ATILIM UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF TRANSLATION AND INTERPRETATION
TRANSLATION STUDIES MASTER'S PROGRAMME

AN ANALYSIS OF THE REFLECTIONS OF FOUR LANGUAGE SKILLS IN ENGLISH LANGUAGE TEACHING ON TRANSLATION STUDIES AT UNIVERSITY LEVEL

Master's Thesis

Zeynep Birim TOPGÜL

Ankara, 2015

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KABUL VE ONAY

Zeynep Birim TOPGÜL tarafından hazırlanan "An Analysis of the Reflections of Four Language Skills in English Language Teaching on Translation Studies at University Level " başlıklı bu çalışma, 26.06.2015 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Çeviribilim dalında Yüksek Lisans Tezi olarak oy birliği ile kabul edilmiştir.

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ETİK BEYAN

Atılım Üniversitesi Sosyal Bilimler Enstitüsü Tez Yazım Yönergesi'ne uygun olarak hazırladığım bu tez çalışmasını;

- Akademik ve etik kurallar çerçevesinde hazırladığımı,
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- Tez çalışmasında yararlandığım eserlerin tümüne atıfta bulunarak kaynak gösterdiğimi,
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Aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim.

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İnsanların yabancı bir dil öğrenmeye ihtiyaç duymalarının önemli sebepleri vardır. Bir dili bütünüyle öğrenebilmek için dil, okuma, yazma, dinleme ve konuşma olarak adlandırılan dört dil becerisi üzerinden ele alınır. Bu çalışmada, Dilbilgisi Çeviri Yöntemi'nin ve İşlevsel Çeviri Yöntemi'nin etkileri, dört dil öğrenme becerisi açısından ele alınarak, anadilin ve dil öğreniminin okuma, yazma, dinleme ve konuşma olarak bilinen dört dil becerisi yoluyla çeviri aşamalarının yabancı dil ortamındaki yeri üzerinde durulmuştur. Ayrıca bu çalışmada hem öğretmenlerin hem de öğrencilerin uyguladıkları çeviri odaklı yöntemler ve öğrencilerin dili kullandıkları çeviri süreci incelenmiştir. Sonuç olarak, dil öğretimi ve çeviri bir araya getirilerek, dört dil öğrenme becerisi açısından öğrencilerin bir mesajı bir dilden başka bir dile iletme yöntemleri bu çalışmanın odak noktası olmuştur. Dil öğrenme becerilerinin, öğrencilerin bir dili başka bir dile çevirme yöntemlerini ne şekilde etkilediğini belirlemek ve analiz etmek amacıyla, nicel bir araştırma yürütülmüş olup, veriler konuya uygun olarak hazırlanmış bir anket aracılığıyla toplanmıştır. Bu anket, Hacettepe ve Atılım Üniversitelerinin Mütercim Tercümanlık Bölümü öğrencilerine uygulanmıştır. Elde edilen sonuçlara göre, belirli bir yüzdelik orandaki ikinci ve dördüncü yıl öğrencileri açısından çeviri yapılırken dil; okuma, yazma, dinleme ve konuşma olarak bilinen dört temel öğrenme becerilerine doğrultusunda kullanıldığında, öğrencilerin anadilinin ve kültürünün çeviride daha baskın bir rol oynadığı ortaya çıkmıştır. Bu sebeple öğrenciler, bir dilden

başka bir dile bir mesajı iletirken öncelikli olarak kendi anadillerinde düşünme eğiliminde olup, o dilin kurallarını ve yapılarını uygulamaktadırlar.

Anahtar Kelimeler:

Çeviri, Çeviri Yöntemleri, Dilbilgisi Çeviri Metodu, İşlevsel Çeviri Metodu, Dil Öğrenme Becerileri, Çeviri ve Anadil

ABSTRACT

TOPGÜL, Zeynep Birim. An Analysis of the Reflections of Four Language Skills in English Language Teaching on Translation Studies at University Level, M.A. Thesis, Ankara, 2015.

There are particularly important reasons why people need to learn a foreign language. In order to be able to learn a language entirely, the language is practiced through four language skills which are; reading, writing, listening and speaking. In this study, the specification of the influences of two certain teaching methods, which are Grammar Translation Method and Functional Translation Method, in the improvement of the four language skills of language learning process was analyzed. Moreover, the role of mother tongue and the stages of translation by means of four skills (reading, writing, listening and speaking) of language learning was examined. This study focuses on the translation-oriented methods that both instructors and learners apply and the translation process that learners practice with language. Eventually, by linking language teaching and translation together, the way that students transfer a message from one language to another in terms of these four language learning skills becomes the main focus of this study. In order to identify and analyse how language learning skills influence the way students translate the language from one into another, a quantitative research was carried out and data was collected via a questionnaire related to the topic. The questionnaire was distributed to the second and the fourth year students of Hacettepe and Atılım Universities' Translation and Interpretation departments. Findings show that for a reasonable percentage of both the second and the fourth year students, the native language and the native culture play a more dominant role when translating the language through reading, writing, listening and speaking processes. Hence, they

tend to think in the native language and apply the native language rules and structures first while transferring a message from one language to another.

Keywords:

Translation, Translation Methods, Grammar Translation Method, Functional Translation Method, Language Learning Skills, Translation and Mother Tongue

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I. INTRODUCTION

1.1. Background of the Study

One of the essential necessities about the era that people live in is being able to be compatible with the new world and the news about this new world. According to this point of view, this is the starting point of understanding the importance of language learning. Since English has become the international language, learning a second language leads people to learn English more than learning other languages. It is highly accepted by most people that English is the world language. Therefore, learning this world language has an essential role in people's lives. The learning process mainly starts in educational institutions. However, this learning process is not always as easy as it sounds.

It is accepted that not each learner has the same learning style. Since it is quite difficult to identify each learner's needs and interests one by one, different approaches and methods have been formed throughout the years in order to teach a foreign language. These approaches and methods not only enable new ways of learning to learners, but also help teachers create an effective learning environment. These methods were formed in a way that should address the all four skills of language learning, which are listening, speaking, reading and writing. A language learning process should be carried out through the help of those four skills in order to create an effective and useful language learning environment. According to SIL International (1999) all these four skills are related to each other by two parameters:

The mode of communication: Oral or written.

The direction of communication: Receiving or producing the message.

Each skill represents a significant branch of the newly-learnt language:

> *Through listening*; learners' comprehension of the language is provided via audial tools of learning.
>
> *Through speaking*; learners strengthen their comprehension of the language orally via practicing what they learn.
>
> *Through reading;* learners study on an actual text and practice the language by observing the new structures partaking in the text.
>
> *Through writing*; learners practice the language and form the structures that they learn by writing down.

Even though all of them take part in different ways and different methods in language learning, these four skills provide an enhanced comprehension of a language's two components: grammar and vocabulary. Learners are able to practice what they learn in four different procedures. Therefore, these skills have a big role in language learning and applying process. Since it has an essential role in language learning, it is also important to identify how to teach these skills in an effective way. In this case, methods and approaches transpire in order to provide the required language learning environment. As it is known, there are a lot of varieties of these methods, but this study mainly focuses on the methods involving translation: Grammar Translation and Functional Translation Methods.

In addition, there is a link between language learning and translation and this study aims to deal with both of these terms separately in order to identify the roles of each branch in the foreign language learning and applying process.

First of all, it is required to define the prominent term: translation. Translation is a way of communication by having one language translated to the other one in the exact way that it should translate into the target language. Furthermore, as Vinogradov (2006:11) states, "Translation is a process (and its result) caused by social necessity of information (content) transmitting, expressed in a written or oral text in one language by the means of an equivalent (adequate) text in another language." Translation process can be both oral and written; and in both ways it opens a door from one language to another in terms of comprehension and recitation. As it is known, during the translation process two languages are in the focus: the source language and the target language. In the cases where the target language is the native language of the translator, different methods and techniques may emerge while translating the context. These methods and techniques may be influenced when different translation circumstances appear. For example, the methods that are used by the translators may be more different in written translation than oral translation. Furthermore, as this translation activity is used in many different areas of daily life, it is also preferred in education when it comes to foreign language learning.

Among the language learning methods, a method is frequently used that requires translation from the target language to native language. It is believed that a foreign language's comprehension is most successfully provided via understanding the actual context in the native language first. If this method is followed, then the comprehension of the four skills (listening, speaking, reading and writing) in the language learning will be enabled in an effective way. At this moment, the name Grammar Translation Method emerges.

Grammar Translation Method, which was called Classical Method at some time, was aimed to read and understand in the foreign language literature when it was firstly applied. It was believed that if learners studied the structures of the target language, they would understand the structures of their native language better, as well. As in every method, this method had both advantages and disadvantages in the development of language learning. For example, in some cases the method was claimed that it did not provide enough practice of the target language since the native language was also involved in the learning process. It is also claimed that when a language was learned, the only way of learning it was not to use the native language in the classrooms. After this belief, the only-English methods had begun to emerge. However; despite its disadvantages, the Grammar Translation Method has been applied in almost every classrooms once in a while since then. It is an accepted fact that using only English from the beginning of the learning process to the end does not mean that it is the only correct way of learning it. However, there are some disadvantages of that method, as well. For example, when learners do not know any word of English and begin the learning process only in English, it may affect their motivation badly in some cases. If they do not apprehend what they are learning, they may be alienated from the language once and for all. These are the risks of using only the target language in the classrooms and to avoid these kind of problems, methods involving translation are preferred.

According to Larsen-Freeman (2000), there are certain principles and techniques of applying Grammar Translation Method in language learning environments. In this method, the interaction is from teacher to learners. It is not a learner-centered method; the learners understand and learn what the teacher teaches. In some cases, there is also an interaction from learner to learner, but mostly learners are the audience and the

teacher manages the classroom. Vocabulary and grammar has a big role in the applying of Grammar Translation Method and among the four skills, reading and writing are the major skills to be practiced. Since it is a translation method, learners' native language is widely used in the language learning process. It is believed that learners need to understand what is being taught in their native language first, so that they can understand the rules and structures of the target language in a better and more effective way. This method is not only a way to learn a foreign language it is also a way to understand and practice the general rules of the native language.

In addition, according to Krashen (1982), in Grammar Translation Method, the focus is not on the meaning of the sentences; it is on the form of these sentences. Only the structures are taken into consideration while the translation is in progress. As he adds, "Students are forced to read word by word, and consequently rarely focus completely on the message." (Krashen, 1982, p.34).

Krashen believes that Grammar Translation Method does not focus on the meaning of a structure or the theme that the structure addresses, it only focuses on how the structure has been formed. Therefore, learners may only pay attention to translate the structures in a correct way, but since they do not focus on the meaning, their learning process may remain incomplete.

Grammar Translation Method is one of the oldest methods among the language teaching and learning methods. Since this method requires the use of both target language and native language, a long time ago it had become old-fashioned after some new "only-English" approaches and methods emerged. Grammar Translation Method was claimed to be not useful enough to provide all the necessity information and practice for the learners. However, in time it became a plan-B for teachers to use this

method and it is still used in many classrooms when other methods become more challenging for the learners. On the other hand, some teachers still claim that Grammar Translation Method is not a useful way to teach a foreign language because of the method's lack of communicative skills. As it is stated before, this method requires teachers to be more active than the learners in a learning environment. However, since this kind of learning method is not always preferred, some theories have been established in order to enhance the traditional Grammar Translation Method.

Robert Weschler conducted a study in 1997 and introduced an enhanced version of Grammar Translation Method: Functional Translation Method. However, this is not an actual method, it is only proposed by Weschler in order to create a better learning environment in language learning process as much as possible. In his study, this proposed method was applied to Japanese students in an English classroom. He formed this method because he thought that when it comes to language learning, there were some missing points in the actual Grammar Translation Method. According to Weschler, as it is stated in the name, Grammar Translation Method mainly focuses on grammar and does not give the necessary importance to the other components. In Grammar-Translation, accuracy becomes prominent, but in proposed Functional-Translation fluency has a bigger role than accuracy. Moreover, functional meanings of the target language have more significance than the actual grammar structures in Functional-Translation; but these functional meanings are mostly ignored in Grammar-Translation.

> "It is a "functional" method (as opposed to "grammar- based"), because the emphasis is first on helping the student to understand and convey the meaning of ideas most useful to him. Only then is the appropriate grammar sought out as the framework in which to express that idea. It is a "translation" method because it makes unashamed use of the student's first language in accomplishing that

> goal. Planned carefully, it will combine the best of traditional "grammar-translation" with the best of modern "direct, communicative" methods" (Weschler, 1997, p.8).

It is always stated that language learning environments should be student-centered because learners need to discover how to learn and provide the comprehension of the language by themselves. Nevertheless, Grammar Translation Method is more teacher-centered and does not give learners the chance to improve their skills on their own. Therefore, according to Weschler, Functional-Translation opens a door of using communication skills to the learners. He does not deny that when it is used in the correct way, translation is an essential tool of language learning. As he states, "… the question is not if, but rather to what degree, students 'think' in the L1 when trying to comprehend and express themselves in the L2" (1997). Mother tongue or the first language is not an obstacle that goes on the path of learners in the language learning process; on the contrary, it is an applied source when it is known how to use in the most effective way.

As mentioned by Weschler, the role of translation methods in language learning is huge. Thus, this study is mainly aimed to point out that both Grammar Translation and Functional Translation Methods are the methods that are used in classrooms actively and it should have a role in development of four language learning skills. Since Grammar Translation Method mainly focuses on form and structure of the target language, it is believed that it has more positive effects on written skills such as reading and writing than the oral skills such as listening and speaking. However, when a language is being taught, it is also taught to practice it orally in the most correct way. Learners may also need the correction of the rules while they are practicing speaking. For example, when they are not aware that they are making a mistake while producing

sentences, they may need feedback in their native language. Furthermore, in Functional Translation Method the emphasis is in the meaning and it may have an effective influence on all of the four skills. At this point, the methods that involve translation may be preferred to be used in this learning process.

With the help of the researches done in this branch, this study plans to focus on the analysis of the development of these four language learning skills and their roles in both language learning and translation processes.

1.2. Statement of the Problem

There may be complications while using the Grammar Translation and Functional Translation Methods in language learning process and it may have bad influences on applying process of the language. Whether these translation methods are used correctly or not may also be a problem for language learning. In addition, the influences of these methods on four language skills (reading, writing, listening and speaking) during a translation process may differ from one another. Furthermore, the role of mother tongue in Translation Studies may also influence the translation process both positively and negatively. Not knowing how to benefit from the structures and rules of both the source and the target languages may be a problem in translation process. In order to identify these problems and their solutions, a quantitative research will be carried out.

1.3. Purpose of the Study

This study mainly focuses on two elements: First of them is specification of the influences of two certain teaching methods, which are Grammar Translation Method and Functional Translation Method, in the improvement of the four language skills of

language learning process. Secondly, the role of mother tongue and the stages of translation by means of four skills (reading, writing, listening and speaking) of language learning. Therefore, the main purpose of this study is to understand the relationship between foreign language learning skills and the role of these translation methods in this process. Furthermore, the role of four skills in translation process is also the second goal that is aimed to be achieved. At some point, the four learning skills (reading, writing, listening and speaking) and the translation methods will be drawn together in order to determine how language learning skills can be reflected into a translation environment. Therefore, the methods and the techniques that are preferred by the translator and the procedures they follow will be the other research steps of this study.

The research questions aimed to be answered at the end of the study are as follows:

- To what extend are Grammar Translation and Functional Translation Methods involved in the translation process?
- What is the role of four language learning skills in translation?
- To what extend can reading skills be applied to the translation process?
- To what extend can writing skills be applied to the translation process?
- To what extend can listening skills be applied to the translation process?
- To what extend can speaking skills be applied to the translation process?

1.5. Hypothesis

In this study, it is hypothesized that Grammar-Translation and Functional Translation Methods are not only the tools for language learning process, but are used actively in four language skills either in the ELT/Translation Education or in the natural translation process. Moreover, when these methods provide such educatory environment

for both disciplines, they also help the translator with the opportunity to do better translations both in written and spoken format.

1.6. Scope of the Study

There are two objectives of this study. The first objective is to determine the role of both Grammar Translation and Functional Translation Methods in learning and applying of four language skills in language learning classrooms. The first chapter of the study begins with mother tongue awareness and its influences on language learning. In this chapter, the necessity of using mother tongue in language learning classrooms will be negotiated via observing the studies and researches that had been carried out before.

The second objective of this study is to identify the steps of a translation process when the translation is held in terms of four language learning skills which are reading, writing, listening and speaking. In this section, the studies involving both oral and written translation processes will be examined. The steps that are followed during a translation will be the main question of this section. Since this section of the study will be analyzed by means of four language skills, the translation circumstances related to these four skills have an important place in the methods used during the translation. These methods may have different outcomes for each skill and through analyzing the researches that had been done before, these outcomes will be determined.

In order to define the outcomes stated above, a quantitative research will be carried out throughout the study. Hence, related questionnaires will be formed and distributed to students of Translation and Interpretation department of both Hacettepe University and Atılım University. The students are planned to be both sophomore and

senior year students. The questionnaire is planned to be a Likert Scale and the questions are planned to be formed in order to classify the students' translation techniques.

After the questionnaires are conducted, they will be collected and the results will be analyzed. The obtained data will be formed in a way which provides the expected and necessary outcomes of the study.

1.7. Assumptions and Limitations

Since there are two different universities (Hacettepe University and Atılım University) and two different teaching methods in each university, applying methods of these translation methods may differ from one university to another. If the applying methods are different, the results of the questionnaires may vary, as well. Moreover, each level may be influenced differently by the use of translation methods that are on the focus of this study and therefore different results may be received.

There are some limitations of the levels that the questionnaire will be conducted to, as well. In order to examine the influences of the translation methods throughout the educational years, the questionnaire will be distributed to both sophomore and senior year students of the selected universities. The freshman year of students is not involved in the research since their knowledge may not be sufficient enough to reply the questionnaire. The goal of this choice is to identify the differences between these two years in terms of learning and applying English via translation methods that are used in both educational and translation environment. Therefore, the genders and the ages of the selected groups of participants will not be taken into consideration while collecting and analyzing the data; the focus will only be on how the level of language use changes over the years.

1.8. Duration of the Study

It is planned that the study proceeds for a time period range of one academic year. The necessary information about the study will be provided within the year. From September 2014 to February 2015, the researches done about this study before are planned to be analyzed and at the end of the semester, the questionnaires are planned to be conducted to both students of the selected universities. In addition, at the end of year, the results will be analyzed and the discussion of the data will be completed.

II. REVIEW OF LITERATURE

In this chapter, particular information concerning both mother tongue use and the role of translation methods in language teaching and learning process will be provided. The studies about these two topics which had been conducted before will be analyzed and discussed. The chapter begins with mother tongue awareness and its influences on language learning process. As in sub-titles, mother tongue awareness and its role in language teaching and learning process will be examined. Then, translation methods used in language teaching and learning process will be next step to be analyzed in this chapter. As in sub-titles, the influences of translation methods, which happen to be Grammar Translation and Functional Translation Methods in this study, will be examined according to four distinctive learning skills, which are reading, writing, listening and speaking. The studies conducted earlier will be examined and analyzed in order to enable the necessary information about the study.

2.1. Mother Tongue Awareness and Language Learning and Translation Studies

Using mother tongue in language teaching and learning process has been a dilemma for both teachers and learners for a long time. There are different opinions about this issue claiming that the mother tongue or in another name, the native language restricts a learner's capacity of practice in the target language. On the other hand, there is also another group that believes in the advantages of using the mother tongue in the classrooms. Using the mother tongue in the classrooms may also be defined as code-switching. This code-switching method has been combined with different methods and approaches throughout the years in order to emphasize the significance of mother

tongue in the both teaching and learning environment. As it is planned to be identified in this study, as well, the methods in which translation techniques require are mainly based on code-switching method. So as to identify the relation of the mother tongue with the language learning process, it is important to analyze particular expressions under different headings.

2.1.1. What is Mother Tongue Awareness?

While learning a second language, learners go through some particular stages. These stages influence learning process and shape the learner's interaction with the language. In order to understand a language learning process, the learner needs to recognize how to use the language effectively. He needs to identify both grammatical and lexical structures of the language that is being learned. In this process, the use of the native language has an important place, as well. When the target language learning process is combined with the native language, the most prominent and important thing becomes language awareness. Language awareness, especially mother tongue awareness is the ability to associate the rules and structures of the target language with the rules and structures of the native language. The learner is conscious of his learning process and he is able to identify both similarities and differences between his mother tongue and the target language.

Many opinions about this subject have been expressed concerning this subject throughout the years. According to Donmall (1985), language awareness is "a person's sensitivity to and conscious awareness of the nature of language and its role in human life" (p. 21). It is an essential element of the language learning process since it aims to raise consciousness in both the target and the native languages. If the learners are aware

of the patterns of their native language, then they are more likely to comprehend the nature of the target language that they learn. For example, when a particular grammar structure is explained via Grammar Translation Method, the learners first try to associate the structure with their mother tongue, and then if they succeed, a better and more effective learning environment will be enabled by utilizing their awareness of their mother tongue.

Thus as it is stated above, language awareness, especially the mother tongue awareness has a key role in the classrooms in which the translation methods are actively used. When this importance is indicated, another question aiming to identify how the mother tongue awareness operates emerges: what is the importance of the mother tongue in language learning classrooms?

2.1.2. The Role of Mother Tongue in English Language Teaching

In the process of foreign language learning, different methods and approaches are applied by teachers and some of these methods require the use of mother tongue. The role of mother tongue in language teaching and learning process is huge, when methods such as Grammar Translation and/or Functional Translation Methods are used. However, it is still debatable whether it is useful to use mother tongue within the scope of these methods or not. Many researches have been conducted in order to determine the role of mother tongue in foreign language learning process.

A research in which teachers' perspectives was taken into consideration on the use of mother tongue in the classrooms was conducted by Kayaoğlu from Karadeniz Technical University in Turkey (2012). With the participation of 44 teachers from the university staff, a quantitative research was carried out and the data was gathered via a

particular questionnaire. The questionnaire was Likert Scale type containing 35 items as questions about the use of mother tongue in different areas of the language learning process. As Kayaoğlu states, according to the replies of the teachers, the mother tongue takes place in the classroom as a required and useful tool of the teaching and learning process:

> "In response to the question about their use of Turkish in foreign language classes, 91 % of the participants agreed on the use of Turkish and 68 % of the teachers stated that Turkish should be used 'sometimes'. In the second part, teachers were given six items to express their perspectives on the students' use of Turkish. From the findings, most of the teachers hold the view that the use of mother tongue is a facilitator in foreign language teaching" (Kayaoğlu, 2012, p. 27).

The use of mother tongue is highly suggested by the teachers. Of course, there are some limits, but still it is believed that translation from the target language to the native language influence students' understanding of the language more effectively.

Furthermore, according to the ongoing findings, more than half of the teachers, which involve 59% of the participants, agree on the view that using the mother tongue in the classrooms is a source of motivation for learners. The use of mother tongue (Turkish) enables a better and easier comprehension of the target language (English). As a result, 61.4% of the teachers support the idea of code-switching in the classrooms. According to their views, the use of mother tongue is not a waste of time; on the contrary, it is a way to motivate learners and to provide a better understanding of the rules and structures of the target language.

In conclusion, in this research the use of mother tongue is supported as long as its limits are determined. If the mother tongue is preferred in the classrooms, then there should be some particular limits and the mother tongue should only be used in those situations. For example, teachers may choose to use the mother tongue while explaining a particular grammar structure, but they may put some limits while they are practicing that structure. Also according to Kayaoğlu, teachers need to provide an environment for the limited use of mother tongue in specific parts of the language learning.

> "What teachers need to know is that they should not tend to allow its use all the time as it may turn to an unbreakable habit interfering with the target language.

> It is wise for them to assign a kind of "go-between role" which is justifiable on the grounds of costs and benefits" (Kayaoğlu, 2012, p. 34).

As Kayaoğlu states, too much use of the mother tongue may have negative influences on language learning procedure of students, but when the balance between the mother tongue and the target language is established by the teachers, the bad influences of the mother tongue will be avoided. It is important only to identify to what extend the mother tongue should take place in teaching and learning process.

In 2010, Kayaoğlu carried out another research with his two colleagues Zeynep Öztürk and Raşide Dağ Akbaş at Karadeniz Techinical University in order to determine the attitudes of students towards mother tongue use in their foreign language lessons. According to the study, even though teachers try to carry on their lesson by using only the target language, students reject this idea both consciously and unconsciously. For example, when students are asked a question in the target language, they may be afraid of making a mistake, so that they answer in their native language or they do not give an answer at all. Therefore, Kayaoğlu, Öztürk and Akbaş carried on their study from the point of view of the students.

According to the study, the facilitative role of mother tongue has been accepted by many researchers; thus, they work on in order to determine the frequency of using the mother tongue in a learning process. If teachers start the lesson with their native language, students will not feel threatened by the foreign language that they are about to learn and they will be more willing to experience the language (Akbaş, Kayaoğlu & Öztürk, 2010). The study also dwells on the opposite arguments about the role of mother tongue stating, that some researchers and teachers suggest that the native language does not have a place in a language teaching and learning environment.

However, with the help of their study, Kayacıoğlu, Öztürk and Akbaş showed that the mother tongue may be a key element for learners to learn a language better and more effectively.

With the participation of 154 intermediate level preparatory class students from Karadeniz technical University, a quantitative research was carried out by conducting a questionnaire.

The aim of the questionnaire was to identify the students' opinions about whether their native language (Turkish) should be used in their foreign language learning classrooms or not. According to the results, 72,1% of the participants supported the idea of using their native language in their classes. Moreover, they were also asked how often the native language should be involved in their lessons and 64% of the participants replied as *sometimes*.

> "Responses to item 20 confirmed that students (46%) understood easier if English grammar was explained in Turkish. For listening and speaking courses (items 32,33) 'rarely' and the responses for the reading course did not show any clear picture since 32% of participants chose both 'sometimes' and 'rarely' and only 16% of participants found it useful 'often' (item 30)" (Akbaş, Kayacıoğlu & Öztürk, 2010, p.404).

As mentioned, most of the participants prefer their native language, when complex grammar structures are taught. According to their responses, they do not feel the necessity of using the mother tongue while speaking and listening parts of the lesson are in progress, but the number students who prefer their native language increases in reading part.

In the other section of the questionnaire, the participants were asked in which situations they feel the need of the mother tongue in their lessons. The responses which were given as *often* by 42% of the participants included the situations such as explanation of complex sentences, grammar rules and expressions. Also, 29% of the

participants preferred using their native language in order to avoid waste of time, if they have difficulty in understanding English (Akbaş, Kayacıoğlu & Öztürk, 2010). The responses which were given as *sometimes* by 30% of the participants included situations such as explanation of unfamiliar words and giving general information about the course. In addition, 65% of the participants also thought that if the teacher's native language is Turkish, he should use it whenever it is needed. Moreover, according to the 60% of the participants the code-switching between the native language and the target language is not a complex or confusing task; however, they prefer it because it makes it easier to understand the target language structures better (2010).

> "As for the opinions about the use of Turkish, nearly half of the students (55%) found it as a motivating factor (item 35). Item 8 pointed out that 'sometimes' (38%) use of Turkish prevented the decrease of students' motivation. More than half of the students thought that using Turkish aided them to learn English better (item 37)" (Akbaş, Kayacıoğlu & Öztürk, 2010, p.405).

Using the mother tongue in foreign language learning classrooms is not an obstacle for learners, and it actually helps them motivate themselves in the learning process. If the native language is not welcomed in the classrooms from time to time, learners might feel alienated from the target language that they are learning and this problem might cause bigger problems in learners' learning process.

Hence, as Akbaş, Kayacıoğlu and Öztürk (2010) suggests, "…rather than the sole use of English, both languages when needed were welcomed by students in this current study." (p. 6) Learners are aware of the fact that if only one language is in the focus of the learning process – whether it is the native language or the target language – a failure might emerge in understanding and practicing the foreign language. Whether learners are aware of their own needs and interests or not, teachers should be able to create the environment that learners can make use of their own skills by allowing the freedom of the choice of language.

Another research carried out by Servet Çelik focuses on the question of the limits of the mother tongue in the language teaching and learning environment. According to his research, the mother tongue should be used in specific areas of language learning process. As he states, there are two factors that make the use of mother tongue in the classrooms essential:

1. Physical/Mechanical Factors
2. Social/Emotional (Affective) Factors

The first physical/mechanical factor that makes the mother tongue use an important tool in the classrooms is the avoidance of misunderstanding of a certain grammar structure in the target language. As it is known, there are many complex tense structures, conditional types, etc. in English language; thus, it is claimed in this research that if the checking of the comprehension of these structures is made in the mother tongue, the miscomprehension of the target language will be avoided on a large scale.

Another factor that requires mother tongue use in the classrooms is in the beginning of each academic year in order to explain the rules and requirements of the classroom. For example, teachers may choose to speak in their native language only when they are explaining the schedule of the semester and things to be done in the lessons and then, they may choose to use the target language while they are teaching a subject. Moreover, when the learners need to be warned in any kind of situation, Çelik believes that warning in the mother tongue is more effective than a warning in the target language:

> "I have come to believe, based on my experience, that the target language is likely to have little or no effect, even if understood, when it is used for classroom management purposes, particularly in cases of student disruption. For instance, warnings in English for students having a side conversation during my classes seemed to have a lesser impact on the students' behavior than when the students were warned in Turkish, their first language" (Çelik, 2008, p.4).

As Çelik suggests, when learners are warned in the target language, it may not be clear for them to understand the warning; or as in a psychological case, if they do not feel united to the rules and structures of the target language, then a warning expressed in that language may not grab their attention. However, if teacher use their native language, learners will understand rapidly and they will be more concentrated on their subject again as soon as possible.

According to Çelik, it is also important for the learners to identify the differences that these two languages have. If they can analyze and understand the structural and semantic differences between two languages, they will tend to raise awareness in their own language learning process.

> "…comparing and contrasting native and foreign language forms and meanings gives the students an edge and puts them at an advantage, as it helps create an informed awareness of the language learning process, enables the students to reduce potential LI interference (i.e., Butzkamm, 2003; Meiring & Norman, 2002; Weschler, 1997), and ultimately, takes away from the undesirable mechanical foreign language learning" (Çelik, 2008, p.4).

As Çelik states, if the learners are aware of both native and target languages' structures, they will have more tendency to identify the rules by comparing and contrasting the two languages. For example, if learners encounter a structure that is similar to their own native language's structure, it may be easier for them to comprehend and practice the language. Thus, it is mainly important for the learners to be able to determine the rules and structures of the native language before dealing with the target language.

When it comes to identify the social/emotional factors where the mother tongue use is needed, Çelik emphasizes the importance of the learner's psychological and cultural background in the language learning process. His mother tongue reflects the culture of that learner; therefore it should not be ignored. If the necessary importance is not given to the mother tongue, it may have negative influences on the learner's approach to the target language. As he states,

> "…the learners' mother tongue and their cultural background should be respected and valued to foster a humanistic approach to EFL teaching. Otherwise, the students are likely to form resistance and negative feelings toward the target language and its community, and this would function as a barrier to their learning" (Çelik, 2008, p.4).

Çelik emphasizes that the more the learner is close to his native language, the more successful he will be. For example, when a new subject is taught, if the examples about the subject reflects the learners' culture, background, or their daily life experiences, it will be easier for them to learn the subject in a more effective way since they will be familiar with the main topic.

Furthermore, if the mother tongue is provided from time to time in the classroom environment, learners will feel secure and become familiar with the target language more effectively. For instance, if the examples about a certain structure are given in a way that reflects their culture while using the mother tongue, they may have positive impressions on the newly-learned language.

According to Çelik, these are the two factors that require the mother tongue in the foreign language learning classrooms. However, he also states the circumstances where the mother tongue should not be used in these classrooms. For instance, in speaking and pronunciation activities, it is not effective to use the mother tongue because of the belief that it will prevent the improvement of the speaking skills of the learners. When the pronunciation tasks are in progress, the use of mother tongue should be minimum; and perhaps none not to jeopardize the learners' learning process.

As a consequence, Çelik also shares the same beliefs with Kayaoğlu whose ideas about the use of mother tongue were stated earlier. The mother tongue use is an effective tool of teaching and learning process as long as it has its own limits. It is not always useful to prefer mother tongue in the classrooms, but if there is a necessity, under the condition that there is a limited, only purposive use, the mother tongue may need to be applied to the language teaching and learning process.

Another research that supports idea of the mother tongue use in the classrooms was conducted by Mustafa Şevik from Ankara University in 2007. His research was made via quantitative method with the participation of 148 9th grade students and ten English language teachers. The research aimed to identify the place of the mother tongue in English language learning classrooms. According to his findings, both teachers and learners accept the idea that the mother tongue has an essential role in language learning. However, its use should be determined wisely in order not to make it an obstacle for the learners' language learning process. As he states "…it is suggested that being conscious about the subject and making use of the positive effects of the mother tongue is a better attitude than being totally against the use of mother tongue" (2007). He suggests that the use of the mother tongue should not be seen as a problem. For example, in some classrooms, learners are being warned when they use their mother tongue and they are asked to not to use it again. However, according to Şevik, this does not open a door to learn a foreign language. There should be some particular useful techniques that mother tongue includes and he suggests both teachers and learners to use them.

Şevik conducted his research via a particular questionnaire involving the questions which aim to help determine the notions of both teachers and learners about the use of mother tongue in the process of learning English. The results showed that 70% of the teachers and 69% of the learners think that the native language, which happens to be Turkish according to this research, should be used in language learning classrooms. The mother tongue is an essential element of the language learning process, especially when "the teaching of complex grammar points" (Şevik, 2007) is in progress. By using this phrase, Şevik emphasizes the existence of difficult grammar rules and

structures in a particular foreign language. For example, if the students have trouble with understanding some grammar rules and if they cannot understand while it is taught in the target language, then it is better if the teacher explains that structure in the native language. In this kind of situation, the mother tongue use should be used as plan-B. Teachers think that using mother tongue (Turkish) helps students understand the subjects in a better and more effective way.

> "…the main reasons and the most effective ways of using mother tongue in FL classes can be: - in teaching complex grammar points, - in understanding some words and expressions better and teaching meaning, - especially when the beginner level students are at stake, it is almost practically impossible to ban mother tongue, - as mother tongue facilitates and helps understanding and learning, and – as it saves time" (Şevik, 2007, p.3).

Şevik suggests that the use of the mother tongue can be an essential tool of teaching in some cases. If the learners are newly introduced to the target language, it is inevitable that they will have some difficulties while trying to acquire it. In such a case, the role of the native language becomes essential in order to enable the learners to understand and practice the language. If the teachers force them to speak only in the target language, it will be nothing but a waste of time, since the learners are unable to speak. Therefore, limited use of the mother tongue will not put the foreign language learning process at risk.

As it is implied, the use of mother tongue has many contributions in foreign language learning process from the point view of both teachers and learners. According to this research, most learners prefer the lessons that they can freely express their opinions and concerns about a particular subject in their native language. On the other hand, if the mother tongue takes place in the classroom more than it should, it may put in danger the foreign language learning in terms of comprehension and practice. Of

course, there is no way to determine the limits of this usage for the all language learning classrooms, but teachers are able to limit according to their learners' needs and interests.

In 2011, another study was conducted by Nasser Hassanzadeh, Kamal Shayegh and Farideh Hoseini from Islamic Azad University and Azerbaijan University. Their study also shows that using mother tongue has positive influences on using grammar rules correctly in writing exams. To be able to conduct their research, they gathered 40 participants who are EFL students and they are all native Azerbaijani Turkish speakers of East Azerbaijan in Tabriz. The participants' English level was intermediate and they were divided into two groups as in control group and experimental group. To the experimental group of participants, the particular tenses that the participants were asked to use were taught in their mother tongue. To the control group of participants, the same subjects were taught in their target language, which happens to be English in this research. At first, a grammar test was distributed to check the grammar knowledge of the participants and then, the researcher introduced the writing exam. The exam aimed to check the grammar structure of tenses that the participants had already learned. The writing topic was "Life; past, now and future".

According to the study, it was hypothesized that both experimental and control groups would have the equal level of understanding of the structures and teaching in different languages would not matter. Since they were taught the subject in the mother tongue, the experimental group was expected to raise mother tongue awareness in their writing process, but it was also expected from the control group to perform the equal amount of success. However, there was a slight difference in the results. While the mean score of the control group was 15.35, the experimental group's was 16.55 (out of 20). According to their exams results, through their language awareness, they did not

have any difficulty in understanding and practicing the grammar rules in their exams, thus they became more successful than the control group.

> "The results of writing exam indicated that being instructed in mother tongue the scores of the experimental group on writing exam concerning foreign language forms were significantly higher than the scores gained by the control group students. In fact, the factor of not being taught in mother tongue caused the control group students not to score as good as the experimental group students. Based on the activities done, the whole results seemed to support the general conclusion that the having instruction in mother tongue or finding awareness of mother tongue facilitated English language grammar learning which resulted in better performance of writing exam and had a significant influence on the learners' achievement in the Experimental group" (Hassanzadeh, Hoseini & Shayegh, 2011, p.18).

The learners are able to appreciate and practice their target language better when they have an awareness of their native language. In order to provide this situation, the mother tongue should have a place in the language teaching and learning process. According to this study, it is believed that when learners learn the rules and structures in their native language, there will be no misunderstandings that foreign language causes; so that they will be able to identify how to deal with the language better and more effectively.

Therefore, both teachers and learners in this study support the idea of using mother tongue in their language teaching and learning environment.

Another study was conducted by Ashok Raj Khati from Nepal in 2011. According to his study, the role of the mother tongue was welcomed in the classrooms already, but his study aimed to determine its limits and the reason why it was needed in the teaching and learning process. Khati firstly gathered his data via observation of particular foreign language learning classrooms in Nepal. There were three questions to be answered; "a) how frequently and on what occasions do the teachers at secondary level use mother tongue? b) Why do the students use mother tongue in English classes? c) How can one reduce the over-use of mother tongue in English classes?" (Khati, 2011)

He observed three separate classrooms and three different lessons to collect his data. According to his findings, there were seven different situations for every classroom in which teachers use their mother tongue, which happened to be Nepali in this study:

1. To give instructions
2. To make difficult concepts clear
3. To explain new words
4. To make fun
5. To explain grammar points
6. To make students feel confident
7. To confirm students' responses (Khati, 2011).

Out of three teachers, two of them used their mother tongue actively while giving instructions. To make difficult concepts clear, only one teacher used his mother tongue actively and the others chose to explain them in their target language. Moreover, while explain new words, the mother tongue was used by only one teacher seven times throughout his lesson. To make fun, only one teacher preferred the target language and the other two teachers used their mother tongue. While explaining grammar points, one teacher used his mother tongue five times throughout his lesson, but the other two teachers preferred explaining in the target language. Two teachers used their mother tongue twice while they tried to make their students feel confident about the lesson and to confirm students' responses, one teacher preferred his mother tongue twice, but the other teachers used only the target language. (2011) Khati observed the frequency of using mother tongue in the classrooms with the help of these responses.

As a second way of observation, Khati had interviews with both teachers and students of a selected school in Nepal. Ten teachers and ten students were involved in this interview. According to the teachers' responses, the main reason why students preferred their mother tongue was lack of self-confidence: "Students' inhibition in speaking has seemed to be a major reason for using Nepali in English classroom."

(Khati, 2011) Moreover, according to the students' responses, they preferred their mother tongue because of having difficulties in pronunciation of new words; furthermore, they feared that their friends would laugh at them when they made a mistake.

As it is stated in the study, it is important to be able to provide an environment that learners will feel confident and secure when they learn and practice their foreign language. Otherwise, they will always avoid using the target language and think their native language as their way out. According to Khati's study, one of the most essential elements of language learning process is to take learners' needs and interests into consideration.

In order to identify how to enhance English language use in the classrooms, Khati also had interviews with three teachers' trainers. According to the responses of the trainers, there are particular techniques to follow during a language learning process. One of the trainers believes that "creating positive attitude toward L2 learning" (2011) is an important element of a foreign language learning process. If learners have difficulties in learning a foreign language, they may feel threatened and the process may end up with negative attitudes toward the language. In order to prevent this kind of problem, it is teachers' job to provide an environment in which learners will have positive thoughts about the target language. The second trainer supports the idea that "supportive role of teacher" opens a lot of doors for learners to comprehend and practice the language. If learners do not feel that learning a language is a necessary task, they will not mind whether they learn it or not and they will not pay attention to the lessons. Therefore, teachers need to emphasize the role of the foreign language as much as they can. The third trainer suggests that "use of 'Opportunities'" in the classroom will help

learners to get familiar with the language in a positive way. As in opportunities, he means “as much as possible to boost up English language use in a class period” (2011). If teacher speaks in the target language when he uses simple expressions such as greeting, taking attendance or introducing the lesson, learners may build a sense of curiosity towards the target language. Thus it will be a good opportunity for learners to begin to understand and practice the language.

According to Khati’s study, schools in Nepal favor the mother tongue use when it comes to teach a foreign language. It is stated that because of the learners’ needs and interests, teachers prefer speaking in their native language because they believe that it is a better way for their students to understand the language. Therefore, they see the mother tongue as a facilitating element of the language learning process.

In order to identify the role of mother tongue at Japanese universities, Peter Burden carried out a quantitative study in 2000. According to his reason why he conducted such a study, it was because learners in his classes began to adopt western cultures instead of their own, when they were exposed to “English-only” lessons. Therefore, he wanted to determine whether the learners needed to be taught in their native language or not via a particular questionnaire.

His study included 290 students from different majors of a Japanese university. The students had also different levels of English: 150 of them were pre-intermediate, 64 of them were intermediate, 39 of them were advanced and 37 of them were post-graduate students.

According to the questionnaire that was distributed, the students were firstly asked to express their opinions about whether the teacher or the students should use their mother tongue in the class or not. The first question was “Should the teacher know

the students' mother tongue?", and according to the replies, 87% of the students thought he should. The second question was "Should the teacher use the students' mother tongue in the class?", and except advanced level of students, most of the other students marked as *sometimes*. However, 59% of advanced level students suggested that the teacher should never use the mother tongue. The third question was "Should the students use their mother tongue in the class?" and 73% of the students believed that they should have a freedom to use their mother tongue in the class.

In the second part of the questionnaire, the students were asked to express their opinions about the frequency of using mother tongue in the classrooms. The situations that the students were asked to reply are as follows:

1. Explaining new words
2. Explaining grammar
3. Giving instructions
4. Talking about British Culture
5. Talking about test
6. Explaining class rules
7. Explaining why the students are doing something
8. Explaining differences between mother tongue and English grammar
9. Testing the students
10. Checking for understanding
11. Relaxing the students
12. Creating human contact (Burden, 2000).

50% of the students believed that while explaining new words, the native language should be preferred and the other 50% supported the use of English only. While explaining grammar, except advanced level students, 63% of the other students thought that grammar rules should be explained in the target language. 56% of advanced level students preferred explanations in the mother tongue. While giving instructions 70% of the students supported the idea of using the target language, not their mother tongue. Moreover, 75% of the students preferred the target language in the process of talking about British culture. While talking about test, half of the students thought that

mother tongue would be more useful, but mostly advanced level of students believed that the target language should take place in this section, as well. 75% of the students preferred the target language when class rules were explained to them. Furthermore, 76% of the students supported the idea of explanation of a task they worked on in the target language, not their mother tongue. while identifying the differences between the mother tongue and the target language, 53% of the students preferred an explanation in their mother tongue; however, 63% of advanced level of students thought an explanation in the target language would be better for them. Moreover, while testing, 82% of the students suggested that teachers should use the target language, not their mother tongue. In the process of checking for understanding, 57% of the students believed that target language should take place more than the mother tongue. Most of the students preferred to be relaxed in their mother tongue; only 39% of them supported the idea of using the target language. Finally, while creating human contact, most of the students also favored using their mother tongue. Students prefer their mother tongue in such situations probably because they feel more confident and secure in their own language when they want to express themselves.

Even though Burden preferred "English-only" approaches in his lessons, his study shows that mother tongue is a key element of a language learning process, which was favored by most of the learners in his study, as well.

> "Students want the teacher to use the target language exclusively when it is being used in communication, but expect the teacher to have a knowledge of, and an ability to use MT when it is appropriate to explain the usage of English" (Burden, 2000, p.8).

According to Burden's study, nobody prefers a lesson in which the mother tongue is highly involved, but it seems that in some situations which are stated above, it should be allowed in the classrooms determinately.

The following study gives information about the use of mother tongue in teaching and learning a foreign language for specific purposes. Foreign Language for Specific Purposes is for the students of different faculties who are taking their courses in a particular foreign language. Mirvan Xhemaili's quantitative research in 2013 enlightened determining the problems and solutions of using the mother tongue in their language learning process.

The research was carried out with the participation of 150 second-year students from Law and Public Administration faculties. The students were from both South East European University and State University of Tetotova. The aim of this quantitative research was to identify the learners' opinions about the use of mother tongue in their lessons. Whether they consider the mother tongue as a facilitator or an obstacle was the main research question of this study.

According to the findings, 75% of the participant preferred their mother tongue, which happened to be Albanian in this study, in their English classes. Only about 7% of the participants did not mind if the lessons were taught all in English. 82% of the learners supported the idea of using their mother tongue while explaining complex structures, checking the comprehension, defining the new vocabulary items and making the learners feel more secure and confident. (Xhemaili, 2013)

> "These results showed that in English classes in South East European University (SEEU) in Tetova, Albanian should be used in EFL/ESL and ESP classes to some degree. Students feel there are clear cases where Albanian will facilitate their comprehension of what is happening in class. A majority also agree that the use of Albanian helps them to learn English more easily" (Xhemaili, 2013, p.3).

In this study, Xhemaili also posed a question to the teachers of the related universities. The question was about finding out the reason why the mother tongue had an effective role in foreign language teaching and learning process from the point view

of the teachers. According to the responses, there were several explanations for this situation. For instance, one of teachers believed that the mother tongue had a role in the classrooms in order to make the learners follow the activities when difficult concepts emerged in the lesson. Another teacher supported the idea of using mother tongue because it made the learners less nervous and they felt more confident in expressing their own ideas. One of the other teachers also believed that the translation into the mother tongue helped the learners understand newly-learned difficult concepts considering their own major. Furthermore, another opinion suggested that when the learners had difficulties in learning meanings of the new vocabulary items, translation into the mother tongue made the comprehension easier (Xhemaili, 2013).

Thus, as it is concluded, this study also supports the idea that the mother tongue has a facilitating role in foreign language teaching and learning process. Both teachers and learners prefer their native language when a difficulty emerges in learning because they believe that it is the most effective way of making the comprehension and practice process more operative. However, learners' choice of their native language might be considered as taking the easy way out in their learning process, but when teachers also support this idea, they show that it is not an easy, but an effective way to create an effective teaching and learning environment.

As it was examined above, many studies justify the view that using the mother tongue has many contributions in both learners' learning process and teachers' teaching process. However, since the mother tongue use is a debatable issue from the beginning, there are also some studies showing an opposite opinion about this process. In 2008, Mustafa Nazary from Ktaham University in Iran carried out a research concerning the role of native language in the foreign language learning. His research aimed to identify

the attitudes of Iranian EFL university students towards the use of mother tongue in their lessons. Moreover, in this research it is also hypothesized that if the learners' levels change, their attitudes towards the use of the native language may differ, as well. Nazary conducted a quantitative research with the participation of eighty-five students from Tehran University attending the courses that aim to enhance their general English. He conducted a questionnaire to the learners from three different levels: elementary (22), intermediate (30) and advanced (33). The questions aimed to identify the learners' opinions about the use of mother tongue in their lessons.

The answers were quite different from the other studies' data. The students in the Iranian universities do not support the idea that mother tongue has an important place in the process of foreign language learning.

> "The main question in the questionnaire (Item 2) asked "Should the teacher use the mother tongue in class?" The percentage numerals of agreements in all three groups are nearly the same (Elementary 22%, Intermediate 16%, and Advanced 21%) which indicates that the function of L1 is really neglected by the learners. In item 3 (Should the students use their mother-tongue?) students reported their agreements as 31%, 23%, and 18% respectively" (Nazary, 2008, p.10).

According to the results, Iranian students do not believe that using the native language is necessary in EFL classrooms. In cases such as explaining new words and grammar or giving instructions, most studies showed that most teachers and learners prefer their mother tongue; however, in this study, the students suggest that these elements are needed to be expressed in the target language, as well. Furthermore, according to the students, translation tasks should not be a part of foreign language learning process. All students from all three different levels support the idea that mother tongue has little, maybe none importance in foreign language learning. If a language is taught by only practicing in that language, better and more effective outcomes will be

obtained; and if the mother tongue becomes a part of foreign language learning, it will affect the learners' comprehension of the target language negatively.

With the support of the studies analyzed and examined above, it is concluded that in most cases, the use of mother tongue in both teaching and learning of a foreign language help learners deal with the language more easily in terms of structures and semantics. However, all studies which are in favor of using the mother tongue do not prefer a whole-time use of the language. They particularly suggest that mother tongue use should have limits and should not be exaggerated since it might cause negative consequences for the learning process. Yet, if the lessons are maintained with the cooperation of both the native and the target languages, more positive consequences will be obtained; furthermore, both teaching and learning process will be influenced positively, as well. The analyzed studies can be illustrated as a proof of this hypothesis.

2.1.3. The Role of Mother Tongue in Translation Studies

As it is clearly known, translation is a process that transferring a particular message from one language to another. Thus, the procedure consists of two languages: the source and the target languages. Before beginning any kind of translation, it is essential to be well aware of both languages' rules and structures in order to present a successful translation product. Therefore, in this section, a study was analyzed in order to demonstrate the language differences and their influences on the translation process.

The examined study shows the problems that occur considering the language difference in a translation process. It is relatively significant to have a full command of a language before it is translated into one another since it might cause some particular problems if the language is not recognized by the translators well. One example of this

problem is shown in this study which was held by Fenna van Nes, Tineke Abma, Hans Jonsson and Dorly Deeg in 2010. when a word in the target language have more than one meanings, it should be identified very well in order to avoid the misunderstandings of the actual word.

> "In this example, the translation challenges occurred in the first interpretation phase. In the following example, we were not aware of translation problems when translating the Dutch *wandelen* to walking, because according to several dictionaries, 'walking' was linguistically correct. However, native English speakers understood walking as the Dutch *lopen,* as to move from one place to another on feet, only as instrumental transportation. However, the activity *wandelen* consisted of a complex constellation of different meanings including the intrinsic enjoyment of the activity, enjoying nature and its associations with Sunday afternoons and holidays together. Ultimately 'going for walk' seemed more appropriate to represent the meaning expressed by the couple" (Van Nes, et all., 2010, p.2).

When a word in the target language has more than one meaning, it should be identified very well in order to avoid the misunderstandings of the actual word. It is needed to be discussed well which meaning is implied so that the language is able to be translated.

As a result, they give some recommendations that might help avoiding such problems in a translation process. According to their point of view, using descriptions instead of fixed-one word-translations might make easier to transfer a message from one language to another (2010).

2.2. Translation-Oriented ELT Methods and Skills Used in Translation Studies

As the significance of mother tongue use was stated earlier, in this section, the study continues by analyzing and discussing the methods involving the mother tongue. The mostly-known method that implicates translation is Grammar Translation Method and it is a method widely preferred and used in foreign language learning classrooms.

The reason why teachers or learners choose their native language while learning a foreign language might have many different explanations. For example, through an explanation in the native language, learners might feel more motivated during the lesson. If the whole lesson is taught in the target language and if some expressions that students are not familiar with are used during the lesson, learners might have difficulties in focusing on the subject that is being taught. In order to prevent such problems during the language learning process, the methods involving translation have been formed and developed throughout the years. In this section, the influences of these methods on language teaching and learning process will be identified and analyzed.

2.2.2. Analysis of The Grammar Translation and Functional Translation Methods Used in ELT

When translation methods used in language learning classrooms come to mind, it is surely beyond doubt that the first example of these methods is Grammar Translation Method. It is a very old method that is widely used in almost every language learning classroom and the reason of its popularity is probably based on the advantages of using the native language during language teaching and learning process.

Many researches and studies have been conducted to demonstrate the significance of Grammar Translation Method over the years. However, there are also many studies considering Grammar Translation Method, or translation methods in general, as an ineffective, boring method.

The first study that was examined considering the influences of Grammar Translation Method was carried out by Marzana Rahman from BRAC University in 2012. In this study, Rahman shares her experiences in terms of the use of Grammar Translation Method (GTM) at a beginner level language learning classroom.

Rahman teaches the lesson via GTM and explains how it affects the lesson in terms of four language learning skills (reading, writing, listening and speaking) and the components grammar and vocabulary. According to the study, before her teaching experience, she observed some classes at an international school. In accordance with her observations, teachers were mainly fond of GTM, so both native and target languages had a big role in teaching and learning procedure of the foreign language, which happens to be English in this study.

> "Sometimes the teacher explained any lines in bangla and sometimes in English. Students also used to talk in bangla whenever they need to ask any question. Teachers were not offended when the students asked question in I bangla. Students were very much dependent on the teachers" (Rahman, 2012, p.9).

The learning process took place through such a procedure that GTM rules and techniques were generally followed. As it is known, GTM is a teacher-centered method and learners consider teachers as facilitators whom they can highly depend on. Since this method was preferred in this language learning process, it is not a problem for learners to express their opinions in their native language.

When Rahman started to teach her own lesson, she also followed GTM rules. Firstly, in grammar section she gave the instructions in the target language and when the learners had difficulties in understanding the subject, she explained the rules in the native language so that the learners understand better. In reading section, a selected text was read aloud by students. Each student read one paragraph and if there were any difficulties in understanding a new structure or the meaning of a new word, Rahman explained them in the native language so that the learners were able to enhance their reading skills and comprehension at the same time. Furthermore, in listening section, writing section also took place because there were not any particular activity for listening since the lesson was maintained via GTM. Therefore, Rahman followed dictation method and brought listening and writing activities together. The learners first had to listen what Rahman said (a word or a sentence) and then write it in its correct form. In speaking section GTM rules were not needed since it had to be practiced only in the target language (2012, p.15-16).

As it is suggested in this study, GTM rules and techniques were preferred during the foreign language learning process because according to Rahman, it is important for learners to understand what they are learning. In some lessons, teachers ask learners to only memorize what they are being taught, but even if memorization is a crucial

element of GTM, it should be combined with intense comprehension skills, so that the knowledge would be permanent for the learners (2012).

While using a translation method, it is important to deal with the language in any platform of the learning process. Only analyzing the language in terms of grammar or vocabulary might not be enough for the learning process to be completed. Therefore, it is essential to cope with the language by taking both the components and the skills of the learning process into consideration. For this purpose, several studies were examined and analyzed in order to reveal the influences of translation methods on developing language skills.

During the process of learning a language, learners need to practice the language with the help of some particular skills. If the language is taught without these skills, it cannot be claimed that the language is learned as a whole. Therefore, skills such as reading, writing, listening and speaking should also be the parts of the language learning process.

As stated before, the use of translation in language learning is a common method to use since it helps learners feel motivated and confident during the learning process. Moreover, in the process of enhancing reading skills, translation methods are also applied by most of the learners, if these methods are in the center of language learning environment. Some studies carried out related to the topic show when and why to use any sort of translation method while practicing in reading.

One of the example studies was carried out by Goh Hock Seng from University of Pendidikan Sultan Idris and Fatimah Hashim from University of Malaya in 2006. According to the research, the native language is widely involved in the process of foreign language learning and with the help of the study that they conducted; they came

up with conclusions that help determining the reasons why the native language is involved in development of the foreign language reading skill.

The subjects of the study were four female students from University of Pendidikan Sultan Idris and they were asked to read the given text in a group. The aim of this study was to identify when the participants use their native language and why they use it. According to the findings, two of the participants preferred using their native language while questioning an idea about the text. Also, one of the participants used both her native and target language in one sentence while expressing her opinions about the text. The situation that the participant used their native language the most while they were paraphrasing, questioning an idea, recognizing a word and using a dictionary.

> "The students switched between the L1 and L2 as they sought to understand the L2 text particularly when they encountered obstacles to their comprehension. Hence, the L1 played an important role in the L2 reading comprehension processes of the students" (Hashim & Seng, 2006, p.16).

Using the native language helps learners' comprehension of the target language because if they have any difficulties while practicing the language – as in reading and understanding a text, they question in their native language and solve the misunderstanding that might occur in the learning process.

When it comes to developing writing skills, learners apply various types of learning styles and one of these styles is translation. As it is known and stated before, translation has a big role in language learning process and it is also applied in developing language learning skills. When the process of writing skills learning is on the focus, learners may tend to use their native language while they are trying to understand and practice the target language. Various studies were conducted to examine

the role of translation methods in developing writing skills and these studies commonly show that learners prefer using their native language in some particular situations such as generating ideas, lexical search and identifying the meanings of the unknown words.

One of the studies carried out in 2003 by Eltisar Elsherif from Indiana University of Pennsylvania. In order to identify the role of translation in writing process, she analyzed the other studies that had been conducted before related to the topic. According to her findings, translation and language switching are mostly used in the writing process of language learning. However, translation is mostly preferred by low proficient learners. As she states, "L2 low proficient writers tend to write their first drafts in their L1 and then translate it to their L2." (Elsherif, 2003) That is probably because they are in favor of organizing properly what they are planning to write before forming sentences in their target language. Briefly stated, they prefer thinking in their native language, not in their target language. Furthermore, language switching between the target and the native language is also a common method that learners choose to use:

> "Several studies looked at L2 writers' language switching. Beare&Bourdages (2007), Murphy & Roca, (2010), Qi (1998), Wang (2003), Wang & Wen (2002), Weing (2009), Wolfersberger (2003), and Woodall (2002). All the studies confirmed L1 use during L2 writing in spite of the differences in purposes and frequencies of using L1" (Elsherif, 2003, p.16).

The native language is used as a resourceful tool no matter what the reason is and even if the use is little, there is always a room for it. Language switching occurs in the language learning process in several situations such as generating ideas, goal-settings, structuring, self-instruction, text-organization, text-evaluation, for metalinguistic purposes and metacomments (Elisherif, 2003). According to the study, the language switching method is widely used in the learning process, but it is mostly

preferred by low and intermediate level of learners. Higher level of learners such as advanced group of learners are not in need of using their native language much.

Another study was carried out by Van Weijen, Van den Bergh, Rijlaarsdam and Sanders in 2008 to identify to what extent the native language takes place in a foreign language writing process. They maintained their research via quantitative methods by asking participants to write four different essays. The participants were all first year in English major whose native language was Dutch. Each of them was asked to write four short essays in both their native and target language. According to the results, all of the participants preferred using their native language in some particular situations such as generating ideas, goal setting, structuring, self-instructions and metacomments.

> "L1 use varies between writers, although it appears to be somewhat stable between tasks for Generating ideas. In addition, some activities, such as Self-instructions and Metacomments are more likely to occur in L1 than others" (Van Weijen et al., 2008, p.19).

As Van Weijen, Van den Bergh, Rijlaarsdam and Sanders suggest, most learners use their native language while they are organizing their own opinions related to the topic. According to these results, thinking in the native language is a common method to apply while learners are trying to enhance their writing skills.

Another example of the impact of translation methods in developing writing skills is the study of Ali Ahmet Hussein from Qatar University. Hussein carried out a research to determine the negative influences of translation in practicing writing in foreign language learning process. With the participation of sixteen students from Qatar University who were level 2 learners of English, a study was conducted. The participants were asked to write short essays on three different modes: the process mode, the opinion mode and the compare and contrast mode. These essays were

analyzed by considering three different factors: language proficiency, topic and modes that were applied.

According to the findings, translation method is not an effective way to enhance the knowledge of learners; furthermore, it deteriorates the foreign language learning process especially if the language proficiency level is low. In addition, the compare and contrast mode is the stage that participants used their native language the most; thus, most of the mistakes were made at this stage. Moreover, the language proficiency turned out to be the most crucial factor that affected the writing process negatively.

> "Generally EFL students may experience language proficiency problems while writing in English. If problems occur, these are often due to differences between Arabic and English and as a result, students tend to resort to compensatory strategies to overcome this problem in that they try to compose words and sentences in L1 first and then translate them into L2 thus making negative transfer" (Hussein, 2010, p.10).

Translation from the native language to the target language affects the learning process at writing stage negatively, if the learners' proficiency level of English is not high enough.

According to the studies that were examined throughout this section, using a translation method in the writing process does not affect language learning positively. It leads learners to think in the native language and then translate what they think into the target language. Therefore, it becomes a problem since there are many structural, lexical and semantic differences between most of the native and the target languages that are taught.

When it comes to the role of translation in practicing listening, some studies carried out considering this issue were analyzed. One example of these studies was performed by Holly Montgomery from Arkansas State University in 2008. Her study

mainly focused on the process of development of listening skills and the methods that learners apply during this process. Montgomery conducted a quantitative research in order to identify how much translation methods are involved in this particular process. The participants of this study were also from Arkansas State University and they were intermediate level of students of English. The questionnaire distributed to the participants mainly focused on questions such as the strategies they apply to comprehend what a given context is about and the frequency of using their native language while they are listening to the given context.

According to the findings, when learners have difficulties in understanding the main idea of the context, 25% of them use paper dictionary, 51% of them use electronic dictionary and also %42 of them perform translation process mentally while listening in an academic context. In an authentic context, paper dictionary is used only by 19% of the participants. 32% of the participant use electronic dictionary and 42% of them use mental translation. Finally, in an informal context, mental translation is also performed by 42% of the participants. According to these findings, almost half of the participants try to translate what they listen into their native language in order to identify the main idea of the actual context.

While working on listening skills, it is important for learners to comprehend what they are listening to and the methods that they are trying to acknowledge it. If the whole learning process of the language is in the center of only-target language methods, learners may not need any help of their native language. However, if they learn with the help of translation methods, they also use their native language while they are working on their listening skills. Since translation has an important role in language learning

process as it is suggested in the study reviewed, it is common that learners use their native language in some circumstances within the development process.

Even though learning and teaching process of speaking skills requires mostly use of the target language, learners sometimes still feel the need of their native language. While the development of other skills is on the focus, the native language may play a crucial role in the teaching and learning process; however, it may not have the same positive effects on speaking skills development process.

When it comes to work on speaking, the aim of use is divided into two parts: the first part is to use the language properly and the second part is to pronounce the words that are uttered correctly. Thus, whether using translation while working on pronunciation affects the learning process in the positive way is debatable. Over the years, some studies have been carried out in order to shed light on this issue.

James Emil Flege, Elaine M. Frieda and Takeshi Nozawa conducted a study in 1996 to emphasize the effects of the native language on pronunciation process of the language. The study was carried out through the participation of native Italian subjects who immigrated to Canada in their childhood and native English listeners who analyzed the pronunciation skills of the Italian speakers. Native Italian speakers also divided into two groups as in those who used their native language often and those who used their native language rarely.

According to the findings, even though the subjects lived in Canada since their childhood, a distinctively foreign accent was noticeable in the language of Italians who used their native language often. The ones who did not use their native language much

had more success in pronouncing properly in the target language, which happens to be English according to the study.

> "These findings challenge the view that ultimate success in pronouncing an L2 is determined solely by an individual's state of neurological development at the time of first exposure to the L2. It appears that the degree of activation of the L1 or the strength of its representations may also influence L2 production accuracy" (Flege, Frieda & Nozawa, 1996, p.1).

If the native language is a part of learning a second language, the pronunciation is affected negatively. Especially in this study, it is a fact that Italian language and English language are very different from each other in terms of grammar structures, pronunciation etc. and this is why it would be difficult for the learners to utter English words properly when they are stick to their native language often.

Another study carried out considering the development of speaking skills of the language illustrates that whether learners think in their native language before they speak in the target language. The study was conducted by Barbara Schmiedtova from University of Heidelberg in 2011. The participants of this study included 22 advanced Czech and 22 advanced Russian L2 speakers of German. The study aimed to investigate grammatical forms in the understanding of events.

According to the findings, the participants did not have any problems in understanding the grammatical structures of the target language; however, they could not succeed in interpreting the events and pictures that were shown. They had no difficulties in understanding the subject, but they could not tell how the actions took place with a proper grammar because they had formed the sentences in their minds according to their native language grammar structures before they spoke. Therefore, it caused particular grammatical mistakes during the speaking process because of the different forms between the native and the target language.

When these two studies are examined, it is inevitable to think that the native language in the speaking process has negative influences on the learning more than its positive ones. Therefore, translation is not a preferred method; on the contrary, only the use and the practice of the target language in the language learning environment seem to be the only way that develops speaking skills.

Until this section, the influences of translation methods on the language learning process and the language learning skills were examined and analyzed in this study. The studies examined after this stage validate the influences of the mother tongue during a translation process on a skill-based perspective.

2.2.2. Use of Mother Tongue in Reading Skills for Translation Purposes

When the term of translation comes to mind, many types of this branch are needed to be taken into consideration. Translation may be involved in various types of activities such as reading a text for translation, transferring a message in a written format, the course of oral translation and simultaneous translation. In all of these stages, different skills are triggered and different methods are used while translation is in the process.

When it comes to reading a text for translation purposes, various elements of the language are taken into consideration. It becomes relatively important for both the source and the target language to be similar in some particular ways in order to provide an effective translation. It is also essential to identify the differences between the languages since it may make the translation process more intelligible.

First of all, it is important to identify the grammatical similarities and differences between the languages. When the grammatical structures of the languages are quite

different from each other, it becomes harder to translate them and more effort is needed to be made. It is essential to recognize both the source and the target language well in terms of grammatical, lexical and semantic expressions if the translation is in the process.

In order to identify the influences of reading process in translation, a study was conducted by Pedro Macizo and M. Teresa Bajo at University of Granada in Spain in 2009. In their study, they explained the importance of reading and comprehension process before getting into the translation process; and for this purpose, they did three different experiments. The subjects were given a text and a presentation of a summary of the text before translating. In the first experiment, they focused on the text understanding process. In the second experiment, they identified how the given summary interfered with the process of translation; and in the third experiment, they determined the role of working memory (WM) during the interference.

At the end of the study, Macizo and Bajo explored two different kinds of translation during the reading process: one of them is sight translation occurred in the first experiment and the second one is semi-consecutive translation occurred in the second experiment. As a cause of the reading process, they came to the conclusion that this kind of reading aloud activities helped translators improve their comprehension skills and showed that they had a better understanding of the structures of the language (2009).

> "In Experiment 1, participants were asked to translate at their own pace, thus resembling natural sight translation in which they do not produce word-by-word translations. In semi-consecutive translation the written text has to be orally produced in the TL so they alternate between reading and speaking. This contrasts with sight translation where the professional has to read and rephrase the SL text simultaneously. The alternations between comprehension and production were implemented in our Experiment 2 by asking participants to

> produce the translation at the end of each sentence. Thus, the results obtained in our experiments may be generalizable to everyday situations in which the translators work" (Macizo & Bajo, 2009, p.24).

During the process of working on reading aloud and semi-consecutive translation not only reading comprehension skills were affected positively, but also the speaking skills were improved since the oral translation took place during the process. The study shows that reading comprehension skills have a big role in the comprehension of the actual subject and the more efficient translation.

Briefly, the reading skills and their usage in translation studies can be indicated as follows.

Reading skills	**The use of reading skills in translation studies**
1. Determining the unknown words in a text. 2. Determining the grammatical structures in a text. 3. Identifying the main idea of the text. 4. General comprehension of the text.	1. Translation of the words in a semantically correct way. 2. Transferring the grammatical rules correctly. 3. Transferring the main idea correctly from one language to another. 4. Transferring the general context correctly and grammatically from one language to another.

Table 1

2.2.3. Use of Mother Tongue in Writing Skills for Translation Purposes

In translation process, transferring a message from one language to another is mostly provided via writing. While translating particular information from source to the target language, there are particular issues that are needed to be identified before the translation. As it is known, every language differs from one another. This situation might be considered as a problem if two languages that are in the translation process are

relatively different from each other in terms of structure. Thus, before the translation begins, it is important to be well aware of both the similarities and the differences between the languages.

A study conducted by Masumi Azuma in 2009 demonstrates the role of figurative expressions when the translation process occurs. Azuma generally determines the hardships that are exposed while translating one language into another and especially focuses on the translation of the figurative structures and expressions in one language.

According to findings of the study, Azuma determined that participant translators use particular methods that help them transfer the figurative expression from one language to another in an effective way. First of all, participants mostly used the method of finding the similar expressions that were presented in the target language. If both the source and the target language had the similar expressions, the translation process became easier to proceed. Secondly, the participants preferred the method of visualizing. Picturing the unfamiliar expressions in the source language on their mind enabled them to transfer the expressions into the target language easier. Furthermore, they also looked for the literal meanings of the unfamiliar figurative expressions first, and then tried to guess the meanings. In addition the use of logical thinking process also helped them to come up with the correct meanings and sort out problems that occurred in the translation process (2009).

> "As stated earlier, it is hard to identify or separate exactly which strategies were used in each case, because the mental work of interpretation involves multiple cognition in the mental and cultural element at the same time. Although it seems hard, this study attempts to discover what strategies are prominent in interpretation and what effects the mother tongue has on interpretation" (Azuma, 2009, p.23).

Azuma also suggests that cultural background has a big role in translation of figurative or metaphorical expressions that are presented in one language. The knowledge of the meanings of the expressions might depend on being exposed to them in a cultural environment in an individual's life.

Another research examined in this study is about revealing the differences between the source and the target language in terms of grammatical and lexical structures. The research was held by Gabriela C. T. Galvao at Vaxjö University in 2009. Galvao studied on Portuguese as the source language and English as the target language and identified the grammatical differences between these two languages. How to transfer a message by taking the differences into consideration was the main purpose of the study.

According to the findings, the use of articles, false cognates, redundancy and modals differ from Portuguese to English; therefore, some problems occur when the translation of these structures is in the process.

> "Whereas in L1 the use of definite articles seems to occur more often before a noun, definite articles are deleted in L2 many times when the nouns are, for instance, unique and first recognized by people or when they have a generic rather than specific meaning. However, the use of definite articles before company names in L1 is common, even if there is no other phrase connected to it to expand meaning" (Galvao, 2009, p.20).

While the use of articles changes in some particular situations in the target language; in the source language, there are certain places that articles are needed to be used. Therefore, it is important to recognize the target language well and translate the given word or a phrase to the rules of the target language.

According to the study, the use of redundancy emerges because of the lack of understanding the main idea of a sentence and the level of fluency in the source language. A message in the source language might be transferred into the target

language with less words or phrases due to the lack of understanding the actual text in the source language. Hence, it is essential to do a further research considering the main idea of the translated text before beginning any kind of translation.

> "This phenomenon can be avoided by improving the level of fluency and the ability to switch from L1 into L2 without losing L1's meanings, besides reviewing and comparing the TT with the ST. However, obscure STs were also found to be the main reason for the occurrence of negative transfer into the TTs" (Galvao, 2009, p.22).

In order to avoid the negative transfer of the actual message, it is important for translators to be well aware of the two languages' structures in any kind of matter. Otherwise, problems due to lack of awareness of the language may occur and translation process may fail.

Writing for translation purposes is a stage that translators need to be considerably cautious since a detailed analysis of both the source and the target languages in terms of structures and meanings are needed to be done before the translation process begins.

Briefly put, the writing skills and their usages in translation studies can be summarized as follows.

Writing skills	**The use of writing skills in translation studies**
1. Making grammatically correct sentences.	1. Identifying the grammatical differences between the languages.
2. Determining semantic differences of the words.	2. Determining the semantic differences in both languages.
3. The use of metaphorical expressions.	3. Correct translation of metaphorical expressions.
4. Organizing the syntactic order of the sentences.	4. Determining the order of the sentences during translation.

Table 2

2.2.4. Use of Mother Tongue in Listening Skills for Translation Purposes

Listening process plays an essential role while translating one language to another because what is inferred in a language and how it is transferred into another language is only explored by knowing what is being listened.

A study conducted by Leila Razmjou and from the University of Tabriz and Javad Afsari Ghazi from Islamic Azad University in 2013 indicates both the listening process as a tool of communication and its influences in translation process. Authentic materials were especially chosen in order to determine the actual effect of the listening activity. The study started at the beginning of a semester and the participants of the study were asked to listen to particular audio materials in this period. For three weeks, the participants listened particular speeches from CNN news and at the end of the third week, they were asked to translate what they had been listening for the three-week period. The aim was to identify the influence of the listening process on the translation process.

According to the findings, during the translation process, when the participants had difficulties in translating considering finding the correct words, they could use communication strategies well since they had practiced during the listening process.

> "The result of this study showed that, despite the unawareness of communication strategies, when the students could not convey their ideas, students tend to replace the original intent with other easy words or simple expressions. It is undeniable that in an authentic conversation and oral translation, communication breakdowns may occur anytime and communication strategies are accessible tools in hand to help the students obviate their problems" (Razmjou & Ghazi, 2013, p.5).

Razmjou and Ghazi indicate that the listening process helped the participants of the study activate their communication strategies and enhanced their translation skills in an effective way.

The study demonstrates that listening process has positive influences on a translator's translation process. It enables to recognize the language better and to be fluent while translating a structure. The brain is able to find alternate things to avoid failing during the translation process since the listening procedure activates the brain activity in terms of the language use.

Briefly put, the listening skills and their usages in translation studies can be indicated as follows.

Listening skills	**The use of listening skills in translation studies**
1. Identifying the unknown words while listening. 2. Determining the main idea of the listening text. 3. Activating the quick thinking process. 4. Taking notes rapidly while listening.	1. Translation of the words that are heard in a semantically correct way. 2. Transferring the main idea of the listening text correctly from one language to another. 3. Quick thinking and quick translating. 4. Taking notes and translating them in a grammatically correct way.

Table 3

2.2.5. Use of Mother Tongue in Speaking Skills for Translation Purposes

When a speaking activity is involved in translation, the process is considered as simultaneous translation. Simultaneous translation is a type of translation that requires having a full command of both the source and the target languages. Since it requires

being fast, it is open to make a lot of mistakes during the translation considering grammatical and semantic forms of the languages. In order to be able to find solutions for the identified problems occurring during simultaneous translation, several studies were examined and analyzed.

A study conducted by HUO Siliang from The Chinese University of Hong Kong in 2005 points out the grammatical problems that translators face with during the simultaneous translation process. The study aims to identify whether the grammatical performance deteriorates in simultaneous translation compared with consecutive translation and free narrative (Siliang, p.38). In the study, three interpreters were given three tasks. First of them was consecutive translation from Chinese to English for five minutes, the second task was simultaneous translation from Chinese to English for five minutes and the last task was free narrative in English for another five minutes. Particularly, the correct use coordinator "and" was analyzed during the translation processes. Moreover, the use of other grammatical structures that are present in English was also compared and analyzed during the study.

According to the findings, the quality of the presentation during simultaneous translation declines since the interpreters are under a relatively high pressure during the process.

> "Simultaneous interpretation is a multi-task linguistic experience, with listening, production and memorization going on at the same time. Interpreters are under extremely high mental load. With many different tasks competing for limited mental resource, it is possible that there is less mental resource for production than in normal situations. The quality of performance decreases in terms of information completeness as well as in grammatical accuracy" (Siliang, 2005, p.38).

In free narrative and consecutive translation, translators are free to choose and time to think about how to translate the language, but in simultaneous translation, listening, thinking and production are required to transpire in a quite limited time.

In the study, there were not prominent inaccuracies that had been made during the use of the coordinator *and;* however, when the usage in simultaneous translation is compared with the usage in free narrative and consecutive translation, more mistakes were found. Furthermore, in the use of some phrases that are present in English were confused by the interpreters. For example, the use of "not only… but also" was desired to be used in a part of the translation, but the interpreter only used "not only" part and did not include "but also". Therefore, this usage was considered as a mistake during the translation process (Siliang, 2005).

As a result, since the process of simultaneous translation is not an easy task to achieve, more attention is needed to be paid while transferring a message from one language to another. Both languages are needed to be taken into consideration equally and practiced well before beginning translating. Of course, it is a necessity for all kinds of translation, but when it comes to simultaneous translation, necessities become requirements in order to prevent any kind of mistakes during the translation process.

Briefly put, the speaking and their usages in translation studies can be indicated as follows.

Speaking skills	**The use of speaking skills in translation studies**
1. Making grammatically correct sentences. 2. Correct choice of words while speaking. 3. Activating the quick thinking process. 4. Activating the short-term memory.	1. Translation of the grammar structures correctly. 2. Identifying the correct words that are needed to be used while translating. 3. Thinking and translating quickly. 4. Translating the knowledge correctly and fluently presented in the short-term memory.

Table 4

III. METHOD

3.1. Participants

This study aims to view the role of four foreign language learning skills (reading, writing, listening and speaking) from a different standpoint by determining their role in a translation process. Hence, a quantitative research was held throughout the study. A questionnaire related to the research topic was formed and distributed to a particular group of audience.

As the research topic is allied to translation studies, the group aimed to be involved in the research was selected from the Translation and Interpretation students at particular universities in Ankara. During the process of determining the universities that have been involved in the study, the similarities among curricula of the Translation and Interpretation departments have been taken into consideration. To this respect, Atılım and Hacettepe Universities in Ankara were selected to play a part in the study since the respective departments of both universities are almost the same.

The student profile was also taken into consideration in terms of the year when they are studying. In this study, the sophomore year and senior year students are involved and the questionnaire correlated to the research topic was distributed to them. The age range of the participants is between 19 and 22. The study not only identifies which year of students use four language skills as translation strategies more, it also compares the similarities and differences between sophomore and senior years of students' performance related to both language and translation methods they use.

3.2. Setting

Since the Translation and Interpretation programs of both Atılım and Hacettepe Universities are very similar to each other, the questionnaire aimed to distribute to both sophomore and senior year students were applied to the students of these two universities. The necessary information related to both universities and their Translation and Interpretation programs are as follows:

3.2.1. The Translation and Interpretation Program at Atılım University

Atılım University is located in Kızılcaşar Street, İncek, Ankara. The Department of Translation and Interpretation of Atılım University aims to raise professionals who are well-informed, eager to research and learn, and who could apply their knowledge and experience in translation and interpretation through scientific methods in any kind of field.

In the first year of this four-year programme, courses helping improve skills such as reading, writing and speaking are provided. The first semester, courses such as English Writing Skills I, Text Analysis I, Linguistics and Translation I and Spoken English I are presented to the first year students of Translation and Interpretation programme. In the second semester, in addition to research courses such as Research Techniques, students take the courses that follow these subjects such as English Writing Skills II, Text Analysis II, Linguistic and Translation II and Spoken English II. In the first semester of the second year, the courses enabling improvement on listening skills are presented. In addition to Listening Comprehension and Oral Communication I, Media and Journalism, Language Use in Various Fields I, Discourse Analysis,

European Culture and Institutions are must courses for the students. In the second semester, Introduction to Translation and International Politics are added to the programme apart from the ongoing courses that are taken in the previous semester. In the third year, students are provided department-based courses such as Translation Theory, Sight Translation, Note Taking, Introduction to Interpreting I and II, Technical Translation, Translation of Medical Texts, Communication and Media Translation. Finally, in the last year of the programme, the courses Simultaneous Interpreting, General Translation I and II, Literature Translation I and II, Translation Traineeship, Translation of Texts on Law and Economics and EU Studies and Translation are presented to the students of the Atılım University.

The department also offers graduate programmes for the students who choose to study on their MA.

3.2.2. The Translation and Interpretation Program at Hacettepe University

Hacettepe University is located in Üniversiteler Street, Çankaya, Ankara. The Translation and Interpretation Program at Hacettepe University aims to raise well-educated professional individuals who are ready to apply what they have learned during four academic years in any kind of field of study.

During the first academic year, apart from skill-based courses such as Writing Skills and Reading Skills, Lexicology, Introduction to Document Translation, Oral Narrative and Current Issues courses are presented. In the second year of the program, Linguistics I and II, Discourse Analysis, Note Taking, Oral Communication I and II, English and American History, Intercultural Communication courses are provided for two semesters to the students. In the third academic year, courses such as Translation

Theory, Translation of Medical Texts, Introduction to Oral Translation, Terminology, Consecutive Interpretation, in addition to some particular elective courses such as Court Interpreting, Women Studies and Translation, Media Translation, Popular Culture and Technical Translation are provided for the students. In the final year of the program, elective courses such as Mass Media and Film Translation, Translation of Texts on Law, Economics and EU, Oral Translation Studies, Simultaneous Translation Traineeship, Conference Interpreting I and II and Simultaneous Translation are presented to the students of Hacettepe University.

The department also offers graduate programmes for the students who choose to study on their MA.

3.3. Instruments

In order to determine the role of four language learning skills during a translation process, a questionnaire was designed and distributed to the respective participants. The questionnaire is designed in a Likert scale method which has a five level format as in *Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.* The scoring format of the scale as in Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2 and Strongly Disagree = 1. The participants of the questionnaire were given statements that measure their knowledge on language use and translation methods. In the process of data collection, the scoring levels of 5, 4 and 3 will be taken as *skills used* and the scoring levels of 2 and 1 will be taken as *skills denied*. The assessment of the answers given to the questionnaire will be done according to these criteria.

The questionnaire includes twenty-five questions in total.

The first five questions

- are related to the usage of ***foreign language learning methods*** while practicing the language .

The questions between 5 and 10

- are related to the ***reading skills and their role in translation process***. The participants are supposed to reply the questions by considering the times that they are translating a reading passage from one language to another.

The questions between 10 and 15

- express the statements about ***writing skills used during the translation process***. The participants need to tick the best statement that is the closest to their preference that tests writing skills in translation.

The questions between 15 and 20

- measure the ***skills preferred by the participants in listening*** and their usages in the translation process. What kind of skills are applied to the translation process while only hearing a particular conversation in one language are on the main focus of these questions.

The questions between 20 and 25

- are related to the ***simultaneous translation process*** that the participants go through. These last five questions are only to be replied by the participants who

take simultaneous translation courses at their universities. Since the simultaneous translation course is given in the senior year in both Atılım and Hacettepe Universities, only senior year students are to express their opinions allied to the statements.

3.4. Procedures for Data Analysis

First of all, in order to identify to what extend the questionnaire aimed to be distributed to a particular participants is reliable, a reliability test was conducted for both sophomore and senior year students. Secondly, a contrastive t-test analysis of the answers given to the first twenty questions was held in order to demonstrate the similarities and differences between the second and the fourth year students' level of comprehension and assessment. Finally, for each question, the answers given by the participants were compared through graphics. This analysis showed that how many students answered how many questions in the same way.

IV. RESULTS

4.1. Definition of Variables Used Through Graphics

In this section, a detailed analysis of the data collected via a particular questionnaire are aimed to be discussed through graphics. The questions asked in the questionnaire are given and the necessity information obtained by the participants is going to be analyzed and discussed via particular percentages.

4.1.1. Analysis of Results for Question 1

Question 1: At times, it is not possible to learn a foreign language without the use of the mother tongue in the classroom.

Table 1

Distribution of students for question 1

Question 1	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	11	7
Skill Used	29	33
Total	40	40

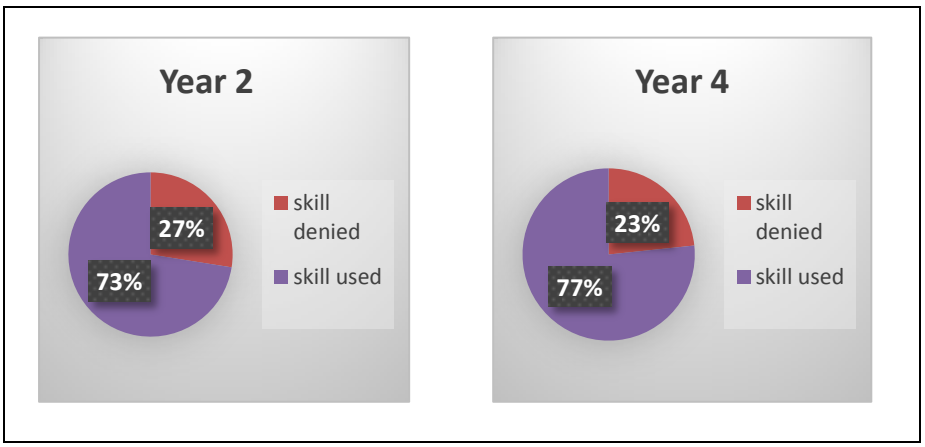

Figure 1. Contrastive graphical results of question 1

73% of the second year students and 77% of the fourth year students agree that mother tongue has an essential role in language learning process. On the other hand, 27% of the second year students and 23% of the fourth year students oppose the idea of using mother tongue while learning a language.

4.1.2. Analysis of Results for Question 2

Question 2: The Grammar Translation Method and The Functional Translation Method are still actively used in the foreign language classrooms.

Table 2

Distribution of students for question 2

Question 2	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	3	0
Skill Used	37	40
Total	40	40

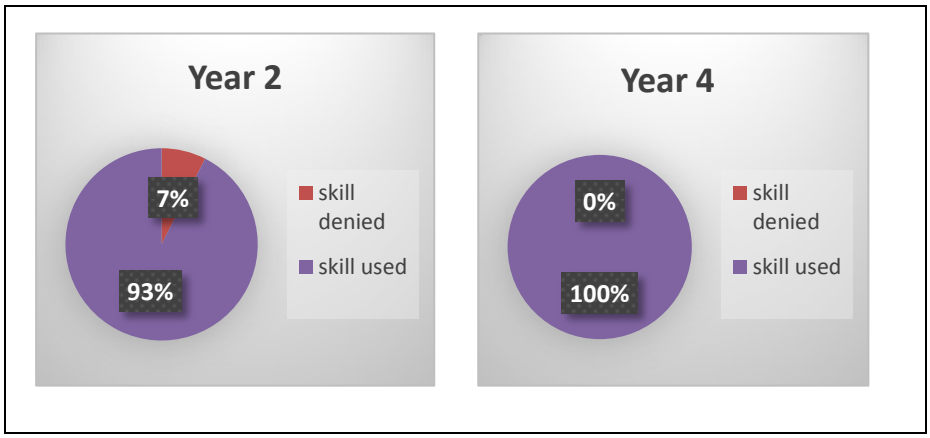

Figure 2. Contrastive graphical results of question 2

93% of the second year students and 100% of the fourth year students agree that Grammar Translation and Functional Translation Methods are parts of the foreign

language learning process. However, only 7% of the second year students do not support the idea of using these methods actively in classrooms.

4.1.3. Analysis of Results for Question 3

Question 3: While learning a foreign language in the classroom, mother tongue is actively used within the four skills (reading, writing, listening and speaking)

Table 3

Distribution of students for question 3

Question 3	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	6	5
Skill Used	34	35
Total	40	40

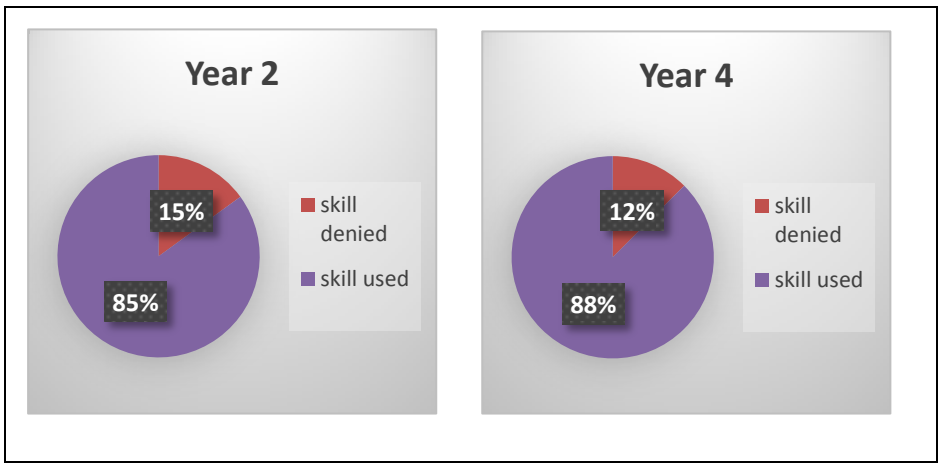

Figure 3. Contrastive graphical results of question 3

85% of the second year and 88% of the fourth year students encourage the idea that mother tongue practices are enabled through four language learning skills (reading, writing, listening and speaking) in a foreign language learning environment.

Nevertheless, 15% of the second year and 12% of the fourth year students consider that a foreign language are not taught with the help of these skills.

4.1.4. Analysis of Results for Question 4

Question 4: Students should be allowed to use their mother tongue in a foreign language classroom.

Table 4

Distribution of students for question 4.

Question 4	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	11	8
Skill Used	29	32
Total	40	40

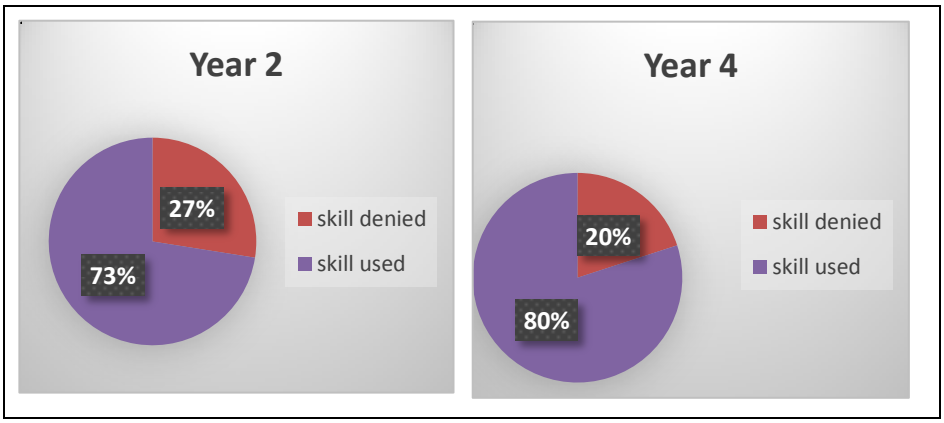

Figure 4. Contrastive graphical results of question 4

73% of the second year and 80% of the fourth year students agree that students are free to activate their mother tongue while learning a foreign language. On the other hand, 27% of the second year and 20% of the fourth year students think that mother tongue should not be a part of a foreign language learning process.

4.1.5. Analysis of Results for Question 5

Question 5: Forbidding the use of mother tongue in any platform in the foreign language classroom triggers its usage more.

Table 5

Distribution of students for question 5

Question 5	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	13	11
Skill Used	27	29
Total	40	40

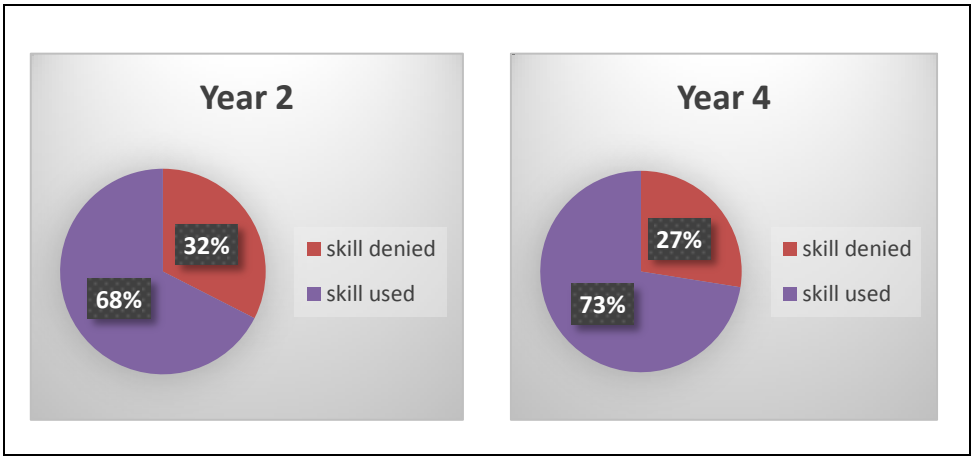

Figure 5. Contrastive graphical results of question 5

68% of the second year and 73% of the fourth year students support the idea of forbidding the use of mother tongue in a foreign language learning process will make students use their mother tongue more. On the other hand, 32% of the second year and 27% of the fourth year students think that the forbiddance of the use of mother tongue will not activate the usage.

4.1.6. Analysis of Results for Question 6

Question 6: While reading a text for translation, the knowledge of the native language dominates my textual comprehension skills.

Table 6

Distribution of students for question 6

Question 6	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	7	11
Skill Used	33	29
Total	40	40

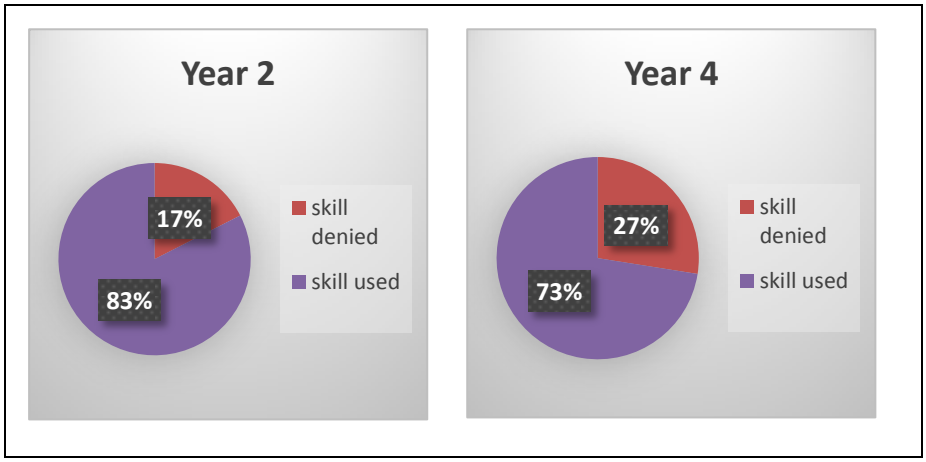

Figure 6. Contrastive graphical results of question 6

83% of the second year and 73% of the fourth year students agree that their native language enables them to comprehend a text in the target language while they are reading. However, 17% of the second year and 27% of the fourth year students think that their native language does not help them in this way in a reading process.

4.1.7. Analysis of Results for Question 7

Question 7: While reading to find out the main and the implied main ideas for translation purposes, the use of my native language helps me more.

Table 7

Distribution of students for question 7

Question 7	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	7	9
Skill Used	33	31
Total	40	40

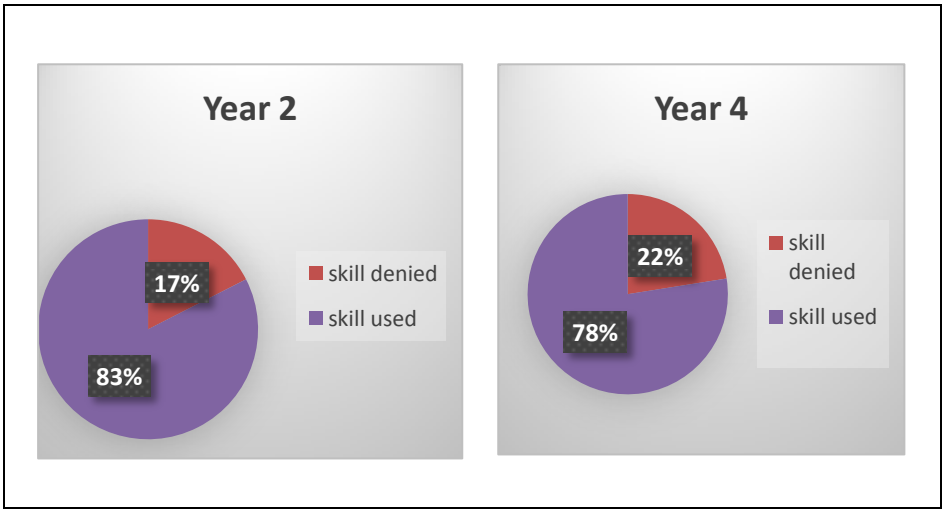

Figure 7. Contrastive graphical results of question 7

83% of the second year and 78% of the fourth year students support the idea that the use of their native language provides a better understanding of a particular text in a target language. On the other hand, 17% of the second year and 22% of the fourth year students oppose the idea of using native language rules and structures while trying to comprehend a text in that target language.

4.1.8. Analysis of Results for Question 8

Question 8: While distinguishing the supporting ideas from the main ideas in a reading material for translation purposes, the knowledge of my native language helps me to sort out problems.

Table 8

Distribution of students for question 8

Question 8	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	7	8
Skill Used	33	32
Total	40	40

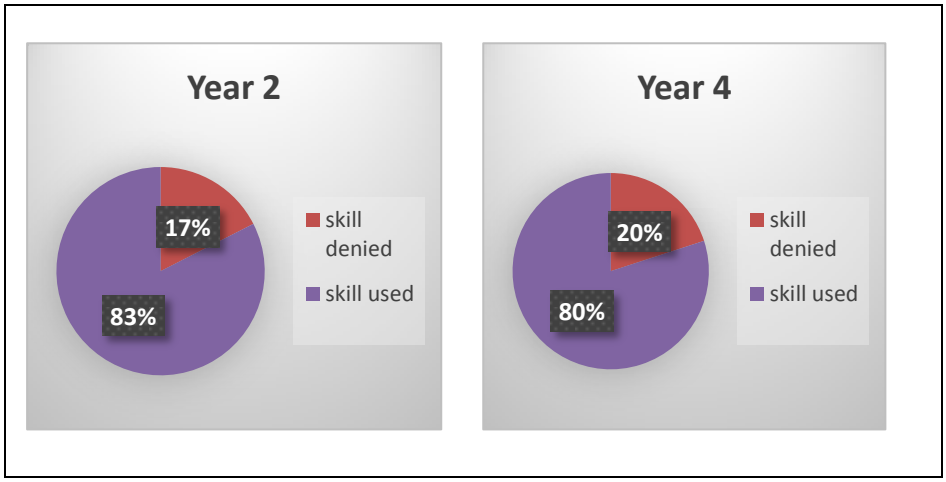

Figure 8. Contrastive graphical results of question 8

83% of the second year and 80% of the fourth year students agree that when they are faced with a problem in understanding a particular text in a target language, the use of their native language helps them handle that problem. Nevertheless, 17% of the second year and 20% of the fourth year students think that their native language cannot help them solve these kinds of problems occurring in the target language.

4.1.9. Analysis of Results for Question 9

Question 9: While reading to comprehend a text for translation purposes, I first draw inferences in my native language.

Table 9

Distribution of students for question 9

Question 9	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	10	9
Skill Used	30	31
Total	40	40

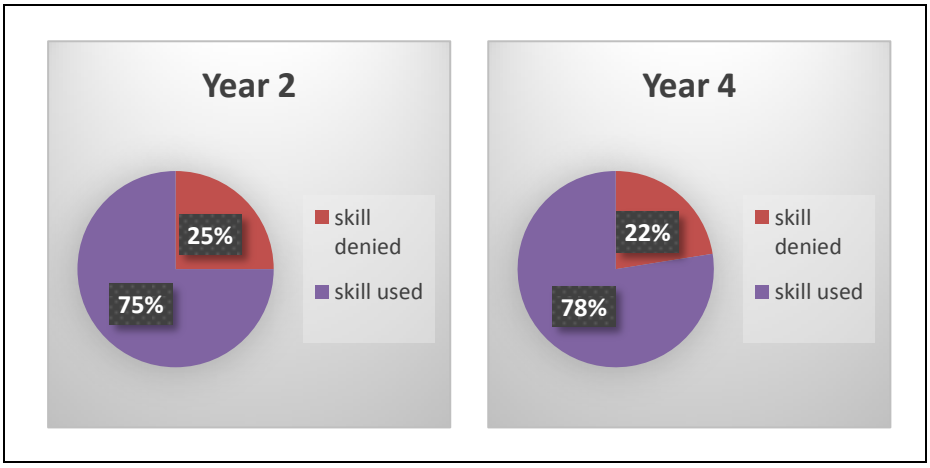

Figure 9. Contrastive graphical results of question 9

75% of the second year students and 78% of the fourth year students suggest that when they deduce the meaning of a particular text in a target language, their mother tongue plays an important role in that process. On the other hand, 25% of the second year students and 22% of the fourth year students think that their native language does not play a role in this process.

4.1.10. Analysis of Results for Question 10

Question 10: While predicting the meanings of lexical items in a text for translation purposes, my native culture dominates the way I think.

Table 10

Distribution of students for question 10

Question 10	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	6	7
Skill Used	34	33
Total	40	40

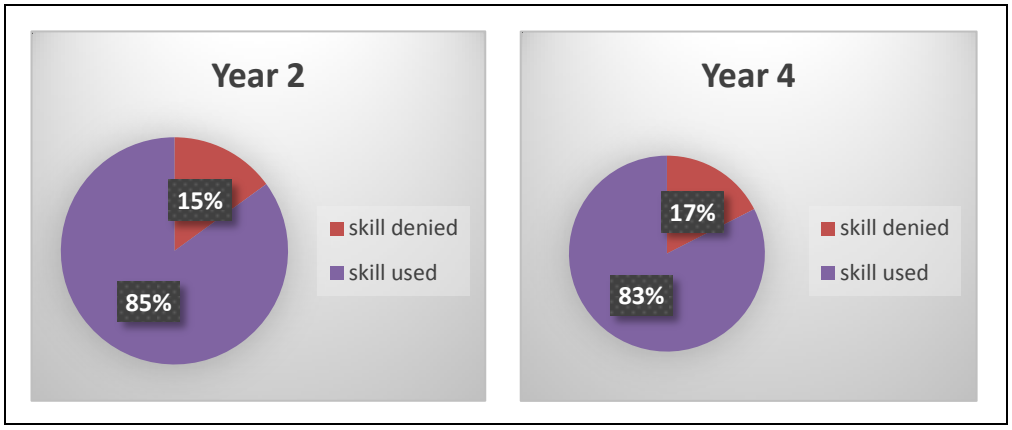

Figure 10. Contrastive graphical results of question 10

85% of the second year and 83% of the fourth year students agree that their native culture has an essential role in understanding a text written in a target language and helps them translate it in a more effective way. However, 15% of the second year and 17% of the fourth year students oppose the idea of taking their native culture into consideration while reading for translation purposes.

4.1.11. Analysis of Results for Question 11

Question 11: In the course of translation, while transferring a message in written format from source into the target language, the knowledge of my native language plays a significant role.

Table 11

Distribution of students for question 11

Question 11	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	4	12
Skill Used	35	28
Missing	1	0
Total	40	40

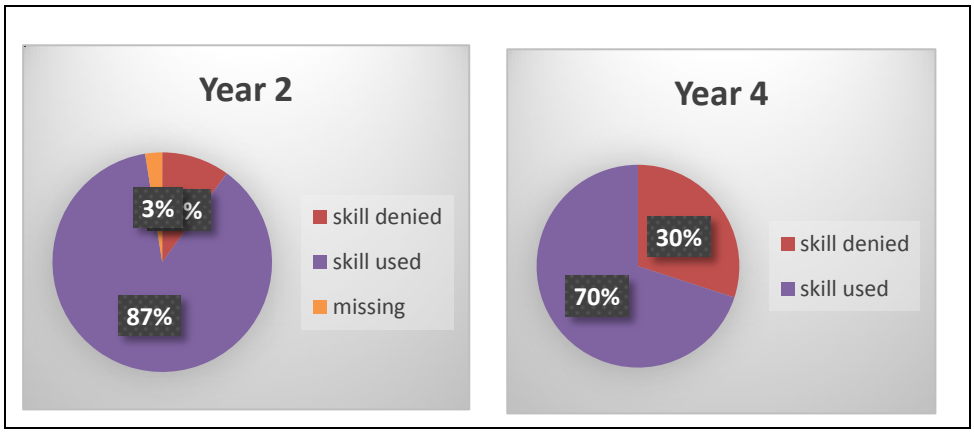

Figure 11. Contrastive graphical results of question 11

87% of the second year and 70% of the fourth year students support the idea that the knowledge of their mother tongue enables them to transfer a written message from one language to another in an effective way. However, 10% of the second year and 30% of the fourth year students think that the knowledge of the mother tongue does not have such an essential role in translation.

4.1.12. Analysis of Results for Question 12

Question 12: In the course of translation, I always organize the syntactic order of sentences in my native language first.

Table 12

Distribution of students for question 12

Question 12	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	9	22
Skill Used	31	18
Total	40	40

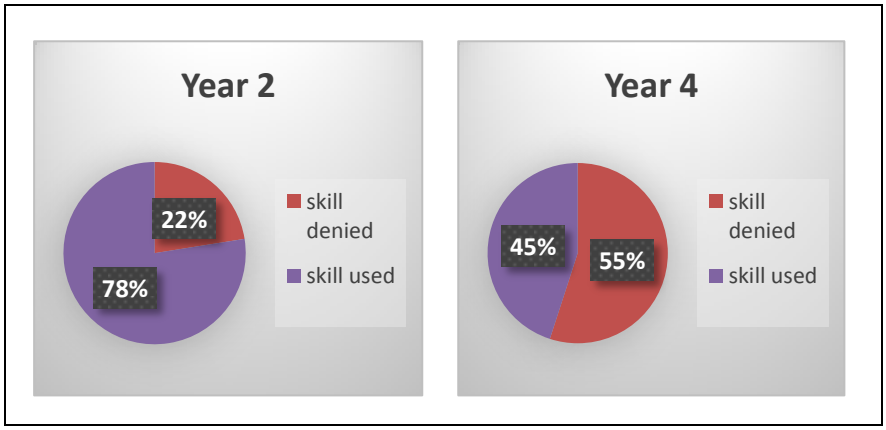

Figure 12. Contrastive graphical results of question 12

78% of the second year students and 55% of the fourth year students agree that organizing word order occurs in the native language first in a translation process. On the other hand, 22% of the second year and 45% of the fourth year students think that the word order should not always be in the native language first while translation is in the process.

4.1.13. Analysis of Results for Question 13

Question 13: In the course of translation, in syntactic-semantic decision-making, the native language plays a dominant role.

Table 13

Distribution of students for question 13

Question 13	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	7	13
Skill Used	33	27
Total	40	40

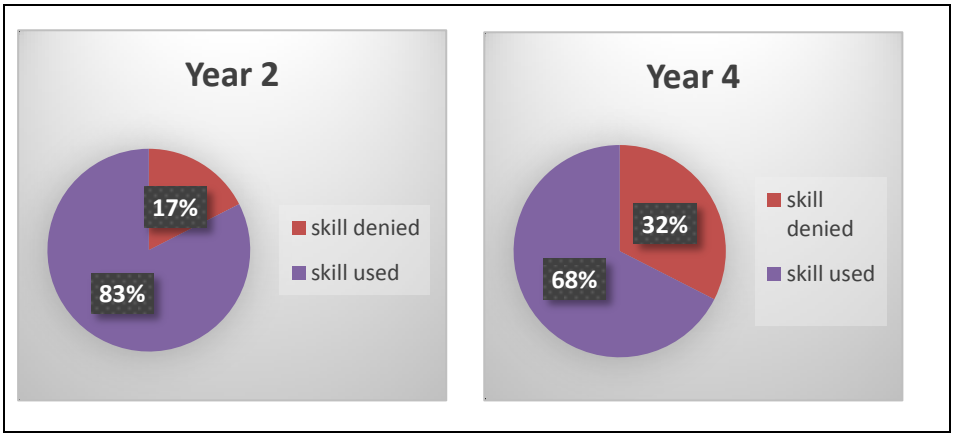

Figure 13. Contrastive graphical results of question 13

83% of the second year and 68% of the fourth year students agree that while trying to identify the meaning of a sentence in a translation process, the mother tongue plays a dominant role in decision making. Nevertheless, 17% of the second year and 32% of the fourth year students oppose the idea of domination of the mother tongue while making sentences during a translation process.

4.1.14. Analysis of Results for Question 14

Question 14: In the course of translation, while sorting out the message in pragmatic contexts, the native socio-cultural formations play the primary role.

Table 14

Distribution of students for question 14

Question 14	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	3	3
Skill Used	37	37
Total	40	40

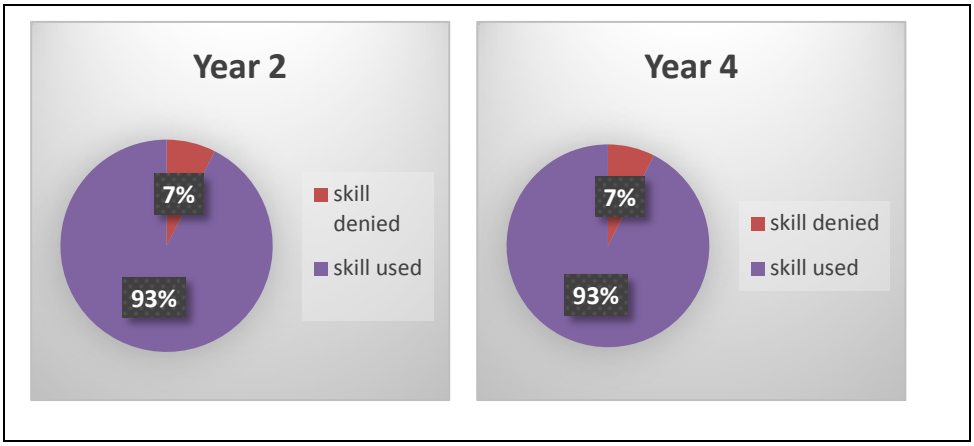

Figure 14. Contrastive graphical results of question 14

93% of the second year students and 93% of the fourth year students agree that socio-cultural formations in the native language has a significant role in determining the main idea of a translated context. However, 7% of the second year students and 7% of the fourth year students do not think that socio-cultural formations are not preferential while determining an idea during a written translation process.

4.1.15. Analysis of Results for Question 15

Question 15: In the course of translation, the knowledge of grammar in the native language plays a key role to transfer the original message into the target language.

Table 15

Distribution of students for question 15

Question 15	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	6	9
Skill Used	34	31
Total	40	40

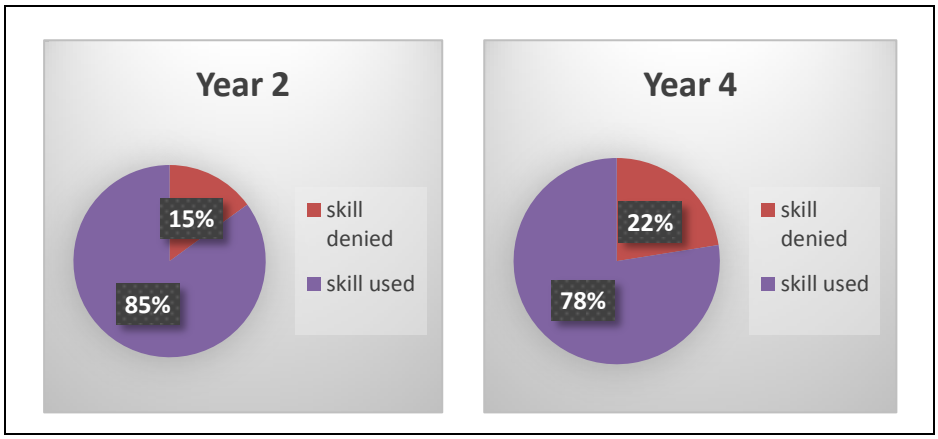

Figure 15. Contrastive graphical results of question 15

85% of the second year students and 78% of the fourth year students suggest that the rules and structures in the native language have an essential role in forming sentences in a target language. However, 15% of the second year students and 22% of the fourth year students oppose the idea of using the native language rules while forming new sentences in the target language.

4.1.16. Analysis of Results for Question 16

Question 16: In the course of oral translation, while assigning a meaning to the cultural words in the target language, my native culture plays a dominant role.

Table 16

Distribution of students for question 16

Question 16	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	9	7
Skill Used	31	33
Total	40	40

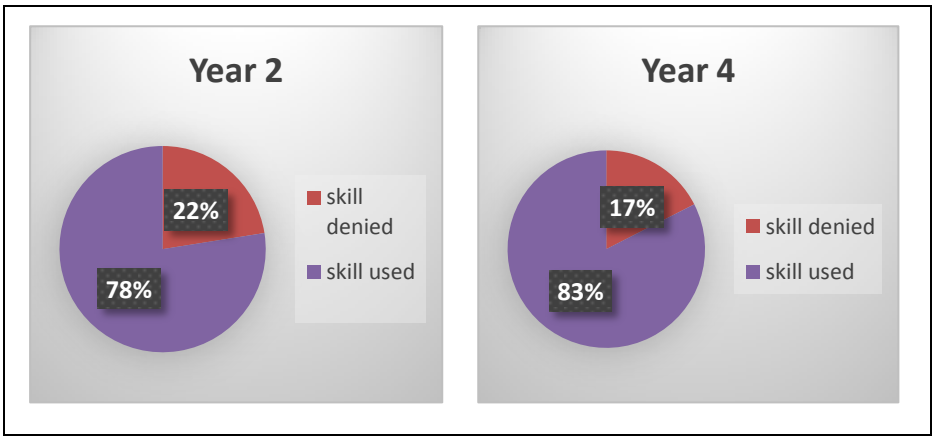

Figure 16. Contrastive graphical results of question 16

78% of the second year students and 83% of the fourth year students agree that the native culture plays an essential role in defining the cultural terms in a target language. However, 22% of the second year and 17% of the fourth year students do not agree that the native culture has such a dominant role in oral translation.

4.1.17. Analysis of Results for Question 17

Question 17: In the course of oral translation, while emphasis, stress and intonation are being assessed, my skills and habits in speaking my native language play a dominant role in translation.

Table 17

Distribution of students for question 17

Question 17	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	6	13
Skill Used	33	27
Missing	1	0
Total	40	40

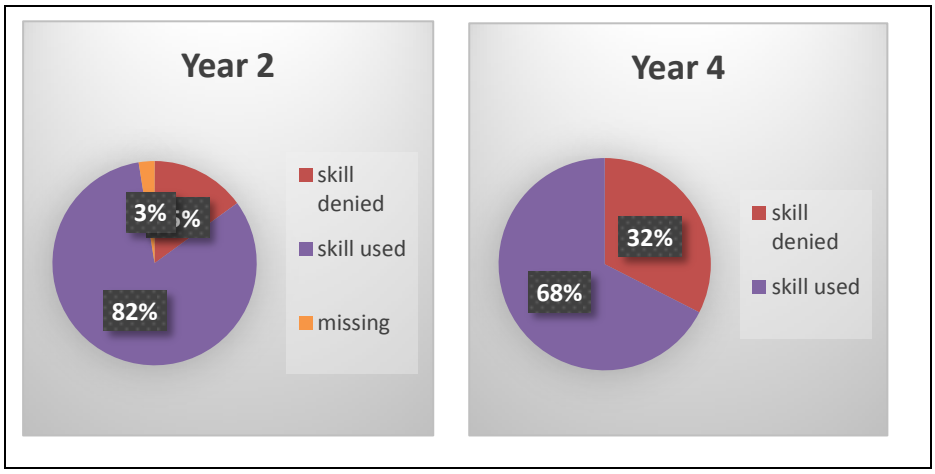

Figure 17. Contrastive graphical results of question 17

82% of the second year students and 68% of the fourth year students agree that while assessing emphasis, intonation and stress in a target language, the knowledge in the native language of these terms plays a significant role. On the other hand, 15% of the second year students and 32% of the fourth year students do not suggest that the knowledge of these terms in native language does not provide assistance while translating orally.

4.1.18. Analysis of Results for Question 18

Question 18: In the course of oral translation, the syntactic rules of the native language play a primary role while translating into the target language.

Table 18

Distribution of students for question 18

Question 18	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	12	19
Skill Used	28	21
Total	40	40

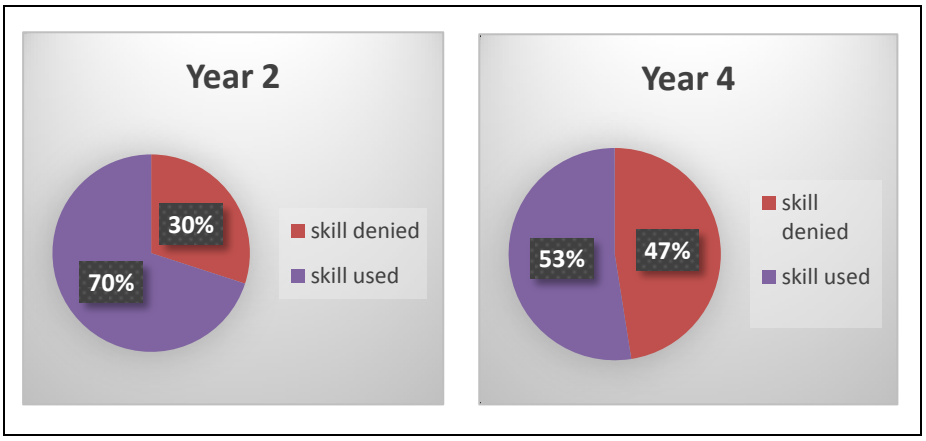

Figure 18. Contrastive graphical results of question 18

70% of the second year and 53% of the fourth year students agree that the knowledge of grammar rules and structures in the native language has a dominant role while transferring a message from one language to another orally. Nevertheless, 30% of the second year and 47% of the fourth year students support the idea that the native language rules and structures do not play such an essential role during an oral translation process.

4.1.19. Analysis of Results for Question 19

Question 19: In the course of oral translation, in finding semantic opposites to the words and terms in the target language, the knowledge of my native language and culture play a dominant role.

Table 19

Distribution of students for question 19

Question 19	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	6	7
Skill Used	34	33
Total	40	40

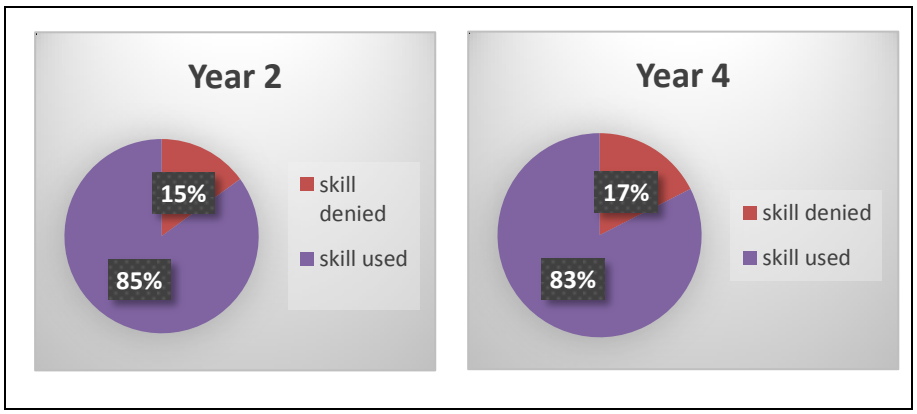

Figure 19. Contrastive graphical results of question 19

83% of the second year students and 85% of the fourth year students agree that while transferring the meaning of a word from one language to another, the knowledge of native culture plays an essential role during an oral translation. However, 17% of the second year students and 15% of the fourth year students disagree that the native language and the native culture has such a significant role in oral translation.

4.1.20. Analysis of Results for Question 20

Question 20: In the course of oral translation, while taking notes for translation purposes, I take notes in my native language when I face difficulties.

Table 20

Distribution of students for question 20

Question 20	**# of 2nd year sts.**	**# of 4th year sts.**
Skill Denied	7	5
Skill Used	33	35
Total	40	40

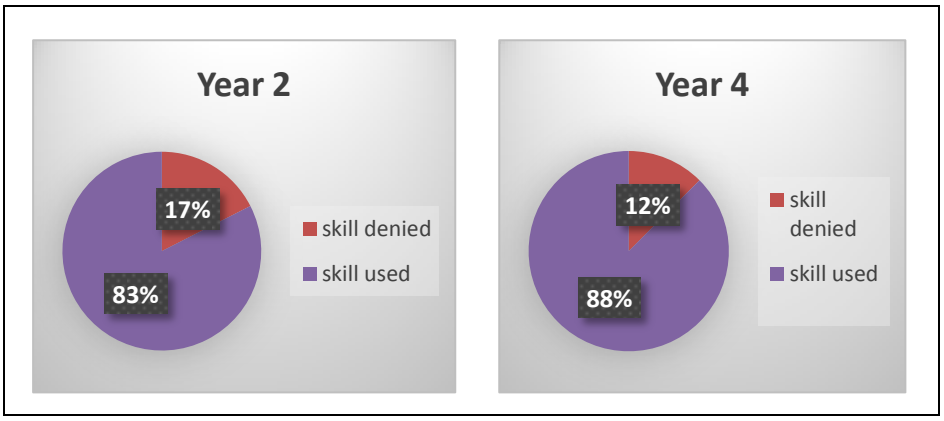

Figure 20. Contrastive graphical results of question 20

83% of the second year students and 88% of the fourth year students agree that while facing difficulties during an oral translation, taking notes process is held in the native language. However, 17% of the second year students and 12% of the fourth year students do not support the idea of taking notes in the native language.

4.1.21. Analysis of Results for Question 21

Question 21: In the course of simultaneous translation, while translating from the source language into the target language, my native language leads my skills in fast thinking and speaking.

Table 21

Distribution of students for question 21

Question 21	**# of 4th year sts.**
Skill Denied	13
Skill Used	25
Missing	2
Total	40

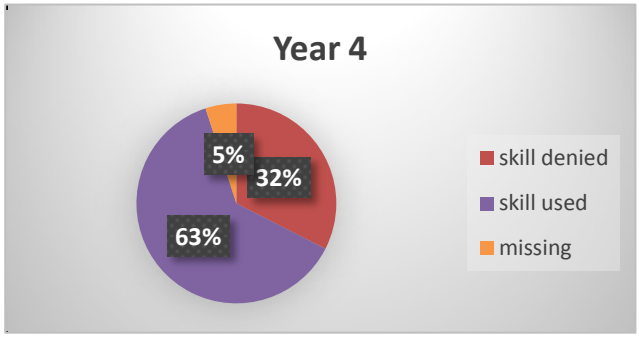

Figure 21. Graphical results of question 21

63% of the fourth year students agree that fast thinking and speaking skills are influenced by the native language rules and structures during a simultaneous translation process. However, 32% of the fourth year students disagree with this opinion. 5% of the students did not make any comments about this question since they do not take simultaneous translation course. Moreover, the second year students did not make any comments about this question since they do not take any simultaneous translation course, either.

4.1.22. Analysis of Results for Question 22

Question 22: In the course of simultaneous translation, the native language plays a dominant role in multi-tasking and transferring the message in cognitive terms.

Table 22

Distribution of students for question 22

Question 22	**# of 4th year sts.**
Skill Denied	15
Skill Used	23
Missing	2
Total	40

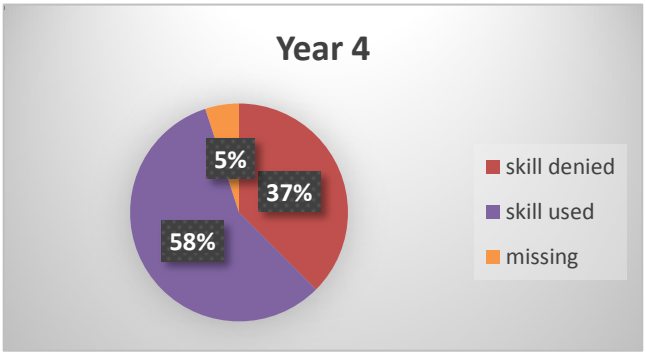

Figure 22. Graphical results of question 22

58% of the fourth year students agree that in multi-tasking and transferring a message in cognitive terms, the native language rules and structures prevails during a simultaneous translation process. On the other hand, 37% of the fourth year students do not think that the native language has such a dominant role in simultaneous translation. 5% of the students did not make any comments about this question since they do not take simultaneous translation course. Moreover, the second year students did not make any comments about this question since they do not take any simultaneous translation course, either.

4.1.23. Analysis of Results for Question 23

Question 23: In the course of simultaneous translation, while transferring the message from the source language to the target language after listening, the messages engaged in the short-term memory are mostly in the native language.

Table 23

Distribution of students for question 23

Question 23	**# of 4th year sts.**
Skill Denied	17
Skill Used	21
Missing	2
Total	40

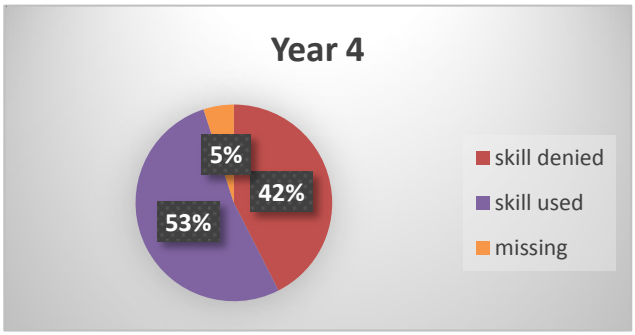

Figure 23. Graphical results of question 23

53% of the fourth year students agree that after listening a conversation aimed to translate, the data presented in the short-term memory are mostly in the native language, not in the target language. However, 42% of the fourth year students do not support the idea of keeping information in the short-term memory in the native language. 5% of the students did not make any comments about this question since they do not take simultaneous translation course. Moreover, the second year students did not make any

comments about this question since they do not take any simultaneous translation course, either.

4.1.24. Analysis of Results for Question 24

Question 24: In the course of simultaneous translation, while transferring the message from the source language into the target language, the knowledge of my native language plays an active role in syntactic terms.

Table 24

Distribution of students for question 24

Question 24	**# of 4th year sts.**
Skill Denied	13
Skill Used	25
Missing	2
Total	40

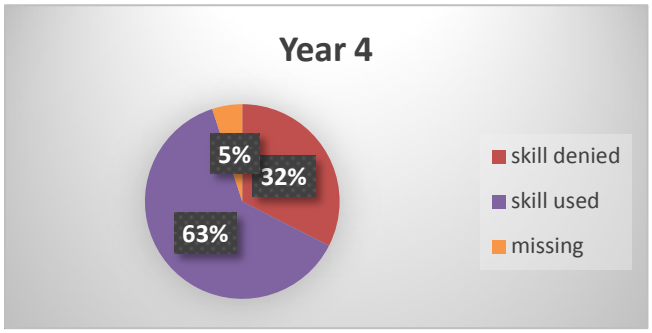

Figure 24. Graphical results of question 24

63% of the fourth year students agree that during the simultaneous translation of syntactic terms, the native language rules and structures are used actively. 32% of the students disagree that the native language plays such a significant role in the simultaneous translation of syntactic terms. 5% of the students did not make any comments about this question since they do not take simultaneous translation course.

Moreover, the second year students did not make any comments about this question since they do not take any simultaneous translation course, either.

4.1.25. Analysis of Results for Question 25

Question 25: In the course of simultaneous translation, while transferring the cultural terms from the source into the target language, the knowledge of my native language and my native culture play a dominant role.

Table 25

Distribution of students for question 25

Question 25	**# of 4th year sts.**
Skill Denied	10
Skill Used	28
Missing	2
Total	40

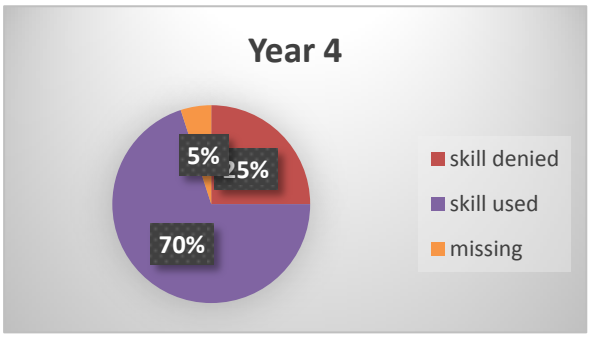

Figure 25. Graphical results of question 25

70% of the fourth year students support the idea that during the translation of cultural terms from one language to another, the knowledge of the native culture and the native language prevail. However, 25% of the students disagree that the native language and the native culture has such a dominant role during a simultaneous translation process. 5% of the students did not make any comments about this question since they

do not take simultaneous translation course. Moreover, the second year students did not make any comments about this question since they do not take any simultaneous translation course, either.

4.2. A Contrastive T-test Analysis of Results for 2nd and 4th Year Students

4.2.1. Reliability Analysis

Variables for the second-year students

Table 26

Case Processing Summary

		N	%
Cases	Valid	38	95,0
	Excluded(a)	2	5,0
	Total	40	100,0

Table 27

Reliability Statistics

Cronbach's Alpha	N of Items
,917	20

It can be concluded that the questionnaire conducted to Sophomore year students in order to identify the role of four language learning skills in both education and translation environments is 91.7% reliable.

Variables for the fourth-year students

Table 28

Case Processing Summary

		N	%
Cases	Valid	38	95,0
	Excluded(a)	2	5,0
	Total	40	100,0

Table 29

Reliability Statistics

Cronbach's Alpha	N of Items
,958	25

It can be concluded that the questionnaire conducted to Senior year students in order to identify the role of four language learning skills in both education and translation environments is 95.8% reliable.

4.2.2. A Contrastive T-test Analysis of the Answers Given to the First 20 Questions

T-test is statistically used to test the meaningfulness of the differences between two arithmetic means.

Table 30

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
Question mean	2,00	40	3,5683	,69227	,10946
	4,00	40	3,4187	,65942	,10426

Table 31

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
Quest.mean	Equal variances assumed	,093	,761	,989	78	,326	,14954	,15117	-,15141	,45049
	Equal variances not assumed			,989	77,816	,326	,14954	,15117	-,15142	,45050

In a test of hypothesis, if α brings out a minor p-value, then hypothesis of absence is denied. According to the results on the Table 31, as P=0.326 > α=0,05, the hypothesis of absence cannot be denied. Hence, it can be 95% concluded that there is no difference between sophomore and senior year students' level of success in terms of four language learning skills related to both education and translation environments.

4.2.3. A Contrastive T-test Analysis of the Answers Given to the Questions 1 – 5

Table 32

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
General mean	2,00	40	3,5200	,71439	,11296
	4,00	40	3,6600	,77552	,12262

Table 33

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Low
Gen. mean	Equal var. assum.	,287	,594	-,840	78	,404	-,14000	,16672	-,47191	,19191
	Equal var. not assum.			-,840	77,480	,404	-,14000	,16672	-,47195	,19195

According to the results on the Table 33, as P=0,404 > α=0,05, the hypothesis of absence cannot be denied. Hence, it can be 95% concluded that there is no difference between sophomore and senior year students' level of success in both education and translation environments in terms of general language use.

4.2.4. A Contrastive T-test Analysis of the Answers Given to the Questions 5 – 10

Table 34

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
Reading mean	2,00	40	3,6950	1,02080	,16140
	4,00	40	3,4000	,77526	,12258

Table 35

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Up.	Low
readingmean	Equal variances assumed	1,700	,196	1,456	78	,150	,29500	,20267	-,10849	,69849
	Equal variances not assumed			1,456	72,758	,150	,29500	,20267	-,10895	,69895

According to the results on Table 35, as P=0,150 > α=0,05, the hypothesis of absence cannot be denied. Hence, it can be 95% concluded that there is no difference between sophomore and senior year students' level of success in both education and translation environments in terms of the use of mother tongue in reading skills.

4.2.5. A Contrastive T-test Analysis of the Answers Given to the Questions 10 – 15

Table 36

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
Writing mean	2,00	40	3,6238	,71036	,11232
	4,00	40	3,2050	,66021	,10439

Table 37

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differ.	Std. Error Diffe.	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Low
Wri. mean	Equal var. Assum.	,009	,925	2,731	78	,008	,41875	,15334	,11348	,72402
	Equal var. not assum.			2,731	77,586	,008	,41875	,15334	,11345	,72405

According to the results on Table 37, as P=0,008 < α=0,05, the hypothesis of absence is denied. Hence, it can be 95% concluded that there is a difference between sophomore and senior year students' level of success in both education and translation environments in terms of the use of mother tongue in writing skills.

4.2.6. A Contrastive T-test Analysis of the Answers Given to the Questions 15 – 20

Table 38

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
Listening mean	2,00	40	3,4287	,77970	,12328
	4,00	40	3,4100	,78047	,12340

Table 39

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differ.	Std. Error Diffe.	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Low
Listening mean	Equal variances assumed	,537	,466	,107	78	,915	,01875	,17443	-,32852	,36602
	Equal variances not assumed			,107	78,000	,915	,01875	,17443	-,32852	,36602

According to the results on Table 39, as P=0,915 > α=0,05, the hypothesis of absence cannot be denied. Hence, it can be 95% concluded that there is no difference between sophomore and senior year students' level of success in both education and translation environments in terms of the use of mother tongue in listening skills.

V. DISCUSSION & CONCLUSION

The use of mother tongue in a foreign language learning environment has been a controversial issue over the years. It has been suggested for a long time that giving the mother tongue a place in a foreign language learning process will have both positive and negative influences on both learners and their learning practice. The way that learners acquire their target language also affects the way they use and practise the language. For instance, when learners begin to study on the target language, they use it through four language learning skills which happen to be reading, writing listening and speaking. The way that they practise the language with these skills is directly proportionate to their level of success. Hence, to what extend the mother tongue is a part of this learning process and to what extend it is useful are the primary issues that this study concerns about.

In the first step of this study, the influences of mother tongue on foreign language learning process through four language learning skills (reading, writing, listening and speaking) were identified and discussed via reviewing the related studies that had been conducted earlier. As these studies were examined, it became clear that the mother tongue has an essential role in foreign language learning process. Studies show that learners acquire the foreign language in a more effective way while they are practicing it with the help of their native language. For example, as in the study carried out by Mustafa Şevik (2007) is stated, the learners prefer using their mother tongue in particular circumstances while learning and practicing a foreign language.

> "…the main reasons and the most effective ways of using mother tongue in FL classes can be: - in teaching complex grammar points, - in understanding some words and expressions better and teaching meaning, - especially when the beginner level students are at stake, it is almost practically impossible to ban

> mother tongue, - as mother tongue facilitates and helps understanding and learning, and – as it saves time" (Şevik, 2007, p.3).

When the use of the native language is not allowed in the classroom, they might feel unconfident and be afraid of asking questions when they do not understand a particular subject. They tend to associate their foreign language with their own native language while they are practicing it. The examined and analysed studies support the idea that when students are free to compare and contrast the differences between their native language and the foreign language during a foreign language learning process, they seem to comprehend and identify the rules and structures of the foreign language in a more efficient way. Hence, the translation methods are quite popular during a language learning process.

As the second step of the study, the translation methods used in the process of practicing the foreign language via four language learning skills were reviewed and analysed. First of all, to what extend learners need to use the native language while practicing their reading skills was examined with the help of related studies. For example, in a study conducted by Pedro Macizo and M. Teresa Bajo at University of Granada in Spain in 2009, they explained the importance of reading and comprehension process before getting into the translation process; and for this purpose, they did three different experiments. The subjects were given a text and a presentation of a summary of the text before translating. In the first experiment, they focused on the text understanding process. In the second experiment, they identified how the given summary interfered with the process of translation; and in the third experiment, they determined the role of working memory (WM) during the interference.

> "In Experiment 1, participants were asked to translate at their own pace, thus resembling natural sight translation in which they do not produce word-by-word

> translations. In semi-consecutive translation the written text has to be orally produced in the TL so they alternate between reading and speaking. This contrasts with sight translation where the professional has to read and rephrase the SL text simultaneously. The alternations between comprehension and production were implemented in our Experiment 2 by asking participants to produce the translation at the end of each sentence. Thus, the results obtained in our experiments may be generalizable to everyday situations in which the translators work" (Macizo & Bajo, 2009, p.24).

During the process of working on reading aloud and semi-consecutive translation not only reading comprehension skills were affected positively, but also the speaking skills were improved since the oral translation took place during the process. The study shows that reading comprehension skills have a big role in the comprehension of the actual subject and the more efficient translation.

According to the study above and the studies examined, learners tend to activate their native language in some particular situations. For instance, while they are questioning and expressing ideas about a given text, they prefer asking questions by using their native language mostly. The studies suggest that they do so in order to comprehend the topic in a more effective way. Moreover, while they are paraphrasing, they switch the language into their mother tongue, so that they are able to control whether they have understood the topic correctly or not. The most common use of the native language during reading is in the process of recognizing the unknown words in a given text. When learners get confused about the meanings of some particular words, they tend to look them up in a dictionary written in the native language or ask their teachers in the native language. The studies suggest that the more the unknown words in a particular text are explained in the native language, the better comprehension is enabled.

In the process of practicing the writing skills, learners might feel the need of using the native language, as well. The reviewed studies related to this topic express

that when learners are asked to write about a specific topic in their target language, they tend to write the first draft of their paragraphs in the native language. For instance, a research was held by Gabriela C. T. Galvao at Vaxjö University in 2009. Galvao studied on Portuguese as the source language and English as the target language and identified the grammatical differences between these two languages. How to transfer a message by taking the differences into consideration was the main purpose of the study. According to the findings, the use of articles, false cognates, redundancy and modals differ from Portuguese to English; therefore, some problems occur when the translation of these structures is in the process.

> "Whereas in L1 the use of definite articles seems to occur more often before a noun, definite articles are deleted in L2 many times when the nouns are, for instance, unique and first recognized by people or when they have a generic rather than specific meaning. However, the use of definite articles before company names in L1 is common, even if there is no other phrase connected to it to expand meaning" (Galvao, 2009, p.20).

While the use of articles changes in some particular situations in the target language; in the source language, there are certain places that articles are needed to be used. Therefore, it is important to recognize the target language well and translate the given word or a phrase to the rules of the target language.

Furthermore, according to the other studies examined during the study, it is suggested that when learners are able to form meaningful, well-structured sentences in the native language, they feel more confident while translating those sentences into the target language. Furthermore, even if the learners do not write a draft about a given topic, they might need to activate the native language while generating ideas and organizing sentences. According to the studies allied to this topic show that translating sentences from the native language to the target language is easier for learners than generating them only in the target language. The studies also suggest that while thinking

about what to write, the learners mostly prefer thinking in their native language first. In addition, self-instruction part during a writing process also occurs mostly in the native language. When learners organizing what to and how to write sentences, they work on their own by making comments in the native language in order to avoid any kind of misunderstandings.

Furthermore, while practicing the listening skills, the role of the native language cannot be underestimated even though it is not too much. According to the studies related to this topic express that learners mostly use the native language while taking notes during a listening activity. One study suggests that when they take notes by using their mother tongue, it is easier for them to remember the things they hear in a particular conversation. Another study conducted by Leila Razmjou and from the University of Tabriz and Javad Afsari Ghazi from Islamic Azad University in 2013 indicates both the listening process as a tool of communication and its influences in translation process. For three weeks, the participants listened particular speeches from CNN news and at the end of the third week, they were asked to translate what they had been listening for the three-week period. The aim was to identify the influence of the listening process on the translation process. According to the findings, during the translation process, when the participants had difficulties in translating considering finding the correct words, they could use communication strategies well since they had practiced during the listening process.

> "The result of this study showed that, despite the unawareness of communication strategies, when the students could not convey their ideas, students tend to replace the original intent with other easy words or simple expressions. It is undeniable that in an authentic conversation and oral translation, communication breakdowns may occur anytime and communication strategies are accessible tools in hand to help the students obviate their problems" (Razmjou & Ghazi, 2013, p.5).

Razmjou and Ghazi indicate that the listening process helped the participants of the study activate their communication strategies and enhanced their translation skills in an effective way.

Another study expresses that when they do not takes notes they prefer translating the conversation mentally into the native language while listening it. It seems that when the native language is involved in the listening process, a better understanding of a particular conversation is enabled with the help of translation. In addition, learners tend to use the native language while using dictionary for the unknown words just as it is in the reading process.

Finally, even though it is not very common, the use of translation and the native language take place in the speaking process, as well. According to the reviewed studies, most of the students do not support the active role of the native language in a speaking activity; however, they do not deny that they make translation mentally when they think about what to say in an appropriate way. Thinking in the native language first before uttering in the target language is a common method that most learners apply while learning a foreign language and the studies suggest that learners speak more effectively when they do so. Therefore, the role of both mother tongue and translation in the process of practicing four language learning skills is relatively important in order to make use of the target language in a more efficient way.

As the following and the main step of the study, translation education and translation process were on the focus. Translation education and the methods that are used during the process change from one person to another. Different methods and procedures are followed during the process. Therefore, in order to identify the steps that

are followed by translators during a translation process, this study has mainly focused on these methods and their use in particular situations. How the four language learning skills which happen to be reading, writing, listening and speaking reflect on a translation process has been the main research question in this study. In order to combine the four language learning skills with the act of translation and identify the prevailing language in a translation process, a questionnaire was formed and distributed to a particular group of students. The participants were to reply the questions related to translation methods they apply and the answers they gave on the questionnaire showed the interaction of the four language learning skills with the translation process.

Studies related to the interaction between language skills and translation were also reviewed and analyzed during the study. When the results of those studies and the data collected from this study are compared, it seems that language learning skills and translation process have been united at some point. Moreover, the studies suggest that the native language plays a more dominant role than the target language during a translation process. The participants of both this study and the other reviewed studies support the idea of using the native language predominantly more than the target language while they are making translation via reading, writing, listening and speaking.

The study has aimed to determine the methods that students use during translation in terms of particular areas such as reading, writing, listening and speaking. Therefore, a quantitative research was held and the necessary assessment was provided with the help of a questionnaire. The second and the fourth year of Translation and Interpretation students of both Atılım and Hacettepe Universities were selected as the participants of this study. The answers they gave to the questionnaire played the main role in collecting necessary information related to the study.

According to the findings of this study, students are under the influence of the native language rules and structures even though they make translation into a different language. According to the findings, while they are reading a particular text for translation purposes, the students accept that the role of their native language is bigger than the target language. For example, according to 83% of the second year and 73% of the fourth year students, textual comprehension skills of the students are led by the native language more than the target language. Moreover, when they try to identify the main idea of a given text for translation purposes, 83% of the second year and 78% of the fourth year students use their native language actively. The native language also maintains its active role in drawing inferences process. 75% of the second year students and 78% of the fourth year students prefer using the native language when they try to find out the actual meaning of the sentences given in a text. In addition, according to 85% of the second year and 83% of the fourth year students, the native culture of the participants helps them determine the meanings of the lexical items in a given text.

While writing on a specific subject for translation purposes, the participants have also suggested that the native language has a dominant role during the translation process. For example, according to 87% of the second year and 70% of the fourth year students, the knowledge of the rules and structures of the native language helps students transfer a message from one language to another in a more effective way. 78% of the second year students and 55% of the fourth year students also agree that organizing the word order in order to transfer a message from one language to another occurs in the native language first. When the students make sentences in the native language confidently, it is easier and safer for them to translate the messages into the target language. Furthermore, in syntactic-semantic decision making process, 83% of the

second year and 68% of the fourth year students use the native language more actively. The role of native socio-cultural formations during a written translation process is big when it comes to determining the actual message of the written context. 93% of both the second and the fourth year students benefit from the native culture in this process. In addition, 85% of the second year students and 78% of the fourth year students suggest that the rules and structures of the native language grammar lead the way they translate the message into the target language.

In the listening part of an oral translation, 78% of the second year students and 83% of the fourth year students agree that the native culture plays a dominant role while sorting out the meaning of the cultural words in a conversation. Moreover, 82% of the second year students and 68% of the fourth year students suggest that while emphasis, stress and intonation are assessed, the way they speak their native language plays a significant role in listening and comprehension part of an oral translation. 70% of the second year and 53% of the fourth year students also agree that the knowledge of grammar rules and structures in the native language has a dominant role while transferring a message from one language to another orally. According to 83% of the second year students and 85% of the fourth year students, while transferring the meaning of a word from one language to another, the knowledge of native culture plays an essential role during an oral translation. In addition, 83% of the second year students and 88% of the fourth year students agree that while facing difficulties during an oral translation, they prefer taking notes in the native language for an effective comprehension.

The speaking part of the oral translation was considered as the simultaneous translation process in this study. Since the simultaneous translation course are given

only in the fourth academic year at both Atılım and Hacettepe Universities, only senior year students gave answers to the related questions in the questionnaire. Fast thinking and speaking skills are considered as the main elements of a simultaneous translation process and according to the findings of the collected data, 63% of the fourth year students agree that these fast thinking and speaking skills are influenced by the native language rules and structures during simultaneous translation. Moreover, according to 58% of the fourth year students, while multi-tasking and transferring a message in cognitive terms, the native language rules and structures have bigger roles in the translation process more than the target language rules and structures. 53% of the fourth year students also agree that after listening a particular conversation which is aimed to translate, the knowledge presented in the short-term memory are mostly in the native language, not in the target language. In addition, according to 63% of the fourth year students, in the process of translation of syntactic terms from one language to another, the knowledge of the native language plays a more dominant role than the knowledge of the target language. Finally, according to 70% of the fourth year students, the knowledge of the native culture helps them translate cultural terms in the target language in a more effective way.

At the beginning of the study it was hypothesized that Grammar-Translation and Functional Translation Methods are not only the tools for language learning process, but are used actively in four language skills either in the ELT/Translation Education or in the natural translation process. Moreover, when these methods provide such educatory environment for both disciplines, they also help the translator with the opportunity to do better translations both in written and spoken format. The findings of this study and the other studies reviewed throughout the study have shown that the knowledge of the rules

and structures of the native language cannot be underrated in any kind of translation and education environment. When four language learning skills are reflected on a translation process, it seems that the role of the native language becomes more essential and more significant. Hence, the findings of the study has justified that when the native language has an active role in both learning a foreign language and translation process, the required educational environment for both fields is able to be provided in a more effective way.

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APPENDIX

Dear participant,

This questionnaire is conducted as part of a thesis study of by Zeynep Birim Topgül, a Master's student in Translation Studies at Atılım University. It aims to identify the role of four language skills (reading, writing, listening and speaking) in both education and translation environments.

The questionnaire includes 25 questions. You may reply each question according to your own learning and application experiences. The last five questions are to be applied only by the students of Simultaneous Translation course.

We kindly request that you reply to all questions completely. Thank you for your participation.

Zeynep Birim TOPGÜL

Sayın katılımcı,

Bu anket Atılım Üniversitesi Çeviribilim Yüksek Lisans öğrencisi Zeynep Birim Topgül'ün tez çalışması için yapılmaktadır. Anketin amacı, dört dil becerisinin (okuma, yazma, dinleme ve konuşma) hem eğitim alanındaki hem de çeviri alanındaki rolünü saptamaktır.

Anket 25 sorudan oluşmaktadır. Soruların kendi öğrenme ve uygulama yöntemlerinize göre cevaplanıp, uygun olan kutucuğun işaretlenmesi gerekmektedir. Son beş sorunun, yalnızca Simultane çeviri öğrencileri tarafından cevaplanması rica olunur.

Tüm sorularını eksiksiz bir şekilde doldurmanızı rica eder, katkılarınız için teşekkür ederim.

Zeynep Birim TOPGÜL

USE OF MOTHER TONGUE IN FOUR LANGUAGE SKILLS IN TRANSLATION CLASSROOMS

FOR THE STUDENTS OF HACETTEPE / ATILIM UNIVERSITY

Date: ……

Grade: 2nd 4th ***(Please circle)***

- **Please Tick the most appropriate box.**

	Strongly Agree (5)	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
1. At times, It is not possible to learn a foreign language without the use of the mother tongue in the classroom. *(Sınıf ortamında ana dil alıştırmaları olmadan yabancı br dil öğrenmek mümkün olmayabilir.)*					
2. The Grammar Translation Method and The Functional Translation Method are still actively used in the foreign language classrooms. *(Dilbilgisi çeviri yöntemi ve İşlevsel çeviri yöntemi yabancı dil sınıflarında halen aktif bir şekilde kullanılmaktadır.)*					
3. While learning a foreign language in the classroom, mother tongue is actively used within the four skills (reading, writing, listening and speaking) *(Sınıfta bir yabancı dil öğrenirken, ana dil dört beceri aracılığıyla uygulanır. (okuma, yazma, dinleme ve konuşma))*					

	Strongly Agree (5)	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
4. Students should be allowed to use their mother tongue in a foreign language classroom. *(Öğrencilerin yabancı dil sınıflarında ana dl becerilerini etkinleştirmelerine izin verilmelidir.)*					
5. Forbidding the use of mother tongue in any platform in the foreign language classroom triggers its usage more. *(Yabancı dil sınıflarında, herhangi bir konuda anadilin kullanımını yasaklamak, anadilin daha çok kullanımını tetikler.)*					
6. While reading a text for translation, the knowledge of the native language dominates my textual comprehension skills. *(Bir metni çevirmek için okurken, anadil bilgisi, metinsel anlama becerilerimi kullanmamda baskın bir rol oynar.)*					
7. While reading to find out the main and the implied main ideas for translation purposes, the use of my native language helps me more. *(Çeviri amacı odaklı olarak, ana fikir ve yardımcı ana fikirleri bulmak amacıyla bir metin okurken, anadil kullanımım bana daha fazla yardımcı olur.)*					

	Strongly Agree (5)	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
8. While distinguishing the supporting ideas from the main ideas in a reading material for translation purposes, the knowledge of my native language helps me to sort out problems. *(Çeviri amacı odaklı bir okuma materyalindeki ana fikirleri yardımcı fikirlerden ayırt ederken, anadil bilgisi problemleri çözmemde yardımcı olur.)*					
9. While reading to comprehend a text for translation purposes, I first draw inferences in my native language. *(Çeviri amacı odaklı bir metni anlamak için okurken, çıkarımda bulunmak için ilk önce anadilimi kullanırım.)*					
10. While predicting the meanings of lexical items in a text for translation purposes, my native culture dominates the way I think. *(Çeviri amaçlı bir metindeki terimlerin anlamlarını tahmin etmeye çalışırken, kendi kültürel bilgim düşünme şeklimi etkiler.)*					

	Strongly Agree (5)	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
11. In the course of translation, while transferring a message in written format from source into the target language, the knowledge of my native language plays a significant role. *(Çeviri alanında yazılı biçimdeki bir mesajı kaynak dilden hedef dile aktarırken, anadil bilgisi baskın bir rol oynar.)*					
12. In the course of translation, I always organize the syntactic order of sentences in my native language first. *(Çeviri alanında, cümlelerin sözdizimsel sırasını belirlerken, her zaman ilk once anadil bilgimi göz önünde bulundururum.)*					
13. In the course of translation, in syntactic-semantic decision-making, the native language plays a dominant role. *(Çeviri alanında, sözdizimsel ve anlamsal karar verme esnasında, anadil bilgisi baskın bir rol oynar.)*					

14. In the course of translation, while sorting out the message in pragmatic contexts, the native socio-cultural formations play the primary role. *(Çeviri alanında kullanılan metinlerdeki mesajı belirlerken, sosyo kültürel kalıplar öncelikli rolü oynar.)*					
	Strongly Agree (5)	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
15. In the course of translation, the knowledge of grammar in the native language plays a key role to transfer the original message into the target language. *(Çeviri alanında, anadil bilgisi kuralları orijinal mesajın hedef dile aktarımında anahtar bir rol oynar.)*					
16. In the course of oral translation, while assigning a meaning to the cultural words in the target language, my native culture plays a dominant role. *(Sözlü çeviri esnasında, hedef dildeki kültürel kelimelere anlam yüklerken, anadil kültürüm baskın bir rol oynar.)*					

	Strongly Agree (5)	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
17. In the course of oral translation, while emphasis, stress and intonation are being assessed, my skills and habits in speaking my native language play a dominant role in translation. *(Sözlü çeviri esnasında, vurgu, tonlama ve ses uyumu değerlendirilirken, anadil konuşma bilgim ve alışkanlıklarım çeviride baskın bir rol oynar.)*					
18. In the course of oral translation, the syntactic rules of the native language play a primary role while translating into the target language. *(Sözlü çeviri esnasında, anadil sözdizimi kuralları hedef dile çeviri yaparken daha öncelikli bir rol oynar.)*					
19. In the course of oral translation, in finding semantic opposites to the words and terms in the target language, the knowledge of my native language and culture play a dominant role. *(Sözlü çeviri esnasında, hedef dildeki kelime ve kavramlara anlamsal karşıtlık bulmada anadil bilgim ve kültürüm baskın bir rol oynar.)*					

	Strongly Agree (5)	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
20. In the course of oral translation, while taking notes for translation purposes, I take notes in my native language when I face difficulties. *(Sözlü çeviri esnasında, çeviri amaçlı not alırken, zorlandığım noktalarda anadilimi kullanarak not alırım.)*					
➢ **This section is to be filled only by the students of Simultaneous Translation course.** ***(Bu bölümü yalnızca Simultane Çeviri eğitimi alan öğrenciler cevaplayacaktır.)***					
21. In the course of simultaneous translation, while translating from the source language into the target language, my native language leads my skills in fast thinking and speaking. *(Simultane çeviri esnasında, kaynak dilden hedef dile çevirirken, anlık hızlı düşünme ve konuşma becerilerimi anadil bilgim yönlendirir.)*					
22. In the course of simultaneous translation, the native language plays a dominant role in multi-tasking and transferring the message in cognitive terms. *(Simultane çeviri esnasında, bilişssel anlamda çoklu düşünme ve mesajı iletmede anadil baskın bir rol oynar.)*					

	Strongly Agree (5)	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
23. In the course of simultaneous translation, while transferring the message from the source language to the target language after listening, the messages engaged in the short-term memory are mostly in the native language. *(Simultane çeviri esnasında, kaynak dildeki mesajı dinleyip hedef dile aktarırken, kısa sureli hafızada tutulan mesajlar daha çok anadilde olur.)*					
24. In the course of simultaneous translation, while transferring the message from the source language into the target language, the knowledge of my native language plays an active role in syntactic terms. *(Simultane çeviri esnasında, kaynak dilden hedef dile mesajı aktarırken, sözdizimsel anlamda anadil bilgim etkin bir rol oynar.)*					
25. In the course of simultaneous translation, while transferring the cultural terms from the source into the target language, the knowledge of my native language and my native culture play a dominant role. *(Simultane çeviri esnasında, kaynak dilden hedef dile kültürel kavramları aktarırken, anadil bilgim ve kültürüm baskın bir rol oynar.)*					

ÖZGEÇMİŞ

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