The research questions focused on three areas: first, general attitudes toward own-language use and translation and awareness of recent translation methods; second, advantages and disadvantages of own-language use and translation in relation to particular aspects such as cognitive learning, motivation, learners' age and level, political climate and multicultural teaching environment, incorporation of translation activities into course books and time management; and third, the concept of translation as a fifth skill.

The focus areas were inspired by research from Michael Druce (2013). Thank to his study, I had a good basis of comparison and adjusted my own questions. The questions were focused on understanding teachers' perceptions and attitudes, and any questions leading to certain answers were avoided. Nevertheless, the participants were informed about the topic of the study when their contribution was requested. This, of course, had pros and cons. On one hand, it might have had no influence on their perceptions of own-language use and translation. On the other hand, it might have led them to review their perceptions. To avoid this situation, I first asked about their practice of own language and translation in their classes and, then, directed questions about their attitudes.

All in all, however, quite a few indirect and direct references to the use of own language and translation in their own classrooms occurred. Teachers' general attitudes towards own-language use and translation can be found in my data. In the following sections, I will show that the practice of own-language use and translation is common for all of the

participants, but not always accompanied with positive overt attitudes. The categories and the related questions can be seen in Appendix B.

Second, the close-ended questionnaires consisted of five groups of questions.

- 1) What do learners think about own-language use and translation in language teaching from the point of cognitive learning?
- 2) How do learners feel in particular when their own language and translation are used?
- 3) How do learners find the practicalities that own-language use and translation have contributed?
- 4) What do learners think about using their own language as a resource to indicate differences and similarities?
- 5) For what language skills do learners regard own-language use and translation more useful?

The research questions focused on five aspects: first, cognitive learning; second, humanism; third, practicality; fourth, contrastive language analysis; and fifth, language skills. These categories were inspired by Philip Kerr's speech (2012). The first aspect focused on the attitudes of understanding language in three particular subcategories: the role of translation, classroom instruction and mental translation; the second aspect centered on the role of own-language use and translation in three particular subcategories: motivation, anxiety level and identity. The third aspect explored practicality related to time efficiency and the use of bilingual dictionaries. The fourth aspect focused on the role of contrastive language analysis, while the fifth one sought the relation of own-language use and translation to the other four skills. The categories and the related questions can be seen in Appendix A.

The questionnaire was composed of a Likert scale, rank order items and multiple choice items. Each statement used in the Likert scale had a counter-statement to measure reliability and to ensure that students did not give random answers but, instead, conscious ones.

3.2. Qualitative Data Collection

In this chapter, I will explain why I chose interviews as a method of data collection and analysis. This will include a description of how I collected, categorized and analyzed the data. I will also give the details about the participants' backgrounds and highlight their contributions to the study.

3.2.1. Interview Design

In addition to the five areas of questions listed above, I compiled sub-questions for each area to guide the participants to give more details about their answer. Many content questions and prompts were included and used for some questions to obtain more information from the interviewees. Having formulated a first draft of my questions, I asked three expert colleagues, linguists and non-linguists alike, to review the interview with me. They provided valuable feedback on how to reformulate and add questions. I owe special thanks to Dr. Barbara Soukup and Dr. Filiz Keser Aschenberger because they pointed out some subjective, unclear and broad questions that led me to revise the questions. For example, I changed the wording of the ninth question from "How do you consider banning the use of L1 (German/Turkish) in the classroom: as a better learning strategy or as a form of linguistic imperialism? Could you give your reasons?" to "How do you consider not consulting the use of L1 (German/Turkish) ever in the classroom: as a better learning strategy or as a form of linguistic imperialism? Could you give your reasons?" Having received expert opinions, I asked three more linguists to provide feedback about the design and organization of the interview guideline.

It was important and necessary for me to have an interview guideline after I reviewed the literature and had detailed previous knowledge in my mind. Not only did I expect to get insights into participants' perceptions of their own-language use and translation, but I also wanted to handle this topic from the perspectives scrutinized in the literature. Since I wanted to guide the interview in a certain direction, I prepared an elaborate 'structured' interview guideline with a list of questions and sub-questions., in which the target topic area was largely covered and the answers were comparable across

different participants (Dörnyei 2007: 135). Considering the fact that teachers and applied linguists are against translation due to its association with the Grammar-Translation Method, I needed to clearly ask what aspects they perceived in a negative or positive way. A structured interview has, of course, some disadvantages: “There is generally little room for variation or spontaneity in the responses [...] There is also very little flexibility in the way questions are asked” (Dörnyei 2007: 135). Nevertheless, it did not prevent the participants from bringing up new topics or expressing their experience and opinions.

Then, I did a pilot study with one Austrian and one Turkish language teacher. I recorded and transcribed the interviews in order to notice any misunderstandings, unclear questions leading to long pauses, further questions from the participants and subjective questions that may change their perceptions during the interview. To exemplify, the tenth question was unclear to the participants so I changed “Could translation be seen as a ‘cultural mediation’ between two languages to highlight the importance of cultural and linguistic diversity and multilingual education?” to “What do you think about the role of translation to highlight the importance of cultural, linguistic diversity and multilingual education?”

3.2.2. Sampling

The next step was to find and contact participants who would meet the following criteria: have a pedagogical content knowledge; study English language at the university; be a nonnative English language teacher; be older than 25; and, finally, exclude native and bilingual language teachers and ones who have no pedagogical content knowledge in language teaching. This strategy is ‘criterion sampling’ and occurs when people who meet some specifically predefined criteria are selected (Dörnyei 2007: 128). I searched the websites of the language center of the University of Vienna (WIHOC) and institutions of higher education such as HTL (Höhere Technische Lehranstalt) and PH (Pädagogische Hochschule) in Austria and, in a similar way, the preparatory language units of universities in Turkey. Having found the ‘staff’ sections, I sent emails to the directors of these institutions to get permission to contact the English language

teachers. In Austria, I did not receive any replies to my emails, so I visited the institutions and received permission from the directors on a face-to-face basis, which took more time than I expected. After being permitted to interview selected instructors, I sent emails to English language teachers and kindly asked them to contribute to my study. Unfortunately, I had no chance to conduct face-to-face interviews with nonnative language teachers in Turkey. Moreover, they tended to answer my interview questions in written format rather than via a Skype conversation. Having got negative remarks, I flew to Turkey and visited three cities to conduct face-to-face interviews. Though these participants met the criteria I set for the study, 'convenience sampling' also helped me to have larger criteria composed of volunteers under limited time and financial pressure (Dörnyei 2007: 129).

3.2.3. Conducting the Interviews

Participants generally chose the place where the interviews were conducted. Some English language teachers working in Vienna invited me to their offices at their schools, although two of them asked me to meet at coffeehouses. I had no chance to see one of the participants so she answered the questions and attached the interview form to my email. In Turkey, I visited the participants working in Isparta, Eskişehir and Ankara. I interviewed three participants; however, two other participants had no time for face-to-face interviews and sent their answers via email.

Before I began the interviews, the participants were asked to provide some personal data and, at the same time, I provided a short introduction to my research. This introduction helped me explain the purpose of the interview and stress the importance of their participation. Also, I stated that all of their answers would be handled anonymously. When I noticed that the participants gave short answers or 'yes' or 'no' as answers, I encouraged them to give many examples from actual events and to explain their viewpoints.

3.2.4. Qualitative Content Analysis

Qualitative content analysis is a process used to transfer raw data into themes so that it can be interpreted in a meaningful way. “This process uses inductive reasoning, by which themes and categories emerge from the data through the researcher’s careful examination and constant comparison” (Patton 2002). However, some cases use deductive reasoning. In addition, compared to quantitative content analysis, Dörnyei (2007: 246) describes qualitative content analysis as “latent level analysis” because it is more related to the underlying deeper meaning of the data than surface meaning. He differentiates four phases of this process:

(a) Transcribing the data, (b) pre-coding and coding, (c) growing ideas – memos, vignettes, profiles, and other forms of data display, and (d) interpreting the data and drawing conclusions (2009: 246).

I conducted my analysis this way, however, point (c) sometimes overlapped with the point (b). As I used a structured interview guide, developing new categories for coding was very difficult. Nevertheless, ignoring these themes in the first place, I read and coded as best as possible.

3.2.4.1. Transcription

The first analytical step in qualitative research is to transcribe the audio recording into text. In order to do so, I transcribed each interview in a separated document with the transcription software program ‘Express Scribe’⁸. Computer-assisted transcription helped me to use a word processing program and audio file on the same page. Assigning buttons on the keyboard to functions like ‘play’, ‘stop’, ‘forward’, etc., helped facilitate transcription because both programs could be used on one page without spending much time minimizing the text file, opening another program and rewinding the audio file. Transcription conventions are presented in Appendix D. Having developed a transcription system that describes the interviews, I followed a rather simple transcription scheme used by Julia Gundacker (2010). Transcriptions of the interviews are presented in Appendix E.

⁸ <http://www.nch.com.au/scribe/index.html>

3.2.4.2. Coding and Memoing

As a starting point to coding, I read and re-read through the transcripts of the interviews carefully. After each reading, I used the comment function of my word processor. Using different colors, I highlighted the most relevant and interesting statements related to each interview question.

After using this strategy several times, I compiled a new document that included two grids: the left grid highlighted one or several extracts from the interviews, while the right grid summed up the main argument in those extracts at different topic nodes. On the very right side, commenting functions of the word processor included keywords that helped obtain a general sense of the data. As an example, the following table shows one grid from the topic node “General attitudes to translation”. By the end of the second-level coding, I finished recoding some extracts and revising a list of codes. The final step was to interpret the data.

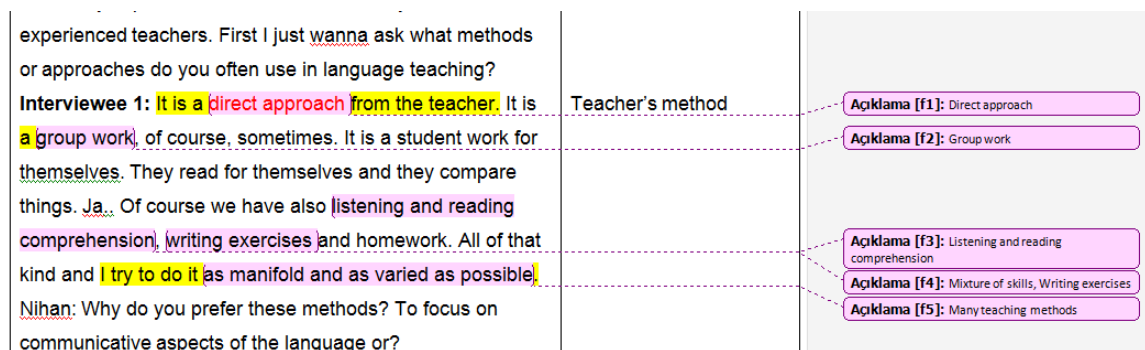


Figure 5. Coding (example)

3.2.5. The participants

In this section, I will present descriptive information about the participants. The participants of this research project are ten English language teachers. Although I interviewed twelve English language teachers, one of them was a native speaker born in New York and the other had no pedagogical content knowledge. Therefore, I had to exclude these two participants from the study.

As for the profile of English language teachers in Austria, they were once monolinguals; they learned English through instruction; they are nonnative language teachers; they have pedagogical content knowledge in language teaching; the duration of their experiences ranges from more than 3 months to 37 years; and, finally, they are composed of one male and four females. The profile of English language teachers in Turkey follows a similar pattern: They were once monolinguals; they learned English through instruction; they are nonnative language teachers; they have pedagogical content knowledge in language teaching; the duration of their experience ranges from 1.5 years to 4 years; and they are composed of one male and four females. The personal data are summarized in Appendix C.

3.3. Quantitative Data Collection

In this chapter, I will present reasons for choosing the quantitative research methodology including a description of how I collected, categorized and analyzed the data. I will also give details about the participants' backgrounds and highlight their contributions to the study.

3.3.1. Questionnaire Design

In addition to the five aspects of the questionnaire listed above, the questionnaire is composed of three sections and each main section of the questionnaire was marked by Roman numbers. At the beginning of each section, specific instructions were given according to the type of questions. The first section was divided into (a) and (b) categories because (a) included a multiple choice item and (b) included Likert scale items. The second section had a rank order item. The third section asked for demographic and personal information about the respondents, which was composed of multiple choice and specific open-ended questions. The length of the questionnaire was three pages. The questionnaire guideline and the questionnaire forms in English, German and Turkish are presented in Appendix A.

After preparing a first draft of the questionnaire, three colleagues and experts – linguists and non-linguists alike – provided feedback about revising the layout and wording. Also,

I needed to get an expert opinion to measure the content validity of my questionnaire. “‘Content validity’ concerned expert judgment about test content” (Dörnyei 2007: 51). Besides ‘content validity’, ‘criterion validity’ and ‘construct validity’ were described by Chapelle (1999). In 1985 these three types of validity were defined under the term of ‘construct validity’ according to the international guideline (Dörnyei 2007: 51). Therefore, I consulted an expert opinion to consider interpretations and inferences about the questionnaire content. Dr. Barbara Soukup and Dr. Filiz Keser Aschenberger guided me to use simple language and avoid ambiguous and loaded sentences. Then, I did a pilot study with ten tertiary-level English language learners in Austria and Turkey. I learned much from the results of the pilot study. For example, each statement using a Likert scale has a counter-statement to measure reliability to ensure that there are consistencies between statements and counter-statements. One of the statements is “I understand better when the English language teacher sometimes translates to German orally in language tasks” while its counter-statement is “I do not need oral translation to understand in English language lessons”. Having calculated the means of the answers, I compared the consistencies between the arguments with their counter-arguments. I found some inconsistencies with three questions and asked the respondents why their answers showed some variations. Considering their perceptions, I rewrote some statements. To exemplify, the twelfth statement in my pilot study, “Translation activities from English to my own language (German) should be done so that I can understand better what I am reading”, led the respondents to think that translation should always be used. In fact, the use of translation activities for the whole lesson was not meant, but this statement was unclear, which is why I added the use of frequency ‘sometimes’: “Translation activities from English to German should be sometimes done so that I can understand better what I am reading”. Having performed major changes, I translated the questionnaire from English to German and Turkish. Finally, the translated versions of the questionnaire were revised and edited by two German native speakers, two Turkish native speakers and two German and Turkish bilinguals in order to make the questionnaires consistent with each other. First, their viewpoints were noted and then, their viewpoints were discussed by comparison and contrast. Namely, the final version was created by consulting both native and bilingual speakers.

3.3.2. Sampling

The data were collected by respondents who met the following criteria: be English language learners at the tertiary level in Austria or Turkey, have a good command of German or Turkish and study at any department excluding English language. I reached the respondents by means of English language teachers, directors of language units of the universities in Austria and Turkey and through my personal friends. In Austria, some teachers did not allow their students to be used as subjects in an experiment so they stated explicitly that they did not wish to take part in the study. This caused me to get in contact with more English language teachers, which turned into a more time-consuming process than planned. As for Turkey, some directors working at preparatory language units of the universities asked for results of the study in return for their contribution, which is satisfactory. By the end of this process, English language teachers directed their students to the online questionnaire published on a website. I also requested friends and acquaintances to send the questionnaire to suitable respondents. This technique, called snowball sampling, “involves a ‘chain reaction’ whereby the researcher identifies a few people [...] and then asks these participants to identify further appropriate members” (Dörnyei 2007: 98).

3.3.3. Conducting the Questionnaires

The next step was to conduct the questionnaire. Using the Survey Monkey⁹ online survey tool, I created two website links for German and Turkish participants, respectively, and then sent these links to teachers, directors and my friends. On one hand, the online survey tool helped reach respondents but, on the other hand, it was difficult to determine whether respondents who matched the stated criteria participated. Therefore, I stressed the importance of criteria in each email I wrote and each conversation I had. One more advantage of an online survey tool is that it presents the data in an Excel file format. There is no need to allocate time to enter the data into Excel because this file format is compatible with the SPSS program, and these data can be easily transferred into statistical analysis data by assigning codes.

⁹ <http://surveymonkey.com/>

3.3.4. Quantitative Data Analysis

Computerized data analysis is easy to use for researchers. Instead of doing several mathematical calculations, it is enough to select dependent variables and independent variables (in SPSS, called the 'factor') to obtain statistical data. I used the SPSS 20.0 software package. Having downloaded the raw data in Excel file format from the online survey tool, I found that Analysis of variance (one way ANOVA) and Means were appropriate for my study because I had a chance to "assess the significance of the differences in the means of more than two groups" (Dörnyei 2007: 218).

3.3.5. The Respondents

The respondents were expected to be English language learners studying at a university in Austria or Turkey and be native-like users of German and Turkish language. Students studying at the department of English were excluded from the study. In addition, students studying English for general purposes rather than technical or business English were included. Students were informed to consider this via a sentence in larger letters and darker colors. The respondents considering technical or business English were excluded from the study. In the end, the number of respondents from Austria was 63, and the number of respondents from Turkey was 70.

All in all, I have established both the historical and theoretical background of my research and considered theoretical and methodological difficulties. In this chapter, I have presented the descriptive information of the interview participants and questionnaire respondents. Next, I will move on to the analysis of my results.

4. Results

This chapter presents an overview of topics that emerged from my interviews and questionnaires. In the interviews, statements vary from acknowledging advantages of own-language use and translation by nonnative language teachers to disadvantages in

a communicative language teaching context. I will separate the analysis of the interview results into three main thematic fields. First, positive and negative attitudes towards translation and own-language use (ch. 4.1.1) will be analyzed. Second, the advantages and disadvantages of own-language use and translation (ch. 4.1.2) from linguistic, humanistic, pedagogical and practical aspects will be explored. Third, attitudes towards the concept of translation as a fifth skill in language teaching (ch. 4.1.3) will be examined. Finally, attitudes of nonnative language teachers in Austria and Turkey will be compared (ch. 4.1.4). Dialogue extracts are presented due to page limitations; gaps between the sentences are indicated by [...]; and the referred sentences or phrases are boldfaced. As for the questionnaires, attitudes of own-language use and translation will be evaluated from the learners' perspectives. I will divide the analysis of the questionnaires into three sections. In the first section, I will give descriptive statistics (ch. 4.2.1). In the second section, I will use one-way ANOVA statistics to analyze attitudes towards own-language use and translation by country in five thematic fields (ch. 4.2.2). In the last section, the results from the questionnaire will be analyzed from the perspective of the learners' English levels (ch. 4.2.3). Finally, I will consider what these connections may mean for future developments in language teaching methodology and conclude with a general outlook about the situations in Austria and Turkey.

4.1. Results of Interviews

4.1.1. General Attitudes to Own Language and Translation

Nonnative teachers provided many viewpoints on own-language use and translation. This section will be evaluated from four perspectives. Initially, I will summarize the techniques, methods, and approaches that the nonnative teachers use in their English language classes. Then, their perceptions of 'own-language use' and 'translation' will be analyzed, respectively. Last, awareness about recent translation activities suitable for communicative contexts will be identified.

4.1.1.1. Teachers in Austria

When asked about any technique, method or approach they use in their English language classes, the teachers stress that they place importance on communication skills and functions of the language. They use group work and pairs, role plays, dialogues at lower levels and panel discussions at higher levels to expose their students to as much language input and output as possible.

Extract 1. The method of teachers

S1: It is important that **they speak**. Ja. So you have to make them speak.

S3: I think **communicative language teaching** and **communicative grammar teaching**.

S4: I want them to **talk as much as possible**. But of course we also do any kind of **listenings and readings**, not much writing.

S5: **Meaning** is often more important to me than form because I want to let the students speak.

S1 points out the importance of input and output to make students speak in the classroom while S3 claims that teaching grammar in a communicative way is very difficult no matter how hard she tries to make grammar knowledge communicative. To allocate more time on interaction, S4 asks students to do speaking activities at school and writing activities at home. Lastly, S5 stresses the greater importance of meaning over form; she does not correct or interrupt her students so that they can convey their message comfortably.

As for perceptions of own-language use, all of the teachers admit using German. However, the teachers prefer to use it rarely.

Extract 2. Own-language use

S1: Well, to **explain grammar** for example. [...] They might not know **the terms**. [...] @@ You have to explain as long as they and **until they understand**.

S2: But it **depends on the class**.. Some students, they are very low level.. [...] Also for higher classes we don't use [German] often [...] I translate a word, a new word.

S3: Trying to explain and trying to **compare to compare** with the mother tongue to **show the differences** and to **show the traps** the students can actually fall into.

S4: Very little, but occasionally when I want to **bring out contrasts**.

S5: I **try not to use German very often** but it is often very difficult.

All of the teachers use their own language to explain grammatical structures and new words. In the extract 2, S1 wants his students to understand the terms and concepts. S3 and S4 use German to indicate the similarities and differences between German and English and probable errors they may encounter, which highlights the principles of Contrastive Analysis and Error Analysis. On the other hand, S5 states that she also

uses own language while announcing important information such as tests and doing revisions. Interestingly, S2, S3 and S5 draw attention to the age and level of students. For example, they admit using own language more at lower levels and less at higher levels because they can have deeper discussions with advanced students who have a higher meta-linguistic level.

Though the use of own language and translation are two different questions in the interview, S2 answered “I translate a new word” when asked about her own-language use. It shows that own-language use and translation are intertwined with each other and difficult to separate. The participants give similar answers to their use of translation.

Extract 3. Translation

S1: Also **very rarely**. Also most of the time when there is a structure, **grammar structure**, which is completely different.

S2: Sometimes I use it maybe in order to **make it clear**. Let's say I use present tense in German and present perfect tense in English.

S3: For example, if you say in German "Gestern war ich im Kino" or "Gestern bin ich im Kino gewesen". [...] It is just **a dialectical difference**, so we **compare**.

S4: To **make them aware** of, you know, how you can **say different things differently**.

S5: What I want is that they **think in English** [...] and **not to think in German** and then translate it in their heads and then speak or write in English.

S1, S3 and S4 employ translation rarely; however, S1 states that he uses translation when there is a difficult grammar structure. S2 and S5 sometimes consult translation, but both stress that they never use translation as a teaching method. It is seen that the translation is generally used for comparing different grammatical structures and explaining words and expressions. S3 points out that translation makes her students aware of dialectical differences between German and English. Nevertheless, participants S2, S4 and S5 prefer their students' thinking in the target language rather than mentally translating. When asked about translation, S2 and S5 presented some negative attitudes towards text translation as a writing activity. On the other hand, sentence translation in reading texts and word translation was favored by all of the participants. It is also interesting to note that S4 was instructed never to translate during her years at the university, but she still favors the occasional use of translation.

Having asked if they read or heard about recent translation activities, I pointed out the differences between current techniques and the Grammar-Translation Method and

asked about their attitudes towards translation activities. Only S4 said she heard about a shift in the use of translation in the classroom during a conference. The other four participants had no knowledge of recent translation methodology.

Extract 4. Awareness of recent translation activities

S3: Well we use **in bookssome little translations** [...] I think this is **the task of translators**. This is **a different branch...** this is **not for our students**.

S4: I was **at the conference** in October called 'SprachGastein' and we had one workshop with a guy who said that and talked all about translation in the classroom.

S5: I haven't heard or read about it. And **I still don't think that doing a lot of translation activities** in classroom [are] very useful...

S3 utilizes short translation activities in her course books and provided them to me for detailed examination. Nevertheless, she states that she is against using lengthy literary texts in language teaching because they are seen as the tasks of translators. Although S5 sometimes uses translation in language teaching, she does not find it useful to do it often.

All in all, the participants have positive perceptions of using own language and translation and most utilize both in some form in their classes. Though communication skills of students are given greatest importance, they claim that it is difficult to teach grammatical structures in a communicative way. To make students understand similarities and differences between languages, they compare and contrast grammatical structures. Besides grammar, they explain or translate phrases and expressions for clarity. The necessity of own-language use and translation is emphasized even though some were taught "never translate". Still, they have negative attitudes towards the frequent use of translation and using lengthy literary translation texts. The teachers tend to use translation more at the lexical and sentence level.

4.1.1.2. Teachers in Turkey

To begin with, it's important to note that participants S6, S7 and S8 work at preparatory units in a state university while S9 and S10 work at preparatory units in a private university. The preparatory units teach English to students for one year before they begin to study in their field. The medium of instruction for the universities that S8, S9 and S10 work in is Only English. Therefore, using language effectively, having communicative language skills and passing the preparatory units exams are considered

of great importance. The participants' attitudes towards own-language use and translation will be introduced first and the kinds of techniques, methods or approaches nonnative teachers use will be highlighted. All the participants favor the use of communicative language teaching methods; however, not all of them are active users. Since S6 teaches grammar and reading courses, he often focuses on form. On the other hand, S7 said she uses real life situations, simulated or situational experiences and presents materials in a communicative context to expose students to the target language as much as possible in order to enhance their personal and conversational confidence. Besides communicative language teaching, S8 said she benefits from task-based language teaching, thereby enabling her students to feel more comfortable while completing the task. Distinct from the other participants, S9 admitted that she integrates the Grammar-Translation Method with Communicative Language Teaching Method. No matter how often she tries to use communicative activities, she said that her students need direct explanations of grammar structures and rules in order to gain awareness of rules. In other words, she prefers explaining each grammar point using rules and examples rather than presenting them in a communicative way. S10 instructs her students so they learn grammar structures inductively in context. Since her institution has a strict curriculum, she follows the course book, which is centered on skill-based language teaching.

Extract 5. The method of teachers

S6: Actually I am **in favor of communicative language teaching method**. [...]But because of **our education system requirements** sometimes **we have to focus on form**.

S7: I try to create some situations that they can have just like **real life situations, simulated or situational language experiences**.

S8: **Communicative language teaching [...] Task-based language teaching**.

S9: I try to use communicative language teaching. However, I also **try to integrate grammar translation method into CLT**. Most of my students need **direct grammar explanations**.

S10: Because **we have to use the book** and our program is really **strict** so I cannot give you any name of methods but I try to use **inductive teaching**.

When asked about their use of Turkish in the classroom, S6 sometimes uses Turkish while giving instructions or explaining grammar, otherwise, he said, it would be difficult to teach grammar in English. Though he is not in favor of using Turkish, he admitted that he has to use it. Similarly, S7 uses less than 50% of the lesson time while teaching grammar structures. S9 and S10 employ Turkish for explanations of grammar topics

and new vocabulary. Moreover, S10 must use Turkish for some beginners with small vocabulary. S8 denied using any Turkish.

Extract 6. Own-language use

S6: Especially **in grammar lessons** I have to use it. Maybe in reading or listening classes it doesn't matter but in grammar it is **difficult to teach the forms and structures in foreign language**.

S7: I can say that I use Turkish in the classroom **less than 50% of the time**. I use Turkish.

S8: The more language input they get, the more proficient they become.

S9: I just use Turkish in **the explanation of the grammar topics**. Besides grammar, I also give **the meanings of some words** in Turkish.

S10: Well while explaining a topic, I mean **a grammar point**, I try not to use [Turkish], but for some **vocabularies with the beginners** you have to use [Turkish].

All of the participants rarely use translation except S10, who claimed that she never uses translation because she cannot see any advantages of it in language teaching. On the other hand, S6 revises grammar topics with translation activities at the end of the lessons. Here, the aim is to distinguish between Turkish and English language structures. Likewise, S9 encourages her students to translate some grammatical structures and vocabularies by themselves. Referring to the level of students, S7 said that beginner or elementary level students need translation more than the students with higher levels of English.

Extract 7. Translation

S6: I use **the last 5 or 10 minutes** generally because after giving instructions and after teaching instructions [...] to be aware of and to **distinguish language structures** so I use it.

S7: If they are usually **beginners or elementary levels, they need translation more**.

S8: Very **very rarely**...

S9: **...in grammar teaching** and in readings focused on **teaching some vocabulary items**, I use translation.

S10: Nope. **Actually never**.

Besides the use of own language and translation in the classrooms of the participants, the teachers' attitudes towards recent methods promoting the use of translation in a communicative way were also analyzed. None of the participants heard about recent translation activities; however, S6, S7 and S9 demonstrated positive attitudes and stated that it can be effective and necessary in language learning. S7 mentioned that techniques depend on the teaching targets. On the other hand, S8 and S10 had negative attitudes towards translation in language teaching and would not support using

it in class. They strictly declared that their perceptions did not change after hearing about the use of translation in a communicative context.

Extract 8. Awareness of recent translation activities

S7: ...it depends on the situation as I stated before, **teaching targets**.

S9: **I have not heard** about the recent activities related to translation. My perception has not been changed, though. **I find translation quite effective** if the students need translation to acquire those subjects.

S10: ... but **I don't support** them.

All in all, four teachers have positive perceptions of using own language while three have positive attitudes towards the use of translation. As communicative skills of learners are also of great importance, they would prefer to use own language and translation only if necessary. Still, they accept own-language use and translation are sometimes effective means of explaining grammatical structures and expressions.

4.1.2. Attitudes towards Advantages and Disadvantages of Own-language use and Translation

In this section, I will analyze the reasons behind positive and negative attitudes towards own-language use and translation by investigating seven points: cognitive learning, motivation, linguistics, age, level, political climate and multicultural teaching.

4.1.2.1. Teachers in Austria

The first point, cognitive learning, was the basis for three questions about mental translation, using own language as a resource and code-switching. All the participants witnessed their students mentally translate phrases or sentences and said this process cannot be controlled though they hoped students would remain in the target language. According to S3, students at lower levels translate more, while students at higher levels tend to think in the target language. She has also observed this in their writing exercises. With regard to using own language as a resource, there were positive attitudes. S1 argued that the close relationship between German and English helps students understand and, similarly, S4 claimed that using German language or culture as a resource helps students remember things better.

Extract 9. Cognitive learning

S1: I try to **make them understand** that there is a **close relationship between these two languages**. [...] This **development from Germanic to high German**. Ja. It is always the same. **At Germanic terms they were together**.

S3: That they stop thinking in German, but this is a hope. **The better ones**, they do. They really **start thinking in English** and **the weaker ones unfortunately don't**.

S4: Of course we say in German we have the same thing. So you know.. hoping that.. it's a hope for them **to remember things better**.

Participants S1, S2 and S3 mentioned that code-switching occurs due to a lack of lexical knowledge and is very effective to continue the conversation. Instead of ending conversations, S1 allows his students to switch words between languages if the word is necessary to understand the conversation. S2 asserted that switching between languages is a common strategy in her classes in order to find missing words. Comparing the priority of lexical and grammatical knowledge, S3 called attention to the importance of words in understanding grammatical knowledge; thus, she reported code-switching between languages as very useful. S4 and S5 were unsure.

Extract 10. Code-switching

S1: If it is absolutely necessary to **understand this word**, then I would swap into the other language because **I don't want it to destroy the conversation**.

S3: But when you need words, as I said, **focus on words**, more on vocabulary **than for example grammar in translation**.

Next, I will analyze students' motivation from the nonnative teachers' perspectives. Besides S1 not having an idea about his students' motivation, all the other participants agree that own-language use and translation increase motivation in their language classes because students understand what the teacher is talking about and also feel comfortable, happy, safe and friendly. In some cases when students do not understand, S3 likens her students to helpless rabbits that stop speaking. However, when she consults own-language use and translation to provoke interaction, the students are no longer afraid of speaking. Regarding student motivation, participants S2 and S4, remarkably, claimed that own-language use and translation increase motivation of lower-level students because they can more easily understand what the teacher is talking about or explaining. However, according to S4, this is a rather disadvantageous aspect because using own language and translation makes everything less challenging.

Extract 11. Motivation

S1: I don't know how they feel.

S2: They feel **more comfortable**. And sometimes **when the level is low** I have the feeling that you **get through the students more easily**.

S3: Then they **feel safer** and get the feeling that they have **understood what you are trying to explain**.

S4: They are **happy**. I'm saying something in German because it **makes it easier** for them.

S5: They would probably feel **more comfortable**.

Another aspect affecting attitudes towards the advantages and disadvantages of own-language use and translation is linguistics. All of the participants said they needed own-language use and translation to compare and contrast some features between German and English. S3 explains possible errors students can make over time if differences are not pointed out, while S1 said similarities between Latin languages exist at the lexical level. S3 noted differences and used tenses as an example because their meanings might be imprecise when compared to German.

Extract 12. Linguistic

S1: This development from Germanic to high German. Ja. It is always the same. **At Germanic terms they were together**. You can make them see it.

S2: Yeah, necessary. I do it sometimes.. [...] **But useful in communication...hmm, no...**

S3: In English, the tenses carry a lot more meaning. Yeah, there is different in saying "I was at the cinema" and "I have been to the cinema". Trying to explain and trying **to compare to compare with the mother tongue to show the differences and to show the traps** the students can actually fall into.

S4: Very little, but occasionally when I want to **bring out contrasts**.

Likewise, S4 accepts that occasional use of own language and translation is necessary to highlight contrasts between English and German and facilitate understanding. However, she was unsure of any contribution that translation could make into communicative language teaching. As clearly observed from these statements the nonnative teachers benefit from practices of Contrastive Analysis and Error Analysis. Moreover, the participants avoid the frequent use of own language and translation because they do not advance communicative skills.

As for any advantages and disadvantages dependent on learners' age, the participants all avoid using translation activities with young learners. Because young learners are considered to be better at grasping and remembering, the use of German and translation is not recommended for them in language teaching. On the contrary, it is suggested for older students. For instance, S1 claimed translation activities can benefit older students' analytical thinking skills. By referring to high meta-linguistic levels, S3

and S4 asserted that students become more aware of different languages. S3 said translation activities should start from the age of 14 onwards.

Extract 13. Age

S1: **Analytical thinking** much more, so it might be useful sometimes but **for the younger ones it is not a good idea** in my opinion.

S3: I would say **starting at the age of 14** because they work **more on meta-level**. With the younger ones, **it is more intuitive**.

S4: But as **they grow older**, maybe they stop to **see the system and the differences**.

S1 and S4 believed using translation activities would be more useful for advanced level students though S4 said using translation at any level if possible, depending on the materials. On the other hand, other participants prefer using translation activities with learners at lower levels. S2 pointed out that translation activities promote understanding at lower levels, S3 defended the idea that low language level leads to intuitive translation and S5 agreed that translation activities would be more useful for elementary or pre-intermediate level students. In general, the participants were concerned with how “translation activities” is defined and the type of translation activities used. Regardless, all favored excluding lengthy documents and literature translation activities.

Extract 14. Level

S1: As I said **for advanced**.

S2: **The lower level, the more it's necessary**. I mean the age. Maybe it's not the age but it's the **attitude of the lowerness**.

S4: It can be **useful for any level**. Depends of course **what you have them translate** or what you translate for them.

S5: Maybe **for elementary or pre-intermediate**, but only short sequences.

The next question addressed using own language and translation in language teaching from a political perspective. Some institutions and teachers ban the use of own language and translation in the classroom even though the teaching environment is appropriate for using German as a reference language. In contrast, all of the participants except S4 consider never consulting German a learning strategy. The participants claimed that English should be mostly used for input and to encourage students to speak as much as possible. S1 said that if English is not used, it will be forgotten. S3 emphasized the benefits of using Only English with young learners and older, advanced learners. S4 noted that a lot of input contributes to learning language

intuitively. S5 said English should be the language used most in the classroom. All of the participants, however, are against using Only English.

Extract 15. Only English as a linguistic imperialism or a learning strategy

S1: If you don't use **your own language at all is that at the certain level** you **cannot understand it any longer. You drop out.** [...] No, I would **not ban German.**

S2: I think not ever... I wouldn't be **so strict.** [...] it (German language) is **simply helpful.** [...] And also **to see the differences.**

S3: It depends on the knowledge of English you already have in the class. [...] If they are still very weak, I would prefer to explain some grammar items in German or translate vocabulary into German just **to be faster** because otherwise **it takes ages.**

S4: I think it is **a linguistic imperialism really** [...] I can see the argument that, you know, if you control them with a lot of input language, you know foreign language, maybe they will kind **of pick it up intuitively**, but **why not translate.** As **I always translate a bit**, even though it was **"Don't ever translate".**

S5: I still think English should be **the language that is used mostly** in an English lesson.

The "Only English" argument and banning the use of their own language seem to be very strict guidelines for the teachers. Referring to own-language use at a certain level, S1 pointed out that when students can no longer understand, they will become withdrawn and silent; thus, he would not ban German in his classes. Besides the importance of understanding, own-language use also contributes to contrastive language analysis, which can highlight similarities and differences between languages. For example, S2 supported using German to help see differences between languages. Distinct from the other participants, S3 said she feels pressured because of inadequate lesson time and would prefer to explain some grammar and vocabulary in German. Otherwise, it would be too time-consuming as two hours of English lessons per week at her HTL would be insufficient to cover the entire lesson. Though S4 agrees with using Only English, she still questions why own-language use or translation would have to be excluded and thinks that this is a linguistic imperialism. She previously stated that she was taught to never translate but finds own-language use and translation useful in language teaching. Austrian nonnative language teachers favor the frequent use of English in the classroom in order to expose students to language as much as possible. Additionally, they want to use some German to facilitate understanding, identify differences between English and German and save time.

The teachers also offered their perspectives on multicultural teaching and evaluated the advantages and disadvantages of being a native and nonnative language teacher. Only

two of the participants considered translation to contribute to cultural and linguistic diversity. S1 explained the role of translating by comparing and contrasting cultural expressions such as 'raining like cats and dogs' in English ('schüttet' in German). Likewise, S2 discussed similarities between Latin languages and accepted that translation enhances cultural and linguistic diversity. However, the other participants said they preferred to explain cultural phenomena in English. Considering that the input will be very low if a teacher uses German for 35% of the lesson time, S4 prefers using English to explain cultural elements.

Extract 16. Cultural and linguistic diversity

S1: If you have **phrases which [are] completely different**. It is good to have the German as well. [...] to show your own phrase and then we have completely different. Or **'raining like cats and dogs'**. It is **'schüttet' in German**.

S2: Yeah **it could have a role**. [...] then I would say **in Latin it is like this** and what this is like that.

S4: **I still wouldn't want to spend a lot of time using German** in the classroom because twice 50 minutes and **when you use 35 % in German** and but then **the input is very low**.

When asked about the contribution of monolingual and bilingual teachers in the learning process, the participants had positive attitudes and believed monolingual teaching is considered useful and suitable for higher-level students. S2 supported using monolingual or bilingual teaching for advanced levels because it can be useful for students but cautioned using own language and translation too often. S1 accepts the occasional use of bilingual teaching by highlighting certain or predefined situations. S3, S4 and S5 said having native speakers was advantageous because they sound more natural and stay in the target language. Nevertheless, as nonnative teachers, they thought their grammar knowledge and cultural experience in their own language were great assets to language teaching, and considered this aspect advantageous, too.

Extract 17. Monolingual vs. bilingual teachers

S1: I favor the monolingual teaching but **bilingual teaching very rarely only in certain, predefined cases**.

S2: Yes but again it **depends on the level... if it's a very high level I can think differently** about it.. But what we have here at our school...

S3: A native speaker will always have **the better pronunciation** [...] the nonnative teachers of course have **the big advantage that they know about a grammar**.

S4: It all depends on **what the person does and how they teach**. Native speaker can be brilliant or they can be useless.

S5: I think the best solution is when **two teachers (nonnative and native) work together** and complement each other.

Besides being familiar with both German and English language and culture, how a teacher teaches is also important. For instance, S4 places more importance on how the person teaches rather than if they are a native or nonnative speaker because it would be very difficult for her to teach German grammar in a communicative way as a native speaker of German. S5 said that cooperation between the native and nonnative teachers determines their usefulness. All in all, monolingual teaching is considered to be more appropriate for advanced-level students while bilingual teaching is more appropriate for lower levels as long as own language and translation is used only in certain situations. Though monolingual teachers were praised by the participants because of their better pronunciation and cultural knowledge, they are also undervalued due to their lack of contrastive language analysis and, sometimes, knowledge of language methodology.

4.1.2.2. Teachers in Turkey

To begin with, any influence of own-language use and translation on cognitive learning will be analyzed from three points: mental translation, using own language as a resource and code-switching. It seems that S6 is unaware of if/how his students' translate in their minds, while all other participants agree that students mentally translate English to Turkish. However, there is a striking difference between the claims of S7 and those of S8 and S10. S7 said that higher-level students can mentally translate language better compared to lower-levels students. On the other hand, S8 and S10 claimed that students at lower levels (or, early stages of language learning according to S8), tend to think and mentally translate more than students at higher levels. Translation is considered as a skill students can have at higher levels by S7, while thinking about and translating mentally words and phrases is considered a deficiency in language learning by S8 and S10, so they suggest it is seen more among lower-level language learners. S8 stated that using Turkish as a resource to construct new knowledge hastens the language learning process if there are similarities between the L1 and the target language. S10 submitted that if both English and Turkish were Latin languages, it

could be useful to use Turkish; because Turkish and English are very different languages, she thinks using Turkish is ineffective.

Extract 18. Cognitive learning

S7: As far as I could see the **students with higher levels can do it**. I mean they can **translate the language in their minds**. They **use the language better in this way**, but **with the lower levels I don't think that they can do it yet**.

S8: Yes, **at the early stages** of the language learning it is **more often** the case. [...] If there are some **similarities between the L1 and the target language**, this **fastens the language-learning** process.

S9: Both my own learning experience and my observation of students clearly reflect that **we try to translate some phrases and sentences into Turkish**.

S10: Yeah, **most of the time they do** that. [...] **if they were both Latin languages, they could be advantageous for them**, but you know Turkish and English language...

The nonnative teachers held positive perceptions towards code-switching. Though S6 is unsure of its benefit, he said he uses it in his classes. S7 finds code-switching very effective, especially for beginners of English, because it facilitates interaction in the classroom. Likewise, S8 is satisfied with the use of code-switching because students can have a conversation without any breakdowns. Moreover, S8 finds it advantageous to teach new words as she can provide English equivalences. In contrast to her negative attitudes towards own-language use and translation in language teaching, she had positive comments about code-switching, as did S9. S10 is against code-switching because it bothers her when learners use Turkish words in her English classes or, for that matter, use English words while speaking Turkish; translation can worsen this situation, thereby promoting the frequent use of code-switching.

Extract 19. Code-switching

S6: Maybe translating phrases **may help them** and improve their skills maybe but I am **not sure**.

S7: **I find it very effective** for the students who are **beginners of English** who are not competent enough in English. I see **code-switching as a facilitator**.

S8: This enables them to **go on the conversation without having a breakdown**.

S9: It **signals positive feedback** in terms of the acquisition of language.

S10: **Translation can make it worse**, so I think it is not a good idea to use translation to promote code switching

Own-language use and translation have an explicitly positive influence on learners' motivation, according to all of the participants except S8. Students feel motivated, comfortable, secure and enthusiastic when Turkish is used in English language classes, although the participants also identified negative effects of using own language. For

example, S7 argued that students lose their concentration by not speaking the target language. S8 claimed that this situation would discourage students and make them lazy. S10 pointed out that lazy students demand her to speak Turkish from time to time while ambitious ones ask her to speak English. Furthermore, considering that she is one of the only chances for students to speak English, the ambitious students state that they feel disappointed when Turkish is used in the classroom.

Extract 20. Motivation

S6: They **feel comfortable** when they hear Turkish.

S7: ...they **feel more comfortable** and however at the same the time they **lose their concentration on English**.

S8: This would **make them lazy in language learning** and it would **discourage the students**.

S9: They **feel comfortable**, and they become **more enthusiastic** [...] they feel more secured.

S10: They **feel disappointed...** [...] **Motivated if they are positive** about it.

In the following paragraph, the attitudes towards the advantages or disadvantages of own language use and translation in language teaching will be analyzed from a linguistic perspective. In general, nonnative language teachers state that they consult their own language and translation to explain grammatical structures and the meaning of words and expressions. Referring to his use of translation in the classroom, S6 stated that he would rather see his students be able to distinguish language structures among each other. For example, he helps his students notice the usages between past tense and present perfect tense. In other words, he uses translation to indicate the differences in English rather than comparing and contrasting between English and Turkish. S9 admitted using translation in teaching grammar and vocabulary. She does not use her own language and translation to compare and contrast the properties between languages but, instead, uses language structures in English. S10 restated that Turkish and English are very different languages, which is why it is useless to use contrastive language analysis in this case. By giving an example from her own experience, she confessed that she finds common points between Spanish and English though they are also very different. For example, she once encounter the word 'incredime' in Spanish and could understand that it means 'incredible' in English.

Extract 21. Linguistic

S6: ...it is important for me to see them in a text and **to be aware of** and **to distinguish language structures** so I use it.

S9: I use translation in some parts of the course. As I stated above, **in grammar teaching** and in readings focused on **teaching some vocabulary items**.

S10: When they told me "**incredime**" I can understand it is "**incredible**". [...] Well if they were both Latin languages, they could be advantageous for them, but you know **Turkish and English language [are] very different. There is no point to compare.**

Attitudes towards the advantages and disadvantages of using own language and translation were evaluated according to learners' age and level. Four of the participants addressed age; they agreed that using own language and translation with teenagers and adults was more beneficial than with young learners. According to S9, Turkish has a greater influence on adults while acquiring English, so she attempts to make information meaningful. However, the participants do not favor using translation or own language with young learners to foster fluency (rather than accuracy in contrast to students preparing for the IELTS or TOEFL exams). Moreover, S9 discussed brain plasticity among young learners, which means they can absorb language more easily and quickly than adults.

Extract 22. Age

S6: Maybe **teenagers**.

S7: I don't suggest it for young learners [...] **More adults at beginner levels.**

S8: I would **not use it with elementary school kids. Adults** [...] As they have already **reached a certain age**, they might **not grasp the language as a native speaker does.**

S9: Depending on the level, I would say **adults**. Since their **L1 has a bigger effect on their acquisition of L2**, they need to **get the information in their own language to make it meaningful.**

As for learners' level, the use of own language and translation is considered more advantageous starting from pre-intermediate by S6. He claims that it is very difficult to use translation activities at beginner and elementary levels rather than pre-intermediate levels because they have no background. Similarly, S7 commented that it is more useful at beginner and elementary levels, as well as pre-intermediate levels, because conceptual maps of beginner students have not been formed yet. S8 also suggested using own language and translation with beginner-level language learners. Completely distinct from these opinions, S10 claimed translation should not be used at the elementary level because it is a separate skill for majors in translation studies; she

would prefer to use translation with advanced-level students only for academic purposes.

Extract 23. Level

S6: We can **start at pre-intermediate level** because **at elementary level it is really difficult**. Most of my classes are elementary classes, so **they don't have any background**.

S7: I think the use of translation activities would be **most useful for beginner and elementary students** and **maybe for pre-intermediate level students**. [...] **they haven't had their own conceptual maps yet** so on the way of creating those maps, they need translation.

S8: **Students of the beginner level...**

S10: **For beginners, I think there is no use for elementary. Maybe at advanced levels**. As I said before, it can be **a separate skill** or you know there are **some majors on translation studies**. They can study on it but **for advanced students if they need to translate something for their academic studies**.

The next questioned and evaluated the attitudes towards the advantages and disadvantages of using Only English in contrast to own-language use and translation, and also, whether Only English is considered a better learning strategy or a linguistic imperialism in language teaching. S6, S8 and S10 agreed that using Only English is a better learning strategy to make learning challenging and promote communication skills. S9, however, has a student-centered perspective and claimed that learning strategies depend on students' needs; teaching only in English is not necessarily a better learning strategy. If own-language use and translation are necessary for in certain situations, then these tools should be implemented. Therefore, she tries to decide on a better learning strategy by means of considering learners' needs. Besides these two different viewpoints, S7 said using English only was neither imperialistic nor a strategy.

Extract 24. Only English as a linguistic imperialism or a learning strategy

S6: It is **a better learning strategy** and it makes the lessons, **makes the classes very challenging**.

S7: **I see it neither way**. I don't see it as a better learning strategy since **the starter levels and elementary levels desperately need Turkish** to get a better understanding of the language. It doesn't have to be a linguistic imperialism because **with the higher levels of English students not consulting the use of Turkish is ever necessary**.

S8: **As a better learning strategy** since students **do their best to communicate in English** in class.

S9: I believe that **students are the main factors that define teaching strategies used in the lecture**.

S10: I think it **is a strategy** [...] **it gets harder to teach them the pronunciation**, I mean, the spelling.

S7 claimed students at beginner and elementary levels desperately need Turkish to understand the target language in a better way while students at higher levels should consult Turkish as little as possible. She considers own-language use and translation absolutely necessary at beginner and elementary levels and, similarly, advocates using Only English at (upper) intermediate and advanced levels.

All of the participants had a positive impression towards translating to promoting cultural and linguistic diversity. S6 thinks that it might be helpful but is unsure of any benefits that translation can provide. Although S10 held negative views towards own-language use and translation from the beginning of the interview, she claimed that it might help foster cultural diversity. She said that even using a single Turkish to make a joke can change the teaching environment. Otherwise, she feels like she is talking to walls when students cannot understand culture-specific information. The rest of the participants, however, were very positive and asserted that translation has a big role in understanding other cultures. S7 responded that culture and language are very dependent on each other and knowledge of your own culture will pose an obstacle while trying to understand the target culture. S9 recommended integrating cultural factors into language teaching and emphasized that students might have a better understanding if they have a chance to compare and contrast cultural elements in Turkish.

Extract 25. Cultural and linguistic diversity

S6: Yeah it **may be helpful** and may improve their skills.

S7: ...and **getting a better understanding of the culture** will be very **useful in language learning** but when you have **the knowledge of your own culture**, you will have **a wall in front of the target culture**.

S8: Using translation when there is no other way out, **translation can have an important role** in highlighting them.

S9: I think **translation can be useful** only in terms of **the integration of cultural factors into teaching**. Via translation, students may have **a chance to comment on the cultural issues in their own language** and may **have a better understanding**.

S10: Well it **hasn't got a big role on cultural and linguistic diversity** but the only point. [...] **just a single word can change the environment. Sometimes maybe it might work** for cultural diversity.

Finally, the attitudes towards the role of own-language use and translation in monolingual and bilingual teaching, and then, the advantages and disadvantages of monolingual and bilingual teachers will be assessed by the participants. All the participants suggested that monolingual teaching should be used often in language

classrooms to foster better speaking abilities while bilingual teaching should be used rarely. They all favor bilingual (nonnative) language teachers for many reasons though they agreed that native teachers would have better cultural knowledge and communication skills. S6 mentioned that native Turkish speakers would have an easier time teaching English to Turkish learners. S7 agreed and claimed that bilingual teaching should be used more with beginners while monolingual teaching should be used more with advanced-level students because of their higher proficiency in language. Besides the level of learners, the participants addressed language comprehension. For example, S8 said that bilingual teachers are more advantageous than monolingual teachers. Because monolinguals naturally acquire English, she points out that they cannot understand what difficulties students might have while learning English. S9 and S10 also stressed that students need explanations in Turkish in some cases. Thus, it seems that the use of own language and translation is a requirement in certain situations that can facilitate language learning. Nevertheless, being exposed to English is also considered as important as own-language use and translation and bilingual teaching is preferable as long as English is practiced most of the time.

Extract 26. Monolingual vs. bilingual teachers

S6: There are **cultural elements** as well and different things so it is **difficult for a nonnative teacher** [...] I didn't think about it but **maybe bilingual teaching..** [...] **bilingual teachers could be more advantageous.**

S7: I find **nonnative teachers are better for starters of English not higher levels.** [...] Likewise **students may not get it correctly** and **clarification process can be time consuming.**

S8: **A native speaker teacher**, who has a degree in English teaching, can **provide the students with any naturally occurring forms** quickly. However, **he might not understand what kind of difficulties the students are passing thorough** while learning target language.

S9: ...However, **students may need to use their own language** and **they need some explanations in their own language** to get the gist of the topic. At those times, non-native speakers **have a chance to provide further explanation to clarify the missing parts.**

S10: For students to learn English from a nonnative speaker like me can be **the translation part** because **sometimes explaining a word in English them can be impossible, so then I use Turkish explanation.**

4.1.3. The Concept of Translation as a Fifth Skill

In this section, I will analyze the attitudes of nonnative teachers towards the concept of translation as a fifth skill and question whether it is compatible with or unrelated to the

four skills of language teaching. Then, I will evaluate the participants' attitudes towards integrating translation activities into course books.

4.1.3.1. Teachers in Austria

None of the participants accepted translation as a fifth skill in language teaching because they see translation as a field for the professionals such as translators and interpreters, not as a priority for language learning. All of the participants believed that translation complements and can be combined with the four skills except S3. S4 suggested using translation for language teaching rather than teaching translation as a skill. As long as translation is not overused, S1 said it helped save him time. S3 deemed translation necessary to benefit contrastive language analysis and make students feel comfortable. Interestingly, S4 considered teaching translation as a skill to higher-level students because it requires special skills and it is difficult to teach translation properly.

Extract 27. Translation as a fifth skill

S1: It is **a fifth skill if you study translating** you know because you really need it and you are going **to be an interpreter**.

S3: But if it is **necessary for some safety reasons**, for they really **get the difference between two things** whatever it is, **I think absolutely justify the use of translation**. [...] I would **not see it as a fifth skill**, I would **relate it to the other four skills**.

S4: **If you get to higher levels of language, it probably takes some special skills**. [...] it is **the job of the interpreters** it must be something different.

S5: **I don't see it as a fifth skill**. I don't think it is as important as the other four skills although **it could complement them**.

Now I will deal with the attitudes towards reintroducing recent translation activities into language teaching course books. All of the Austrian participants had positive attitudes towards using translation activities in language teaching and reintegrating material into course books because they think that own-language use and translation are inevitable and necessary at certain levels. S1 said he already incorporates translation with speaking activities, sometimes by asking students to summarize reading activities in German or translate them as if they were the communicator in a business meeting with foreigners, which is a possible situation in their future. S3 showed translation activities already in her course book. S4 and S5 said that the type of translation activities is important – S4 is against using any activity offering translation in a professional sense while S5 is against translating literature and lengthy texts.

Extract 28. Reintroducing translation activities into course books

S1: If it **saves time**, it is good. [...] you **might need translation** because there are the simple workers they don't understand, but you have to converse into English all the time. [...] There is a guy who doesn't understand any English, **can you translate it to him in a short way** or **can you summarize it in a short way in German** to him what you have just read.

S2:.. I think **this is good**. I mean **translating just to see the structure is different**. I would see some point in these.

S3: Well **we use in bookssome little translations** [...] yes **I would say yes. I would be very happy about it**, but I think they should have both a little bit of help with translation.

S4: **It could work well if it doesn't become self serving meaning only translation**. Then, it is no use.

S5: ...**but I guess it depends on the particular activities**.

4.1.3.2. Teachers in Turkey

Some Turkish teachers favored the concept of translation as a fifth skill in language teaching. S6 said translation is a combination of the four skills. S7 agreed, adding that translation could be used as a fifth skill for only upper-intermediate and advanced-level students, but not beginners and elementary-level students because it requires a certain level of language knowledge. The other participants did not favor translation as a fifth language skill. S8 said teaching translation skills is unnecessary while S9 emphasized a said acquiring translation skills is not necessary to become a good language learner. S10 asserted that translation has no place for in high schools, colleges or universities, and should be professionally taught exclusively at translation and interpreting departments rather than as a fifth skill in language teaching.

Extract 29. Translation as a fifth skill

S6: **Translation can be accepted as a fifth skill** because **it is a combined version of these four skills**.

S7: **I think we should combine it with the other skills at first**. But after learning it for some time. **It can be regarded as a fifth skill**. [...] At the beginner and elementary levels, but **when the level is advanced or upper intermediate it can be a fifth skill**.

S8: Therefore, **teaching translation as a fifth skill to any language learner would be unnecessary**.

S9: Students do **not have to acquire translation skills to be good learners**.

S10: There is **no point to try to do it**. I think **it is totally different from the four skills** and it should **be taught separately**. And **not in our schools and colleges, high schools but in advanced levels...**

The English teachers from Turkey had mixed opinions regarding incorporating translation activities into course books. S6 and S7 held positive attitudes, with S6

adding that the results of translation activities in his classes were very positive and improved students' language knowledge. S7 addressed practicality and saving time, saying that translation activities accelerate the learning process and understanding. On the other hand, S9 looked unfavorably on the frequent use of translation though she uses translation to explain grammar structures. According to her, translation activities should be used only in certain situations when the students have real difficulty in understanding. Having a stable attitude towards own-language use and translation from the beginning of the interview onwards, S8 and S10 continued their negative attitudes towards any use of translation as an activity although S10 accepts brief explanations in Turkish. In sum, three participants held positive perceptions towards translation activities in course books but one stressed using it only in complicated situations. Two participants were strongly against incorporating translation into course books in any fashion.

Extract 30. Reintroducing translation activities into course books

S6: **I use translation in my lessons** and I see **the results are very very useful**. And it is really **improving students' language knowledge**.

S7: I think it is **practical and time saving** as it **speeds the teaching process up** and as it speeds the learning process of learners up.

S9: In terms of **practicality and saving time, they may be useful**. However, I believe that **translations should not be encouraged**. They need to **be only used in complicated situations**.

S10: It might **save your time** [...] As I said, giving some explanation **you can use shortly briefly, but an activity just about translation I don't know**.

4.1.4. Comparison of Attitudes of Nonnative Language Teachers in Austria and Turkey

This section compares Austrian and Turkish attitudes on the three main thematic fields discussed so far in this chapter: general attitudes towards own-language use and translation; attitudes towards advantages and disadvantages of them; and attitudes towards the concept of translation as a fifth skill.

To begin with, nonnative language teachers in both Austria and Turkey agree that communication skills are the priority in language learning. Thus, it seems that they try to expose students to as much English as possible and hold lessons with communicative

activities and exercises. In Austria, nonnative teachers consult own-language use and translation to compare and contrast grammatical structures between English and German and to explain words and expressions. The Turkish respondents do the same, but Austrian teachers tend to use own language and translation to compare and contrast between English and German while Turkish teachers tend to use the techniques for explanations and clarifications, possibly because English and German are Germanic languages that have more in common. In both countries, own-language use and translation are considered to be more useful at lower levels rather than higher levels, and students having high proficiency and meta-linguistic levels are led to have discussions in the target language. Lastly, the teachers consult their own language and translation as needed based on certain situations, but prefer to remain using English. In general, Austrian nonnative teachers have a positive attitude towards using own language and translation (except for one of the five) while two Turkish teachers have a negative attitude and three have a positive attitude.

The following paragraph summarizes the advantages and disadvantages of own-language use and translation between Austrian and Turkish teachers. First, both groups of participants agree that students at lower levels tend to think in their own language and translate mentally though the teachers wish they would remain in the TL. Only one Turkish teacher said that students at advanced levels can effectively translate mentally, while students at lower levels cannot do it yet. She may consider translation a skill that students can achieve over time. Austrian teachers favor using L1 as a resource to construct new knowledge because English and German are Germanic languages and have some similarities at the lexical level. On the contrary, Turkish teachers do not opt to use L1 as a resource at the lexical level because there are few similarities between Turkish and English. Code-switching was regarded as useful to build conversation; however, only one Turkish teacher was against mixing words because she thinks that translation promotes code-switching. Second, the Teachers believe that students feel motivated when they hear their own language because it has an affirmative effect on students, especially at lower levels. At the same time, the teachers accept that hearing their own language is easier and less challenging for students, leading to laziness.

Third, Austrian teachers said using own language and translation highlights linguistic similarities and differences between the language structures of English and German, while Turkish teachers were more concerned with explaining and clarifying language structures of English. Teachers from both countries agree that overusing own language and translation might have a negative effect on communication skills. Fourth, as for learners' age and level, it is obvious that both groups were against using translation activities with young learners but would opt to using with learners starting from the teenage years onwards. With regard to level, three Austrian teachers and three Turkish teachers favored using translation activities for lower-level students which are beginner, elementary and pre-intermediate levels. One teacher from each country defended the idea that translation activities are more suitable for advanced-level students because translation is a skill that requires specific knowledge. Next, four Austrian teachers and three Turkish teachers considered using Only English in the classroom as a better learning strategy because students should be exposed to the target language. One Austrian teacher claimed that it was linguistic imperialism. Though she was instructed to "never use translation" during her bachelor's studies, she stressed that it can be useful. One Turkish teacher saw an Only English policy necessary at higher levels and own-language use and translation a desperate need at lower levels. By and large, it is seen as a better learning strategy in both countries; nevertheless, the teachers mention that using Only English is very strict. Last, concerning the attitudes towards a multicultural teaching environment, only two Austrian teachers believe that translation enhances cultural and linguistic diversity while all of the Turkish teachers agree that it contributes to the diversity. The Austrian and Turkish teachers suggest using bilingual teaching rarely and encourage the more frequent use of monolingual teaching, especially for advanced-level students. Though monolingual teachers are valuable due to their communication skills and knowledge of cultural elements, both Austrian and Turkish teachers opt for bilingual teachers because they do not lack contrastive language analysis skills and can determine what difficulties students will experience in certain areas because they also had to acquire the target language.

Finally, all five Austrian teachers and three Turkish teachers did not consider translation a fifth skill in language teaching, although some suggested that it can be used as a skill at advanced levels. Two Turkish teachers considered it a fifth skill. Likewise, they emphasize that translation as a fifth skill is more appropriate for (upper) intermediate and advanced level students. As for the integration of translation activities into course books, all of the teachers (excluding S10) believe that translation should be reintegrated into textbooks when students reach certain levels. Austrian teachers, however, would exclude translation in a professional sense and lengthy, overburdened text translation. Turkish teacher S10 is against the use of translation in course books but favors using of brief explanations in Turkish.

4.2. Results of the Questionnaires

4.2.1. Descriptive Statistics

Statistical information will be provided in this section that describes the participants. To begin with, the age and gender distribution by county (Table 1) shows that female respondents (N=51) outnumber male respondents (N=11) in Austria while male respondents (N=43) outnumber female respondents (N=27) in Turkey.

		Gender		Total
		Female	Male	
Country	Austria	51	11	62
	Turkey	27	43	70
		78	54	132

Table 1. Gender distribution by county

Participants ranged in age between 18 and 44 years old in Austria and 18 and 25 years old in Turkey. Ages broken down into percentages can be seen in Appendix F. Table 2 shows the mean age of respondents in Austria (M=23.31) and Turkey (M=19.55).

Country	Mean	N	Std. Deviation
Austria	23.31	62	4.245
Turkey	19.55	69	1.778

Total	21.33	131	3.695
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Table 2. Mean age by country

Much more diversity when it comes to nationality is found in the Austrian sample than the Turkish sample. There are students from eight nationalities in Austria (see Figure 6) – Austrian, German, Lithuanian, Russian, Serbian, Romanian, Croatian and Tunisian. Approximately 79% of them are Austrian and 8.1% are German. In Turkey, only Turkish and Bulgarian students were in the classes (see Figure 7); 94.3% are Turkish while 1.4% are Bulgarian. Since the respondents who do not meet the criteria for the study were excluded, the percentages do not add up to 100%. Appendix G contains more detailed frequencies.

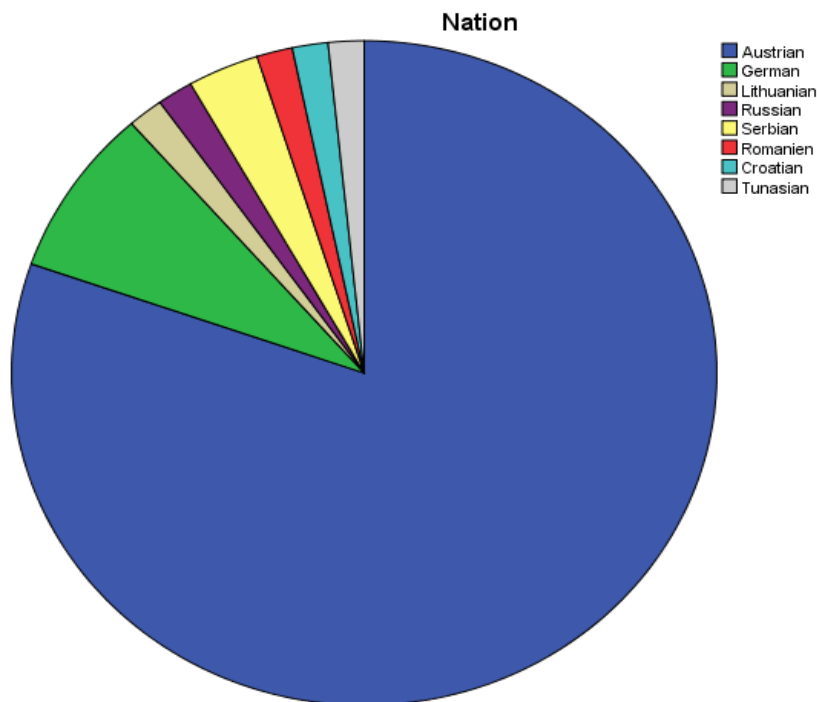


Figure 6. Nationality range in Austria

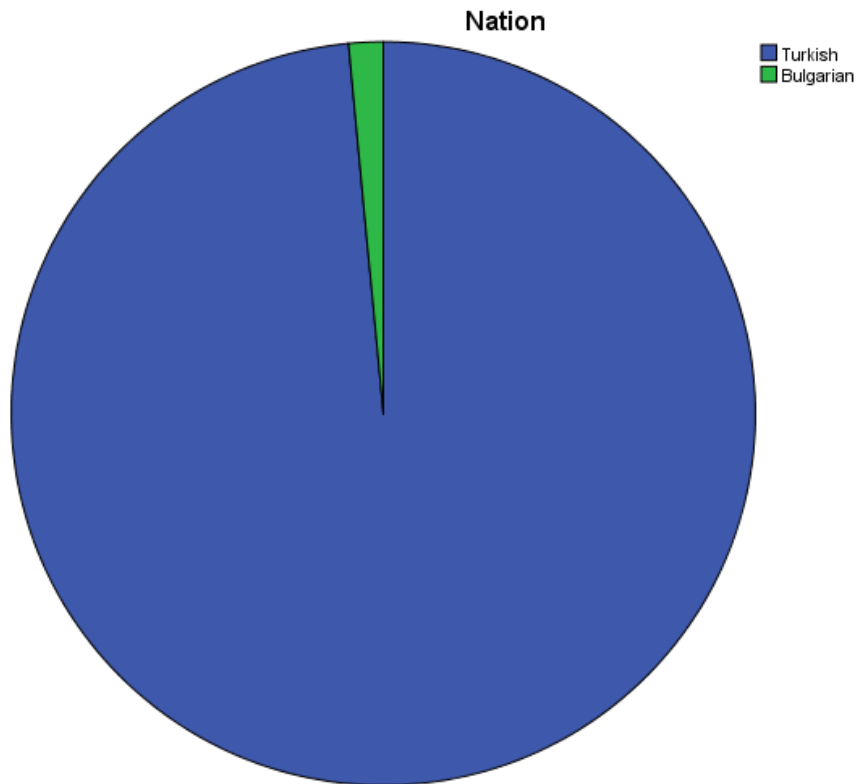


Figure 7. Nationality range in Turkey

Students from nine tertiary institutions in Austria responded to the questionnaire (see Figure 8) Participants represented University of Vienna, WU Wien, FH St. Pölten, FH OOE, FH Wien, University of Innsbruck, University of Amsterdam, University of Luxemburg and BOKU. University of Vienna has the highest ratio with 80.6% of respondents. Exchange students from University of Amsterdam and University of Luxemburg were also included.

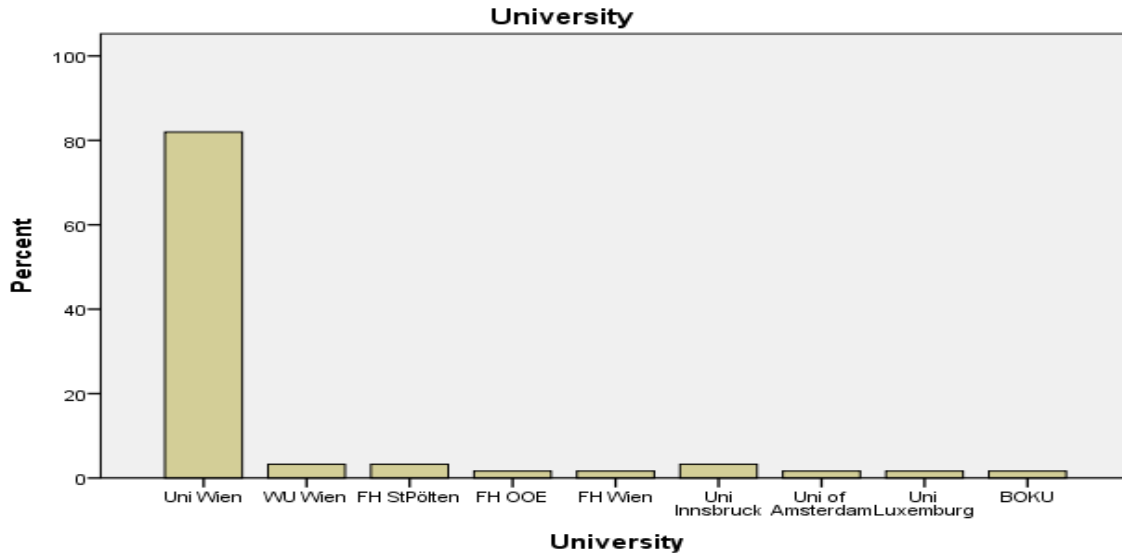


Figure 8. Range of educational institutions in Austria

Figure 9 shows participants in Turkey hail from twelve institutions: TOBB University, Ordu University, Istanbul Technical University, Hacettepe University, Middle East Technical University, Boğaziçi University, Eskişehir Osmangazi University, Kocaeli University, Niğde University, Gediz University, Türk Hava Kurumu University and Istanbul University. Students from TOBB University participated the most (24.3%), followed by Boğaziçi University (12.9%), Türk Hava Kurumu University (11.4%) and METU (8.6%). More statistical information about these ratios can be found in Appendix H.

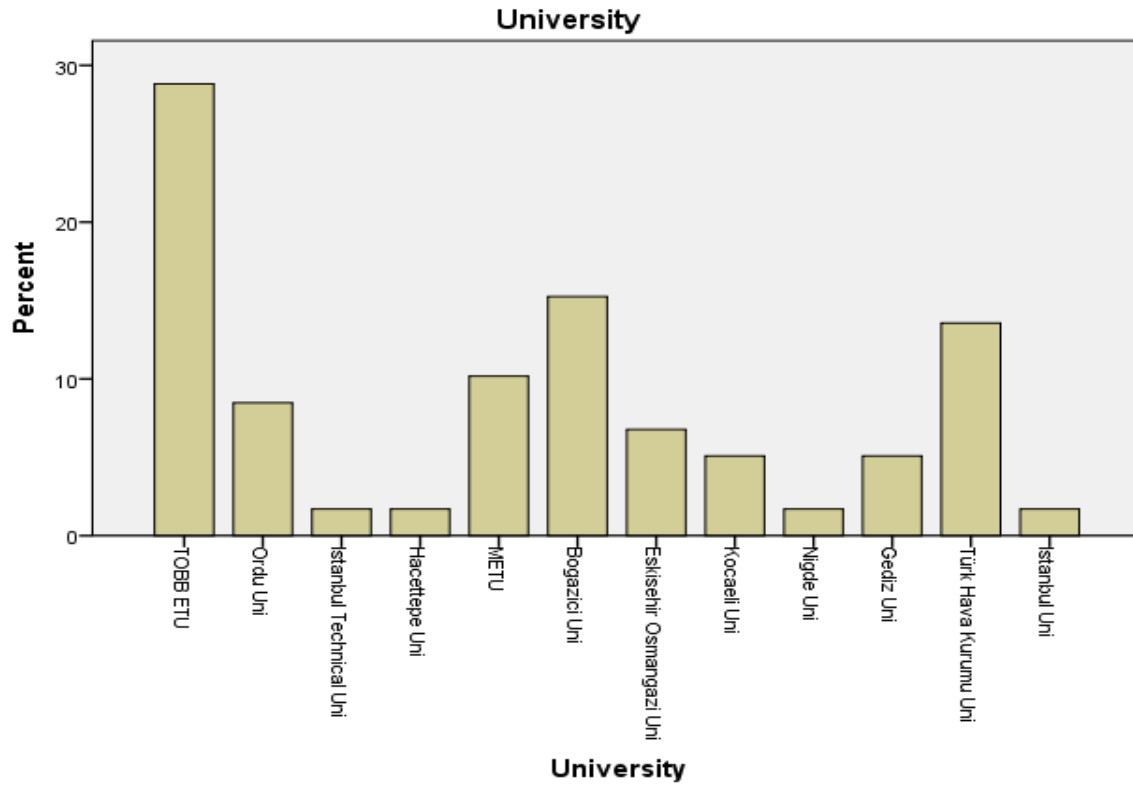


Figure 9. Range of educational institutions in Turkey

Figure 10 and 11 show the breakdown of departments where the students study in Austria and Turkey, respectively. There are 27 fields among Austrian respondents with the majority studying German language, teaching programs (called Lehramt in Austria), sociology and business administration. In Turkey, students from 28 fields, notably law, economy, aerospace engineering and mechanical engineering, participated. More detailed information is presented in Appendix I.

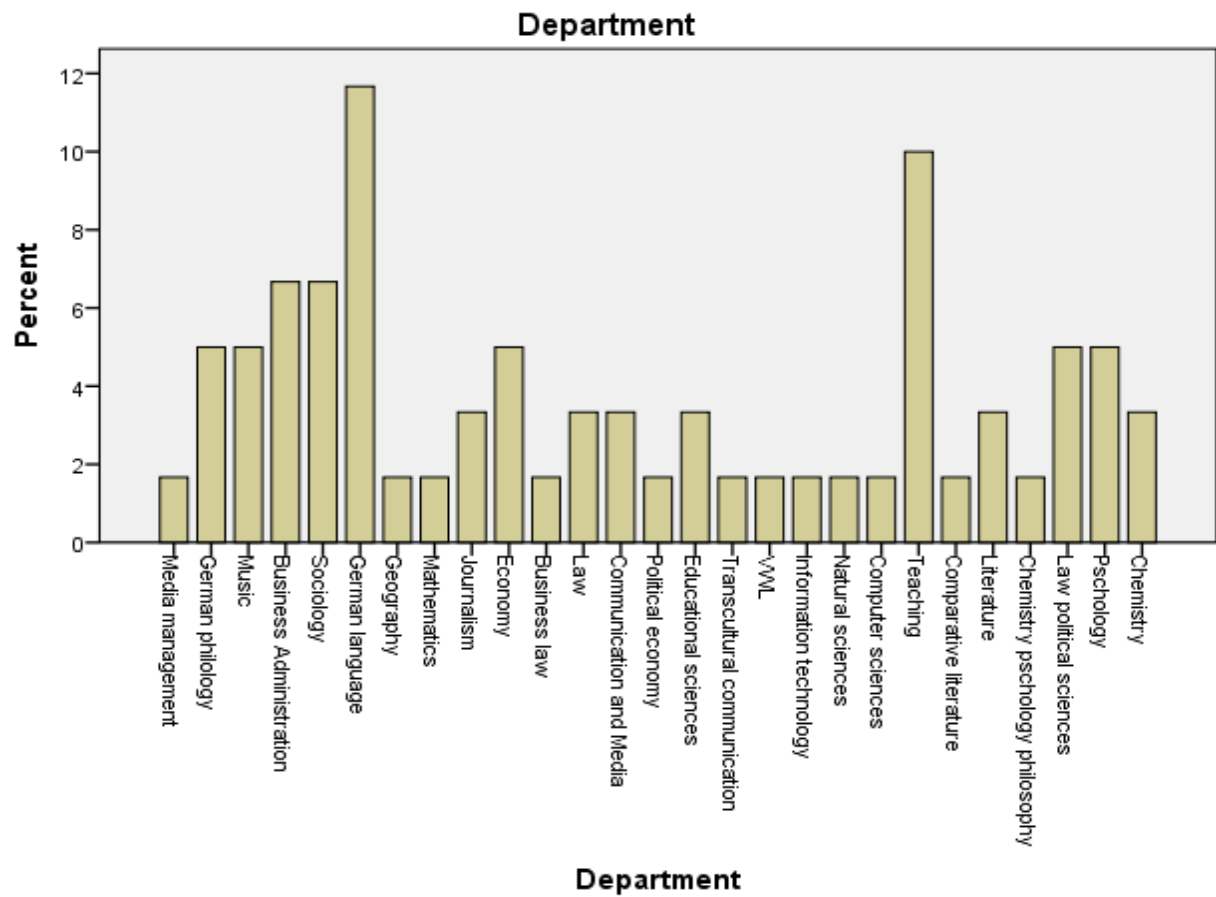


Figure 10. Range of departments in Austria

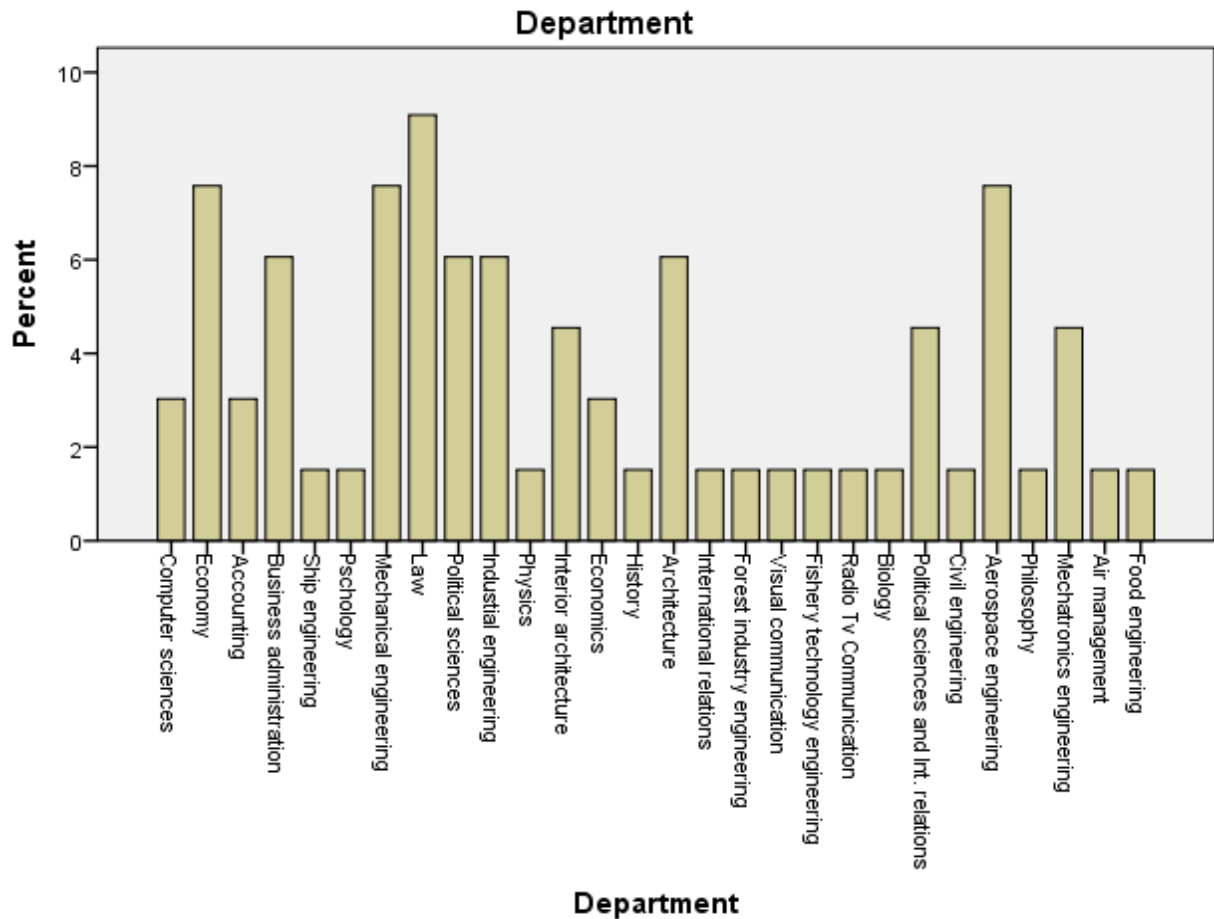


Figure 11. Range of departments in Turkey

The respondents' self-reported English levels ranged from beginner to advanced as shown in Figure 12. No Austrian respondents reported being beginners, although 30.6% said they were intermediate-level students and 69.4% said they were advanced-level students. In Turkey, 15.7% were beginners, 51.4% were intermediate-level students and 32.9% were advanced in English. See Appendix J for more detail.

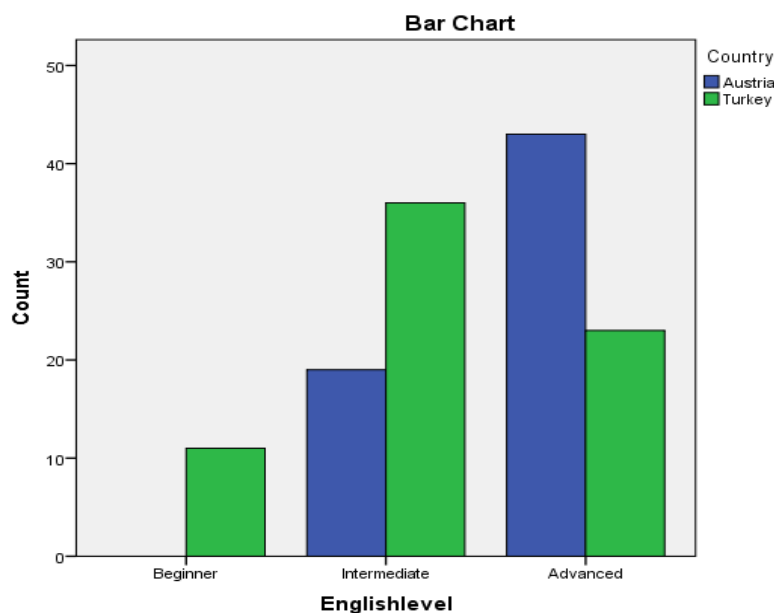


Figure 12. English level by country

Finally, the frequency of own-language use by English language teachers is shown in Figure 13. Approximately 29% of the Austrian-based participants reported that German is never used during English instruction, 25.8% reported rare use of German, 22.6% reported that German is used sometimes, 16.1% said that German is used often and 6.5% said their instructor always uses German during English classes. On the contrary, data analysis showed that Turkish is sometimes used during instruction in English courses. In Turkey, 14.3% of the participants said that Turkish is never used during English instruction, 27.1% reported rare use of Turkish, 32.9% said Turkish is sometimes used, 21.4% reported Turkish is often used and 4.3% said that their instructor always uses Turkish during English lessons.

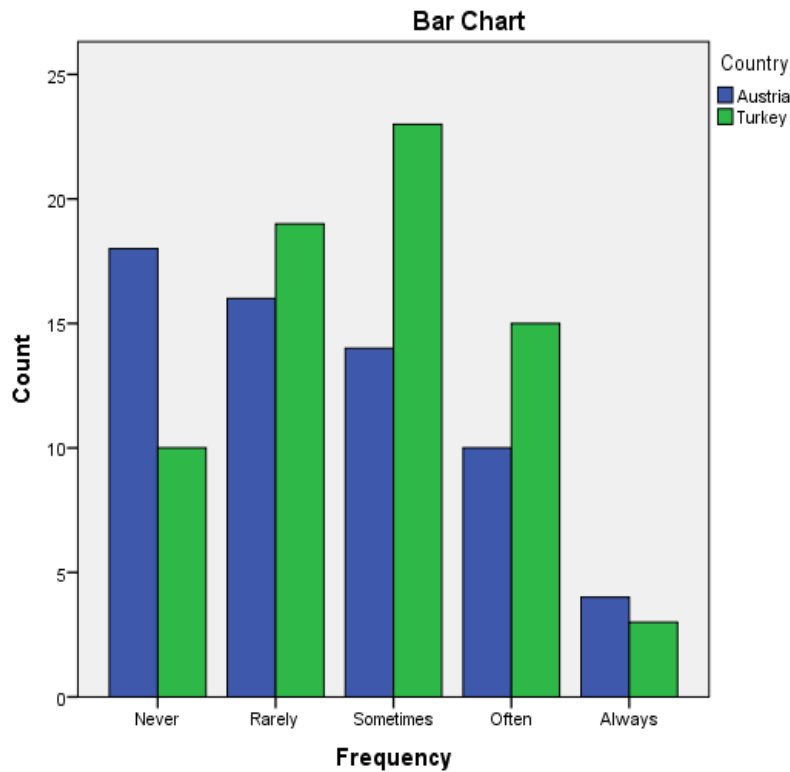


Figure 13. The frequency of own-language use

4.2.2. Attitudes of Students in Austria and Turkey

This section presents statistical data analysis results from the student questionnaire. In this study, attitudes of intermediate- and advanced-level students towards own-language use and translation are analyzed by one-way ANOVA based on their country. One ranking question is also statistically analyzed by one way ANOVA and means based on the respondents' country. Table 3 presents the results of one-way ANOVA for each item based on country.

Factor	Country	N	M	Std. Deviation	Sum of Squares	df	Mean Square	F	sig.
I1	Austria	62	2.31	1.065	4.234	1	4.234	3.849	0.52
	Turkey	59	1.93	1.032					
I2	Austria	62	2.23	1.031	5.090	1	5.090	5.257	.024
	Turkey	58	2.64	.931					

I3	Austria	61	2.44	1.088	.039	1	.039	.034	.854
	Turkey	59	2.41	1.036					
I4	Austria	62	2.02	1.048	18.415	1	18.415	18.180	.000
	Turkey	59	2.80	.961					
I5	Austria	62	3.18	1.033	12.192	1	12.192	10.386	0.002
	Turkey	59	2.54	1.134					
I6	Austria	61	2.16	1.083	4.471	1	4.471	4.263	0.41
	Turkey	58	2.55	.958					
I7	Austria	62	3.02	.932	13.845	1	13.845	12.305	0.001
	Turkey	57	2.33	1.185					
I8	Austria	62	3.18	.878	.462	1	.462	.531	.468
	Turkey	57	3.05	.990					
I9	Austria	62	1.68	.864	2.232	1	2.232	2.939	.089
	Turkey	59	1.95	.879					
I10	Austria	62	2.77	1.078	.015	1	.015	.014	.906
	Turkey	59	2.80	.996					
I11	Austria	62	1.97	.975	8.490	1	8.490	8.910	.003
	Turkey	58	2.50	.978					
I12	Austria	62	2.58	.984	13.385	1	13.385	14.523	.000
	Turkey	59	1.92	.934					
I13	Austria	62	2.05	.948	.086	1	.086	.093	.761
	Turkey	59	2.10	.977					
I14	Austria	62	2.56	1.154	13.418	1	13.418	12.609	.001
	Turkey	59	1.90	.885					
I15	Austria	60	2.22	.993	.577	1	.577	.520	.472
	Turkey	59	2.36	1.110					
I16	Austria	62	3.19	1.084	20.361	1	20.361	17.372	.000
	Turkey	59	2.37	1.081					
I17	Austria	60	2.32	1.347	7.031	1	7.031	4.803	.030
	Turkey	59	1.83	1.053					
I18	Austria	61	2.11	.968	.122	1	.122	.155	.694
	Turkey	59	2.05	.797					
I19	Austria	62	3.60	.557	8.459	1	8.459	12.482	.001
	Turkey	59	3.07	1.032					

I20	Austria	62	2.03	.905	.542	1	.542	.663	.417
	Turkey	59	1.90	.904					

Table 3. One way ANOVA results according to country

With regard to the attitudes towards use of own language and translation, I will analyze the Likert scale results of four thematic fields: cognitive learning, humanistic, practicality, and contrastive analysis. In the first thematic field, attitudes towards the use of translation activities, classroom instructions and mental translating will be evaluated. Table 3 shows that the majority of Austrian students somewhat agree ($M=2.31$) with Item 1 (“I understand better when the English language teacher sometimes translates to German orally in language tasks”) and totally agree with its counter argument, Item 11 (“I do not need oral translation to understand in English language lessons”). On the other hand, the majority of Turkish students totally agree ($M=1.97$) with Item 1 and somewhat agree ($M=2.50$) with Item 11. For Item 11, there is a statistically significant difference between the groups according to one-way ANOVA ($F(1,118)=8.910$, $p=.003$) statistics that shows Turkish students need oral translation more than Austrian students to understand language tasks better in English language lessons.

The majority of Austrian students somewhat agree ($M=2.23$) with Item 2 (“I do not need translation activities from English to German to understand better what I am reading”) and, similarly, somewhat agree ($M=2.58$) with Item 12 (“Translation activities from English to German should be sometimes done so that I can understand better what I am reading”). The majority of Turkish students, however, somewhat agree ($M=2.64$) with Item 2 and totally agree ($M=1.92$) with Item 12. For Item 2, there is a statistically significant difference between respondent groups based on one-way ANOVA ($F(1,118)=5.257$, $p=.024$), suggesting that Turkish students have a more positive attitude towards using translation in reading activities than Austrian students.

As for attitudes towards own-language use to better understand classroom instructions, Table 3 shows that most Austrian students somewhat agree ($M=2.44$) with Item 3 (“When I undertake a task in an English lesson, instructions can sometimes be given in German to make clear what I am doing”) and somewhat agree ($M=2.05$) with Item 13

("Before undertaking a language task, the teacher should give classroom instructions only in English"). Similarly, most Turkish students somewhat agree ($M=2.41$) with Item 3 and somewhat agree ($M=2.10$) with Item 13. Both Austrian and Turkish students favor hearing instructions in English than their own language. There are no statistically significant differences between the groups according to one-way ANOVA.

Lastly, with regard to mental translating, Table 3 shows that the majority of Austrian students somewhat agree ($M=2.02$) with Item 4 ("When English is spoken, I do not translate any words or sentences in my mind") and somewhat agree ($M=2.80$) with Item 14 ("When the teacher speaks English, I translate some words or sentences in my mind"). On the other hand, the majority of Turkish students somewhat agree ($M=2.56$) with Item 4 and totally agree ($M=1.90$) with Item 14. There is a statistically significant difference between groups in Item 4 according to one-way ANOVA ($F(1,119)=18.180$, $p=.000$) as well as a statistically significant difference between groups in Item 14 ($F(1,119)=12.609$, $p=.001$). The significant differences suggest that Turkish students tend to use mental translation more than Austrian students.

The second thematic field deals with humanistic issues such as motivation, anxiety and identity. First, with regard to motivation, the majority of Austrian students somewhat disagree ($M=3.18$) with Item 5 ("When the English language teacher sometimes speaks German, I feel motivated to participate in classroom activities") and somewhat agree ($M=2.22$) with Item 15 ("I feel motivated to express my opinions and feelings when only English is supposed to be spoken during the whole course time"). Most Turkish students somewhat agree ($M=2.54$) with Item 5 and somewhat agree ($M=2.36$) with Item 15. Regarding Item 5, one-way ANOVA yielded a significant difference between Austrian and Turkish students ($F(1,119)=10.386$, $p=.002$); Turkish students feel more motivated to participate in classroom activities when their own language is sometimes used.

Next, most Austrian respondents somewhat agree ($M=2.16$) with Item 6 ("I feel relaxed when I am supposed to use only English in language tasks") and somewhat disagree ($M=3.19$) with Item 16 ("I feel really anxious when I am supposed to use only English in language tasks"). The majority of Turkish respondents somewhat agree ($M=2.55$) with Item 6 and somewhat agree ($M=2.37$) with Item 16. There is a statistically significant

difference between respondent groups in Item 16 according to one-way ANOVA ($F(1,119)=17.372$, $p=.030$) indicating that the anxiety level of Turkish students is higher than Austrian students when they are supposed to use only English in language tasks, while Austrian students generally do not feel very anxious when only English is used.

The final issue is concerned with attitudes towards the use of own language and translation in the sense of linguistic and cultural identity. The majority of Austrian students somewhat disagree ($M=3.02$) with Item 7 (“When German is used as a means to teach English in certain situations in the classroom, it accepts my linguistic and cultural identity”) and somewhat agree ($M=2.32$) with Item 17 (“I do not feel any enforcement into my linguistic and cultural identity when only English is used in the classroom”). Most Turkish students somewhat agree ($M=2.33$) with Item 7 and totally agree ($M=1.83$) with Item 17. The one-way ANOVA results from Item 7 yielded a significant difference between Austrian and Turkish students ($F(1,117)=12.305$, $p=.030$) and, similarly, the one-way ANOVA results from Item 17 yielded a statistically significant difference between groups as determined by one-way ANOVA ($F(1,117)=4.803$, $p=.001$). This suggests that when Turkish is used in certain situations, Turkish students consider it as a sign of acceptance of their linguistic and cultural identity. Austrian students, however, do not consider it related to the acceptance of their linguistic and cultural identity when German is used. Nevertheless, it is seen that Turkish students do not feel any enforcement into their linguistic and cultural identity when only English is used.

The third thematic field is related to the attitude of students towards the practicality of own-language use and translation. First, concerning time efficiency, the majority of Austrian students somewhat disagree ($M=3.18$) with Item 8 (“When new vocabulary and idioms are translated into German by the teacher, it is a waste of time”) and somewhat agree ($M=2.11$) with Item 18 (“It is time-saving when new vocabulary and idioms are sometimes translated into German by the teacher”). Similarly, most Turkish students somewhat disagree ($M=3.05$) with Item 8 and somewhat agree ($M=2.05$) with Item 18. The results suggest that both Austrian and Turkish students do not regard own-

language use and translation as a waste of time; instead, sometimes using one's own language saves time.

Table 3 shows that most Austrian students totally agree ($M=1.68$) with Item 9 ("Bilingual dictionaries, which are both in English and in German, help me to understand better") and somewhat disagree ($M=3.60$) with Item 19 ("Bilingual dictionaries, which are both in English and German, make it difficult to understand"). Likewise, the majority of Turkish students also totally agree ($M=1.95$) with Item 9 and somewhat disagree ($M=3.07$) with Item 19. One-way ANOVA yielded a significant difference between Austrian and Turkish students in Item 19 ($F(1,119)=12.482$, $p=.001$), suggesting that both Austrian and Turkish students think bilingual dictionaries are helpful to understanding better. Turkish students, however, believe that bilingual dictionaries make English difficult to understand more than Austrian students. Austrian students are of the opinion that bilingual dictionaries do not make English difficult to understand.

Finally, the last theme in the scale is related to attitudes towards contrastive analysis of features between languages. Most Austrian students somewhat agree ($M=2.77$) with Item 10 ("Translation activities in the classroom confuse my mind, so they are useless") and somewhat agree ($M=2.03$) with Item 20 ("Translation activities are useful because they help me realize the differences and similarities between German and English"). In a similar vein, the majority of Turkish students somewhat agree ($M=2.80$) with Item 10 and totally agree ($M=1.90$) with Item 20. The results suggest that both Austrian and Turkish students believe that translation activities are useful to notice similarities and differences between languages, rather than confusing and useless exercises.

Respondents were also asked to order the four language skills from most effective (1) to least effective (4) in terms of the effectiveness of own-language use and translation. The results are compiled and statistically analyzed by country using one-way ANOVA and means in Table 4.

Country		Order reading	Order listening	Order writing	Order speaking
Austria	Mean	2.39	2.58	2.47	2.56
	N	62	62	62	62
	Std.	1.077	1.033	1.197	1.182
	Deviation				
Turkey	Mean	2.14	2.80	2.44	2.63
	N	59	59	59	59
	Std.	1.137	1.095	.987	1.173
	Deviation				
Between groups	Sum of Squares	1.912	1.410	.022	.118
	df	1	1	1	1
	F	1.563	1.246	.022	.085
	Sig.	.214	.267	.893	.771

Table 4. Means results of ranking skills by country

Table 4 shows no statistically significant differences between groups as determined by means. Austrian respondents ranked language skills effectiveness: Reading (M=2.39) > Writing (M=2.47) > Speaking (M=2.56) > Listening (M=2.58). Turkish students ranked the skills in the same order: Reading (M=2.14) > Writing (M=2.44) > Speaking (M=2.63) > Listening (M=2.80). These results show that both Austrian and Turkish students consider translation activities more effective for reading and writing skills and less effective for speaking and listening skills requiring communication.

4.2.3. Attitudes of Students based on their English Level

Student attitudes towards own-language use and translation were statistically analyzed according to their English levels by one-way ANOVA and means. The means and standard deviations from Austrian respondents are presented in Table 5.

Factor	Groups	Mean	N	Std. Deviation	Sum of Squares	df	F	Sig.
I1	Intermediate	1.79	19	.918	7.322	1,60	7.102	.010

I2	Advanced	2.53	43	1.054	7.154	1,60	7.442	.008
	Intermediate	2.74	19	.991				
I3	Advanced	2.00	43	.976	5.406	1,59	4.859	.031
	Intermediate	2.00	19	1.054				
I4	Advanced	2.64	43	1.055	4.492	1,60	4.313	.042
	Intermediate	2.42	19	1.121				
I5	Advanced	1.84	43	.974	4.123	1,60	4.060	.048
	Intermediate	2.79	19	1.228				
I6	Advanced	3.35	43	.897	6.454	1,59	5.958	.018
	Intermediate	2.67	19	.970				
I7	Advanced	1.95	43	1.068	1.407	1,60	1.637	.206
	Intermediate	2.79	19	1.134				
I8	Advanced	3.12	43	.823	.862	1,60	1.120	.294
	Intermediate	3.00	19	.943				
I9	Advanced	3.26	43	.848	1.137	1,60	1.536	.220
	Intermediate	1.47	19	.841				
I10	Advanced	1.77	43	.868	.126	1,60	.107	.744
	Intermediate	2.84	19	.958				
I11	Advanced	2.74	43	1.136	7.013	1,60	8.263	.006
	Intermediate	2.47	19	1.073				
I12	Advanced	1.74	43	.848	7.638	1,60	8.905	.004
	Intermediate	2.05	19	1.026				
I13	Advanced	2.81	43	.880	.089	1,60	.097	.756
	Intermediate	2.11	19	1.100				
I14	Advanced	2.02	43	.886	10.434	1,60	8.841	.004
	Intermediate	1.95	19	1.079				
I15	Advanced	2.84	43	1.090	4.787	1,58	5.199	.026
	Intermediate	2.63	19	.955				

I16	Advanced	2.02	43	.961	14.196	1,60	14.819	.000
	Intermediate	2.47	19	1.307				
I17	Advanced	3.51	43	.798	.000	1,58	.000	.997
	Intermediate	2.32	19	1.376				
I18	Advanced	2.32	43	1.350	2.920	1,59	3.233	.077
	Intermediate	1.79	19	.855				
I19	Advanced	2.26	43	.989	.033	1,60	.105	.747
	Intermediate	3.63	19	.496				
I20	Advanced	3.58	43	.587	8.547	1,60	12.391	.001
	Intermediate	1.47	19	.513				
	Advanced	2.28	43	.934				

Table 5. One way ANOVA results of Austrian students according to their English levels

To begin with, Austrian students reported being intermediate and advanced English students. There is a statistically significant difference between intermediate and advanced groups as determined by one-way ANOVA ($F(1,60)=7.102$, $p=.010$) for Item 1, which dealt with oral translation, and its counter argument, Item 11 ($F(1,60)=8.263$, $p=.006$). The results suggest that intermediate students, more than advanced students, sometimes need oral translation to German in language tasks to understand. For Item 2 and its counter argument, Item 12, there is a statistically significant difference between groups as determined by one-way ANOVA ($F(1,60)=7.442$, $p=.008$), and similarly for its counter argument Item 12, there is a statistically significant difference between intermediate and advanced groups as determined by one-way ANOVA ($F(1,60)=8.905$, $p=.004$). Intermediate-level students sometimes need translation activities from English to German much more than advanced-level students to better understand what they are reading. For Item 3, there is a statistically significant difference between intermediate and advanced students based on one-way ANOVA ($F(1,59)=4.859$, $p=.031$) suggesting intermediate respondents prefer that instructions are sometimes delivered in German more than advanced respondents in order to ensure the understand what they are doing. One-way ANOVA revealed significant differences between the groups in Item 4

($F(1,60) = 4.313$, $p = .042$) and its counter argument, Item 14 ($F(1,60) = 8.841$, $p = .004$). The results suggest that intermediate students mentally translate some words or sentences while advanced students do not. For Item 5, one-way ANOVA revealed significant differences between intermediate and advanced respondents ($F(1,60) = 4.060$, $p = .048$) as well as its counter argument, Item 15 ($F(1,58) = 5.199$, $p = .026$). The data suggest that intermediate respondents feel motivated to participate in classroom activities when the teacher uses German sometimes while advanced levels disagree with this argument and feel more motivated when Only English is used. Concerning Item 6 ($F(1,59) = 5.958$, $p = .018$), one-way ANOVA revealed significant differences between the groups as well Item 16 ($F(1,60) = 14.819$, $p = .000$), its counter argument revealed significant differences between the groups by suggesting that advanced students feel relaxed when they are supposed to use Only English in language tasks while intermediate students do not feel as relaxed. Lastly, for Item 20, one-way ANOVA revealed significant differences between intermediate and advanced learners ($F(1,60) = 12.391$, $p = .001$), suggesting that translation activities are considered more useful by intermediate learners than advanced learners to help them realize the differences and similarities between German and English.

Next, I will analyze the attitudes of Turkish students towards own-language use and translation statistically according to their English levels by one-way ANOVA and Means. The means and standard deviations are presented in Table 6. There are three levels among Turkish students: beginner, intermediate and advanced. It should be noted that this time beginner level learners are included for one way ANOVA based on their English level.

Factor	Groups	Mean	N	Std. Deviation	Sum of Squares	df	F	Sig.
I1	Beginner	1.45	11	.522	11.636	2,67	7.096	.002
	Intermediate	1.61	36	.803				
	Advanced	2.43	23	1.161				

I2	Beginner	3.00	11	.894	4.420	2,66	2.692	.075
	Intermediate	2.83	35	.923				
	Advanced	2.35	23	.885				
I3	Beginner	1.73	11	.467	7.426	2,67	4.060	.022
	Intermediate	2.22	36	1.017				
	Advanced	2.70	23	1.020				
I4	Beginner	2.64	11	.924	11.057	2,67	7.223	.001
	Intermediate	3.14	36	.762				
	Advanced	2.26	23	1.010				
I5	Beginner	1.80	10	.789	12.607	2,66	5.750	.005
	Intermediate	2.25	36	.996				
	Advanced	3.00	23	1.206				
I6	Beginner	2.82	11	.982	6.772	2,66	4.000	.023
	Intermediate	2.81	36	.856				
	Advanced	2.14	22	.990				
I7	Beginner	1.91	11	.701	5.354	2,65	2.178	.121
	Intermediate	2.14	36	1.175				
	Advanced	2.67	21	1.155				
I8	Beginner	3.36	11	.809	8.530	2,65	5.158	.008
	Intermediate	3.34	35	.802				
	Advanced	2.59	22	1.098				
I9	Beginner	1.36	11	.505	13.731	2,67	12.486	.000
	Intermediate	1.61	36	.645				
	Advanced	2.48	23	.947				
I10	Beginner	3.18	11	.751	3.394	2,67	1.859	.164
	Intermediate	2.94	36	1.013				
	Advanced	2.57	23	.945				
I11	Beginner	3.27	11	1.009	24.269	2,66	17.435	.000
	Intermediate	2.94	36	.754				
	Advanced	1.77	22	.869				
I12	Beginner	1.64	11	.674	9.264	2,67	6.662	.002
	Intermediate	1.61	36	.803				

I13	Advanced	2.39	23	.941	8.771	2,67	5.391	.007
	Beginner	2.45	11	.820				
	Intermediate	2.39	36	1.050				
I14	Advanced	1.65	23	.647	4.109	2,67	2.884	.063
	Beginner	1.73	11	.786				
	Intermediate	1.69	36	.822				
I15	Advanced	2.22	23	.902	15.619	2,67	8.005	.001
	Beginner	2.73	11	.905				
	Intermediate	2.75	36	1.025				
I16	Advanced	1.74	23	.964	9.031	2,67	4.580	.014
	Beginner	2.00	11	.775				
	Intermediate	2.08	36	.967				
I17	Advanced	2.83	23	1.114	6.532	2,67	3.350	.041
	Beginner	2.09	11	.831				
	Intermediate	2.08	36	1.156				
I18	Advanced	1.43	23	.728	2.437	2,67	1.884	.160
	Beginner	2.09	11	.944				
	Intermediate	1.89	36	.667				
I19	Advanced	2.30	23	.926	4.461	2,67	2.270	.111
	Beginner	3.27	11	.905				
	Intermediate	3.28	36	.974				
I20	Advanced	2.74	23	1.054	6.781	2,67	5.030	.009
	Beginner	1.45	11	.522				
	Intermediate	1.67	36	.793				
	Advanced	2.26	23	.964				

Table 6. One way ANOVA results of Turkish students according to their English level

One-way ANOVA yielded statistically significant differences between groups in regard to oral translation in Item 1 and Item 11, ($F(2,67)=7.096$, $p=.002$) and ($F(2,66)=17.435$, $p=.000$), respectively. Post-hoc¹⁰ Tukey's HSD¹¹ tests showed that beginner and

¹⁰ Means 'after this' in Latin and is used for further data analysis.

intermediate levels showed significantly greater needs for oral translation to better understand English than advanced levels at the .05 level of significance. One-way ANOVA yielded no statistically significant differences between the groups for Item 2, but revealed statistically significant differences with regard to translation activities while reading for Item 12 ($F(2,67)=6.662$, $p=.002$). Post-hoc comparisons using Tukey's HSD tests revealed that beginner and intermediate students showed a significantly greater need for translation activities to better understand what they are reading than advanced students. One-way ANOVA analysis of Item 3 and Item 13 yielded statistically significant differences between groups regarding classroom instructions in an English lesson: ($F(2,67)=4.060$, $p=.022$) and ($F(2,67)=5.391$, $p=.007$), respectively. Post-hoc comparisons using Tukey's HSD tests revealed that beginner students are more in favor of sometimes having instructions in Turkish to clarify what they are doing than intermediate and advanced students. However, advanced students favor classroom instructions in English more than beginner and intermediate respondents. A one-way ANOVA yielded statistically significant differences between groups for Item 4 concerning mental translation, ($F(2,67)=7.223$, $p=.001$) but revealed no statistically significant differences for Item 14. Post-hoc comparisons using Tukey's HSD tests revealed that advanced-level students mentally translate words or sentences significantly less than intermediate levels. One-way ANOVA analyses of Item 5 and Item 15 yielded statistically significant differences between groups with regard to motivation when Turkish is used, ($F(2,66)=5.750$, $p=.005$) and ($F(2,67)=8.005$, $p=.001$), respectively. Post-hoc comparisons using Tukey's HSD tests revealed that beginner and intermediate learners feel significantly more motivated than advanced learners to participate in classroom activities when the teacher speaks Turkish sometimes. However, advanced learners feel significantly more motivated than beginner and intermediate learners to express their opinions and feelings when only English is used. One-way ANOVA analyses of Item 6 and Item 16 yielded statistically significant differences between groups with regard to anxiety level, ($F(2,66)=4.000$, $p=.023$) and ($F(2,67)=4.580$, $p=.014$), respectively. Post-hoc Tukey's HSD tests showed advanced

¹¹ Tukey's HSD (honestly significant difference) test compares the means of each section to the means of each other section and compares the results in a single formulation.

students' anxiety levels are significantly lower than intermediate-level students when they are supposed to use only English in language tasks. One-way ANOVA analysis of Item 7 yielded no statistically significant differences between groups, but one-way ANOVA analysis of Item 17 yielded statistically significant differences ($F(2,67)=3.350$, $p=.041$) between groups with regard to linguistic and cultural identity. Post-hoc Tukey's HSD tests showed that advanced levels feel significantly less enforcement in their linguistic and cultural identity than intermediate levels when only English is used in the classroom. One-way ANOVA analysis of Item 8 yielded statistically significant differences between groups regarding time efficiency, ($F(2,65)=5.158$, $p=.008$), but one-way ANOVA analysis of its counter argument, Item 18, yielded no statistically significant differences. Post-hoc Tukey's HSD tests showed that intermediate students consider translating new vocabulary and idioms into Turkish significantly less of a waste of time than advanced students; all language levels agree that it is a time-saving practice. One-way ANOVA analysis of Item 9 revealed statistically significant differences regarding bilingual dictionaries ($F(2,67)=12.486$, $p=.000$), but one-way ANOVA analysis of Item 19 yielded no statistically significant differences between groups. Post-hoc Tukey's HSD tests showed that beginner and intermediate learners consider bilingual dictionaries significantly more helpful to understanding than advanced learners. One-way ANOVA analysis of Item 10 yielded no statistically significant differences between groups with regard to contrastive language analysis, but one-way ANOVA analysis of Item 20 revealed statistically significant differences ($F(2,67)=5.030$, $p=.009$). Post-hoc Tukey's HSD tests showed that beginner and intermediate levels find translation activities significantly more useful to realize the differences and similarities between Turkish and English than advanced levels.

As for the second part of the questionnaire, the attitudes of students towards own-language use and translation with the four language skills were statistically analyzed based on respondents' English levels using one-way ANOVA and means. The results of Austrian students are shown in Table 7. No statistically significant difference between Austrian learners was determined by one-way ANOVA. Regarding use of own language and translation, intermediate students rank the skills from the most effective to least

effective: Listening (M=2.32) > Speaking (M=2.42) > Writing (M=2.58) > Reading (M=2.68) while advanced students rank the skills: Reading (M=2.26) > Writing (M=2.42) > Speaking (M=2.63) > Listening (M=2.70). Therefore, intermediate levels regard own-language use and translation more useful for listening and speaking activities while advanced-level students find them more useful for reading and writing activities.

Groups		Order reading	Order listening	Order writing	Order speaking
Intermediate	Mean	2.68	2.32	2.58	2.42
	N	19	19	19	19
	Std. Deviation	1.293	1.003	1.017	1.216
Advanced	Mean	2.26	2.70	2.42	2.63
	N	43	43	43	43
	Std. Deviation	.954	1.036	1.277	1.176
Between groups	Sum of Squares	2.418	1.922	.339	.564
	df	1,60	1,60	1,60	1,60
	F	2.125	1.825	.233	.400
	Sig.	.150	.182	.631	.530

Table 7. One way ANOVA results of Austrian students according to English levels

The results of Turkish students are indicated in Table 8. No statistically significant difference between groups was determined by one-way ANOVA. The results show that beginner-level students rank the use of own language and translation from the most effective to least effective in the following order: Listening (M=2.27) > Speaking (M=2.55) = Reading (M=2.55) > Writing (2.64); intermediate-level students rank the skills in the following order: Reading (M=2.03) > Writing (M=2.36) > Speaking (M=2.69) > Listening (2.92); and, lastly, advanced-level students order the skills: Reading (M=2.30) > Speaking (M=2.52) > Writing (M=2.57) > Listening (M=2.61). Beginner-level students regard own-language use and translation more useful for listening and

speaking activities; intermediate students find them more useful for reading and writing activities; advanced students favor their use more with reading and speaking skills.

Groups		Order reading	Order listening	Order writing	Order speaking
Beginner	Mean	2.55	2.27	2.64	2.55
	N	11	11	11	11
	Std. Deviation	.820	1.009	1.433	1.293
Intermediate	Mean	2.03	2.92	2.36	2.69
	N	36	36	36	36
	Std. Deviation	1.082	1.052	1.018	1.167
Advanced	Mean	2.30	2.61	2.57	2.52
	N	23	23	23	23
	Std. Deviation	1.222	1.158	.945	1.201
Between groups	Sum of Squares	2.631	3.876	.940	.480
	df	2,67	2,67	2,67	2,67
	F	1.094	1.656	.411	.167
	Sig.	.341	.199	.664	.846

Table 8. One way ANOVA results of Turkish students according to English levels

5. Discussion

5.1. Summary

This thesis explored attitudes towards the use of own language and translation in English language lessons and the advantages and disadvantages of these practices. The perceptions of nonnative language teachers and tertiary students in Austrian and Turkish contexts were analyzed. Teachers were asked about three main research

questions including their general attitudes towards own language and translation, the advantages and disadvantages of own language and translation, and their opinion on if translation should be considered a fifth language skill. The focus was to establish how own-language use and translation are used in Austrian and Turkish classrooms.

A second component of the thesis explored tertiary students' perceptions of own language and translation from the aspects of cognitive learning, motivation, identity, practicality and contrastive language analysis, and if translation should be taught alongside the four language skills.

The second chapter, "Attitudes towards the use of Own Language and Translation", provided an overview of scholars' general attitudes towards the use of own language and translation, introduced theoretical considerations and argued that the use of own language and translation has advantages closely linked to linguistic, humanistic, pedagogical and practical aspects in language teaching. Recent methods and approaches using own language and translation were also suggested and current perceptions and attitudes of linguists and methodologists were introduced. These theories are highlighted in the results presented in this chapter.

In the third chapter, I presented details about my data collection, data and content analysis procedure. Considering the discussions in the theoretical considerations, I prepared interview and questionnaire guidelines that parallel each other to help observe the similarities and differences between the attitudes of teachers and students.

My own results, found in chapter four, analyzed perceptions of nonnative teachers and students in Austria and Turkey. I argued that the use of own language and translation is necessary in language teaching and has advantages over an English-only policy if used in certain, predefined situations. Non-native teachers in Austria and Turkey held similar positive attitudes towards the use of own language and translation in language teaching. According to them, own language and translation enhances and facilitates language learning, especially with lower-level students if used occasionally in certain situations. Turkish students held more positive attitudes towards the use of own

language and translation than Austrian students. After further analysis, when the results were measured based on English language levels, beginner- and intermediate-level students favor using own language and translation more than advanced students in both countries.

5.2. Implications

To rehash, translation has been ignored because of its association with the Grammar-Translation Method, which focuses on grammatical rules and uses translation between the source language and target language to apply those rules. Similarly, translation is avoided because it is often associated with word-for-word translation and literary texts practiced in the Grammar-Translation Method. However, clear from the results of interviews and questionnaires, it is still used by nonnative teachers, particularly to teach grammar and vocabulary. First, regarding general attitudes towards own-language use and translation, nonnative language teachers in Austria and Turkey hold positive and negative attitudes towards own-language use and translation. Some find the techniques positive because it is necessary in their lessons, while others believe frequent use can impede students' communicative skills while acquiring language. Among nonnative teachers, the frequency of use varies from 'rarely' to 'sometimes', and teachers mostly use translation and own language to explain grammatical structures and vocabulary, give instructions and make clarifications. The student questionnaire showed that the frequency of own language and translation in their classrooms varies from 'never' to 'always' in both Austria and Turkey. Nevertheless, the use of own language and translation was most prevalent at 'never' and 'rarely' in Austria, while Turkish student use was most prevalent at 'rarely' and 'sometimes'.

Second, attitudes towards the advantages and disadvantages of own language and translation will be discussed in four main thematic fields as presented in the theoretical considerations: linguistic, humanistic, pedagogical and practical aspects.

There are linguistic advantages to using own language and translation in language teaching. Own-language use and translation were considered necessary for cognitive

learning by nonnative teachers in Austria and Turkey, though they try to use English as much as possible. When nonnative teachers are asked if they notice students think inside their minds, nonnative teachers accept that students think or mentally translate so the use of own language and translation seems to be inevitable. This is compatible with Van Dyk's (2009: 205) argument that mental translation occurs because learners attempt to supplement their lack of new knowledge with the structures and functions in their own language, which enhances their comprehension. Similarly, Schäffner (1998: 125) stresses that understanding the lexical item is aimed by means of translation activities rather than literal translation of a lexical item. Also, the study which compares the group who translates the text and the group who only reads it suggests that "translation has a positive effect on the comprehension and retention of subjects reading L2 texts" (Canlı 1997). Nonnative teachers in Austria and Turkey emphasized that their students want to understand, so they occasionally or sometimes use their own language and translation. From the viewpoints of students, sometimes using oral translation or in reading activities is acceptable to understand language tasks better. However, some teachers feel that beginner- and intermediate-level students need translation activities more than advanced-level students. Based on Widdowson's (1978: 158) claim that students should be aware of what they are doing while undertaking tasks, I questioned if students would be satisfied with own- language use for classroom instructions. Students favor when teachers use English for classroom instructions rather than their own languages; nevertheless, the interviewees indicated that they sometimes give instructions in German or Turkish, especially for lower-level students, to ensure understanding. The questionnaire responses aligned with the teachers' actions; intermediate-level students in Austria and beginner-level students in Turkey prefer instructions to be given in their native language to ensure clarity more than advanced students. Utilizing own language and translation by students and teachers was supported by questionnaire results because students translate or think in their minds. This result supports Widdowson's (2003: 150) argument that learners tend to whisper equivalents in their own language to each other in the classroom, to expect someone outside the classroom to help because it is impossible for them to resist thinking the equivalents mentally. Although Turkish students tend to mentally translate words or

sentences more than Austrian students, beginner- and intermediate-level students in both countries mentally translate more than advanced students. It is clear that language transfer occurs more commonly among lower-level students. This finding of the study aligns with Leonardi's (2011: 18) claim that "recent studies have focused on the benefits of using L1 in EFL classes, especially for students with lower levels of proficiency." As well as the promotion of cognitive learning, I was interested in the use of contrastive analysis, error analysis and interlanguage as mentioned in the literature, and so any use of language transfer by nonnative language teachers was questioned. In addition to understanding, the purpose of translation and own-language use by Austrian teachers is to highlight similarities and differences between English and German language structures. Turkish teachers, however, are more concerned with explaining and clarifying language structures in English since there are few commonalities between Turkish and English. It seems that it is also favorable from the point of students. In both countries, students welcomed using own language and translation for contrastive language analysis and said translation activities help them realize similarities and differences between their own language and English. Here it should be distinguished that beginner- and intermediate-level students favored translation activities more than advanced-level students. The findings of the students are parallel to what Weschler (1997, quoted in Cole 1998: 2) claims:

If students have little or no knowledge of the target language, L1 can be used to introduce the major differences between L1 and L2, and the main grammatical characteristics of L2 that they should be aware of. This gives them a head start and saves a lot of guessing.

To avoid probable errors, S3 said that translation "shows the differences, and at the same time, the traps the students can actually fall into". In a similar vein, Valdeòn García (1995: 249) also favors the use of translation to draw teachers' attention to their students' errors: "Teachers can develop positive strategies of error correction which will enable students to make progress without feeling guilty about their mistakes". However, nonnative teachers suggested not using own language and translation frequently because they consider the skills useless for communication, which contrasts recent methods using own language and translation for communicative teaching targets. Nonnative teachers have a contrary opinion to recent studies, and this might be related

to their lack of knowledge about current translation methods and techniques that aim to make activities communicative. In fact, only one participant, an Austrian teacher, read or heard about recent translation activities and methods at a linguistic conference. She has positive attitudes towards own-language use and translation when they aim to facilitate language teaching rather than teaching translation through lengthy and literary texts. Although the interviewees consider they are inappropriate for communicative teaching targets, their practices in the classroom rationalize Leonardi's (2010: 81) assertion that translation is an interactive activity when it is properly used for pedagogical purposes. Moreover, when it is used in a balanced and systematic way, it is compatible with the principles of communicative approaches (Allford 1999: 249). For example, when their attitudes towards using code-switching were questioned, nonnative teachers generally view code-switching positively. According to them, code-switching between languages at the lexical level helps conversation progress, promotes learning new words and is seen as a conversation builder. The practices of nonnative language teachers are compatible with the claims made by the proponents of own-language use and translation. Allford (1999: 246) asserts that "cross-lingual strategies (including translation) and intra-lingual strategies (such as discussions in the TL about a specific subject)" are complementary and increase classroom interaction. Code switching is also praised by Vivian Cook (1999: 193) as a favorable sign of being a "multi-competent user" in contrast to the monolinguals who have no chance to resort to another language.

Regarding humanistic aspects of own language and translation, I asked nonnative teachers about the motivation and anxiety level of students. Teachers have noticed that lower-level students feel comfortable and motivated to participate in classroom activities when own language and translation are used. As students find translation activities enjoyable, they demand any use of it in the classroom (Lavault 1985: 34); Dörnyei and Murphey (2003) also point out that own-language use in the classroom has a great role in increasing motivation and success rates. As for the viewpoint of teachers in this study, it is also a useful and motivating activity. The students' perspective reinforces these arguments, too. Turkish students feel more motivated when the teacher speaks Turkish sometimes; Austrian students do, too, but not at such high rates. In both countries, beginner- and intermediate-level students feel more motivated when their

own language is sometimes used while advanced-level students feel more motivated to express their opinions and feelings when Only English is used. Nonnative teachers in my study said students feel less anxious and more safe when their own language is sometimes used, which Lewine (2003) found in a study. In a questionnaire conducted by Carreres (2006: 7), the arguments for translation activities show that most of the learners consider them useful. Snell-Hornby (1985, quoted in Ivanova 1998: 103-104) said “students themselves perceive translation as a useful language exercise” and showed that the students at the tertiary level attended translation courses to acquire more vocabulary or learn about grammatical structures by comparison and contrast. According to the questionnaire, anxiety level decreases among beginner- and intermediate-level students in both countries when own language is sometimes used, while advanced students have lower anxiety levels using Only English in language tasks. In such a case Källkvist (2013: 230) suggests translation tasks can be used as ice-breakers to promote interaction among students. Own language and translation also change attitudes towards monolingual teaching. When the Direct Method was commonly praised by applied linguists, U.S. President Theodore Roosevelt spoke about ‘English Only’: “We have room for but one language in this country and that is the English language (Roosevelt 1926: 554, quoted in Cook 2010: 40). Favorably, in years since the speech, perceptions about monolingual teaching have changed and bilingualism has been emphasized to support learners’ identity. In his campaign speech, U.S. President Barack Obama (2008, quoted in Cook 2010: 41) reflects changing perceptions in language methodology and stresses the importance of becoming a bilingual. In the field of applied linguistics, some regard monolingual teaching as a better language teaching strategy while some consider it as a linguistic imperialism by Anglo-American culture. Considering these changing attitudes towards monolingual teaching within the framework of cultural and linguistic identity, I investigated the perceptions of nonnative teachers in Austria and Turkey. Only one Austrian teacher considers using only English as linguistic imperialism and states that she is oriented to think this is a learning strategy because she was taught this at her university. While one Turkish teacher has a neutral attitude, the others agree that this learning strategy aims to foster students’ communicative skills. Nevertheless, some follow a strict ban on using their

own language. From the point of students, when Turkish is used in certain situations, Turkish students consider it a sign of acceptance of their linguistic and cultural identity. Austrian students, however, do not consider it related to the acceptance of their linguistic and cultural identity when German is used. Nevertheless, Turkish students do not feel any re-enforcement of their linguistic and cultural identity when Only English is used; in fact, advanced-level students in Turkey feel significantly less enforcement than intermediate students. Overall, intermediate-level students tend to relate language to their identity more than advanced students.

Regarding the pedagogical aspect of own language and translation, bilingual teaching can be beneficial for language learning besides considering learners' cultural and linguistic identity. Widdowson (2003: 149-165) criticizes that TESOL bases its foundations on monolingualism and proposes the use of bilingualization activity as a means in language learning. Similarly, some nonnative teachers in my study said that own-language use and translation are sometimes inevitable and favored bilingual teaching. Others, however, stress the importance of exposure to the target language and prioritize monolingual teaching, especially at higher levels due to students' proficiency. With regard to exposure to a native language, Butzkamm and Caldwell (2009: 30-33), in *the Bilingual Reform*, refute this argument, suggesting that the use of target language would never be sufficient in the classroom, but a systematic and controlled use of own language can facilitate language learning. Furthermore, the role of monolingual and bilingual teachers has been questioned in this process. The concepts of fallible nonnative teacher and perfect native speaker teacher have been discussed by linguists. Medgyes (1992, quoted in Cook 1999: 200) draws attention to learners' viewpoint "Students may feel overwhelmed by native-speaker teachers who have achieved a perfection that is out of the students' reach". Similarly, Kramsch (1993: 9) illustrates the concept of a native speaker in the minds of nonnative teachers as well as students, "Nonnative teachers and students alike are intimidated by the native-speaker norm". However, when asked about the attitudes of nonnative teachers towards bilingual teachers and native teachers, respectively, interviewees agree that native speakers have better pronunciation, communication skills and cultural knowledge but, as bilingual teachers, they regard themselves one step ahead of monolingual teachers because

they also have knowledge of students' own language and culture. As they were once English language learners, they maintain that they foresee what difficulties students might experience and develop teaching strategies that take these factors into account. Likewise, a linguist dealing with teachers' attitudes, Thomas (1999, quoted in Cook 2010: 48-49) explored that Slovakian teachers of English are against Only English, which is dictated by the applied linguists of Anglo-American origin, and favor the idea that using L1 as a resource to construct new knowledge on the basis of existing knowledge can create a better teaching environment. Skinner (1985, quoted in Leonardi 2010: 61) supports the claim that using Only English can be seriously harmful for cognitive processes of learners while for Krashen (1982) there is no role of L1 in the language acquisition. Here, the controversy between Skinner and Krashen is between 'acquisition' and 'learning' because they are two distinctive processes in a second and foreign language: "Acquisition [...] refers to unconscious process [...]. Learning, by contrast, refers to a process in which conscious rules about a language are developed" (Richards and Rodgers 1986: 131). Considering that it is inevitable to ignore consciousness from the learning process, it is impractical to disregard the necessity of own-language use in language teaching. As the results of my study indicate, nonnative teachers believe that English should be the language used most; nevertheless, bilingual teaching is seen as more advantageous over monolingual teaching, in general.

On the other hand, by referring to constructing new knowledge on the basis of existing knowledge, Widdowson (1983) highlights the intercultural aspect of the bilingual approach and states that meaning is inferred from the text in combination with the world knowledge of the reader. Concerning the intercultural aspect of the bilingual approach, I questioned the attitudes towards the contribution of translation into multicultural and linguistic diversity in the classroom; only two Austrian teachers consider that translation enhances cultural and linguistic diversity in language teaching, while all of the Turkish teachers believe translation contributes. Likening students to helpless rabbits, one of the nonnative teachers highlights that even a single word in students' own language used for making a joke can change the teaching environment. Compared to Turkish teachers, however, Austrian teachers held negative or neutral attitudes towards the role

of translation in promoting linguistic and cultural diversity as one nonnative teacher claimed that she prefers explaining cultural elements in English.

Concerning pedagogical aspects of own language and translation, the following paragraph addresses attitudes towards learners' age and level. Since individuals learning a second or foreign language will call upon their own language, the role of language transfer is taken into consideration. Nonnative teachers generally carefully consider when to use own language and translation with teenagers but they use the techniques more readily with beginner, elementary, pre-intermediate students. This thesis recommends not using own language and translation for young learners, but the techniques are suggested for advanced-level students only when translation is taught. S3, however, said she could accept translation activities for young learners if they are pedagogically appropriate activities based on the students' age and type and content of the translation activities. Additionally, there is also controversy with regard to translation and own-language use based on the level of learners. Some linguists argue that translation should be used at the early stages of learning development to externalize the mental translation process; on the other hand, a large majority of linguists assert that translation should be used at advanced levels because it requires higher cognitive skills. By addressing the acquisition of a phonological system at the early stages of learning, Tucker (1990: 30) suggests that translation should have no place with beginners because they are supposed to acquire the phonological system first. Only thereafter, more complicated and elaborated skills such as reading and writing should be taught by means of translation activities. Similarly, Blank (1987, quoted in Zojer 2009: 45) asserts that the use of translation is not appropriate in the early stages of second language acquisition; only when they have an advanced level of proficiency, culture specific texts can be understood. On the other hand, referring to when learners consult L1, some argue for using especially at the early stages of learning development as it would lead to higher cognitive skills such as understanding. In a similar vein, concerning using translation for vocabulary teaching, Nation (2003, quoted in Al-Nofaie 2010: 75) suggests translation activities from L2 to L1 especially at the beginner level of proficiency. As to the attitudes of nonnative teachers in my research, three teachers

from each country favor using translation activities for students at lower levels. One Austrian and one Turkish teacher suggested translation activities were more suitable for advanced-level students because translation requires sufficient knowledge and background. In contrast to what Tucker (1990) and Blank (1987) claimed, the practices of the interviewees indicate that translation activities are used at lower levels and teachers resort to translation activities because they are necessary at some cases. Teaching translation, however, is considered more suitable for advanced-level learners.

Regarding the practical aspects of own-language use and translation, according to the results of my study, the nonnative teachers consider the use of own language and translation as time savers that hasten the learning process. Some Austrian teachers complained about the lack of time allotted to cover topics (two hours a week), and so they sometimes resort to using own language and translation. Similarly, Turkish teachers found that the techniques are practical and help save but they do not favor the frequent use of own language and translation. Furthermore, when teaching translation as a fifth skill is in question, there is little interest among nonnative teachers it is believed to be time consuming. The results of the questionnaire suggest that students' perceptions parallel the attitudes of nonnative teachers. Both Austrian and Turkish students do not regard own-language use and translation as a waste of time. On the contrary, the techniques are considered time savers. Interestingly, intermediate Turkish students consider translating of new vocabulary and idioms into Turkish significantly less of a waste of time than advanced students.

Having noticed that own language and translation are used by nonnative language teachers in the classroom, I furthered to question their attitudes towards the integration of translation activities into course books. All of the teachers in both countries (excluding S10) support integrating translation activities into course books because the activities are considered necessary for certain levels. Austrian teachers emphasize that they would exclude translation in a professional sense and lengthy and overburdened texts, while Turkish teacher S10 is against any use of translation in her course books although she favors using brief explanations in Turkish.

The controversy between monolingual and bilingual teaching has been also seen in the use of dictionary. Looking at the use of monolingual and bilingual dictionaries by students, the main objective of using a dictionary has been discovered to understand the meaning of a lexical item, and so bilingual dictionaries are considered more preferable (Gerloff 1988, quoted in Ivanova 1998: 99). In my study, both Austrian and Turkish students report that bilingual dictionaries are helpful for better understanding. Turkish students said bilingual dictionaries make understanding more difficult than Austrian students, who said that bilingual dictionaries do not make things difficult to understand. This might be due to reasons stressed by Austrian and Turkish teachers; Austrian teachers, particularly S1, addressed the similarities between German and English at the lexical level, while Turkish teachers, particularly S10, pointed out that Turkish and English do not share many common lexical or grammatical features. Beginner- and intermediate-level students in Turkey consider bilingual dictionaries significantly more helpful to understanding than advanced levels. Students suggested that referencing a dictionary and understanding the meaning of words in their own language leads to increased memory of the word. To add more, it is a striking result that Turkish students consider bilingual dictionaries make it difficult to understand more than Austrian students. From the point of teachers bilingual dictionaries are seen to be indispensable. In Mandalios' 2012: 16) study, their benefits as a pedagogical tool for students are endorsed by native-speaker ELT teachers both as language learner and teachers. She questions why bilingual dictionaries are not used in classes though the teachers they themselves resort to bilingual dictionaries in language learning (ibid.) Regarding teachers' feeling constrained Mandalios (2012: 18) presumes that "there may be a set of other practices which teachers are 'afraid' to use openly for fear of being deemed out of synch with current thinking". According to the results of the questionnaire, students, especially at beginner and intermediate levels tend to benefit from bilingual dictionaries as native-speaker ELT teachers in the aforementioned study by Mandalios (2012) state. Therefore, this study suggests using bilingual dictionaries when necessary.

The concept of translation as a fifth skill in language teaching or as a distinct skill from language teaching has been discussed by linguists. For example, Lado (1961: 33, quoted in Källkvist 1998: 77) proposes that the ability to translate differs from other skills, and in a similar way, Newmark (1991) claims translation is the fifth skill, distinct from the four skills of language. For them, translation has no place at the center of language teaching, but rather it serves as a pedagogical tool to assist language teaching. Linguists disagree that it can be referred as a fifth skill in the field of language pedagogy. Similar to these claims, only two Turkish teachers consider translation as a fifth skill in language teaching; the remaining teachers in both countries suggest it can only be used as a skill at advanced levels. As seen in the arguments, nonnative teachers in Austria and Turkey also generally consider translation to be an additional technique that can enhance and facilitate the acquisition of a foreign language. Nevertheless, the number, type and content of translation activities could be used to determine if translation is a fifth skill or an additional technique in language teaching according to the Teachers. Duff (1989: 6) indicates that Alan Maley, the series editor of Oxford University Press, stresses the transition of translation from as a means of teaching translation to learning language.

Austrian and Turkish teachers favor combining translation activities with the other four skills rather than teaching translation as a fifth skill, according to the interviews. Considering that the combination of translation activities with the four skills is preferable by nonnative teachers, students in Austria and Turkey were questioned to order the four language skills in terms of its relation to translation and own-language use. Students from both countries ranked the four language skills in the same order –Reading > Writing > Speaking > Listening – from most effective to least effective in terms of the effectiveness of translation and own-language use. This result might justify why nonnative teachers tend to avoid using own language and translation as much as possible and the teachers' argument that frequent use of own language and translation can hinder the development of students' communication skills. In addition, a similar study (Scheffler 2013: 260) which measures learners' perceptions demonstrates

“translation is viewed by students as a positive force in their learning, and this applies [...] to the skills of reading, writing, and speaking, [...] vocabulary and idioms”.

All in all, the perceptions we have gained in recent years suggest a reassessment of the role and focus of translation in language pedagogy. It seems that translation’s bad reputation that emerged with the Grammar-Translation Method has been disappearing among learners as well as methodologists. The use of translation in predefined situations in a systematic way has been approved by some linguists and some teachers because they think that its use is necessary to a certain extent in second and foreign language classrooms. For example, Hall and Cook (2012: 299) highlight the production of language teaching materials which involves “the learners’ own language (e.g. through translated word lists, own-language rubrics or grammatical explanations)” by some leading publishers. Based on the findings of studies and observations, it is clear that the general attitude towards own language use and translation has changed over years. The applied linguists arguing for the use of translation for pedagogical purposes in language learning suggest it to be reconsidered (Harden 2009: 126). Considering that positive and negative transfer between languages is inevitable after a certain age, Van Dyk (2009: 205) claims that learners tend to consult literal translation while learning language, and a systematic and legitimate use of translation can teach them how to benefit from the translation as a strategy. As translation activities are related to language transfer, translation stands as a proper pedagogical tool to put own-language use into practice. After all, the findings of my study also indicate that though nonnative teachers do not favor the frequent use of own language and translation, there are a variety of reasons for using them in a balanced and systematic way in classes. Likewise, students hold positive attitudes towards using own language and translation in certain cases. Therefore, this study suggests a reconsideration of own language and translation in language pedagogy.

6. Conclusion

This study investigated nonnative teachers’ and learners’ attitudes referring to four themes: linguistic, humanistic, pedagogical and practical aspects of own language and

translation. The research addressed the dilemma that nonnative teachers and tertiary-level students face about stopping their inner voices in their own language or using their own language as a resource. The general finding was that, although not completely favorable, using own language and translation in certain circumstances and some predefined situations is considered necessary by nonnative teachers and students in Austria and Turkey.

From a pedagogical perspective, learners' favorable attitudes towards own-language use and translation could benefit second and foreign language teaching. I believe that a learner-centered teaching method should take students' feelings into account; this study can pave the way for this process, in which learners' needs and feelings are also considered, to begin.

From a political perspective, in a continuously globalizing world that constantly exchanges information, national values and cultural values, this study might lead to a broader outlook of cultural and linguistic diversity in teaching environments rather than maintaining one language and one culture. Since language is related to power relations, language learners might be exposed to cultural and linguistic imperialism.

The scope of this study was limited to nonnative English language teachers who were working in Austria and Turkey and to students studying at the tertiary level in the aforementioned countries. It investigated nonnative teachers' and learners' attitudes and reached descriptive results about their tendencies towards the use of own language and translation in order to form a basis for further studies in this field.

Further research is needed to investigate attitudinal dispositions of native speakers and nonnative teachers. For example, in one interview with a native English speaker, the interviewee was strongly against any use of own language and translation in language teaching. Further studies might consider exploring the relationship between linguistic attitude and achievement in language learning or the situation into the future in the following five or ten years.

7. References

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8. Appendices

APPENDIX A

Questionnaire Guideline and Questionnaire Forms in English, German and Turkish

A. Cognitive - Attitudes to Understanding Language

i. Translation

+I understand better when the English language teacher sometimes translates to German orally in language tasks.

-I do not need oral translation to understand in English language lessons.

-I do not need translation activities from English to German to understand better what I am reading.

+Translation activities from English to German should be sometimes done so that I can understand better what I am reading.

ii. Classroom instructions

+When I undertake a task in an English lesson, instructions can sometimes be given in German to make clear what I am doing.

-Before undertaking a language task, the teacher should give classroom instructions only in English.

iii. Thinking inside their mind

-When English is spoken, I do not translate any words or sentences in my mind.

+When the teacher speaks English, I translate some words or sentences in my mind.

B. Humanistic

i. Motivation

+When the English language teacher sometimes speaks German, I feel motivated to participate in classroom activities.

-I feel motivated to express my opinions and feelings when only English is supposed to be spoken during the whole course time.

ii. Anxiety level

-I feel relaxed when I am supposed to use only English in language tasks.

+I feel really anxious when I am supposed to use only English in language tasks.

iii. Identity

+When German is used as a means to teach English in certain situations in the classroom, it accepts my linguistic and cultural identity.

-I do not feel any enforcement into my linguistic and cultural identity when only English is used in the classroom.

C. Practical

i. Time-efficiency

-When new vocabulary and idioms are translated into German by the teacher, it is a waste of time.

+It is time-saving when new vocabulary and idioms are sometimes translated into German by the teacher.

ii. Bilingual dictionaries

+Bilingual dictionaries, which are both in English and in German, help me to understand better.

-Bilingual dictionaries, which are both in English and German, make it difficult to understand.

D. Contrastive Analysis – Attitudes to L1 transfer

-Translation activities in the classroom confuse my mind, so they are useless.

+Translation activities are useful because they help me realize the differences and similarities between German and English.

E. Language skills

If '*translation activities*' and '*German*' were systematically used to some extent in the classroom, for what language skills of yours would they be more effective?

Questionnaire Form: (in English)

Dear participant,

My name is Nihan Erdemir and I am a Master's student at the University of Vienna. In the course of my master thesis in the English Department, I am undertaking an empirical investigation. With my questionnaire form, I wish to investigate English language learners' attitudes towards the use of German and translation in the classroom. The working title of my master thesis is *"Re-considering Translation in Language Teaching and Learning: Changing Attitudes of Teachers and Students"*.

I am now kindly asking you to contribute to my research project with your answers. It is absolutely essential that you express your views sincerely.

The results of the questionnaire will be exclusively used for research purposes, and your individual responses will be kept strictly confidential and anonymous. The questionnaire is designed to ask for your opinions, so there are no 'right' or 'wrong' answers to any questions.

The completion of the questionnaire will take only for five to ten minutes.

Thank you very much for your participation!

PART I

a) How often does your English language teacher use German while teaching?

- ☐ Never
- ☐ Rarely (1-2 minutes during a class time out of 50 minutes) (once or two times)
- ☐ Sometimes (5-10 minutes during a class time - 50 minutes)
- ☐ Often (15-20 minutes during a class time - 50 minutes)
- ☐ Always

b) Please indicate your agreement on the following statements of the list below:

**Any business or technical English lessons are excluded from the research. General English lessons are taken as a basis.	I totally agree	I somewhat	I somewhat	I totally disagree
	1	2	3	4
1. I understand better when the English language teacher sometimes translates to German orally in language tasks.				
2. I do <u>not</u> need translation activities from English to German to understand better what I am reading.				
3. When I undertake a task in an English lesson, instructions can sometimes be given in German to make clear what I am doing.				

	I totally agree	I somewhat	I somewhat	I totally disagree
	1	2	3	4
4. When English is spoken, I do <u>not</u> translate any words or sentences <u>in my mind</u> .				
5. When the English language teacher sometimes speaks German, I feel motivated to participate in classroom activities.				
6. I feel relaxed when I am supposed to use <u>only</u> English in language tasks.				
7. When German is used as a means to teach English in certain situations in the classroom, it accepts my linguistic and cultural identity.				
8. When new vocabulary and idioms are translated into German by the teacher, it is a waste of time.				
9. Bilingual dictionaries, which are both in English and in German, help me to understand better.				
10. Translation activities in the classroom confuse my mind, so they are useless.				
11. I do <u>not</u> need oral translation to understand in English language lessons.				
12. Translation activities from English to German should be sometimes done so that I can understand better what I am reading.				
13. Before undertaking a language task, the teacher should give classroom instructions <u>only</u> in English.				
14. When the teacher speaks English, I translate some words or sentences <u>in my mind</u> .				
15. I feel motivated to express my opinions and feelings when <u>only</u> English is supposed to be spoken during the whole course time.				
16. I feel really anxious when I am supposed to use <u>only</u> English in language tasks.				
17. I do <u>not</u> feel any enforcement into my linguistic and cultural identity when <u>only</u> English is used in the classroom.				

	I totally agree	I somewhat	I somewhat	I totally disagree
	1	2	3	4
18. It is time-saving when new vocabulary and idioms are sometimes translated into German by the teacher.				
19. Bilingual dictionaries, which are both in English and German, make it difficult to understand.				
20. Translation activities are useful because they help me realize the differences and similarities between German and English.				

PART II

If 'translation activities' and 'German' were systematically used to some extent in the classroom, for what language skills of yours would they be more effective?

Rank the following language skills from **most effective (1)** to **least effective (4)** in terms of the effectiveness of translation and German language-use. Please do not use the same rank for more than once.

- _____ Reading
- _____ Listening
- _____ Writing
- _____ Speaking

PART III

Age : _____
Sex : ☐ Female ☐ Male
Nationality : _____

Which institution do you study in Austria?: _____

What is your field of study? : _____

Do you have general English courses? : ☐ Yes ☐ No

Have you excluded any business or technical English lessons from the research while responding? ☐ : ☐ Yes ☐ No

Which level is your English? : ☐ Beginner
☐ Intermediate
☐ Advanced

Fragebogen Form: (in German)

Liebe Teilnehmer/Teilnehmerinnen,

Ich heiße Nihan Erdemir und bin eine Master Studentin an der Universität Wien. Im Zuge meiner Master Arbeit auf der Anglistik führe ich eine empirische Studie durch. Mit meinem Fragebogen möchte ich untersuchen welche Einstellung Englischlerner zur Verwendung der Deutschen Sprache und Übersetzung im Unterricht haben. Der Arbeitstitel meine Master Arbeit lautet *“Überdenken des Gebrauchs von Übersetzung im Fremdsprachen Unterricht: Einstellungen von Lehrern und Schülern verändern“*.

Ich würde Sie nun darum bitten mit Ihren Antworten zu meinem Forschungsprojekt beizutragen. Es ist unbedingt erforderlich, dass Sie Ihre Ansichten ehrlich weitergeben.

Die Ergebnisse des Fragebogens werden ausschließlich für Forschungszwecke verwendet werden und Ihre individuellen Antworten werden vertraulich behandelt und anonym gehalten werden. Der Fragebogen ist so gestaltet worden, dass er um ihre Meinung fragt und es somit kein „richtig“ oder „falsch“ gibt.

Das Ausfüllen des Fragebogens wird nur fünf bis zehn Minuten dauern.

Vielen Dank für Ihre Teilnahme!

TEIL 1

a) Wie oft verwendet ihre Englisch Lehrer/Lehrerin Deutsch beim Unterrichten?

☐ Nie

☐ Selten (1-2 Minuten während einer Unterrichtsstunde von 50 Minuten) (ein oder zweimal)

☐ Manchmal (5-10 Minuten während einer Unterrichtsstunde - 50 Minuten)

☐ Oft (15-20 Minuten während einer Unterrichtsstunde - 50 Minuten)

☐ Immer

b) Bitte kennzeichne ihre Übereinstimmung mit den folgenden Aussagen der Liste unterhalb:

**Unterrichtsstunden für Wirtschafts- oder Technisches Englisch werden aus der Umfrage ausgeschlossen. Allgemeine Englischsprachkurse werden als Basis genommen.	Ich stimme vollkommen zu	Ich stimme teilweise zu	Ich stimme teilweise nicht	Ich stimme überhaupt nicht
	1	2	3	4
1. Ich verstehe es besser wenn der Englischlehrer/die Lehrerin bei einer Übung manchmal Dinge ins Deutsche mündlich übersetzt.				
2. Ich brauche <u>keine</u> Übersetzungsübungen vom Englischen ins Deutsche um besser zu verstehen was ich lese.				
3. Wenn ich eine Aufgabe in einer Englischstunde mache, können Anweisungen manchmal auf Deutsch sein um klar zu machen was ich machen muss.				

	Ich stimme	Ich stimme teilweise	Ich stimme teilweise	Ich stimme überhaupt
	1	2	3	4
4. Wenn Englisch gesprochen wird, übersetzte ich <u>keine</u> Wörter oder Sätze in meinen Gedanken.				
5. Wenn meine Englischlehrer/meine Lehrerin manchmal Deutsch spricht, fühle ich mich motiviert mich an Klassenaktivitäten zu beteiligen.				
6. Ich bin entspannt wenn ich <u>nur</u> Englisch bei Aufgaben verwenden darf.				
7. Wenn Deutsch im Unterricht verwendet wird um in bestimmten Situationen Englisch zu lehren, ist das ein Zeichen, dass meine sprachliche und kulturelle Identität akzeptiert wird.				
8. Wenn vom Lehrer/der Lehrerin neue Vokabeln und Redewendungen ins Deutsche übersetzt werden, dann ist das Zeitverschwendung.				
9. Zweisprachige Wörterbücher, die in Englisch und in Deutsch sind, helfen mich Dinge besser zu verstehen.				
10.Übersetzungsaufgaben im Unterricht verwirren mich; sie sind überflüssig.				
11.Ich brauche <u>keine</u> mündliche Übersetzung um im Englisch Unterricht Dinge zu verstehen.				
12.Übersetzungsaufgaben von Englisch auf Deutsch sollten manchmal gemacht werden damit ich besser verstehen kann was ich lese.				
13.Bevor eine Aufgabe gemacht werden soll, sollte der Lehrer/die Lehrerin die Anweisungen <u>nur</u> auf Englisch geben.				
14.Wenn der Lehrer/die Lehrerin auf Englisch spricht übersetze ich manche Wörter oder Sätze <u>in meinen Gedanken</u> .				
15.Ich bin/fühle mich motiviert meine Meinungen und Gefühle auszudrücken wenn, während der ganzen Unterrichtsstunde, <u>nur</u> Englisch gesprochen werden darf.				
16.Ich bin ängstlich wenn ich <u>nur</u> Englisch bei Aufgaben/Übungen verwenden darf.				
17.Ich fühle mich <u>nicht</u> in meine sprachliche und kulturelle Identität hineingezwängt, wenn <u>nur</u> Englisch im Unterricht verwendet wird.				

	Ich stimme	Ich stimme teilweise	Ich stimme teilweise	Ich stimme überhaupt
	1	2	3	4
18. Es ist zeitsparend wenn vom Lehrer/Lehrerin neue Vokabel und Redewendungen manchmal auf Deutsch übersetzt werden.				
19. Zweisprachige Wörterbücher, die in Englisch und in Deutsch sind, machen schwer verständlich.				
20. Übersetzungsaufgaben sind nützlich, weil sie mir helfen Unterschiede und Ähnlichkeiten zwischen dem Deutschen und dem Englischen zu erkennen.				

TEIL 2

Wenn ‚Übersetzungsaufgaben‘ und ‚Deutsch‘ in einem gewissen Maß im Unterricht systematisch verwendet werden würden, für welche deiner sprachlichen Kompetenzen wäre sie effektiver/nützlicher?

Ordnen Sie die folgenden sprachlichen Kompetenzen von **am effektivsten (1)** bis **am wenigsten effektiv (4)** in Bezug auf die Effektivität von Übersetzungen und dem Deutschen Sprachgebrauch. Bitte verwende jede Zahl nicht mehr als einmal.

- _____ Lesen
- _____ Hören
- _____ Schreiben
- _____ Sprechen

TEIL 3

Alter :
 Geschlecht : Weiblich Männlich
 Nationalität :
 Auf welcher Schule/Universität studieren Sie? :
 Was ist ihr Studienfeld? :
 Haben Sie allgemeine Englischsprachkurse? : Ja Nein
 Haben Sie Unterrichtsstunden für wirtschafts- oder technisches Englisch aus der Umfrage herausgenommen/ausgeschlossen, während dem Beantworten der Fragen? : Ja Nein
 Auf welchem Level ist ihr Englisch? : Anfänger
 Mittel
 Fortgeschritten

Anket formu: (in Turkish)

Değerli katılımcı,

Merhaba, benim adım Nihan Erdemir. Viyana Üniversitesi İngilizce bölümünde yüksek lisans öğrencisiyim. Yüksek lisans tez çalışmam için deneysel bir araştırma yürütmekteyim. Bu anket formuyla, İngilizce öğrenenlerin sınıf içinde Türkçenin ve çevirinin kullanımına karşı tutumlarını araştırmaktayım. Tez çalışmamın başlığı “*Dil Öğretiminde Çevirinin Yeniden İncelenmesi: Değişen Öğretmen ve Öğrenci Tutumları*”dır.

Cevaplarınızla araştırmama katkıda bulunmanızı rica ediyorum. Görüşlerinizi samimi bir şekilde belirtmeniz araştırmanın geçerliği ve güvenilirliği açısından çok önemlidir.

Anketin sonuçları sadece bu araştırma için kullanılacaktır ve kişisel cevaplarınız kesinlikle gizli tutulacaktır. Anket sizin görüşlerinizi almak için oluşturulmuştur. Bu sebeple de sorulara verilecek ‘doğru’ veya ‘yanlış’ cevaplar yoktur.

Anketi tamamlamak yalnızca 5-10 dakikanızı alacaktır.

Katılımınız için teşekkür ederim.

PART I

a) İngilizce öğretmeniniz ders esnasında ne kadar sıklıkla Türkçe kullanmaktadır?

- ☐ Hiç
☐ Nadiren (40 dakikalık ders boyunca toplam 1-2 dakika) (bir ya da iki kez)
☐ Bazen (40 dakikalık ders boyunca toplam 5-10 dakika)
☐ Sık sık (40 dakikalık ders boyunca toplam 15-20 dakika)
☐ Her zaman

b) Lütfen aşağıdaki listede bulunan ifadeler için doğru bulduğunuz yargıyı işaretleyiniz:

	Tamamen	Kısmen katılıyorum	Kısmen	Hiç katılmıyorum
	1	2	3	4
**Anketten iş ve teknik İngilizce dersleri hariç tutulmuş; Genel İngilizce dersleri esas alınmıştır.				
1. Sınıfta yaptığımız etkinlikler sırasında İngilizce öğretmeni bazen sözlü olarak Türkçeye çevirdiğinde daha iyi anlıyorum.				
2. Ne okuduğumu daha iyi anlayabilmek için İngilizceden Türkçeye olan çeviri etkinliklerine <u>hiç</u> ihtiyaç <u>duymuyorum</u> .				
3. İngilizce dersinde yaptığımız etkinliklerin yönergeleri, ne yaptığımı netleştirmek için bazen Türkçe verilebilir.				

	Tamamen	Kısmen katılıyorum	Kısmen	Hiç katılmıyorum
	1	2	3	4
4. İngilizce konuşulduğunda kelimeleri veya cümleleri <u>aklımdan</u> Türkçeye <u>hiç</u> çevirmiyorum.				
5. İngilizce öğretmeni bazen Türkçe konuştuğunda, sınıf etkinliklerine katılmak için kendimi motive hissediyorum.				
6. Sınıf etkinliklerinde <u>yalnızca</u> İngilizce kullanmam gerektiğinde kendimi rahat hissediyorum.				
7. Türkçenin sınıfta bazı durumlarda İngilizce öğretilirken araç olarak kullanılması dilsel ve kültürel kimliğimin onaylandığının göstergesidir.				
8. Yeni kelime ve deyimlerin öğretmen tarafından Türkçeye çevrilmesi zaman kaybıdır.				
9. Hem İngilizce hem de Türkçe olan iki dilli sözlükler daha iyi anlamama yardımcı oluyor.				
10. Ders esnasında çeviri etkinlikleri, kafamı karıştırdığından kullanışsızdır.				
11. İngilizce derslerinde anlamak için sözlü olarak Türkçe çeviriye <u>hiç</u> ihtiyaç <u>duymuyorum</u> .				
12. Ne okuduğumu daha iyi anlayabilmem için İngilizceden Türkçeye çeviri etkinlikleri bazen uygulanmalıdır.				
13. Derste etkinliğe başlamadan önce öğretmen yönergeleri <u>yalnızca</u> İngilizce vermelidir.				
14. Öğretmen İngilizce konuştuğunda bazı kelime veya cümleleri <u>aklımdan</u> Türkçeye çeviriyorum.				
15. Bütün ders boyunca <u>yalnızca</u> İngilizce konuşulması gerektiğinde, duygu ve düşüncelerimi ifade etmek için kendimi motive hissediyorum.				
16. Etkinliklerde <u>yalnızca</u> İngilizce kullanmam gerektiğinde kaygı duyuyorum.				
17. Derste <u>yalnızca</u> İngilizce kullanıldığında, dilsel ve kültürel kimliğime herhangi bir yaptırım/zorlama <u>hissetmiyorum</u> .				

	Tamamen	Kısmen katılıyorum	Kısmen	Hiç katılmıyorum
	1	2	3	4
18.Yeni kelime ve deyimlerin öğretmen tarafından bazen Türkçeye çevrilmesi zaman kazandırıcıdır.				
19.Hem İngilizce hem de Türkçe olan iki dilli sözlükler anlamamı güçleştiriyor.				
20.Çeviri etkinlikleri; İngilizce ve Türkçe arasındaki farklılıkları ve benzerlikleri farketmemi sağladığı için faydalıdır.				

PART II

Eğer ‘çeviri etkinlikleri’ ve ‘Türkçe’ ders esnasında belli oranda sistemli bir şekilde kullanılsaydı, hangi dil becerileri için daha etkili/faydalı olurdu?

Aşağıdaki dil becerilerini, Türkçenin kullanımı ve çevirinin etkililiğine göre **en çok etkiliden (1) ... en az etkiliye (4)** doğru sıralayınız. Lütfen aynı sıralamayı birden fazla kullanmayız.

- _____ Okuma
- _____ Dinleme
- _____ Yazma
- _____ Konuşma

PART III

Yaşınız :

Cinsiyetiniz : ☐ Kadın ☐ Erkek

Uyruğunuz :

Türkiye’de hangi kurumda öğrenim görüyorsunuz? :

Okuduğunuz bölüm nedir? :

İngilizce seviyeniz nedir? : ☐ Başlangıç
☐ Orta
☐ İleri

Genel İngilizce dersleriniz var mı? : ☐ Evet ☐ Hayır

Anketi cevaplarken iş veya teknik İngilizce derslerini muaf tuttunuz mu?
: ☐ Evet ☐ Hayır

APPENDIX B

Interview form

Dear participant,

My name is Nihan Erdemir and I am a Master's student at the University of Vienna. In the course of my master thesis in the English Department, I am undertaking an empirical investigation. I wish to investigate nonnative English language teachers' attitudes and perceptions towards the use of L1 and translation in the classroom. The working title of my master thesis is *"Reconsidering Translation in Language Teaching and Learning: Changing Attitudes of Teachers and Students"*.

I am now kindly asking you to contribute to my research project with your answers which have great importance for my study.

The findings of the interview survey will be exclusively used for my master thesis, and all your answers will be handled confidentially and anonymously. The interview is designed to ask for your opinions, so there are no 'right' or 'wrong' answers to any questions.

During the interview I will record our conversation. If you feel uncomfortable, I can stop recording at any time.

The completion of the interview should take for twenty to thirty minutes. I would like to begin the interview with your permission.

If you have any questions about the survey or are interested in learning more about the results, please contact me at nihanerdemir@hotmail.com

Thank you very much for your participation!

Date: _____

Start Time: _____

Descriptive Information

Gender :

Nationality :

Place of Work:

Which countries have you worked in so far?

How long have you been working as a language teacher?

Do you have pedagogical content knowledge in language teaching?

1. What methods or approaches do you often use in language teaching?
 - a. Why do you prefer this/these method(s)/approach (es)?

(Prompt: Communicative language Teaching, Task-based language teaching, Direct Method, Focus on form, Focus on meaning...)

2. Do you use German in the classroom while teaching English?
 - a. If yes: How often and for what kinds of aims do you use German in the classroom?
 - b. If no: Why not? What are your reasons to avoid using L1?

(Prompt: As a matter of self-principle or of institutional-principle)

3. Do you use 'translation' as a teaching method in the classroom?
 - a. If yes: How often and for what kinds of aims do you use the translation as a method in the classroom?
 - b. If no: Why not? What are your reasons to avoid using translation?

(Prompt: As a matter of self-principle or of institutional-principle)

4. Have you recently heard or read about the re-assessment of the use of translation in language teaching?
 - a. If yes: Has your perception of the use of translation changed? How?
 - b. If no: Has your perception of the use of translation changed after just having heard these recent activities now? How?

(Prompt1: Recently suggested-communicative-translation activities such as CTM - Communicative translation method-, Pedagogical translation or Functional translation) (Prompt2: (If necessary) For example, the use of pedagogical translation presupposes that the use of both oral and written skills and translation activities can be carried out either in L1 or L2 or both at the same time depending on the teaching targets)

5. Do you think that students translate phrases or sentences from English to their language in their minds?
 - a. If yes: What do you think about the role of L1 as a resource for students to construct new knowledge on the basis of the existing knowledge?
6. What do you think about the role of translation in code-switching between languages in the context of a single conversation?
7. How do you think your students would feel when you used German in the activities?

(Prompt: Feel motivated, more comfortable, and less anxious or vice versa)

8. At which level and at what age would the use of translation activities be most useful for students? Why?

(Prompt: Elementary, pre-intermediate, intermediate, upper-intermediate, advanced; young learners, teenagers, adults)

9. How do you consider not consulting the use of German ever in the classroom: as a better learning strategy or as a form of linguistic imperialism? Could you give your reasons?
10. What do you think about the role of translation to highlight the importance of cultural, linguistic diversity and multilingual education?
11. What do you think about the advantages and disadvantages of language learning, preferably taught by a native speaker or a non-native teacher?
- a. Do you find monolingual or bilingual teaching (according to previous answer) more advantageous?
12. What do you think about the idea of reintroducing recent translation activities into language teaching course books in terms of practicality and saving time?
13. How do you regard the concept of translation as a 'fifth skill': being compatible with other four skills or unrelated to these four skills in language teaching?
14. Is there anything you would like to add to what we have been talking about? Any concluding remarks regarding the use of translation and German in language teaching?

End Time: _____

I thank you for your time and contribution to the research project of the University of Vienna.

APPENDIX C

Descriptive information of participants

speaker	gender	nationality	place of work	cross-country experience	duration of experience	pedagogical content knowledge
A01	male	Austrian	HTL	Austria, Great Britain	37 years	Yes
A02	female	Austrian	HTL	Austria	25 years	Yes
A03	female	Austrian	HTL	Austria, Guatemala	19 years	Yes
A04	female	Austrian	HTL	Austria, Great Britain	29 years	Yes
A05	female	Austrian	Bundes-gymnasium	Austria, Ireland, United Kingdom	3 months	Yes
T06	male	Turkish	Süleyman Demirel University	Turkey	3 years	Yes
T07	female	Turkish	Eskisehir Osmangazi University	Turkey, Denmark	4 years	Yes
T08	female	Turkish	THK University	Turkey, Spain	4 years	Yes
T09	female	Turkish	TOBB University	Turkey	1,5 years	Yes
T10	female	Turkish	Boğaziçi University	Turkey, Austria and the U.S.	4 years	Yes

APPENDIX D

Transcription Conventions

[It is important to bear in mind that this study is based on a case study and that a content analysis was made for the analysis of the results. Since it was only important what the participants said and not how they said it, very basic conventions were applied. With the exception of two additional conventions, which are marked in blue, they are based on the transcription conventions of Galasi`nki (2004: ix)]

[beginning of overlapping speech
=	latching (no gap or no overlap between stretches of talk)
.	falling intonation
?	rising intonation
—	self-interruption
(.)	short pause
(..)	longer pause
Wo:rd	lengthening
WORD	emphasis
(word)	word unclear
((word))	transcriber's comment (e.g. ((clears throat)), ((name))
X	word unclear
@	laughing

APPENDIX E

Transcriptions of Interviews

Code : A01 Name : F***** Date : 13.05.2013
Nihan: Ok I started. Turned my phone off. Fine it is working. Interviewee 1 : Should I put it in? Nihan: By the end of our conversation you can fill it in. Interviewee 1 : Yeah ok you can ask me and I can do it in-between. @@

Nihan: Wow perfect. @@ Thanks for your contribution. It was really important for me. Because I really need experienced teachers. First I just wanna ask what methods or approaches do you often use in language teaching?

Interviewee 1: It is a direct approach from the teacher. It is a group work, of course, sometimes. It is a student work for themselves. They read for themselves and they compare things. Ja.. Of course we have also listening and reading comprehension, writing exercises and homework. All of that kind and I try to do it as manifold and as varied as possible.

Nihan: Why do you prefer these methods? To focus on communicative aspects of the language or?

Interviewee 1: Well, input is always something that is necessary sometimes. When we are talking about grammar it is no use, let's them work in a group usually. You have showed them that is it and that is how it works. This is one reason why I use that. Secondly it is important that they speak. Ja. so you have to make them speak.

Nihan: So you give them opportunities to speak.

Interviewee 1: You give them work to do..That is they speak with each other. Because only then a big large of group, let's say 15, can be made speaking. Because if you think of it, otherwise only one minute is reserved for speaking time. so you have to use this for this kind of work activities.

Nihan: Ok I see. Do you use German in the classroom while teaching English?

Interviewee 1: Very very rarely.

Nihan: Rarely. And for what kinds of aims do you use German in the classroom?

Interviewee 1: Well, to explain grammar for example. This is one of the reasons why I use. They might not know the terms. They don't know the terms in German either. Talking about grammar. But then again you have to explain as long as they and until they understand.

Nihan: And do you use translation as a teaching method in the classroom?

Interviewee 1: What do I use?

Nihan: Translation?

Interviewee 1: Also very rarely. Also most of the time when there is a structure, grammar structure which is completely different. Or when there are expressions,

phrases that are completely different. Like "looking forward to doing something".

Nihan: Ok. In certain cases.

Interviewee 1: Ja ok. Which is completely different or present perfect continuous which is present tense in German? "Ich gehe schon seit fünf Jahre in die Schule" and "I have been going to school" which is completely different. And you have to have a few sentences to make it clear to them. They cannot translate it word for word. This is why I use it.

Nihan: Yeah I see. Have you recently heard or read about the re-assessment of the use of translation in language teaching?

Interviewee 1: No.

Nihan: No.

Interviewee 1: Usually I don't read any theoretical stuff..

Nihan: Hmm.

Interviewee 1: Ja, that is for you for the young ones.

Nihan: For example, I'm doing a research on that. There is a new one. The pedagogical translation. It presupposes that the use of both oral and written skills and translation activities can be carried out either in L1 or L2 or both at the same time depending on the teaching targets. If you have read or heard anything about it.

Interviewee 1: No, no, I am sorry. How long has this been going on already?

Nihan: Since 2000s.

Interviewee 1: Woow..

Nihan: How is your perception to the use of translation then? Let me ask you this.

Interviewee 1: My perception is as I said sometimes it is necessary. What I have found out. Sometimes I do a different in-between, too. And let them translate a paragraph from English into German. You know. Then, I think you learn more about your own language, German than you do about a foreign language when you translate this way. When you translate the other way, most of the time it is really difficult for them because they miss so many words, and but this is the problem thing.

Nihan: Do you think that students translate phrases or sentences from English to their language in their minds?

Interviewee 1: Yes.

Nihan: You realize that.

Interviewee 1: Yes.

Nihan: What do you think about the role of L1 as a resource for students to construct new knowledge on the basis of the existing knowledge?

Interviewee 1: Well, as I am a teacher of German as well.

Nihan: Aha..

Interviewee 1: I try to make them understand that there is a close relationship between these two languages. Ja. And I..For example, show them a "pipe" in German a "Pfeife". It is which works always if you have got Germanic words. Jaa. so you see...This development from Germanic to high German. Ja. It is always the same. At Germanic terms they were together. You can make them see it, but I don't know whether they can adapt it. I like it because I like to do combination work by myself or so on. For example, a word like 'tight', the German word 'Zeit'. It is always the same development.

Nihan: Aha. I see. What do you think about the role of translation in code-switching? You know code switching between languages in the context of a single conversation you switch from one language to another. You use some words from German or English.

Interviewee 1: Very rarely. Only if it is during a conversation really with a student and you might not understand a word at all. And if it is absolutely necessary to understand this word, then I would swap into the other language because I don't want it to destroy the conversation.

Nihan: Ok I see. How do you think your students would feel when you used German in the activities? I mean since you are using German, I can ask.

Interviewee 1: They use German in any way; you cannot control all of them. In a group work, usually some of them use German in any way.

Nihan: How do they feel? More comfortable, motivated or anxious.

Interviewee 1: I don't know. They just don't care. They just fall into it. They just do it. I go to them and please "Can you talk English in my English lessons? And talking starts in that way. I don't know how they feel. I try to make them use the English language as much as possible.

Nihan: Possible. I see.

Interviewee 1: Because only then they fall into the language. You fall back on your own language all the time, you never get into it. That is why we go to foreign intensive language training in the fourth form here.

Nihan: Ahaa..

Interviewee 1: Always. When they are 18 we go to Brighton or to Malta for one week. And they stay with families, so they mind then; if they want they can really talk.

Nihan: Prof. F***** also told me.

Interviewee 1: Ja, she said that.

Nihan: At which level and at what age would the use of translation activities be most useful for students?

Interviewee 1: I think I also teach grown-ups in the evening classes. It seems that it is useful sometimes. They have a different type of thinking. Analytical thinking much more, so it might be useful sometimes but for the younger ones it is not a good idea in my opinion.

Nihan: And at which level from elementary to advanced.

Interviewee 1: As I said for advanced.

Nihan: Advanced ones ok.

Interviewee 1: Ja.

Nihan: How do you consider not consulting the use of German ever in the classroom: as a better learning strategy or as a form of linguistic imperialism?

Interviewee 1: When I think of the time when I was a student. I tried to study French.

Nihan: Hi hi.

Interviewee 1: And started three times and failed all three times. After one year or so, two years I stopped again. When you don't use it, you forget. Then, it was the same for Portuguese. Six years ago it was a good feeling. It makes you feel how student might feel when they study. For me, it was a completely new language, Portuguese. I have never learnt Italian or Spanish or whatever. So the problem, if you don't use your own language at all is that at the certain level you cannot understand it any longer. You drop out. Ja. This is the problem. Sometimes I think you have to use the (German) language. If communication is disturbed completely, you should recognize that as a teacher, and then explain it in German. Probably that is what I will do.

Nihan: You are against the idea of banning.

Interviewee 1: No, I would not ban German.

Nihan: Ok. What do you think about the role of translation to highlight the importance of cultural, linguistic diversity and multilingual education? Do you think it is important or unimportant?

Interviewee 1: Hmm. well. I think for example if you have phrases which have completely different. It is good to have the German as well. Like in German it is a 'Mause tod', 'as dead as a mouse'. If you have things like that it is funny to show it, to show your own phrase and then we have completely different. Or 'raining like cats and dogs'. It is 'schüttet' in German.

Nihan: Aha. I see. So you are favoring the idea of bilingual teaching instead of monolingual teaching.

Interviewee 1: I favor the monolingual teaching but bilingual teaching very rarely only in certain, predefined cases.

Nihan: Ok. What do you think about the idea of reintroducing recent translation activities into language teaching course books in terms of practicality and saving time?

Interviewee 1: If it saves time, it is good. For example what I have heard and do sometimes is which cat could also come to the centralized Matura, you have heard about it right. You could, for example, as an input for writing exercise have a German text. You could have a short German text and then write in English. There is no understanding problem. Then they can work on it in the foreign language. I think this is sometimes quite a good method.

Nihan: Yeah. I see. Then, how do you regard the concept of translation as a 'fifth skill': being compatible with other four skills reading, writing, speaking and listening or unrelated to these four skills in language teaching?

Interviewee 1: I remember that we had at the university one semester only translating which was fun because I don't know whether students would like it or not. Because if they don't like it, it is horror and terror. @@.

Nihan: Yeah. @@

Interviewee 1: Yeah. I would not really define it as a fifth skill. It is a fifth skill if you study translating you know because you really need it and you are going to be an

interpreter. Not as a personal speaks. Or maybe if you work with the firm, because we are a technical school, in which you might need translation because there are the simple workers they don't understand, but you have to converse into English all the time. It was said as a global and then you need it. In so far a good training also for a certain time, let's say, at the education of here, let's say, in the last fourth form that we really do exercises like that. There is a guy who doesn't understand any English, can you translate it to him in a short way or can you summarize it in a short way in German to him what you have just read.

Nihan: Ok. Do you have technical courses or general English courses?

Interviewee 1: We have technical articles and so on depending on the department they attend, but no really technical English but we use technical articles for a design department. We would read articles about modern design. For example, we have got an IT department; they would read the latest technology in IT and the latest programming but not in detail, not in technical way. But like "would you mind reading a newspaper for example? New iphone. Which are the new possibilities, like that?"

Nihan: So the use of technical is limited.

Interviewee 1: It is not going too deeply because you never know where they might work later on. It is no use of telling them English or filling them with one thousand of words they won't need. They should have the capacity of talking about their own special department in a way that, let's say, they can work with because when you start working, you will have to learn all those words which you are going to need.

Nihan: Hmm.

Interviewee 1: You will never know that. You have to learn that fifty one hundred words so that you can really converse about them.

Nihan: Yeah. I see. The last question. Is there anything you would like to add to what we have been talking about? Any concluding remarks regarding the use of translation and German in language teaching?

Interviewee 1: As I said from my own experience, it is better to keep German out as much as possible and only to use it in, I am repeating, in certain predefined cases.

Nihan: I see. Well, you think still it works to use it to some extent.

Interviewee 1: Yes of course, in grammar I think I should do it because it makes things

easier and shorter so I explain it in German. Why should I explain complicated grammar in English?

Nihan: Yeah I see. Thanks for your help and contribution.

Descriptive Information

Gender : Male

Nationality : Austrian

Place of Work: HTL Spengergasse

Which countries have you worked in so far? Austria, Great Britain

How long have you been working as a language teacher? 37 years

Do you have pedagogical content knowledge in language teaching? Yes

Code : A02

Name : S*****

Date : 13.05.2013

Nihan: Great I am recording now. Here is the page two. I would like to learn what methods or approaches you often use in language teaching? In the classroom?

Interviewee 2: What methods and approaches?

Nihan: like communicative or direct method or do you focus on form, functions?

Interviewee 2: Aha. It depends, I mean of course communicative and but sometimes we read texts and I ask questions and we do some grammar. Depends on the class and on the level.

Nihan: yeah you use them all. You focus on form and meaning in different situations.

Interviewee 2: no. I don't quite know what you really mean. What do you mean by form?

Nihan: form? Grammatical form and meaning more functions, dialogues, realias, role-plays, the communicative aspects of grammatical forms.

Interviewee 2: yes. ok

Nihan: Do you use German in the classroom while teaching English?

Interviewee 2: It depends. I try to use as little German as possible but it depends on the class.. Some students, they are very low level.. And then I sometime do and sometimes to explain grammar or you know...

Nihan: How often can we really say?

Interviewee 2: It's difficult to say because it depends on the class. First class it might be necessary more often. Also it depends on the class because we have some departments for the classes for the better level of English. Not necessary so often. And also for higher classes we don't use so often but sometimes in between but not very much...

Nihan: ok I see...

Interviewee 2: I translate a word, a new word then of course it's used. Then we read the text. Sometimes I try to explain it but we also translate it.

Nihan: what about translation? Do you use 'translation' as a teaching method in the classroom?

Interviewee 2: not really. No.

Nihan: ok. Why not then? What are your reasons to avoid using translation?

Interviewee 2: because they should think in the language you are using. And if you translate, I mean this is always more difficult. Because you have to find the structure of the teaching the language. And they should stay in the language.

Nihan: Have you recently heard or read about the re-assessment of the use of translation in language teaching?

Interviewee 2: yes

Nihan: In conferences??

Interviewee 2: no

Nihan: you haven't..

Interviewee 2: no.

Nihan: ok. here if you look at the prompt 1, there are some recently suggested communicative translation activities like communicative translation method, pedagogical translation or functional translation. And if we have a look at the pedagogical translation for example, it presupposes that the use of both oral and written skills with translation

activities can be carried out either in L1 or L2 or both at the same time depending on the teaching targets. Has your perception kinda changed after just having heard it right now? Because compared to grammar translation method they are.

Interviewee 2: sometimes I use it maybe in order to make it clear. Let's say I use present tense in German and present perfect tense in English. sometimes yeah...

Nihan: to contrast?

Interviewee 2: yeahhh.. to feel how they command it in the new language.. There might be sentences to be translated.. Things which I can check more easily if they are translated.. I don't know to translate the text.

Nihan: ok.

Interviewee 2: but sometimes in between there might be sentences without translated of course...

Nihan: you mean that you are not doing word for word translation, you don't prefer it but sometimes it is necessary..

Interviewee 2: yeah necessary I do it sometimes..

Nihan: And the question five. Do you think that students translate phrases or sentences from English to their language in their minds? You realize it while teaching, sometimes when you see sometimes they think in English.

Interviewee 2: I think it's more the other way around... they think things in German and translate it into English, which they shouldn't do... but on the other hand from English into their language jaaa.... I mean maybe yes but maybe not so much...

Nihan: maybe for some students... and What do you think about the role of L1 as a resource for students to construct new knowledge on the basis of the existing knowledge? Could we use German language to?

Interviewee 2: what do you mean L1?

Nihan: L1.. the language one.. their first language German.. Can we use language as a resource?

Interviewee 2: a ja... yes of course...

Nihan: What do you think about the role of translation in code-switching? You know code-switching while speaking English they use some words in German and again they go back to the English and the German. In a context of a single conversation they use

both languages at the same time. What could be the role of translation in code-switching?

Interviewee 2: you mean in a conversation they use both languages?

Nihan: Yes.

Interviewee 2: they do it if they don't find the words. I mean the role in that for me they cannot stay in the language.

Nihan: you think it's usual.

Interviewee 2: Ja, it's common now and then. It happens too often.

Nihan: so code-switching happens so often in your process...

Interviewee 2: not so often.

Nihan: just common. Is it common?

Interviewee 2: yeah I mean if there is a word they don't know, of course then they try to say it in German.

Nihan: ok. How do you think your students feel when you use German in the activities? Feel motivated, feel more comfortable or anxious?

Interviewee 2: when I explain something which they don't understand in English they feel more comfortable. And sometimes when the level is low I have the feeling that you get through the students more easily.. Because this is one barrier less.

Nihan: the level and the age of students are also important to me.. At which level and at what age would the use of translation activities be most useful for students? Why? According to your experience? Maybe elementary or intermediate or advance levels? How could you say that which would be better?

Interviewee 2: translation activities you mean? You translate the text so what translation activities like just explaining in a word.

Nihan: translation activities the things I meant in previous questions like communicative ones they combine the activities, skills with translation and make it more communicative in the classroom. But they also benefit from their first language. They don't..

Interviewee 2: they use both languages. at what level? I think this would be useful... I don't consider it to be useful...

Nihan: you don't... you are negative towards

Interviewee 2: no... Because I tried to stay in language, it is sometimes necessary. But

useful in communication...hmm. no...

Nihan: but just for communication no? This is just one aspect of some linguists. they support this... they say that we can make it communicative and the others use it as a pedagogical tool

Interviewee 2: yeah sometimes it's used of course... whenever it's necessary, I would use it. Like as I said... to explain grammar, to explain something. If they don't understand it in English, if it cannot be explained...yeah.

Nihan: what level?

Interviewee 2: the lower level, the more it's necessary. I mean the age. Maybe it's not the age but it's the attitude of the lowerness. Because when they're motivated they will try to understand the language. But if they are not motivated. As I said it gets through to them more easily.

Nihan: ok. I see. And the other question. How do you consider not consulting the use of German ever in the classroom: as a better learning strategy or as a form of linguistic imperialism? Could you give your reasons?

Interviewee 2: I think not ever... I wouldn't be so strict...

Nihan: Hmm.

Interviewee 2: I think as a better strategy, maybe if you in this country expose to the language a lot but otherwise it (German language) is simply helpful.. And also to see the differences...

Nihan: Ok. I see. What do you think about the role of translation to highlight the importance of cultural, linguistic diversity and multilingual education? Could it have a role in multilingual education we use both languages?

Interviewee 2: Yeah it could have a role. If you compare words in the different languages... it depends on the people that you have. if I have .. English, then I would say in Latin it is like this and what this is like that. I know a person who knows maybe French or Italian then I could say that look it's the same word... or even with German I use the word "rare" but many of them don't know... in German because the word not so often used. but yeah it could have a role.

Nihan: Hmm. Ok. The following question about you. What do you think about the advantages and disadvantages of language learning, preferably taught by a native

speaker or a non-native teacher?

Interviewee 2: A non-native teacher has the advantage that he knows the difficulties of his native language and can point out to the difficulties or the differences of the two languages. On the other hand the native speaker of course speaks more naturally and stays in the language. it would be easier and pupils would know this is his language and they will never think of talking different languages to them.

Nihan: in this case as far as I see you find bilingual teaching more advantageous. Can we say so?

Interviewee 2: yes but again it depends on the level... if it's a very high level I can think differently about it.. But what we have here at our school, I think it's an advantage.. And also considering the number of lessons you have. You know because.

Nihan: OK I see. And the 12th one. What do you think about the idea of reintroducing recent translation activities into language teaching course books in terms of practicality and saving time?

Interviewee 2: You mean in grammar or what? Language?

Nihan: Grammar activities or writing activities for example they can read the text in their own language and then they are supposed to write these essays in English.

Interviewee 2: yes.. I think this is good. I mean translating just to see the structure is different. I would see some point in these. I don't see any point in reading a German text and then writing an English essay because it makes it more difficult. You have the words already.

Nihan: How do you regard the concept of translation as a 'fifth skill': being compatible with other four skills reading writing, speaking and listening or unrelated to these four skills in language teaching?

Interviewee 2: of course it's related but it's a skill, another skill because it's not so easy to write a good translation. Of course it is a skill.

Nihan: but you find it compatible? Do you think that translation could be mixed with other skills while teaching?

Interviewee 2: Ja it could be mixed. But I think at our school we don't translate so much. Because this is what students naturally want to do. They should try to get the skills and the functions of the English language.

Nihan: And that's all about my questions. Is there anything you would like to add to what we have been talking about? Any concluding remarks regarding the use of translation and German in language teaching?

Interviewee 2: Hmm. what I think is important in language teaching is the students get the structure of the language. I think it's important to learn grammar although some people say know just situations or whatever. Because then they can remember the things and they can think this is that and this is that nowadays many have difficulties.

Nihan: Hmm. I see.

Interviewee 2: Yeah.

Nihan: I thank you again for your contribution and comments.

Interviewee 2: Ja welcome.

Descriptive Information

Gender : Female

Nationality : Austria

Place of Work: HTL Spengergasse

Which countries have you worked in so far? Austria

How long have you been working as a language teacher? 25 years

Do you have pedagogical content knowledge in language teaching? Yes

Code : A03

Name : K*****

Date : 27.05.2013

Nihan: I would like to welcome you for the interview. Let us begin with the first one. Here the question comes. What methods or approaches do you often use in language teaching?

Interviewee 3: Well, first of all, I think it is very important that we distinguish between the different (competitions). I think communicative language teaching and

communicative grammar teaching that means that you put grammar not just only on sheet and for training the forms but you also use the grammar in communicative processes for example in dialogues for example in writing. Yeah.

Nihan: Hmm.

Interviewee 3: Because the problem that I see is the transferring the grammar into practical use in writing and speaking for example. It is difficult often the students can do it in theory, and they can do it and actually when filling in grammar exercises, but they forgot completely about it at the moment they are writing their essays.

Nihan: Aha. I see.

Interviewee 3: So I am trying to put it into more communicative context so that they can do it automatically. It is difficult. Then of course, according to the competencies reading, writing, listening and speaking and what I often do is for example, role plays or I ask them to study dialogues when they are younger or to develop panel discussions when they are older.

Nihan: Great.

Interviewee 3: We really have panel discussions because it also necessary that they learn how to negotiate, to agree and disagree. They all learn these language functions. Ja.

Nihan: So you focus on functions of the language.

Interviewee 3: Yes more, because from my own experience learning Spanish I know the functions are probably for some types of learners easier than endless grammar.

Nihan: Yeah. I see. What about German? Do you use German in the classroom while teaching English?

Interviewee 3: I do. Yeah. I use it especially for explaining grammar but that is the only incident. and comparing.

Nihan: Comparing with German language.

Interviewee 3: Yes. Comparing with German. For example, in the German tenses when they are compared, English tenses. Let's say, not very precise. In English, the tenses carry a lot more meaning. Yeah there is different in saying I was at the cinema and I have been to the cinema. Trying to explain and trying to compare to compare with the mother tongue to show the differences and to show the traps the students can actually

fall into.

Nihan: What could say about it? How often do you use it?

Interviewee 3: Let's say. We have 2 lessons a week. And I would say I use once a month. Ja

Nihan: So rarely.

Interviewee 3: It is not talking German all the time, but I think understanding is faster and it is easier.

Nihan: Ok. You mean process is faster.

Interviewee 3: The younger the more German, the older the less German. So it is also when they are older no more words, you can discuss with them more on that. Meta-level yeah. Then I use English... if they have more vocabularies.

Nihan: And. Do you use 'translation' as a teaching method in the classroom?

Interviewee 3: Rarely, yeah but I do just to make them aware of some certain problems. For example, if you say in German "Gestern war ich im Kino" or "Gestern bin ich im Kino gewesen". In German, it actually means more or less the same. It is just a dialectical difference, so we compare and I tell them to listen if I have the moment I have the word. 'Yesterday' in English it has to be past tense in German we can choose. It is a dialectical thing.

Nihan: Yes. I see. Have you recently heard or read about the re-assessment of the use of translation in language teaching? Maybe in a conference or?

Interviewee 3: Hmm. No not really.

Nihan: Ok. There are recently suggested-communicative-translation activities such as CTM - Communicative translation method-, Pedagogical translation or Functional translation. For example, the use of pedagogical translation appeared and it presupposes that the use of both oral and written skills and translation activities can be carried out either in L1 or L2 or both at the same time depending on the teaching targets. Now these are different new terms to make translation communicative and appropriate in terms of pedagogical targets. Has your perception of the use of translation changed after just having heard these recent activities now? How?

Interviewee 3: Well we use in bookssome little translations. I am, I cannot imagine. I haven't really thought about but I cannot really imagine that you have actually lengthy

texts and you translate from German into English or from English into German. yeah because I think this is the task of translators. This is different branch... this is not for our students. But I think it is important to have some sentences or to have maybe list of vocabulary for English for special purposes. For example, if I think about the business English, but also sometimes to make students aware of certain differences between the language and not let them fall into any traps.

Nihan: OK.

Interviewee 3: But honestly I cannot imagine what it means to such as communicative translation but I would need to see it in an example but I am very open minded and if I see that, no I haven't really heard about it. Just I know that there are some people who still support translation. And I do once in a while just to make them aware of certain things.

Nihan: Ok. And what about the students? Do you think that students translate phrases or sentences in their minds?

Interviewee 3: You mean from English to German or German to English.

Nihan: From English to German. While you are talking in English, do they translate sentences or phrases in their minds? Do you realize it?

Interviewee 3: The younger, the more, the older, the less. yeah. I think for me communication or spoken communication is extremely important because I think this is one of the most important aspects of English. So I hope they can ... when they actually graduate in the last two years before they graduate. That they stop thinking in German. but this is a hope. The better ones they do. They really start thinking in English and the weaker ones unfortunately don't. So they start translating.

Nihan: OK.

Interviewee 3: I wish they would not or once in a while ask me for a word or you can see it in texts, still you can see German structures. If you have German sentence structure. Then you realize they have actually translated it. They thought in German beforehand.

Nihan: I see. What do you think about the role of translation in code-switching? You know in code-switching you switch between languages English to German or vice versa in the context of a single conversation? What could be the role of translation in code-

switching?

Interviewee 3: I think what is important here is especially vocabulary. If I do code-switching between English and German or between German and Spanish, I am always looking for words. I am missing some certain words because I think grammar for basic understanding is not absolutely necessary. But when you need words, as I said, focus on words, more on vocabulary than for example grammar in translation.

Nihan: Hmm. Ok. How do you think your students would feel when you used German in the activities? But in this case how do they feel when you use German? Feel motivated, more comfortable, and less anxious or vice versa.

Interviewee 3: I think they feel safer because you can see it in their eyes. You know you have a class in front of you and you are trying to explain something in English and then they look at you like little helpless rabbits. Then you know, ok you switch to German. Ja because then they feel safer and get the feeling that they have understood what you are trying to explain. And the usage itself later on comes in, as I said, in role plays and of course drills exercises. I think it should be a good mixture.. yeah..between drills and also free exercises. I think yes they feel safer and for me that is very important. The atmosphere of the safety and friendliness inside the classroom because in English lessons spoken language.. they should speak it not feel afraid. Then they don't speak. It is very very simple.

Nihan: Yes. It makes teachers feel uncomfortable otherwise.

Interviewee 3: Yeah I hate silent classes.

Nihan: Yeah I see it makes you feel terrible.

Interviewee 3: And I want them to communicate with each other as well.

Nihan: Here the question comes about the level and age. At which level and at what age would the use of translation activities be most useful for students? Why? From elementary to advanced levels and from young learners to adults because you worked with different types of students I think it would allow you to answer better.

Interviewee 3: Well I think elementary school I would not work that much with translation. More with kind of.. Because they remember faster the younger. The faster they remember.

Nihan: Yeah they grasp everything.

Interviewee 3: Yeah they grasp it functionally and pragmatically but not with rules.

Nihan: OK.

Interviewee 3: Yeah here it would be better maybe to help a little with a song and to help them that they know what it means. But I lived it out when I started, I taught in Guatemala. I did not know any Spanish when I started so the only thing I could do was to talk to little ones, 11 year olds who have never heard a word of English in English. I actually realized that worked in classes. I only taught in English because it was not possible otherwise and they were really trying to make an effort. The big advantage of speaking only English would be that also the kids especially to tell them in their mother tongue, is that the kids would make more effort try to make you understand. They are standing in front of you and look at you. No homework.

Nihan: Ohh..

Interviewee 3: Ja. They want to tell that they don't have the homework. But they are trying. Communication is there, so I think the problem is how you would define translation. Is it just single sentences or is it a whole paragraph is it a whole text is it a song? yeah. Is it a translation into a mother tongue because you want to show them what it means for example a song might be interesting or might be worth discussing.

Nihan: So you prefer the use of translation activities with adults.

Interviewee 3: Depends on. I would say yes. I would say starting at the age of 14 because they work more on meta level. With the younger ones, it is more intuitive. They just pick it up and they just grab it.

Nihan: Hmm. Ok. The question nine: How do you consider not consulting the use of German ever in the classroom: as a better learning strategy or as a form of linguistic imperialism? Could you give your reasons?

Interviewee 3: I would say it depends on the class. Yeah. It depends on the knowledge of English you already have in the class. If it is efficient to, if it is more efficient to explain for example grammar in English if they are very very good English speakers already. Then I would stay with English because they would profit more. From that. If they are still very weak, I would prefer to explain some grammar items in German or translate vocabulary into German just to be faster because otherwise it takes ages. If you have a classroom in front of you, those students do not understand you. You have

to explain it again and again. Again. Also the safety gets lost then I was talking about before. So I think that only in good classrooms but as I told you before I also have experience with non-English speakers so they could hardly speak English. It works as well. You just need more time. So if you want that you need more lesson in a technical college or technical school like ours we only have two hours per week. It is also, you are a little bit under time pressure.

Nihan: Yeah..

Interviewee 3: I switch sometimes to German simply because it works faster.

Nihan: OK I see. You regarded as a learning strategy.

Interviewee 3: Hi hi.

Nihan: Ok. What do you think about the role of translation to highlight the importance of cultural, linguistic diversity and multilingual education? Instead of just one language in monolingual teaching you use both languages in the classroom.

Interviewee 3: I would use the language like in my case English and try to work out certain stereotypes. You don't need to translate. Sometimes you have to translate body language. I was quite interested in especially when you speak to people from more southern countries, they come closer to you and we in the north tend to keep the distant. This is a cultural difference. You have to help them translate the body language not to be annoyed. Maybe feel disappointed or whatever. It is not necessary. I think you can explain cultural phenomena in the respective language in this case. It is English.

Nihan: I see. What do you think about the advantages and disadvantages of language learning, preferably taught by a native speaker or a non-native teacher?

Interviewee 3: I think both have their advantages and disadvantages. Of course a native speaker will always have the better pronunciation, so I think for youngest students because elementary school etc. it would be better to have a native. Because this is the age which they actually picking phonetics. With the older ones I think it is not that important anymore, because at the age of 14 and 15 they are still learning from you but they already have. I have got the 14 year old who speaks perfect American English better than I could ever do. I think then you can help them with the one or other mistakes but they are more or less finished. And the nonnative teachers of course have the big advantage that they know about a grammar because they themselves have

learned the English grammar, so for them it is a revision. If I, for example, would teach German, I would have to study all German grammar and it is hellishly difficult. That would for me extremely difficult. Even though I am a native German speaker. Putting everything together and trying to teach German in a communicative way and it would be extremely difficult.

Nihan: And so it changes. You prefer monolingual and bilingual teaching..

Interviewee 3: Yes. What I like is that we have the possibilities here at school we have assistant teachers coming. We have them in the upper classes in the 4th and 5th which are to graduate more or less. And they get a little brush up, for example, for British or American English with the native speaker. And they enjoy that very much, they love that.

Nihan: And two more questions. What do you think about the idea of reintroducing recent translation activities into language teaching course books in terms of practicality and saving time?

Interviewee 3: I would say yes. I would be very happy about it, but I think they should have both a little bit of help with translation and they should have also for example explanations also in English as well in German.

Nihan: Yeah. As you also said it, they should be appropriate for the English for specific purposes because this is ... for the translators.

Interviewee 3: Exactly.

Nihan: And the last one. How do you regard the concept of translation as a 'fifth skill'? Is it something compatible with other four skills, reading writing, listening and speaking, or Is it unrelated to these four skills in language teaching?

Interviewee 3: I would not relate it as a fifth skill I would.. sorry the other way around. I would not see it as a fifth skill, I would relate it to the other four skills.

Nihan: You prefer mixing it with other four skills.

Interviewee 3: Yes you know because you need it once in a while. When somebody asks you a vocabulary, here she does not have any panel discussion, you just throw it out. For me it is a very natural behavior. Because when I learned Spanish, I was always asking people what does that mean in Spanish and after I got the words then I can go on, if it is really necessary or you try to circumscribe..

Nihan: Hmm.

Interviewee 3: So it depends. But I think the translation in all competencies has as an old method its function if you don't overdo it. I think in the language classrooms we should of course mainly speak English, but if it is necessary for some safety reasons, for they really get the difference between two things whatever it is, I think absolutely justify the use of translation. But it should not be a skill because I think sooner or later because at graduates from, for example a HTL from AHS, here I think they really start thinking in English. and whenever they have to do something with business or business English, they need the vocabulary but they can do the rest by themselves more or less so we also teach them a little bit English for special purposes. This is a technical school so we have business English as well as technical English.

Nihan: Hmm. Yeah. I thank you for your help.

Interviewee 3: Very welcome. I am really curious about your work because I think there is something to translation that is necessary for the language classrooms. I think it would be interesting.

Nihan: Yeah I just wanted to say it by the end of our conversation. Native speakers are against this idea. but nonnative teachers argue for the use of translation in the classroom. But of course they also support the idea that using it so rarely in certain situations to some extent so this study aims to systematize the use of translation instead of using word for word translation or other random methods. I just want to put it into practice in a systematical way.

Interviewee 3: Interesting.

Nihan: Yes. Is there anything you would like to add to what we have been talking about? Any concluding remarks regarding the use of translation and German in language teaching?

Interviewee 3: No, I think this is very important. I would be very happy to get the outcome. Maybe some examples that I can use in the classroom. If you want to I have got little ones now, 14-15 year old ones, you can try things out you can come to my class for a lesson and if you come right across the street and try it out because I am curious about it.

Nihan: Thanks a lot.

Interviewee 3: You are welcome.

Descriptive Information

Gender : Female

Nationality : Austrian

Place of Work: HTL Spengergasse

Which countries have you worked in so far? Austria, Guatemala

How long have you been working as a language teacher? 19 years

Do you have pedagogical content knowledge in language teaching? Yes

Code : A04

Name : S*****

Date : 29.05.2013

Nihan: Dear S*****. Thanks for your help and contribution. I would like to begin with the first one. What methods or approaches do you often use in language teaching?

Interviewee 4: Do you mean what?

Nihan: Like focus on form, focus on meaning, communicative task based language teaching, direct method.

Interviewee 4: I use all kinds of methods..Probably mostly I use discussions or many discussions as possible. I want them to talk as much as possible. But of course we also do any kind of listenings and readings, not much writing.. I tried to have some do writing at home. Can you stop it for a moment?

Nihan: Yes, of course.

.....

Nihan: OK. The second question comes. Do you use German in the classroom while teaching English?

Interviewee 4: Very little, but occasionally when I want to bring out contrasts. You know, there are certain aspects that German speakers find difficult to get into their heads. Then I try to give them that, what's in German but remember it's something

different in English. Present perfect could be a perfect example.

Nihan: Hmm. I see. Do you use 'translation' as a teaching method in the classroom?

Interviewee 4: Hardly ever, sometimes occasionally.

Nihan: In what cases, for what purposes?

Interviewee 4: To make them aware of, you know, how you can say different things differently.

Nihan: The lexical do you mean or?

Interviewee 4: Yes of course. You know the word order things and expressions and just the structure of the language basically, but very rarely.

Nihan: Very rarely. Ok. Have you recently heard or read about the re-assessment of the use of translation in language teaching?

Interviewee 4: I have.

Nihan: You have. Then, how was your perception?

Interviewee 4: Well, the funny thing is that I have been a teacher for quite some time. What I find funny is that it looks like a 'turn around' now because for years, years and years we heard "Never translate!" because they must, you know, think in English. And apparently there is a change now of opinion. And yeah. So you know they are remembering that maybe translating is not completely useless. I was at the conference in October called 'SprachGastein' and we had one workshop with a guy who said that and talked all about translation in the classroom.

Nihan: Do you remember the name of this speaker?

Interviewee 4: I don't know.

Nihan: Ok. Then, do you think that students translate phrases or sentences from English to their language in their minds?

Interviewee 4: Certainly yes. I am sure they do.

Nihan: Hmm. What do you think about the role of German as resource for students to construct new knowledge on the basis of the existing knowledge?

Interviewee 4: Yes it could be because to use sometimes to contrast, sometimes also to find similarities. We were just talking with our assistant and he said you can put the cat to sleep, then of course we say in German we have the same thing. So you know hoping that it's a hope for them to remember things better.

Nihan: Hmm because they grasp better.

Interviewee 4: Yeah.

Nihan: What do you think about the role of translation in code-switching? You know code-switching is between languages in the context of a single conversation. They switch from one language to another. And what could be the role of translation in code-switching? What is your idea?

Interviewee 4: What could be the role of translating? Well to clarify things, I suppose.

Nihan: Hmm.

Interviewee 4: You know it can support and other than that.

Nihan: Hmm I see. How do you think your students would feel when you used German in the activities? Motivated or anxious?

Interviewee 4: I was in Britain some weeks ago and I made a point of speaking only English with them when were there. For some reason, I said a few things in German, don't remember why. One of them said "Das ist das erste mal das ist sehr English Ich habe gehört in vier Jahren". I think some just take it, you know, and they are happy. I'm saying something in German because it makes it easier for them. Others are so used to me speaking English, they notice that I'm not speaking English. I think these are different aspects.

Nihan: Mostly, were they motivated or?

Interviewee 4: I don't think it particularly motivates, if I speak German. No. It may make things easier for them especially for the weaker ones. Finally, they all know exactly what you mean. When I speak English they kind of understand, but they may never be sure.

Nihan: It is interesting.

Interviewee 4: Yeah, when I say that what is in German. They say "ahhhh that is what it is", but I don't know I have never asked them. Because as always said "Don't use German in the classroom, use "only English".

Nihan: Yes. I see. At which level and at what age would the use of translation activities be most useful for students? Why? For example, from elementary to advanced levels or from young learners, teenagers to adults. What is your opinion about that? I really wonder.

Interviewee 4: I never really thought about it but I guess if you do it right, it can be

useful for any level. Depends of course what you have them translate or what you translate for them.

Nihan: Yeah, I am excluding the literary translation.

Interviewee 4: Yeah, yeah I know I mean general. But I don't know, again at different levels it depends on what you translate. You know the more advanced they are, the more they may start understanding how different languages work which they didn't really think of when they are little. But as they grow older, maybe they stop to see the system and the differences.

Nihan: Like they contrast.

Interviewee 4: Yeah.

Nihan: At any level you said, what age exactly? What is your preference for the use of translation as a teaching method?

Interviewee 4: Well, I only teach to 14-19 year old so I'm very used to those..I'd not really know about 10 to 14 years old and even diplomas. I think it all depends on what you have them translate and what you translate for them. If you translate particularly difficult passages maybe, it speeds up understanding, you know, they don't have to work it out, so working with the dictionary is very important, though.. Teaching them basically translating properly this is difficult, I find.

Nihan: Ok. You find these bilingual dictionaries difficult to teach.

Interviewee 4: No. Not to teach them how to use it, for them to use it properly because, you know, they define it with seventeen possibilities. They pick up the first one because they are too lazy to go through.

Nihan: I see. Ok.

Interviewee 4: You know if you want to teach translation, there is a time problem. You need more lessons.

Nihan: Hmm. I see. There is a time problem. How do you consider not consulting the use of Turkish ever in the classroom: as a better learning strategy or as a form of linguistic imperialism? Could you give your reasons?

Interviewee 4: I think it is imperialism really. It all counts down to what is useful at a certain point. And I can see the argument that, you know, if you control them with a lot of input language, you know foreign language, maybe they will kind of pick it up

intuitively, but why not translate. As I always translate a bits, even though it was "Don't ever translate". But little because you know it was thought to said but I think it is why not. Of course I wouldn't have them translate the whole text or so whatever which in the past some people used to do, but you know that is out of question. but in bits and in parts.

Nihan: Ok, thanks. Then, what do you think about the role of translation to highlight the importance of cultural, linguistic diversity and multilingual education?

Interviewee 4: For multilingual education in classroom. How do you mean?

Nihan: Instead of using just one language or monolingual teaching, what do you think about the bilingual teaching? You know, do you think?

Interviewee 4: I don't think that I mean this probably depends on how many lessons you have a week. But we have only two lessons and I still wouldn't want to spend a lot of time using German in the classroom because twice 50 minutes and when you use 35 % in German and but then the input is very low.

Nihan: Then you focus on their communicative skills.

Interviewee 4: Ja.

Nihan: And you would like to speak English more.

Interviewee 4: Ja because I think you know I remember well. I was always a friend talkative but many of our students have a certain shyness of speaking of course. And I know for sure that is it has to do with being used to speaking. So if they use to speaking, they want to speak. If they don't want, they won't.

Nihan: Hmm. And this is related with you actually. What do you think about the advantages and disadvantages of language learning, preferably taught by a native speaker or a non-native teacher?

Interviewee 4: It all depends on what the person does and how they teach. Native speaker can be brilliant or they can be useless. Nonnative speakers can be.

Nihan: In your context if you imagine a native speaker and a nonnative teacher in your own context.

Interviewee 4: In my school. Still, I would say what the person does. You can't generalize. You can have brilliant ones that do amazing things and you know I mean I see when we have -OK and it may not be fair- assistant teachers from America. Some

of them are brilliant; some of them don't know what to do. I don't think, I mean, it does have to do with experience. But I couldn't say what differences. I don't really. Everything depends on the teacher.

Nihan: You mean that both of them have advantages and disadvantages and it changes in accordance with the context and the teacher.

Interviewee 4: Yeah. You could have a native speaker who has no idea of what the students need and just start scrabbling and has a certain level where they don't realize who they are talking to. Complete waste of time. You can have a nonnative speaker who knows exactly you know what students need and how to do it and wonderful results. And it could have.. It all depends on the teacher. Maybe of course the native speaker has the advantage of having, I don't know, a more impulsive choice of words that we, I mean nonnative speakers, might not be able to come up with. They maybe are more in touch with the current language. Then again if they don't really know what to do with the kids, they all can be a waste.

Nihan: I see. In the end, do you find monolingual or bilingual teaching more advantageous?

Interviewee 4: I would think the monolingual teaching. but maybe because this is what I have been hearing for the last 35 years.

Nihan: I see.

Interviewee 4: This is how you do it. I am so used to it.

Nihan: Hmm. And two more questions. What do you think about the idea of reintroducing recent translation activities into language teaching course books in terms of practicality and saving time?

Interviewee 4: Yeah. It could work well if it doesn't become self serving meaning only translation. Then, it is no use. But bits why not. Yes.

Nihan: Then, how do you regard the concept of translation as a 'fifth skill': being compatible with other four skills or unrelated to these four skills in language teaching?

Interviewee 4: Hmm. It maybe..

Nihan: Can it be combined with other skills or not?

Interviewee 4: I think again it depends on the level because if it is very simple and straightforward and simple task. If you get to higher levels of language, it probably takes

some special skills. Maybe it is, maybe if you understand how language works, maybe if you have wide enough vocabulary, and then it is complementary. Then, of course, it is the job of the interpreters it must be something different.

Nihan: Yeah.

Interviewee 4: Because they have the training.

Nihan: It is considered in both ways. Translation in a professional sense and translation in language teaching. They separated it and they also focus on the aspects of teaching..

Interviewee 4: Do you mean that it is a different qualification in teaching?

Nihan: Yes, they would like to use it for different purposes so they change the use of translation and the practice of translation in accordance with the level of students and age of students and with the aim of teaching purposes.

Interviewee 4: Yeah that's the focus.

Nihan: Anyway then. Is there anything you would like to add to what we have been talking about? Any concluding remarks regarding the use of translation and Turkish in language teaching?

Interviewee 4: I find it interesting that is coming back because it is a.. Because I have been doing a job for a long time and I find it interesting how things go back and forth.

Nihan: Hmm yeah.

Interviewee 4: Things go out "Don't do it". 10 years or 20 years later they come back. Others go out and they will be coming back at one time. It is just a Zeitgeist. If you like things yes.. but it is interesting. It is one of the interesting aspects getting old back.

Nihan: Yeah. I see. Then, I thank you for your help and contribution.

Descriptive Information

Gender : Female

Nationality : Austria

Place of Work: HTL Spengergasse

Which countries have you worked in so far? Austria, Great Britain

How long have you been working as a language teacher? 29 years

Do you have pedagogical content knowledge in language teaching? Yes

Code : A05

Name : A*****

Date : 28.05.2013

Nihan: What methods or approaches do you often use in language teaching? (Prompt: Communicative language Teaching, Task-based language teaching, Direct Method, Focus on form, Focus on meaning...)

Interviewee 5: Communicative language Teaching; Focus on meaning

Nihan: Why do you prefer this/these method(s)/approach (es)?

Interviewee 5: CLT: I do a lot of group and pair work. I think that students feel more comfortable when speaking English in smaller groups than when they have to talk in front of the whole class.

Focus on meaning: meaning is often more important to me than form because I want to let the students speak and feel comfortable with it rather than correct them at any second sentence. That would also interrupt the speaking a lot.

Nihan: Do you use German in the classroom while teaching English?

Interviewee 5: Yes

Nihan: If yes: How often and for what kinds of aims do you use German in the classroom? (Prompt: As a matter of self-principle or of institutional-principle)

Interviewee 5: It depends on the level and the age of the students. I use German for example when I introduce new grammar topics or when I talk about revisions or tests and what they need to know there. I use it to announce important information. Or also for organizational stuff. I try not to use German very often but it is often very difficult.

Nihan: Do you use 'translation' as a teaching method in the classroom? If yes: How often and for what kinds of aims do you use the translation as a method in the classroom? If no: Why not? What are your reasons to avoid using translation? (Prompt: As a matter of self-principle or of institutional-principle)

Interviewee 5: I don't use translation as a method very often. Sometimes I ask students what a particular words or phrase or sentence means but I never let them translate texts in writing. I don't think it makes a lot of sense because I don't want that my students

switch from German to English. What I want is that they think in English and then speak or write it down and not for example think in German and then translate it in their heads and then speak or write in English.

Nihan: Have you recently heard or read about the re-assessment of the use of translation in language teaching? If yes: Has your perception of the use of translation changed? How? If no: Has your perception of the use of translation changed after just having heard these recent activities now? How? (Prompt1: Recently suggested-communicative-translation activities such as CTM - Communicative translation method-, Pedagogical translation or Functional translation) (Prompt2: (If necessary) For example, the use of pedagogical translation presupposes that the use of both oral and written skills and translation activities can be carried out either in L1 or L2 or both at the same time depending on the teaching targets)

Interviewee 5: No, I haven't heard or read about it. And I still don't think that doing a lot of translation activities in classroom is very useful...

Nihan: Do you think that students translate phrases or sentences from English to their language in their minds?

Interviewee 5: I think they sometimes do.

What do you think about the role of translation in code-switching between languages in the context of a single conversation?

Interviewee 5: Don't really know...

Nihan: How do you think your students would feel when you used German in the activities? (Prompt: Feel motivated, more comfortable, and less anxious or vice versa)

Interviewee 5: They would probably feel more comfortable.

Nihan: At which level and at what age would the use of translation activities be most useful for students? Why? (Prompt: Elementary, pre-intermediate, intermediate, upper-intermediate, advanced; young learners, teenagers, adults)

Interviewee 5: Maybe for elementary or pre-intermediate, but only short sequences. I would never give them a whole text to translate.

Nihan: How do you consider not consulting the use of German ever in the classroom: as a better learning strategy or as a form of linguistic imperialism? Could you give your reasons?

Interviewee 5: I think it is often easier and also more comfortable for the students to use German for certain things in class. I still think English should be the language that is used mostly in an English lesson. Students should be surrounded by the language in the English lesson.

Nihan: What do you think about the role of translation to highlight the importance of cultural, linguistic diversity and multilingual education?

Interviewee 5: I don't really think that translation highlights cultural or linguistic diversity or multicultural education.

Nihan: What do you think about the advantages and disadvantages of language learning, preferably taught by a native speaker or a non-native teacher?

Interviewee 5: I think native speakers can be very good assistants for nonnative language teachers. But I also think that it is often advantageous if the language teacher has the same mother tongue as the students. That makes things easier.

Nihan: Do you find monolingual or bilingual teaching more advantageous?

Interviewee 5: I think both have advantages and disadvantages. I think the best solution is when two teachers (nonnative and native) work together and complement each other. I think the idea of language assistants who are native speakers very interesting and useful.

Nihan: What do you think about the idea of reintroducing recent translation activities into language teaching course books in terms of practicality and saving time?

Interviewee 5: I am not a fan of translation activities but I guess it depends on the particular activities.

Nihan: How do you regard the concept of translation as a 'fifth skill': being compatible with other four skills or unrelated to these four skills in language teaching?

Interviewee 5: I don't see it as a fifth skill. I don't think it is as important as the other four skills although it could complement them.

Nihan: Is there anything you would like to add to what we have been talking about? Any concluding remarks regarding the use of translation and German in language teaching?

Interviewee 5: No 😊

Nihan: I thank you for your time and contribution to the research project of the University of Vienna.

Descriptive Information

Gender : Female

Nationality : Austria

Place of Work: Bundesgymnasium Horn

Which countries have you worked in so far? Ireland, United Kingdom

How long have you been working as a language teacher? Just over 3 months

Do you have pedagogical content knowledge in language teaching? I have a MA degree but I didn't attend any pedagogical courses (teacher training/Fachdidaktik) at university

Code : T06

Name : G*****

Date : 04.06.2013

Nihan: Dear G*****, I thank you for your contribution. It was really important for me. If you don't mind, I will record your voice.

Interviewee 6: Ok.

Nihan: I will begin with the first one. I would like to learn. What methods or approaches do you often use in language teaching?

Interviewee 6: In language teaching I generally prefer communicative language teaching because it is important and it is useful I think. But because of our education system requirements sometimes we have to focus on form. And grammar forms and structures are really important. It is seen in this way in Turkey, so I have really difficulty in using this method but I am doing my best to perform it.

Nihan: Hı hı..you mean because of this exam focused lessons you have to use these focus on form methods.

Interviewee 6: Exactly, but actually I am in favor of communicative language teaching method.

Nihan: Hmm.. ok..Do you use Turkish in the classroom while teaching English?

Interviewee 6: Yes I don't want to use it but sometimes I have to.

Nihan: Could you tell me how often and for what kinds of aims you use Turkish in the classroom?

Interviewee 6: Especially while giving instructions to students I have to use it because students have difficulty in understanding my instructions and I have to use Turkish.

Nihan: Ok also while explaining some grammatical structures..

Interviewee 6: Yes yes exactly. Especially in grammar lessons I have to use it. Maybe in reading or listening classes it doesn't matter but in grammar it is difficult to teach the forms and structures in foreign language.

Nihan: Ok I see. The next question..Do you use 'translation' as a teaching method in the classroom?

Interviewee 6: Yes I use it.

Nihan: Hı hı. Could you tell me how often and for what kinds of aims do you use the translation as a method in the classroom? And how long does your lesson take?

Interviewee 6: Hmm in one lesson?

Nihan: Yes..

Interviewee 6: It takes 40 minutes. I use the last 5 or 10 minutes generally because after giving instructions and after teaching instructions, it is important for me to see them in a text and to be aware of and to distinguish language structures so I use it.

Nihan: So you allow them to compare and contrast the structures in these reading texts.

Interviewee 6: Yes and I try to enable them to understand the structures and translate it.

Nihan: Aha. Ok I see. Have you recently heard or read about the re-assessment of the use of translation in language teaching?

Interviewee 6: No, I haven't heard.

Nihan: Ok. No, you haven't.

Interviewee 6: No.

Nihan: If you look at the prompt 1 here. There are, for example, recently suggested-communicative-translation activities. They combine communicative activities with translation. And their names are like Communicative translation method, Pedagogical

translation or Functional translation. You know they are much closer to communicative approach. For example, the use of pedagogical translation assumes that the use of both oral and written skills and translation activities can be carried out either in L1 or L2 or both at the same time depending on the teaching targets. After hearing these types of translation methods, has your perception to the use of translation changed?

Interviewee 6: Yes exactly, it has changed. At the beginning of our interview I said, I am in favor of communicative language teaching and it seems it is compatible with this view. It seems compatible, though.

Nihan: Yes. And the question comes about the students. Do you think that students translate phrases or sentences from English to their language in their minds?

Interviewee 6: I don't know.

Nihan: You don't know. Ok. Then, what do you think about the role of translation in code-switching between languages in the context of a single conversation? You know sometimes while speaking English they can't remember some words so they have to use their words from L1 and switch into Turkish or back again to English. What do you think about the role of translation in this conversation context?

Interviewee 6: Maybe translating phrases may help them and improve their skills maybe but I am not sure.

Nihan: Ok you are not sure of the role of translation in code-switching.

Interviewee 6: Yeah.

Nihan: Do you do code switching in classes while speaking English? Do they use often Turkish words?

Interviewee 6: If I have to, I use it because there are some difficult words and they are not often used, so I have to switch to Turkish and get back.

Nihan: How do you think your students feel when you use Turkish in the activities? While teaching English, maybe you use English continuously and then go back to Turkish. How do they feel? Feel motivated, more comfortable, or anxious.

Interviewee 6: As far as I can observe that they feel comfortable when they hear Turkish.

Nihan: Hmm. Do they ask you to speak Turkish?

Interviewee 6: Yes. When they have difficulty in understanding what I have said,

especially while giving instructions they want me to speak Turkish.

Nihan: Ok..This is about some pedagogical issues. I am curious about your opinion because you are also working with university students. At which level and at what age would the use of translation activities be most useful for students? From elementary to advanced levels and from young learners to adults. What can you tell us about that?

Interviewee 6: Maybe we can start at pre-intermediate level because at elementary level it is really difficult. Most of my classes are elementary classes, so they don't have any background. Their grammar and word knowledge are low so it is difficult But maybe pre-intermediate level is a good level to start this activity.

Nihan: What about the age? Can it be used with young learners or do you prefer it with more teenagers and adults.

Interviewee 6: Maybe teenagers.

Nihan: Ok. You mean from teenagers onwards..

Interviewee 6: Yes.

Nihan: Ok. How do you consider not consulting the use of Turkish ever in the classroom? You know there are teachers and colleges practicing this method? Is it a better learning strategy or as a form of linguistic imperialism? Could you give your reasons?

Interviewee 6: I think it is a better learning strategy and it makes the lessons, makes the classes very challenging because this challenge helps them improve. But it is very difficult as I mentioned.

Nihan: Hmm. In private school and certain universities it is a must to apply this method. But in different cities the level of students changes and it is really difficult for you to focus on communicative approach because the teaching targets change.

Interviewee 6: Exactly.

Nihan: Ok. Skipping to the next question. What do you think about the role of translation to highlight the importance of cultural, linguistic diversity and multilingual education in the classroom? You know if you use Turkish and English at the same time, do you think it improves linguistic diversity and multilingual education or not?

Interviewee 6: Yeah it may be helpful and may improve their skills..

Nihan: Hmm.. could be you say.

Interviewee 6: Yeah.

Nihan: This question is really important for me. It is kinda detailed one. What do you think about the advantages and disadvantages of language learning, preferably taught by a native speaker or a non-native teacher?

Interviewee 6: If it is possible, native speaker is more preferable because language is not, just consists of one element, only grammar knowledge or vocabulary knowledge. There are cultural elements as well and different things so it is difficult for a nonnative teacher. Because I am a nonnative teacher, there are some cultural elements in reading texts for example and I have difficulty in explaining them.

Nihan: Because you are not aware of these cultural..

Interviewee 6: Sometimes maybe I will not know anything about the expression there because it is a cultural thing.

Nihan: Hmm I see and you think that this is an advantage of a native speaker. But do you think that you have also an advantage as a nonnative teacher.

Interviewee 6: I didn't think about it but maybe bilingual teaching.. bilingual teachers could be more advantageous.

Nihan: Ok. Considering your answer can I ask this question? Do you find monolingual or bilingual teaching more advantageous?

Interviewee 6: Bilingual teaching.

Nihan: Bilingual teaching..what could be the disadvantages of native speaker?

Interviewee 6: Native speaker.. What can be.. hmm..

Nihan: If you have no idea, you can just skip it.

Interviewee 6: No I have an idea, but I can add this. As far as I see, there are a few native speakers in our institutions and they have difficulty in teaching English to Turkish students, especially at lower stages, for example elementary. For elementary students it is very difficult to have a native speaker teacher.

Nihan: Hmm. Ok I see. And what do you think about the idea of reintroducing recent translation activities into language teaching course books in terms of practicality and saving time? How could it be and what do you think about this idea?

Interviewee 6: And reintroducing translation activities into language course books...It takes a long time because you have to give time to students for translation and it takes

time. And many young people abuse the time and allocate more than they need.

Nihan: And so you don't find this idea practical as far as I see. And the last question. How do you regard the concept of translation as a 'fifth skill'? Is it something compatible with other four skills reading writing speaking and listening or this translation is unrelated to these four skills in language teaching as a separate skill?

Interviewee 6: Translation can be accepted as a fifth skill because it is a combined version of these four skills. It includes all of them and it is a combination of them so it can be accepted as a fifth skill.

Nihan: Ok it can be accepted as a fifth skill but in language teaching do you find it compatible with other four skills? Could it be used to mix it with other language skills or shouldn't it be taught?

Interviewee 6: Theoretically I didn't think about it in a very detailed way. But practically speaking, I use translation in my lessons and I see the results are very very useful. And it is really improving students' language knowledge. I think in practice it seems good, but theoretically I didn't think about it. It may be used but it will be compatible for me.

Nihan: How old are your students?

Interviewee 6: Generally 18-19 years old.

Nihan: Hmm ok. Is there anything you would like to add to what we have been talking about? Any concluding remarks regarding the use of translation and Turkish in language teaching? I am so open-minded to hear your comments.

Interviewee 6: Ok. Thank you very much.

Nihan: Then, I thank you so much. It was really kind of you.

Descriptive Information

Gender : Male

Nationality : Turkey

Place of Work: SDU University

Which countries have you worked in so far? Turkey

How long have you been working as a language teacher? 3 years

Do you have pedagogical content knowledge in language teaching? Yes

Code : T07

Name : M*****

Date : 06.06.2013

Nihan: OK. Dear M*****, I thank you for your help. It was really important for me. It means a lot to me. If you are ready, I would like to begin with the first question.

Interviewee 7: Yes.

Nihan: OK. First I wonder what methods or approaches you often use in language teaching.

Interviewee 7: Well.. To begin with, my favorite method is just like most language teachers is communicative language teaching method because variety of language skills are involved and materials are presented in context. So I try to expose my students to the language as much as possible and I try to create some situations that they can have just like real life situations, simulated or situational language experiences. And I think these experiences enhance their personal and conversational confidence and they can have the chance to have self-discovery, self-correction so I most of the time try to use communicative language teaching method.

Nihan: Hmm. Thank you. What about Turkish language? Do you use Turkish in the classroom while teaching English?

Interviewee 7: Yes I can say that I use Turkish in the classroom less than 50% of the time. I use Turkish especially while teaching some complicated grammar subjects. The reason is if I tell these subjects in English, it can be very difficult for students to understand and it can be lead to less understanding of these subjects.

Nihan: Hmm.

Interviewee 7: However, I try not to use it most of the time as I have realized the negative effects of it on students. I have to tell about the experience of mine. On my first year of teaching English, I would begin to listen, teach grammar subjects in English and I would teach the same subjects in Turkish to make sure that they understand and after a while I have realized that students weren't concentrated enough to understand the subject while I was telling it in English.

Nihan: Hmm I see.

Interviewee 7: I think they are more of the opinion that the teacher is going to tell in Turkish in any way. After that year I changed my teaching method and start to use Turkish as much little as I can. And now it gets a bit difficult for them at the beginning of the year after some time they understand the language better and learn better.

Nihan: Ok then. Thank you. Do you use 'translation' as a teaching method in the classroom?

Interviewee 7: Yes, it depends on the level of my students. Sometimes I use it for them to understand the target language. If they are usually beginners or elementary levels, they need translation more, so I use it for those students.

Nihan: For what kinds of aims do you use the translation? To teach vocabulary or to teach grammar? Or do you combine it with other skills reading, writing, speaking and listening?

Interviewee 7: Yes actually I use it with four of the skills but not so often.

Nihan: Ok the fourth question is about the reassessment of the use of translation in language teaching. Have you recently heard or read about the re-assessment of the use of translation in language teaching?

Interviewee 7: Well actually no.

Nihan: OK You have no idea about it, but how is your attitude towards the use of translation? Is it positive or negative?

Interviewee 7: Hmm both of them. I mean it depends on the situation as I stated before, teaching targets.

Nihan: The next question is about your students. Their thinking during the class hour. Do you think that students translate phrases or sentences from English to their language in their minds?

Interviewee 7: As far as I could see the students with higher levels can do it. I mean they can translate the language in their minds. They use the language better in this way, but with the lower levels I don't think that they can do it yet.

Nihan: Hmm. They still have some problems with translation at lower levels.

Interviewee 7: Yes, exactly.

Nihan: Thank you. Here is the question about the code-switching. You know code-

switching is a language switch in the context of a single conversation. Here I wonder your opinion about the role of translation in code switching. What do you think about the role of translation in code-switching between languages in the context of a single conversation?

Interviewee 7: Yeah I find it very effective for the students who are beginners of English who are not competent enough in English. I see code-switching as a facilitator because the students, how can I say, it helps the students to height their fluency because they are not competent enough and it helps them speak more comfortably so I find it very effective for the beginners.

Nihan: Hmm. Ok. And you told me that you use Turkish not so often. This question would be the real one. How do you think your students feel when you use Turkish in the activities? Feel motivated, more comfortable, and less anxious or vice versa.

Interviewee 7: Aha. yes. As I said before, I use Turkish as little as possible but I use it. When I use Turkish, I can see that they feel more comfortable and however at the same the time they lose their concentration on English. They can stop pushing themselves to using English..

Nihan: Hmm.

Interviewee 7: That's why I don't think it is such a good idea. Of course learning a foreign language is a challenging process, and as a teacher I have to make sure that they learn it successfully but not professionally.

Nihan: OK. Here the question is about the level and age. At which level and at what age would the use of translation activities be most useful for students? Why? I think you mostly deal with teenagers and freshmen.

Interviewee 7: Yes, the teenagers and the freshmen of university students. I think the use of translation activities would be most useful for beginner and elementary students and maybe for pre-intermediate level students.

Nihan: Hmm. You don't suggest it for the upper-intermediate and advanced level students.

Interviewee 7: No I don't suggest it because as the beginner students have recently started learning English, they haven't had their own conceptual maps yet so on the way of creating those maps, they need translation, but I don't think the students of higher

levels would need it as they have already covered a long distance.

Nihan: Hmm I see. So what about age? What can you tell us about age? Some people are against the use of translation with young learners while some argue for this idea. Do you suggest it more with young learners or with more adults?

Interviewee 7: I don't suggest it for young learners because they are still processing their conceptual maps in their minds about for both their native language and target language. As far as I observed they don't need it.

Nihan: You would rather with more adults.

Interviewee 7: Yes. More adults at beginner levels.

Nihan: OK. The question nine. How do you consider not consulting the use of Turkish ever in the classroom: as a better learning strategy or as a form of linguistic imperialism? Could you give your reasons?

Interviewee 7: I see it neither way. I don't see it as a better learning strategy since the starter levels and elementary levels desperately need Turkish to get a better understanding of the language. It doesn't have to be a linguistic imperialism because with the higher levels of English students not consulting the use of Turkish is ever necessary. They have the knowledge and they just need to push themselves to use the language more correctly.

Nihan: OK. I see. The next question. If you don't feel comfortable with this question we can skip it, but of course I wonder your opinion about that. What do you think about the role of translation to highlight the importance of cultural, linguistic diversity and multilingual education?

Interviewee 7: Hmm. I think translation has a big role at this point in order to understand the other culture very well. I think the importance of cultural and linguistic diversity and multilingual education should be highlighted as the culture and language are very dependent on each other. and getting a better understanding of the culture will be very useful in language learning but when you have the knowledge of your own culture, you will have a wall in front of the target culture. And when you want to look around behind that wall, you will have a lot of difficulty to be able to see around.

Nihan: Hmm..

Interviewee 7: When you get rid of that wall, you will get rid of your limited view. You

can see the reality and see the way which goes to the learning of the target language.

Nihan: So regarding the role of translation you are positive.

Interviewee 7: Yes I am positive.

Nihan: Yes. Then, Here is the question. As a nonnative teacher what do you think about the advantages and disadvantages of language learning, preferably taught by a native speaker or a non-native teacher?

Interviewee 7: I think both have advantages and disadvantages. With a nonnative teacher you can ask your questions in Turkish, and likewise you can get your answers in Turkish which will help you understand more easily. However, this would make you lazier to speak English. It will cause not pushing yourself to speaking English. I find nonnative teachers are better for starters of English not higher levels. And if it comes to a native teacher, it is for sure it has both advantages and disadvantages. As all language teachers very well know, exposure to the language is very important while learning it. With a native teacher you will certainly have it. However we look from the other side, it might be disadvantages as there can be challenging times both for the teacher and students. The teacher may not be able to get her point across correctly. Likewise students may not get it correctly and clarification process can be time consuming.

Nihan: Hmm. You prefer bilingual teaching more with beginners and monolingual teaching with more advanced levels because they have a higher level of proficiency. Did I get it?

Interviewee 7: Hmm yes.

Nihan: OK. Two more to go. What do you think about the idea of reintroducing recent translation activities into language teaching course books in terms of practicality and saving time?

Interviewee 7: I think it is practical and time saving as it speeds the teaching process up and as it speeds the learning process of learners up, so I am positive about this.

Nihan: ok. The last question. How do you regard the concept of translation as a 'fifth skill'? Is it something compatible with other four skills reading writing speaking and listening or Is this translation is unrelated to these four skills in language teaching and as a separate skill?

Interviewee 7: hmm. If I have to answer the first question. I think it can be regarded as a fifth skill because when we think about the definition of a translation. Translation does not mean only translation. I think it includes the understanding of the target culture. It necessitates the interpretation of the language and appropriate translation of it into our language. So the translators need to have the language competency, good knowledge of both the culture and native culture and they have to combine and make use of all of them while making translation. Also, in Turkey there are many universities which have both the English philology and translation and interpreting department, so I think it is a fifth skill.

Nihan: Hmm. What about in language teaching? Is it something compatible with other four skills reading writing speaking and listening or This translation is unrelated to these four skills in language teaching and as a separate skill? Can we teach translation as a separate skill in classrooms or should we combine it, mix it with other four skills while teaching English?

Interviewee 7: Hmm. I think we should combine it with the other skills at first. But after learning it for some time. It can be regarded as a fifth skill. We should maybe focus on it just on it alone. We need to improve our translation skill differently when we are with higher levels.

Nihan: Then, you regard translation as a fifth skill because there are departments such as translation and interpreting in our country and in the world, but when it comes to the language teaching you prefer these translation activities to be combined with other skills instead of regarding it as a fifth skill in language skills.

Interviewee 7: Yes at the beginner and elementary levels, but when the level is advanced or upper intermediate it can be a fifth skill.

Nihan: Ok. And that was all. Is there anything you would like to add to what we have been talking about? Any concluding remarks regarding the use of translation and Turkish in language teaching?

Interviewee 7: Hmm. I want to say that teaching a foreign language we should consider the level and intellectuality of our students and we should combine and make use of all language teaching methods. And I think translation should be regarded as I stated before as a different skill and it should get more attention. yes that is how my opinion is.

I want to thank for making this interview with me.

Nihan: Yeah I thank you for your help. It was really important for me.

Descriptive Information

Gender : Female

Nationality : Turkey

Place of Work: Eskisehir Osmangazi University

Which countries have you worked in so far? Denmark, Turkey

How long have you been working as a language teacher? 4 years

Do you have pedagogical content knowledge in language teaching? Yes

Code : T08

Name : B*****

Date : 03.06.2013

Nihan: What methods or approaches do you often use in language teaching?

Communicative language Teaching, Task-based language teaching. Why do you prefer this/these method(s)/approach (es)? (Prompt: Communicative language Teaching, Task-based language teaching, Direct Method, Focus on form, Focus on meaning...)

Interviewee 8: Task-based language teaching: it engages students into a task so that they try to complete the task in English-language, which enables them to master the language without feeling stressed-out.

Communicative language Teaching: It enables students to learn English through communication.

Nihan: Do you use Turkish in the classroom while teaching English? No. If yes: How often and for what kinds of aims do you use German in the classroom? If no: Why not? What are your reasons to avoid using L1? (Prompt: As a matter of self-principle or of institutional-principle)

Interviewee 8: As a matter of self-principle and I believe that the more language input they get, the more proficient they become...

Nihan: Do you use 'translation' as a teaching method in the classroom?

Interviewee 8: Very very rarely...

Nihan: If yes: How often and for what kinds of aims do you use the translation as a method in the classroom?

Interviewee 8: Very rarely...When students cannot get what a given phrase or sentence means regardless of how many example sentences we do check out, I use English-Turkish translation. To make students learn and use a new word or phrase in a correct way...

Nihan: If no: Why not? What are your reasons to avoid using translation? (Prompt: As a matter of self-principle or of institutional-principle)

Interviewee 8: I do not use it much as I believe in that every and each language has its own logic which might not be the same with one's native language does...

Nihan: Have you recently heard or read about the re-assessment of the use of translation in language teaching? (Prompt1: Recently suggested-communicative-translation activities such as CTM - Communicative translation method-, Pedagogical translation or Functional translation) (Prompt2: (If necessary) For example, the use of pedagogical translation presupposes that the use of both oral and written skills and translation activities can be carried out either in L1 or L2 or both at the same time depending on the teaching targets)

Interviewee 8: No.

Nihan: If no: Has your perception of the use of translation changed after just having heard these recent activities now? How?

Interviewee 10: I am afraid that I have not heard about it so that it did not make any changes in my teaching...

Nihan: Do you think that students translate phrases or sentences from English to their language in their minds?

Interviewee 8: Yes, at the early stages of the language learning it is more often the case.

Nihan: If yes: What do you think about the role of L1 as a resource for students to construct new knowledge on the basis of the existing knowledge?

Interviewee 8: The role of L1 is very important. If there are some similarities between

the L1 and the target language, this fastens the language-learning process.

Nihan: What do you think about the role of translation in code-switching between languages in the context of a single conversation?

Interviewee 8: Students tend to code-switch between languages when they do not know a given word in the target language. This enables them to go on the conversation without having a break down in the conversation. I do provide them with the English equivalent of the word when I heard such a code-switching. Also, they use code switching when they use some bad words in their native tongue. To illustrate, they say “damn it!” in English when they use their native language. Some studies suggest that code-switching softens the effect of swear words.

Nihan: How do you think your students would feel when you used German in the activities? (Prompt: Feel motivated, more comfortable, and less anxious or vice versa)

Interviewee 8: They would get shocked as I normally do not use their native tongue while communicating with them. Also, this would make them lazy in language learning and it would discourage the students. If the teacher does not use the target-language in the activities, why would students use it? Of course, they would not use it then.

Nihan: At which level and at what age would the use of translation activities be most useful for students? Why? (Prompt: Elementary, pre-intermediate, intermediate, upper-intermediate, advanced; young learners, teenagers, adults)

Interviewee 8: Adults students of the beginner level. As they have already reached a certain age, they might not grasp the language as a native speaker does. They might want to get ready for an exam, so using the translation activities might help them to pass the language exam that they are getting ready for. I would not use it with elementary school kids as I think that elementary school kids can start to respond in English to the teacher’s questions in English so that this would make them more fluent. also, elementary school students have ahead of time to get ready for any proficiency exams; e.g. TOEFL, IELTS, therefore they can try to learn English properly from the beginning, rather than rushing for the exam by leaving some skills; e.g. speaking, behind.

Nihan: How do you consider not consulting the use of German ever in the classroom: as a better learning strategy or as a form of linguistic imperialism? Could you give your

reasons?

Interviewee 8: As a better learning strategy since students do their best to communicate in English in class when you do not use their native tongue in class.

Nihan: What do you think about the role of translation to highlight the importance of cultural, linguistic diversity and multilingual education?

Interviewee 8: When the teacher is aware of the cultural conventions in both cultures and the linguistic diversity in both languages, using translation when there is no other way out, translation can have an important role in highlighting them.

Nihan: What do you think about the advantages and disadvantages of language learning, preferably taught by a native speaker or a non-native teacher?

Interviewee 8: A native speaker teacher, who has a degree in English teaching, can provide the students with any naturally occurring forms quickly. However, he might not understand what kind of difficulties the students are passing thorough while learning the target language. He could not predict in which areas the students need more help, some translations, as he did not learn the target language, but he acquired it. As a once language learner himself, a non-native teacher, who has a degree in English teaching, can know when a structure or a phrase might look too odd to his students to understand it, he could explain them to his students in the way which helped him understand them.

Nihan: Do you find monolingual or bilingual teaching (according to previous answer) more advantageous?

Interviewee 8: It is a tricky question. Having a bilingual teacher who is proficient in both languages and competent in both cultures is better, but also trying to be stick to the monolingual education is better. By this way, the teachers can only switch back to students' native tongue when it is extremely necessary.

Nihan: What do you think about the idea of reintroducing recent translation activities into language teaching course books in terms of practicality and saving time?

Interviewee 8: I am afraid that I am not aware of the recent translation activities. Therefore, I won't be able to comment on it.

Nihan: How do you regard the concept of translation as a 'fifth skill': being compatible with other four skills or unrelated to these four skills in language teaching?

Interviewee 8: It would be unnecessary as not many people need to make any

translations at all. As a fluent speaker of English, I can clearly say that I never think in my native language when I speak English. Therefore, teaching translation as a fifth skill to any language learner would be unnecessary.

Nihan: Is there anything you would like to add to what we have been talking about? Any concluding remarks regarding the use of translation and German in language teaching?

Interviewee 8: No.

Nihan: I thank you for your time and contribution to the research project of the University of Vienna.

Descriptive Information

Gender : Female

Nationality : Turkish

Place of Work: Bogaziçi University, Istanbul, Turkey

Which countries have you worked in so far? US, Austria and Turkey.

How long have you been working as a language teacher? 4 years

Do you have pedagogical content knowledge in language teaching? Yes.

Code : T09

Name : N*****

Date : 12.06.2013

Nihan: What methods or approaches do you often use in language teaching? Why do you prefer this/these method(s)/approach (es)? (Prompt: Communicative language Teaching, Task-based language teaching, Direct Method, Focus on form, Focus on meaning...)

Interviewee 9: Most of the time, I try to use communicative language teaching. However, I also try to integrate grammar translation method into CLT. Most of my students need direct grammar explanations so I have to explain each grammar topic via

rules, examples etc. not with speaking activities. They need to gain a conscious awareness of the rules.

Nihan: Do you use Turkish in the classroom while teaching English? If yes: How often and for what kinds of aims do you use Turkish in the classroom? (Prompt: As a matter of self-principle or of institutional-principle)

Interviewee 9: Actually, I just use Turkish in the explanation of the grammar topics. Besides grammar, I also give the meanings of some words in Turkish if the students are unable to guess it from the sample sentences. As our institutional principle, we cannot use Turkish in the lectures.

Nihan: Do you use 'translation' as a teaching method in the classroom? If yes: How often and for what kinds of aims do you use the translation as a method in the classroom?

Interviewee 9: I use translation in some parts of the course. As I stated above, in grammar teaching and in readings focused on the teaching some vocabulary items, I use translation. However, I am not the one who directly translates. I encourage students to translate the sentences or the words by themselves in the first place by giving some prompts. Then, if necessary, I translate them by myself.

(Prompt: As a matter of self-principle or of institutional-principle)

Nihan: Have you recently heard or read about the re-assessment of the use of translation in language teaching? If no: Has your perception of the use of translation changed after just having heard these recent activities now? How? (Prompt1: Recently suggested-communicative-translation activities such as CTM - Communicative translation method-, Pedagogical translation or Functional translation) (Prompt2: (If necessary) For example, the use of pedagogical translation presupposes that the use of both oral and written skills and translation activities can be carried out either in L1 or L2 or both at the same time depending on the teaching targets)

Interviewee 9: I have not heard about the recent activities related to translation. My perception has not been changed, though. I find translation quite effective if the students need translation to acquire those subjects.

Nihan: Do you think that students translate phrases or sentences from English to their language in their minds?

If yes: What do you think about the role of L1 as a resource for students to construct new knowledge on the basis of the existing knowledge?

Interviewee 9: Yes, I do think. Both my own learning experience and my observation of students clearly reflect that we try to translate some phrases and sentences into Turkish.

Nihan: What do you think about the role of translation in code-switching between languages in the context of a single conversation?

Interviewee 9: I think code-switching requires knowledge in both languages- L1 and L2. Hence, in a way, it signals positive feedback in terms of the acquisition of language.

Nihan: How do you think your students would feel when you used Turkish in the activities? (Prompt: Feel motivated, more comfortable, and less anxious or vice versa)

Interviewee 9: They feel comfortable, and they become more enthusiastic. Sometimes they feel like they are missing some of the topics but with Turkish they feel more secured about what they are doing. However, I believe that if the teacher uses English all the time, they can overcome that feeling of insecurity over the L2.

Nihan: At which level and at what age would the use of translation activities be most useful for students? Why? (Prompt: Elementary, pre-intermediate, intermediate, upper-intermediate, advanced; young learners, teenagers, adults)

Interviewee 9: Actually I am not sure about the answer of this question. I would say young learners in the first place; however, their minds are open to new information and they can absorb the language better than teenagers and adults. Depending on the level, I would say adults. Since their L1 has a bigger effect on their acquisition of L2, they need to get the information in their own language to make it meaningful.

Nihan: How do you consider not consulting the use of Turkish ever in the classroom: as a better learning strategy or as a form of linguistic imperialism? Could you give your reasons?

Interviewee 9: It totally depends on your student profile. If the students need Turkish explanations, then it sounds an effective way. That's why I believe that students are the main factors that define teaching strategies used in the lecture.

Nihan: What do you think about the role of translation to highlight the importance of cultural, linguistic diversity and multilingual education?

Interviewee 9: I think translation can be useful only in terms of the integration of cultural factors into teaching. Via translation, students may have a chance to comment on the cultural issues in their own language and may have a better understanding.

Nihan: What do you think about the advantages and disadvantages of language learning, preferably taught by a native speaker or a non-native teacher?

Interviewee 9: Being a non-native or native speaker has its own advantages in terms of teaching skills. Being a native speaker makes students use English all the time to communicate with the teacher and in time it improves their speaking skills and use of English. However, students may need to use their own language and they need some explanations in their own language to get the gist of the topic. At those times, non-native speakers have a chance to provide further explanation to clarify the missing parts.

Nihan: Do you find monolingual or bilingual teaching more advantageous?

Interviewee 9: Bilingual teachers are more advantageous because they can switch the language whenever they need during their teaching.

Nihan: What do you think about the idea of reintroducing recent translation activities into language teaching course books in terms of practicality and saving time?

Interviewee 9: In terms of practicality and saving time, they may be useful. However, I believe that translations should not be encouraged. They need to be only used in complicated situations.

Nihan: How do you regard the concept of translation as a 'fifth skill': being compatible with other four skills or unrelated to these four skills in language teaching?

Interviewee 9: I think we cannot add translation as a fifth skill. Students do not have to acquire translation skills to be good learners. They just need it in some situations, not all the time. Therefore, it cannot be compared to learning speaking, listening, reading or writing.

Nihan: Is there anything you would like to add to what we have been talking about? Any concluding remarks regarding the use of translation and Turkish in language teaching?

Interviewee 9: No thanks.

Nihan: I thank you for your time and contribution to the research project of the

University of Vienna.

Descriptive Information

Gender : female

Nationality : Turkish

Place of Work : TOBB University

Which countries have you worked in so far? Turkey

How long have you been working as a language teacher? 1,5 years.

Do you have pedagogical content knowledge in language teaching? Yes

Code : T10

Name : Ö*****

Date : 07.06.2013

Nihan: It is working now. Dear Ö*****, I thank you for your contribution. That means a lot to me. I would like to begin with the first question. Here is about your methods and approaches you use during your teaching in the classroom. What methods or approaches do you often use in language teaching?

Interviewee 10: Well, actually because of our curriculum and program it is not easy to use any methods and any different activities because we have to use the book and our program is really strict so I cannot give you any name of methods but I try to use inductive teaching.

Nihan: Do you use Turkish in the classroom while teaching English?

Interviewee 10: Well, with the beginners you have to use because while you are talking they just sit there and they look like rabbits which is so cute. In the first weeks you have to use but then I don't prefer to use it.

Nihan: How often and for what kinds of aims do you use Turkish in the classroom at the beginning of the semester?

Interviewee 10: How often.. Well while explaining a topic, I mean a grammar point, I try not to use, but for some vocabularies how often.. Maybe twice in an hour. two words..

Nihan: so rarely..

Interviewee 10: yeah.

Nihan: To clarify vocabulary items you use Turkish language, but for grammatical structures you don't.

Interviewee 8: No.

Nihan: Ok. Is it as a matter of self-principle or of institutional-principle?

Interviewee 10: Both.

Nihan: Since you are working at a private college, they also want you to explain everything in English.

Interviewee 10: Yeap.

Nihan: And the next question is about the use of translation. Do you use 'translation' as a teaching method in the classroom?

Interviewee 10: Nope. Actually never.

Nihan: If no, why not? What are your reasons to avoid using translation?

Interviewee 10: Well what are my reasons... I cannot see any advantages of using translation in class. Sometimes it can save your time but for students it is not good because when you start to use Turkish, it does not matter if it is for translation or to give explanation of a word, they easily get used to and want it more and more.

Nihan: So you try to avoid using translation and Turkish as much as possible.

Interviewee 10: Yeah.

Nihan: The fourth question is about reassessment of the use of translation in language teaching. Have you recently heard or read about the re-assessment of the use of translation in language teaching?

Interviewee 10: No.

Nihan: OK. There are some recently suggested-communicative-translation activities such as CTM - Communicative translation method-, Pedagogical translation or Functional translation. For example, the use of pedagogical translation presupposes that the use of both oral and written skills and translation activities can be carried out either in L1 or L2 or both at the same time depending on the teaching targets). You haven't heard about them before. Has your perception of the use of translation changed after just having heard these recent activities now?

Interviewee 10: No because.. Well I know lots of method like TPR but I don't support

them. So it is good to work on translation in education but don't agree with them now.

Nihan: Then you don't prefer the use of translation in language teaching but as a separate skill in a department.

Interviewee 10: Yes of course.

Nihan: Then another question comes. Do you think that students translate phrases or sentences from English to their language in their minds?

Interviewee 10: Yeah, most of the time they do that. Especially in writing courses you can understand that they try to use the exact words like in Turkish. But when you read, I can understand them as a Turkish teacher he wants to say this, but when our native speaker teachers read the sentence and ask what they are. They do it a lot unfortunately. While you are talking to them you can see in their eyes. They are trying to translate in their minds.

Nihan: Considering this fact, what do you think about the role of L1 as a resource for students to construct new knowledge on the basis of the existing knowledge?

Interviewee 10: Well.. hmm. Turkish as a source in language learning. Well if they were both Latin languages, they could be advantageous for them, but you know Turkish and English language is very different. There is no point to compare.

Nihan: You don't find it useful to compare and contrast between these two languages.

Interviewee 10: No.

Nihan: No.

Interviewee 10: If Turkish belonged to European languages, it would be logical. Yes. Of course. Think English and German. I studied Spanish. I know they are very different but have also a lot of common things. When they told me "incredime" I can understand it is "incredible". OK. They can use it but for our languages it is impossible.

Nihan: And what do you think about the role of translation in code-switching between languages in the context of a single conversation?

Interviewee 10: For me, code switching is a big problem for our students using Turkish words while they are speaking English or in their daily life they try to use English words. I think it is a big problem for both English and Turkish languages. Translation can make it worse, so I think it is not a good idea to use translation to promote code switching.

Nihan: You think that the role of translation has a negative influence on language

learning.

Interviewee 10: Yes. Yes.

Nihan: OK the next question. How do you think your students would feel when you used Turkish in the activities?

Interviewee 10: Well, what I have seen from my experiences, it depends on the student. Some of them want you to speak in English all the time because they think you are the only source for them, but some of them I mean, the lazy ones, let me say, prefer Turkish, so it depends on the students. For some of them when you use Turkish they feel disappointed. They said to me, they felt disappointed. But for some of them you are like a goddess when you use Turkish language.

Nihan: At which level do these students demand the use of Turkish or translation from you?

Interviewee 10: Beginner levels.

Nihan: Ok. And how do they feel? Motivated if they are positive about it. But if they are negative, they are anxious about that.

Interviewee 10: Yes it is.

Nihan: This is something more general about the use of translation. At which level and at what age would the use of translation activities be most useful for students? Why?

Interviewee 10: For beginners, I think there is no use for elementary. Maybe at advanced levels. As I said before, it can be a separate skill or you know there are some majors on translation studies. They can study on it but for advanced students if they need to translate something for their academic studies, they can take translation courses. But in other cases for elementary like our college they don't need translation studies.

Nihan: You teach here general English lessons, so you think that there is no need for translation activities while teaching general English lessons. Then, I skip to the question nine. How do you consider not consulting the use of Turkish ever in the classroom: as a better learning strategy or as a form of linguistic imperialism? Could you give your reasons?

Interviewee 10: Hmm, well let me think about it.

Nihan: Ok. You know there are some institutions and teachers against the use of

mother tongue in language teaching. Is it as a better learning strategy or as a form of linguistic imperialism?

Interviewee 10: I think it is a strategy. For our students, the school and the class is the only place that they can be exposed to English. When you let them use Turkish, well it gets harder to teach them the pronunciation, I mean, the spelling all the thing and so on... I mean it is a strategy. There is no other reason.

Nihan: OK here the question 10. What do you think about the role of translation to highlight the importance of cultural, linguistic diversity and multilingual education?

Interviewee 10: Well it hasn't got a big role on cultural and linguistic diversity but the only point. Again as I said. While you are making a joke in the class, sometimes you feel you are talking to walls because students cannot understand and the atmosphere gets weird, but when you use Turkish, just a single word can change the environment. Sometimes maybe it might work for cultural diversity.

Nihan: Then, what do you think about the advantages and disadvantages of language learning, preferably taught by a native speaker or a non-native teacher?

Interviewee 10: Hmm.. Well. For students to learn English from a nonnative speaker like me can be the translation part because sometimes explaining a word in English them can be impossible, so then I use Turkish explanation. The biggest problem with native speakers is that. They say well most of the time we can't communicate because of one single word you cannot understand each other, so maybe culture can be effective in that situation. What could be the advantage of native speakers? Of course the speaking part, their pronunciation can be much better. What else? Well, they have their own culture and we learn at the university, they can be a much better for them. And I know that some of our teachers because he talks a lot about his country in the classes they love him because they learn many things about the Queen in England and the football teams.

Nihan: Yes, some culture-specific language..To conclude, do you find monolingual or bilingual teaching more advantageous?

Interviewee 10: Well, both can be. Most of the time I prefer monolingual teaching but as I said sometimes you have to use your mother tongue. It depends...But mostly it should be monolingual.

Nihan: I see. It depends on the situation, teaching targets and the students. Ok. Two more to go. What do you think about the idea of reintroducing recent translation activities into language teaching course books in terms of practicality and saving time?

Interviewee 10: Well, translation can sometimes help you to save your time but as activities in course books.. I don't think so. How can that activity be, I cannot imagine now. but I don't think so. As I said, giving some explanation you can use shortly briefly, but an activity just about translation I don't know.

Nihan: You are neutral or negative.

Interviewee 10: Negative.

Nihan: Ok. And the last question. How do you regard the concept of translation as a 'fifth skill': being compatible with other four skills reading writing speaking and listening or unrelated to these four skills in language teaching?

Interviewee 10: Yes it is totally unrelated. Well as I said, it is a major. People spend years on translation to learn it, so it is big deal. You cannot just put some of it into the other skills. There is no point to try to do it. I think it is totally different from the four skills and it should be taught separately. And not in our schools and colleges, high schools but in advanced levels.

Nihan: Ok I see. Özge I thank you so much. Is there anything you would like to add to what we have been talking about? Any concluding remarks regarding the use of translation and Turkish in language teaching? I am so open-minded to hear your comments.

Interviewee 10: It was a pleasure for me to help you but I don't have any further comments.

Nihan: Thank you.

Descriptive Information

Gender : Female

Nationality : Turkey

Place of Work: THK University

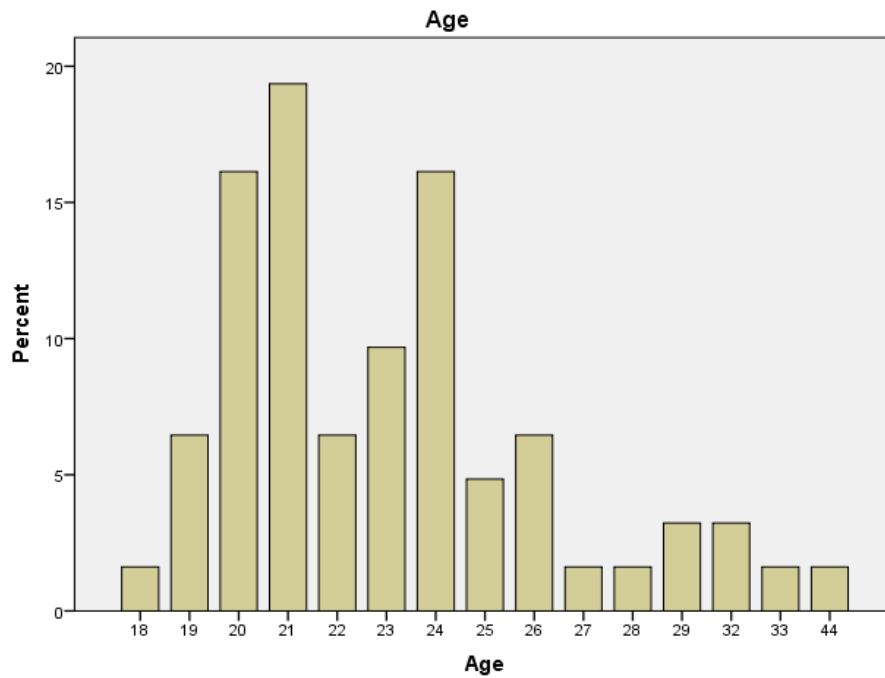
Which countries have you worked in so far? Spain, Turkey

How long have you been working as a language teacher? 4 years

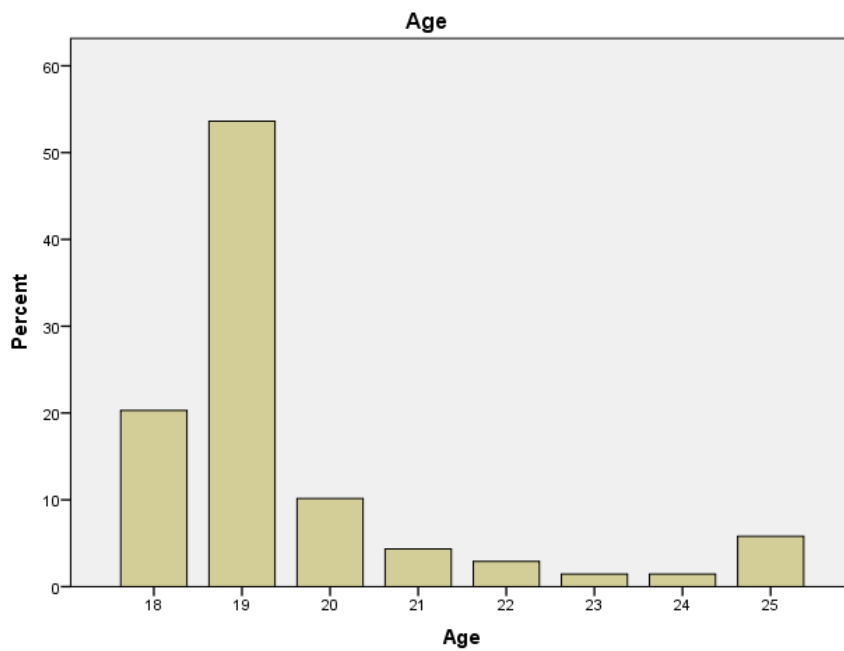
Do you have pedagogical content knowledge in language teaching? Yes

APPENDIX F

Age range in Austria



Age range in Turkey



APPENDIX G

Nationality range in Austria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Austrian	49	79.0	80.3	80.3
	German	5	8.1	8.2	88.5
	Lithuanian	1	1.6	1.6	90.2
	Russian	1	1.6	1.6	91.8
	Serbian	2	3.2	3.3	95.1
	Romanien	1	1.6	1.6	96.7
	Croatian	1	1.6	1.6	98.4
	Tunasian	1	1.6	1.6	100.0
	Total	61	98.4	100.0	
Missing	System	1	1.6		
Total		62	100.0		

Nationality range in Turkey

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Turkish	66	94.3	98.5	98.5
	Bulgarian	1	1.4	1.5	100.0
	Total	67	95.7	100.0	
Missing	System	3	4.3		
Total		70	100.0		

APPENDIX H

Institutions in Austria

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Uni Wien	50	80.6	82.0	82.0
WU Wien	2	3.2	3.3	85.2
FH StPölten	2	3.2	3.3	88.5
FH OOE	1	1.6	1.6	90.2
FH Wien	1	1.6	1.6	91.8
Uni Innsbruck	2	3.2	3.3	95.1
Uni of Amsterdam	1	1.6	1.6	96.7
Uni Luxemburg	1	1.6	1.6	98.4
BOKU	1	1.6	1.6	100.0
Total	61	98.4	100.0	
Missing				
System	1	1.6		
Total	62	100.0		

Institutions in Turkey

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
TOBB ETU	17	24.3	28.8	28.8
Ordu Uni	5	7.1	8.5	37.3
Istanbul Technical Uni	1	1.4	1.7	39.0
Hacettepe Uni	1	1.4	1.7	40.7
METU	6	8.6	10.2	50.8
Bogazici Uni	9	12.9	15.3	66.1
Eskisehir Osmangazi Uni	4	5.7	6.8	72.9
Kocaeli Uni	3	4.3	5.1	78.0
Nigde Uni	1	1.4	1.7	79.7
Gediz Uni	3	4.3	5.1	84.7
Türk Hava Kurumu Uni	8	11.4	13.6	98.3
Istanbul Uni	1	1.4	1.7	100.0
Total	59	84.3	100.0	
Missing				
System	11	15.7		
Total	70	100.0		

APPENDIX I

Departments in Austria

Department					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Media management	1	1.6	1.7	1.7
	German philology	3	4.8	5.0	6.7
	Music	3	4.8	5.0	11.7
	Business Administration	4	6.5	6.7	18.3
	Sociology	4	6.5	6.7	25.0
	German language	7	11.3	11.7	36.7
	Geography	1	1.6	1.7	38.3
	Mathematics	1	1.6	1.7	40.0
	Journalism	2	3.2	3.3	43.3
	Economy	3	4.8	5.0	48.3
	Business law	1	1.6	1.7	50.0
	Law	2	3.2	3.3	53.3
	Communication and Media	2	3.2	3.3	56.7
	Political economy	1	1.6	1.7	58.3
	Educational sciences	2	3.2	3.3	61.7
	Transcultural communication	1	1.6	1.7	63.3
	VWL	1	1.6	1.7	65.0
	Information technology	1	1.6	1.7	66.7
	Natural sciences	1	1.6	1.7	68.3
	Computer sciences	1	1.6	1.7	70.0
	Teaching	6	9.7	10.0	80.0
	Comparative literature	1	1.6	1.7	81.7
	Literature	2	3.2	3.3	85.0
	Chemistry psychology philosophy	1	1.6	1.7	86.7
	Law political sciences	3	4.8	5.0	91.7
	Psychology	3	4.8	5.0	96.7
	Chemistry	2	3.2	3.3	100.0
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		

Departments in Turkey

		Department			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Computer sciences	2	2.9	3.0	3.0
	Economy	5	7.1	7.6	10.6
	Accounting	2	2.9	3.0	13.6
	Business administration	4	5.7	6.1	19.7
	Ship engineering	1	1.4	1.5	21.2
	Psychology	1	1.4	1.5	22.7
	Mechanical engineering	5	7.1	7.6	30.3
	Law	6	8.6	9.1	39.4
	Political sciences	4	5.7	6.1	45.5
	Industrial engineering	4	5.7	6.1	51.5
	Physics	1	1.4	1.5	53.0
	Interior architecture	3	4.3	4.5	57.6
	Economics	2	2.9	3.0	60.6
	History	1	1.4	1.5	62.1
	Architecture	4	5.7	6.1	68.2
	International relations	1	1.4	1.5	69.7
	Forest industry engineering	1	1.4	1.5	71.2
	Visual communication	1	1.4	1.5	72.7
	Fishery technology engineering	1	1.4	1.5	74.2
	Radio Tv Communication	1	1.4	1.5	75.8
	Biology	1	1.4	1.5	77.3
	Political sciences and Int. relations	3	4.3	4.5	81.8
	Civil engineering	1	1.4	1.5	83.3
	Aerospace engineering	5	7.1	7.6	90.9
	Philosophy	1	1.4	1.5	92.4
	Mechatronics engineering	3	4.3	4.5	97.0
	Air management	1	1.4	1.5	98.5
	Food engineering	1	1.4	1.5	100.0
	Total	66	94.3	100.0	
Missing	System	4	5.7		
Total		70	100.0		

APPENDIX J

English levels*Country

			Country		Total
			Austria	Turkey	
Englishlevel	Beginner	Count	0	11	11
		% within Englishlevel	0.0%	100.0%	100.0%
		% within Country	0.0%	15.7%	8.3%
		% of Total	0.0%	8.3%	8.3%
	Intermediate	Count	19	36	55
		% within Englishlevel	34.5%	65.5%	100.0%
		% within Country	30.6%	51.4%	41.7%
		% of Total	14.4%	27.3%	41.7%
	Advanced	Count	43	23	66
		% within Englishlevel	65.2%	34.8%	100.0%
		% within Country	69.4%	32.9%	50.0%
		% of Total	32.6%	17.4%	50.0%
Total		Count	62	70	132
		% within Englishlevel	47.0%	53.0%	100.0%
		% within Country	100.0%	100.0%	100.0%
		% of Total	47.0%	53.0%	100.0%

APPENDIX K

Frequency*Country

			Country		Total
			Austria	Turkey	
Frequency	Never	Count	18	10	28
		% within Frequency	64.3%	35.7%	100.0%
		% within Country	29.0%	14.3%	21.2%
		% of Total	13.6%	7.6%	21.2%
	Rarely	Count	16	19	35
		% within Frequency	45.7%	54.3%	100.0%
		% within Country	25.8%	27.1%	26.5%
		% of Total	12.1%	14.4%	26.5%
	Sometimes	Count	14	23	37
		% within Frequency	37.8%	62.2%	100.0%
		% within Country	22.6%	32.9%	28.0%
		% of Total	10.6%	17.4%	28.0%
	Often	Count	10	15	25
		% within Frequency	40.0%	60.0%	100.0%
		% within Country	16.1%	21.4%	18.9%
		% of Total	7.6%	11.4%	18.9%
	Always	Count	4	3	7
		% within Frequency	57.1%	42.9%	100.0%
		% within Country	6.5%	4.3%	5.3%
		% of Total	3.0%	2.3%	5.3%
Total		Count	62	70	132
		% within Frequency	47.0%	53.0%	100.0%
		% within Country	100.0%	100.0%	100.0%
		% of Total	47.0%	53.0%	100.0%

APPENDIX L

One way ANOVA results by county

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
I1	Austria	62	2.31	1.065	.135	2.04	2.58	1	4
	Turkey	59	1.93	1.032	.134	1.66	2.20	1	4
	Total	121	2.12	1.061	.096	1.93	2.31	1	4
I2	Austria	62	2.23	1.031	.131	1.96	2.49	1	4
	Turkey	58	2.64	.931	.122	2.39	2.88	1	4
	Total	120	2.43	1.001	.091	2.24	2.61	1	4
I3	Austria	61	2.44	1.088	.139	2.16	2.72	1	4
	Turkey	59	2.41	1.036	.135	2.14	2.68	1	4
	Total	120	2.43	1.058	.097	2.23	2.62	1	4
I4	Austria	62	2.02	1.048	.133	1.75	2.28	1	4
	Turkey	59	2.80	.961	.125	2.55	3.05	1	4
	Total	121	2.40	1.076	.098	2.20	2.59	1	4
I5	Austria	62	3.18	1.033	.131	2.92	3.44	1	4
	Turkey	59	2.54	1.134	.148	2.25	2.84	1	4
	Total	121	2.87	1.125	.102	2.67	3.07	1	4
I6	Austria	61	2.16	1.083	.139	1.89	2.44	1	4
	Turkey	58	2.55	.958	.126	2.30	2.80	1	4
	Total	119	2.35	1.038	.095	2.16	2.54	1	4
I7	Austria	62	3.02	.932	.118	2.78	3.25	1	4
	Turkey	57	2.33	1.185	.157	2.02	2.65	1	4
	Total	119	2.69	1.110	.102	2.49	2.89	1	4
I8	Austria	62	3.18	.878	.112	2.95	3.40	1	4
	Turkey	57	3.05	.990	.131	2.79	3.32	1	4
	Total	119	3.12	.931	.085	2.95	3.29	1	4
I9	Austria	62	1.68	.864	.110	1.46	1.90	1	4
	Turkey	59	1.95	.879	.114	1.72	2.18	1	4
	Total	121	1.81	.879	.080	1.65	1.97	1	4
I10	Austria	62	2.77	1.078	.137	2.50	3.05	1	4
	Turkey	59	2.80	.996	.130	2.54	3.06	1	4
	Total	121	2.79	1.034	.094	2.60	2.97	1	4
I11	Austria	62	1.97	.975	.124	1.72	2.22	1	4
	Turkey	58	2.50	.978	.128	2.24	2.76	1	4

I12	Total	120	2.23	1.008	.092	2.04	2.41	1	4
	Austria	62	2.58	.984	.125	2.33	2.83	1	4
	Turkey	59	1.92	.934	.122	1.67	2.16	1	4
I13	Total	121	2.26	1.013	.092	2.07	2.44	1	4
	Austria	62	2.05	.948	.120	1.81	2.29	1	4
	Turkey	59	2.10	.977	.127	1.85	2.36	1	4
I14	Total	121	2.07	.959	.087	1.90	2.25	1	4
	Austria	62	2.56	1.154	.147	2.27	2.86	1	4
	Turkey	59	1.90	.885	.115	1.67	2.13	1	4
I15	Total	121	2.24	1.080	.098	2.05	2.43	1	4
	Austria	60	2.22	.993	.128	1.96	2.47	1	4
	Turkey	59	2.36	1.110	.145	2.07	2.65	1	4
I16	Total	119	2.29	1.051	.096	2.09	2.48	1	4
	Austria	62	3.19	1.084	.138	2.92	3.47	1	4
	Turkey	59	2.37	1.081	.141	2.09	2.65	1	4
I17	Total	121	2.79	1.154	.105	2.59	3.00	1	4
	Austria	60	2.32	1.347	.174	1.97	2.66	1	4
	Turkey	59	1.83	1.053	.137	1.56	2.10	1	4
I18	Total	119	2.08	1.229	.113	1.85	2.30	1	4
	Austria	61	2.11	.968	.124	1.87	2.36	1	4
	Turkey	59	2.05	.797	.104	1.84	2.26	1	4
I19	Total	120	2.08	.885	.081	1.92	2.24	1	4
	Austria	62	3.60	.557	.071	3.46	3.74	2	4
	Turkey	59	3.07	1.032	.134	2.80	3.34	1	4
I20	Total	121	3.34	.862	.078	3.18	3.49	1	4
	Austria	62	2.03	.905	.115	1.80	2.26	1	4
	Turkey	59	1.90	.904	.118	1.66	2.13	1	4
	Total	121	1.97	.903	.082	1.80	2.13	1	4

		Sum of Squares	df	Mean Square	F	Sig.
I1	Between Groups	4.234	1	4.234	3.849	.052
	Within Groups	130.906	119	1.100		
	Total	135.140	120			
I2	Between Groups	5.090	1	5.090	5.257	.024
	Within Groups	114.235	118	.968		

	Total	119.325	119			
	Between Groups	.039	1	.039	.034	.854
I3	Within Groups	133.286	118	1.130		
	Total	133.325	119			
	Between Groups	18.415	1	18.415	18.180	.000
I4	Within Groups	120.543	119	1.013		
	Total	138.959	120			
	Between Groups	12.192	1	12.192	10.386	.002
I5	Within Groups	139.692	119	1.174		
	Total	151.884	120			
	Between Groups	4.471	1	4.471	4.263	.041
I6	Within Groups	122.705	117	1.049		
	Total	127.176	118			
	Between Groups	13.845	1	13.845	12.305	.001
I7	Within Groups	131.651	117	1.125		
	Total	145.496	118			
	Between Groups	.462	1	.462	.531	.468
I8	Within Groups	101.890	117	.871		
	Total	102.353	118			
	Between Groups	2.232	1	2.232	2.939	.089
I9	Within Groups	90.396	119	.760		
	Total	92.628	120			
	Between Groups	.015	1	.015	.014	.906
I10	Within Groups	128.398	119	1.079		
	Total	128.413	120			
	Between Groups	8.490	1	8.490	8.910	.003
I11	Within Groups	112.435	118	.953		
	Total	120.925	119			
	Between Groups	13.385	1	13.385	14.523	.000
I12	Within Groups	109.673	119	.922		
	Total	123.058	120			
	Between Groups	.086	1	.086	.093	.761
I13	Within Groups	110.245	119	.926		
	Total	110.331	120			
	Between Groups	13.418	1	13.418	12.609	.001
I14	Within Groups	126.632	119	1.064		
	Total	140.050	120			
	Between Groups	.577	1	.577	.520	.472
I15	Within Groups	129.709	117	1.109		
	Total	130.286	118			

	Between Groups	20.361	1	20.361	17.372	.000
I16	Within Groups	139.474	119	1.172		
	Total	159.835	120			
	Between Groups	7.031	1	7.031	4.803	.030
I17	Within Groups	171.288	117	1.464		
	Total	178.319	118			
	Between Groups	.122	1	.122	.155	.694
I18	Within Groups	93.044	118	.789		
	Total	93.167	119			
	Between Groups	8.459	1	8.459	12.482	.001
I19	Within Groups	80.648	119	.678		
	Total	89.107	120			
	Between Groups	.542	1	.542	.663	.417
I20	Within Groups	97.325	119	.818		
	Total	97.868	120			

APPENDIX M

Means results of language skills by country

Country	Ordreading	Ordlistening	Ordwriting	Ordspeaking
Mean	2.39	2.58	2.47	2.56
N	62	62	62	62
Austria Std. Deviation	1.077	1.033	1.197	1.182
Range	3	3	3	3
Variance	1.159	1.067	1.433	1.397
Mean	2.14	2.80	2.44	2.63
N	59	59	59	59
Turkey Std. Deviation	1.137	1.095	.987	1.173
Range	3	3	3	3
Variance	1.292	1.199	.975	1.376
Mean	2.26	2.69	2.45	2.60
N	121	121	121	121
Total Std. Deviation	1.109	1.065	1.095	1.173
Range	3	3	3	3
Variance	1.229	1.134	1.200	1.376

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Ordreading * Country	Between Groups (Combined)	1.912	1	1.912	1.563	.214
	Within Groups	145.625	119	1.224		
	Total	147.537	120			
Ordlistening * Country	Between Groups (Combined)	1.410	1	1.410	1.246	.267
	Within Groups	134.656	119	1.132		
	Total	136.066	120			
Ordwriting * Country	Between Groups (Combined)	.022	1	.022	.018	.893
	Within Groups	143.978	119	1.210		
	Total	144.000	120			
Ordspeaking * Country	Between Groups (Combined)	.118	1	.118	.085	.771
	Within Groups	165.039	119	1.387		
	Total	165.157	120			

APPENDIX N

One way ANOVA results of Austria by their English levels

		Sum of Squares	df	Mean Square	F	Sig.
I1	Between Groups	7.322	1	7.322	7.102	.010
	Within Groups	61.856	60	1.031		
	Total	69.177	61			
I2	Between Groups	7.154	1	7.154	7.442	.008
	Within Groups	57.684	60	.961		
	Total	64.839	61			
I3	Between Groups	5.406	1	5.406	4.859	.031
	Within Groups	65.643	59	1.113		
	Total	71.049	60			
I4	Between Groups	4.492	1	4.492	4.313	.042
	Within Groups	62.492	60	1.042		
	Total	66.984	61			
I5	Between Groups	4.123	1	4.123	4.060	.048
	Within Groups	60.925	60	1.015		
	Total	65.048	61			
I6	Between Groups	6.454	1	6.454	5.958	.018
	Within Groups	63.907	59	1.083		
	Total	70.361	60			
I7	Between Groups	1.407	1	1.407	1.637	.206
	Within Groups	51.576	60	.860		
	Total	52.984	61			
I8	Between Groups	.862	1	.862	1.120	.294
	Within Groups	46.186	60	.770		
	Total	47.048	61			
I9	Between Groups	1.137	1	1.137	1.536	.220
	Within Groups	44.411	60	.740		
	Total	45.548	61			
I10	Between Groups	.126	1	.126	.107	.744
	Within Groups	70.712	60	1.179		
	Total	70.839	61			
I11	Between Groups	7.013	1	7.013	8.263	.006
	Within Groups	50.923	60	.849		
	Total	57.935	61			

I12	Between Groups	7.638	1	7.638	8.905	.004
	Within Groups	51.459	60	.858		
	Total	59.097	61			
I13	Between Groups	.089	1	.089	.097	.756
	Within Groups	54.766	60	.913		
	Total	54.855	61			
I14	Between Groups	10.434	1	10.434	8.841	.004
	Within Groups	70.808	60	1.180		
	Total	81.242	61			
I15	Between Groups	4.787	1	4.787	5.199	.026
	Within Groups	53.397	58	.921		
	Total	58.183	59			
I16	Between Groups	14.196	1	14.196	14.819	.000
	Within Groups	57.481	60	.958		
	Total	71.677	61			
I17	Between Groups	.000	1	.000	.000	.997
	Within Groups	106.983	58	1.845		
	Total	106.983	59			
I18	Between Groups	2.920	1	2.920	3.233	.077
	Within Groups	53.277	59	.903		
	Total	56.197	60			
I19	Between Groups	.033	1	.033	.105	.747
	Within Groups	18.886	60	.315		
	Total	18.919	61			
I20	Between Groups	8.547	1	8.547	12.391	.001
	Within Groups	41.388	60	.690		
	Total	49.935	61			

Englishlevel		I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I14	I15	I16	I17	I18	I19	I20
Intermediate	Mean	1.79	2.74	2.00	2.42	2.79	2.67	2.79	3.00	1.47	2.84	2.47	2.05	2.11	1.95	2.63	2.47	2.32	1.79	3.63	1.47
	N	19	19	19	19	19	18	19	19	19	19	19	19	19	19	19	19	19	19	19	19
	Std.	.918	.991	1.05	1.12	1.22	.970	1.13	.94	.84	.958	1.07	1.02	1.10	1.07	.95	1.30	1.37	.85	.49	.51
	Deviation			4	1	8		4	3	1		3	6	0	9	5	7	6	5	6	3
	Range	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	1	1
Advanced	Mean	2.53	2.00	2.64	1.84	3.35	1.95	3.12	3.26	1.77	2.74	1.74	2.81	2.02	2.84	2.0	3.51	2.32	2.26	3.58	2.28
	N	43	43	42	43	43	43	43	43	43	43	43	43	43	43	41	43	41	42	43	43
	Std.	1.05	.976	1.05	.974	.897	1.06	.823	.84	.86	1.13	.848	.880	.886	1.09	.96	.798	1.35	.98	.58	.93
	Deviation	4		5			8		8	8	6				0	1		0	9	7	4
	Range	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3
Total	Mean	2.31	2.23	2.44	2.02	3.18	2.16	3.02	3.18	1.68	2.77	1.97	2.58	2.05	2.56	2.22	3.19	2.32	2.11	3.60	2.03
	N	62	62	61	62	62	61	62	62	62	62	62	62	62	62	60	62	60	61	62	62
	Std.	1.06	1.03	1.08	1.04	1.03	1.08	.932	.87	.86	1.07	.975	.984	.948	1.15	.99	1.08	1.34	.96	.55	.90
	Deviation	5	1	8	8	3	3		8	4	8				4	3	4	7	8	7	5
	Range	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3

APPENDIX O

One way ANOVA results of Turkey by English levels

		Sum of Squares	df	Mean Square	F	Sig.
I1	Between Groups	11.636	2	5.818	7.096	.002
	Within Groups	54.935	67	.820		
	Total	66.571	69			
I2	Between Groups	4.420	2	2.210	2.692	.075
	Within Groups	54.189	66	.821		
	Total	58.609	68			
I3	Between Groups	7.426	2	3.713	4.060	.022
	Within Groups	61.274	67	.915		
	Total	68.700	69			
I4	Between Groups	11.057	2	5.529	7.223	.001
	Within Groups	51.286	67	.765		
	Total	62.343	69			
I5	Between Groups	12.607	2	6.303	5.750	.005
	Within Groups	72.350	66	1.096		
	Total	84.957	68			
I6	Between Groups	6.772	2	3.386	4.000	.023
	Within Groups	55.866	66	.846		
	Total	62.638	68			
I7	Between Groups	5.354	2	2.677	2.178	.121
	Within Groups	79.881	65	1.229		
	Total	85.235	67			
I8	Between Groups	8.530	2	4.265	5.158	.008
	Within Groups	53.749	65	.827		
	Total	62.279	67			
I9	Between Groups	13.731	2	6.866	12.486	.000
	Within Groups	36.840	67	.550		
	Total	50.571	69			
I10	Between Groups	3.394	2	1.697	1.859	.164
	Within Groups	61.177	67	.913		
	Total	64.571	69			
I11	Between Groups	24.269	2	12.134	17.435	.000
	Within Groups	45.934	66	.696		
	Total	70.203	68			

I2	Between Groups	9.264	2	4.632	6.662	.002
	Within Groups	46.579	67	.695		
	Total	55.843	69			
I13	Between Groups	8.771	2	4.386	5.391	.007
	Within Groups	54.500	67	.813		
	Total	63.271	69			
I14	Between Groups	4.109	2	2.055	2.884	.063
	Within Groups	47.734	67	.712		
	Total	51.843	69			
I15	Between Groups	15.619	2	7.810	8.005	.001
	Within Groups	65.367	67	.976		
	Total	80.986	69			
I16	Between Groups	9.031	2	4.516	4.580	.014
	Within Groups	66.054	67	.986		
	Total	75.086	69			
I17	Between Groups	6.532	2	3.266	3.350	.041
	Within Groups	65.311	67	.975		
	Total	71.843	69			
I18	Between Groups	2.437	2	1.219	1.884	.160
	Within Groups	43.334	67	.647		
	Total	45.771	69			
I19	Between Groups	4.461	2	2.231	2.270	.111
	Within Groups	65.839	67	.983		
	Total	70.300	69			
I20	Between Groups	6.781	2	3.390	5.030	.009
	Within Groups	45.162	67	.674		
	Total	51.943	69			

Dependent Variable	(I) Englishlevel	(J) Englishlevel	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
I1	Beginner	Intermediate	-.157	.312	.871	-.90	.59
		Advanced	-.980 [*]	.332	.012	-1.78	-.18
	Intermediate	Beginner	.157	.312	.871	-.59	.90
		Advanced	-.824 [*]	.242	.003	-1.40	-.24
	Advanced	Beginner	.980 [*]	.332	.012	.18	1.78
		Intermediate	.824 [*]	.242	.003	.24	1.40

I2	Beginner	Intermediate	.171	.313	.848	-.58	.92
		Advanced	.652	.332	.129	-.14	1.45
	Intermediate	Beginner	-.171	.313	.848	-.92	.58
		Advanced	.481	.243	.126	-.10	1.06
	Advanced	Beginner	-.652	.332	.129	-1.45	.14
		Intermediate	-.481	.243	.126	-1.06	.10
I3	Beginner	Intermediate	-.495	.329	.296	-1.28	.29
		Advanced	-.968 ⁺	.351	.020	-1.81	-.13
	Intermediate	Beginner	.495	.329	.296	-.29	1.28
		Advanced	-.473	.255	.160	-1.09	.14
	Advanced	Beginner	.968 ⁺	.351	.020	.13	1.81
		Intermediate	.473	.255	.160	-.14	1.09
I4	Beginner	Intermediate	-.503	.301	.225	-1.22	.22
		Advanced	.375	.321	.475	-.39	1.14
	Intermediate	Beginner	.503	.301	.225	-.22	1.22
		Advanced	.878 ⁺	.234	.001	.32	1.44
	Advanced	Beginner	-.375	.321	.475	-1.14	.39
		Intermediate	-.878 ⁺	.234	.001	-1.44	-.32
I5	Beginner	Intermediate	-.450	.374	.456	-1.35	.45
		Advanced	-1.200 ⁺	.397	.010	-2.15	-.25
	Intermediate	Beginner	.450	.374	.456	-.45	1.35
		Advanced	-.750 ⁺	.279	.025	-1.42	-.08
	Advanced	Beginner	1.200 ⁺	.397	.010	.25	2.15
		Intermediate	.750 ⁺	.279	.025	.08	1.42
I6	Beginner	Intermediate	.013	.317	.999	-.75	.77
		Advanced	.682	.340	.119	-.13	1.50
	Intermediate	Beginner	-.013	.317	.999	-.77	.75
		Advanced	.669 ⁺	.249	.024	.07	1.27
	Advanced	Beginner	-.682	.340	.119	-1.50	.13
		Intermediate	-.669 ⁺	.249	.024	-1.27	-.07
I7	Beginner	Intermediate	-.230	.382	.820	-1.15	.69
		Advanced	-.758	.413	.166	-1.75	.23
	Intermediate	Beginner	.230	.382	.820	-.69	1.15
		Advanced	-.528	.304	.200	-1.26	.20
	Advanced	Beginner	.758	.413	.166	-.23	1.75
		Intermediate	.528	.304	.200	-.20	1.26
I8	Beginner	Intermediate	.021	.314	.998	-.73	.77
		Advanced	.773	.336	.063	-.03	1.58
	Intermediate	Beginner	-.021	.314	.998	-.77	.73
		Advanced	.752 ⁺	.247	.009	.16	1.35

I9	Advanced	Beginner	-.773	.336	.063	-1.58	.03
		Intermediate	-.752 ⁺	.247	.009	-1.35	-.16
	Beginner	Intermediate	-.247	.255	.599	-.86	.36
		Advanced	-1.115 ⁺	.272	.000	-1.77	-.46
	Intermediate	Beginner	.247	.255	.599	-.36	.86
		Advanced	-.867 ⁺	.198	.000	-1.34	-.39
I10	Advanced	Beginner	1.115 ⁺	.272	.000	.46	1.77
		Intermediate	.867 ⁺	.198	.000	.39	1.34
	Beginner	Intermediate	.237	.329	.752	-.55	1.03
		Advanced	.617	.350	.191	-.22	1.46
	Intermediate	Beginner	-.237	.329	.752	-1.03	.55
		Advanced	.379	.255	.304	-.23	.99
I11	Advanced	Beginner	-.617	.350	.191	-1.46	.22
		Intermediate	-.379	.255	.304	-.99	.23
	Beginner	Intermediate	.328	.287	.492	-.36	1.02
		Advanced	1.500 ⁺	.308	.000	.76	2.24
	Intermediate	Beginner	-.328	.287	.492	-1.02	.36
		Advanced	1.172 ⁺	.226	.000	.63	1.71
I12	Advanced	Beginner	-1.500 ⁺	.308	.000	-2.24	-.76
		Intermediate	-1.172 ⁺	.226	.000	-1.71	-.63
	Beginner	Intermediate	.025	.287	.996	-.66	.71
		Advanced	-.755 ⁺	.306	.042	-1.49	-.02
	Intermediate	Beginner	-.025	.287	.996	-.71	.66
		Advanced	-.780 ⁺	.223	.002	-1.31	-.25
I13	Advanced	Beginner	.755 ⁺	.306	.042	.02	1.49
		Intermediate	.780 ⁺	.223	.002	.25	1.31
	Beginner	Intermediate	.066	.311	.976	-.68	.81
		Advanced	.802 ⁺	.331	.047	.01	1.59
	Intermediate	Beginner	-.066	.311	.976	-.81	.68
		Advanced	.737 ⁺	.241	.009	.16	1.31
I14	Advanced	Beginner	-.802 ⁺	.331	.047	-1.59	-.01
		Intermediate	-.737 ⁺	.241	.009	-1.31	-.16
	Beginner	Intermediate	.033	.291	.993	-.66	.73
		Advanced	-.490	.309	.260	-1.23	.25
	Intermediate	Beginner	-.033	.291	.993	-.73	.66
		Advanced	-.523	.225	.060	-1.06	.02
I15	Advanced	Beginner	.490	.309	.260	-.25	1.23
		Intermediate	.523	.225	.060	-.02	1.06
	Beginner	Advanced	-.023	.340	.998	-.84	.79
		Advanced	.988 ⁺	.362	.022	.12	1.86

I16	Intermediate	Beginner	.023	.340	.998	-.79	.84
		Advanced	1.011*	.264	.001	.38	1.64
	Advanced	Beginner	-.988*	.362	.022	-1.86	-.12
		Intermediate	-1.011*	.264	.001	-1.64	-.38
	Beginner	Intermediate	-.083	.342	.968	-.90	.74
		Advanced	-.826	.364	.067	-1.70	.05
	Intermediate	Beginner	.083	.342	.968	-.74	.90
		Advanced	-.743*	.265	.018	-1.38	-.11
	Advanced	Beginner	.826	.364	.067	-.05	1.70
		Intermediate	.743*	.265	.018	.11	1.38
	Beginner	Intermediate	.008	.340	1.000	-.81	.82
		Advanced	.656	.362	.173	-.21	1.52
I17	Intermediate	Beginner	-.008	.340	1.000	-.82	.81
		Advanced	.649*	.264	.043	.02	1.28
	Advanced	Beginner	-.656	.362	.173	-1.52	.21
		Intermediate	-.649*	.264	.043	-1.28	-.02
	Beginner	Intermediate	.202	.277	.747	-.46	.87
		Advanced	-.213	.295	.750	-.92	.49
I18	Intermediate	Beginner	-.202	.277	.747	-.87	.46
		Advanced	-.415	.215	.137	-.93	.10
	Advanced	Beginner	.213	.295	.750	-.49	.92
		Intermediate	.415	.215	.137	-.10	.93
	Beginner	Intermediate	-.005	.342	1.000	-.82	.81
		Advanced	.534	.363	.313	-.34	1.40
I19	Intermediate	Beginner	.005	.342	1.000	-.81	.82
		Advanced	.539	.265	.112	-.10	1.17
	Advanced	Beginner	-.534	.363	.313	-1.40	.34
		Intermediate	-.539	.265	.112	-1.17	.10
	Beginner	Intermediate	-.212	.283	.735	-.89	.47
		Advanced	-.806*	.301	.025	-1.53	-.08
I20	Intermediate	Beginner	.212	.283	.735	-.47	.89
		Advanced	-.594*	.219	.023	-1.12	-.07
	Advanced	Beginner	.806*	.301	.025	.08	1.53
		Intermediate	.594*	.219	.023	.07	1.12

*. The mean difference is significant at the 0.05 level.

APPENDIX P

German Summary (Deutsche Zusammenfassung)

Die Übersetzung hat im Bereich der Zweit- und Fremdsprache eine Transformation erfahren, wobei sie sich in den Klassenzimmern auf einer neuen Grundlage erfunden hat. Diese Forschung stellt die Auffassung von Hochschulstudentinnen und nicht-muttersprachlichen Sprachlehrkräften zur Erstsprache-Nutzung bzw. Übersetzung von sprachwissenschaftlichen, humanistischen, pädagogischen und praktischen Aspekten des Englischunterrichts dar. Als Grundlagen dienen strukturierte Interviews mit nicht-muttersprachlichen Sprachlehrkräften in Österreich und in der Türkei, sowie Fragebögen für Hochschulstudentinnen in den obengenannten Ländern, die sich in drei Schwerpunkte unterteilen lassen: erstens, die generelle Auffassung von Erstsprache-Nutzung und deren Übersetzung ins Englische beim Englischunterricht; zweitens, die Vor- und Nachteile der Erstsprache-Nutzung bzw. Übersetzung von den sprachwissenschaftlichen, humanistischen, pädagogischen und praktischen Aspekten; und drittens, das Verhalten gegenüber dem Übersetzungskonzept als die fünfte Kompetenz des Fremdsprachenunterrichts. Nachdem die Forschung eine Zusammenfassung des historischen Hintergrunds von Übersetzung in Unterrichtsmethodik erstellt hat, betrachtet sie die Erstsprache-Nutzung und Übersetzung als eine der pädagogischen Instrumente innerhalb der letzten Jahre. Mein Argument ist, dass die Erstsprache-Nutzung bzw. Übersetzung im Fremdsprachenunterricht notwendig ist, und gleichzeitig Vorteile im Vergleich zur 'Only English' Politik hat, wenn die eigene Sprache teilweise und für bestimmte Situationen verwendet werden kann. Ebenso, weisen die Interviewergebnisse daraufhin, dass nicht-muttersprachliche Lehrer in Österreich und in der Türkei sich in ihrer eigenen Sprache während des Unterrichts beraten. Es wird vermutet, dass die Eigensprachenutzung und Übersetzung den Lehrprozess verbessert und vereinfacht, insbesondere auf niedrigem Niveau, wenn diese teilweise verwendet sind. Außerdem, zeigen die Fragebogenergebnisse, dass sich das Verhalten gegenüber Eigensprachennutzung und Übersetzung von Land zu Land unterscheidet. Die türkischen Studierenden zeigen eine positivere Einstellung dazu, als die österreichischen Studierenden. Des Weiteren zeigen die Ergebnisse, gereiht nach Englisch-Niveau, dass Lernende des Anfängers und Mittelstufe Niveaus Erstsprache-Nutzung bzw. Übersetzung im Vergleich zu Fortgeschrittenen in beiden Ländern bevorzugen. Aus meiner Forschungsarbeit geht klar hervor, dass die Erstsprache-Nutzung bzw. Übersetzung eine Comebackphase im Bereich des Englischen Sprachenunterrichts erfahren hat.

APPENDIX R

Resume (Lebenslauf)

PERSONAL INFORMATION

Nihan Erdemir
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+90 246 218 8015 +43 680 400 1982
nihanerdemir@gmail.com
<http://nihanerdemir.weebly.com/>

STUDIES APPLIED FOR

English Language Teaching

WORK EXPERIENCE

- 2011 - present Translator & Interpreter
- 2009 - 2010 English and Turkish language assistant
Comenius Language Assistant at the school “*Bundesbildungsanstalt für Kindergartenpaedagogik*”
Vienna, Austria
- 2009 English language teacher
an English language teacher at the summer school depending on the Ministry of National Education
an English language teacher at ARDEM English and German Language Center
Isparta, Turkey
- Intern
teaching at Ülkü Akin Primary and Secondary School
observing the school environment, educational activities, students, teachers
writing reflection papers and accomplishing observation tasks every week
preparing lesson plans, materials and presenting to students
Ankara, Turkey
- Assistant
a member of technical support group at 10th METU International ELT Convention
a member of technical support group at 5th METU Post-Graduate Conference in ELT and Linguistics
a member of technical support group at 15th METU British Novelists Conference “Angela Carter and Her Work”
Ankara, Turkey
- Translator
an English book taught at the Department of Fashion and Design at Gazi University
Ankara, Turkey
- 2008 English language teacher
an English language teacher for young learners at the Educational Volunteers Foundation of Turkey (TEGV)
teaching at Dr.Rıdvan Ege-Dr. Binnaz Ege Anatolian High School
Ankara, Turkey
- 2007 Assistant

a member of technical support group at 14th METU British Novelists Conference “Jeannette Winterson and Her Work”

Ankara, Turkey

2006 Intern

making teaching observations at Eryaman high school

Ankara, Turkey

EDUCATION

2011- Department of English and American Studies, University of Vienna (MA)

Vienna, Austria

2005-2009 Department of Foreign Language Education, Middle East Technical University (BA)

3.53 GPA/ 4.00

Ankara, Turkey

PERSONAL SKILLS

Mother tongue Turkish

Other language(s)

English C1/2

IELTS 7.0

German B1/2

ÖSD 67

Levels: A1/2: Basic user - B1/2: Independent user - C1/2 Proficient user

Common European Framework of Reference for Languages

Communication skills I have attended many English and German language courses in Turkey, Austria and the UK.

Active English

Improving American English speaking skills

Ankara, Turkey

SNT International College

Advanced English Listening & Speaking Course

Following the methods and techniques used in ELT

Getting to know the culture

Getting British accent

Bournemouth, UK

TÖMER Language School

German language course

Ankara, Turkey

WIHOC, University of Vienna

German language course

Internationales Kulturinstitut

German language course

Vienna, Austria

In addition, I have attended personal development seminars and conferences.

Prof. Dr. Üstün Dökmen - Communication conflicts and personal development

Ankara, Turkey

NLP Trainer- Eftal Orhan – Motivation, concentration and self- confidence

		Ankara, Turkey
	Certificate given on Campus Development Days at METU	
	<ul style="list-style-type: none"> - Günsu Başer – Likya Management Academy – Are you aware? - Likya Management Academy – Education for interview techniques - NLP Academy – NLP education - Human Resources: Employing strategies of great companies - Conversation with Hakan Yılmaz - Creativity Workshop - Career in Media - Finance and Management Sector 	
		Ankara, Turkey
	Koç Career and Personal Development Seminars	
	<ul style="list-style-type: none"> - Mehmet Auf - Each individual is a brand - Mehmet Auf – Reflect your own color 	
		Ankara, Turkey
	Plus Academy – CV preparation and interview techniques	
Computer skills	Good command of Microsoft Office™ tools, HTML, Express Scribe	
Social/Organizational skills	Austrian National Agency	
	Adult learning on the street - Straßenfest “Sprechen Sie Türkisch?” Grundtvig Project	
		Vienna, Austria
	Mountaineering and Winter Sports Club	
	Climbing, skiing and camping education, learning survival skills, first-aid education	
	Turkish -Japanese Communication Club	
	Basic Japanese courses, learning Japanese culture and art	
	Çağlar Music House	
	Side-flute courses and playing at the department of Fine Arts at METU	
	Book Club	
	Organizing discussion groups, getting into contact with writers and organizing conferences	
		Ankara, Turkey
Driving licence	B	

Vienna, 23 October 2013