Translation in L2 Learning: Beliefs and Strategy Use on Writing Skills of Junior Secondary

Level Learners

by

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

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Approval

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Abstract

Translation has a noteworthy historical background towards second language learning but to some extent, several researchers demonstrate that it only draws to shortsighted balanced connection between the local and second language learners. Despite these mentioned drawbacks, this study will investigate the secondary level learners' beliefs about the use of translation for enhancing their writing skills. Furthermore, this research presents the outcome of a survey which is centered on learners' thoughts, strategy use and responses regarding a translation task. There are 15 secondary level learners participants whose data has been collected for doing this research. Many researchers worked on the use of translation in second language learning and most of them concentrated on the learners' errors in translation and their ability in translating certain structures, but very little ones were on the importance of translation in teaching English. Finally, it has been found in this study that although use of translation and strategies involving translation to learn a foreign or second language but there is a difference between this impact on learners' from different medium of instructions.

Keywords: translation, strategy, foreign language, belief, writing skill

Acknowledgement

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CHAPTER 1 - INTRODUCTION

1.0 Introduction

In language learning process, translation plays a significant role which cannot be overlooked whether it is utilized in second language learning or foreign language learning. Quite a few numbers of affective variables are responsible for effective language learning and those variables get facilitated through translation. A handful number of significant researches have been emerged to support as well as oppose this statement that translation effectively helps learners learn a second language. In addition, translation has a noteworthy historical background towards second language learning but to some extent, several researchers demonstrate that it only draws to shortsighted balanced connection between the local and second language learners. Despite these mentioned drawbacks, this study will investigate the junior secondary level learners' beliefs about the use of translation for enhancing their writing skills. This study also tries to figure out the consequences of translation in second language learning as well as how it affects second language learners emphatically as the research methodology is a qualitative one. Furthermore, this research presents the outcome of a survey which is centered on learners' thoughts and responses regarding translation related activities, exercises and their efficacy in second language learning process. Many researches worked on the use of translation in second language learning and most of them concentrated on the learners' errors in translation and their ability in translating certain structures, but very little ones were on the importance of translation in teaching English. Very few researchers worked on the learners' beliefs about translation. Generally, many of the learners think and act in learning a language depending on their beliefs and conceptions around their circumstances. In today's educational systems and situations, language learners' beliefs and ideas about certain subject-matter influence their whole process of learning a language.

1.1 Problem Statement

In Bangladesh, English is used as a foreign language and learners from different education levels learn this language to fulfill their educational requirements. Also, learners from different levels learn this language as a subject rather than acquiring a new language. In Bangladeshi education system, there are two types of medium of instructions followed by the educational institutions. Both Bangla and English version students have English as a subject but Bangla medium learners use Bangla as the medium of instruction whereas English version learners use English as their medium of instruction. English version learners' curriculum and study materials are translated into English. Both group of learners have first language interference (both positive and negative) in learning English. The present study addressed this issue of using translation as a strategy to learn English, particularly writing skills and tried to find out whether translation has any impact on junior secondary level learners' writing skills. The study also addressed the fact that although use of translation in learning another language has some negative interference but 'more professionals have believed the facilitating role of the students' native tongue in language classrooms (Liao, 2006; Cook, 2010)' (as cited in Karimian & Talebinejad, 2013, p. 606).

1.2 Purpose of the Study

The present study attempts to find out whether translation helps secondary learners increase their vocabulary knowledge and to what extent the use of translation assist in junior secondary level learners' writing skills. The study also tries to find out whether there is any difference between English version learners and Bangla medium learners in terms of using translation as a language learning strategy. The study will depict the learners' beliefs and strategy use by doing a comparative analysis of Bangla and English version learners.

1.3 Central Research Questions

The study attempts to find out the answers of the following research questions:

1. What are the beliefs of junior secondary level learners about the use of translation in enhancing their writing skills?

2. What types of translation strategies do junior secondary level learners use in terms of learning English language (writing) skills?

3. Is there any difference between English version learners and Bangla medium learners in terms of using translation as a learning strategy in their writing?

1.4 Significance of the Study

This study intends to help secondary level learners from both English and Bangla version learners and teachers to realize the positive impacts of the use of translation in learning English language, particularly in their writing skills. The teachers will get benefitted if they employ translation strategies to enhance learners' individual learning skills.

1.5 Delimitations

The researcher collected data from only two schools, one Bangla medium and another English version. Although total number of students for both the groups are fifteen but the researcher did a rigorous analysis of the data through quantitative approach of data analysis.

1.6 Limitations

The limitations of this study are

a) Although the number of sample size of this research is less but the researcher tried to do a rigorous analysis by keeping direct and indirect translation task.

b) The researcher only collected data from two schools of Dhaka city. Thus, the study findings cannot be generalized rather it would be showed as a probability.

c) The findings and depiction would be more authentic if the researcher could include more participants from diverse groups of learners.

1.7 Operational Definitions

Some core concepts used in this study are:

a) IBT: Inventory for Beliefs about Translation. This inventory is used to measure learners' beliefs about translation to learn a language.

b) ITLS: Inventory for Translation as a Learning Strategy. This inventory is used to measure strategy use encompassing translation to learn a new language.

c) Translation: The use of translation is more like the adaptation of GTM (Grammar Translation Method) to learn another language. Although many researchers denied the importance of GTM in learning another language but some present researches showed the opposite. In fact, translation motivate learners to adapt a new language being comfortable without any hesitation.

d) FL/SL: Foreign Language/ Second Language.

CHAPTER 2 – LITERATURE REVIEWS

2.0 Introduction

In this chapter, the researcher gives an overview of the theories related to translation, language learning strategies employing translation, the role of translation in enhancing learners' writing skills. Also, the researcher includes theories used for data collection in this part of the study.

2.1 Learners' Beliefs about Translation

Although previously many researchers ignored the importance of the use of translation in a foreign or second language learning but at present, "EFL learners and teachers have different perspectives toward translation and its use in their learning and teaching activities" (Ashouri & Fotovatnia, 2010, p. 228). Learners' beliefs about translation have both positive and negative impacts on their 'risk-taking' and 'ambiguity tolerance' (Ashouri & Fotovatnia, 2010, p. 228). Moreover, EFL learners have positive attitudes towards translation as to 'comprehend, remember, and produce a foreign language' (Ashouri & Fotovatnia, 2010, p. 228). Foreign language learners try to use their L1 knowledge while producing something similar in an FL/SL. "Based on her survey of foreign language students, Horwitz also argues that some preconceived beliefs are likely to restrict the learners' range of strategy use" (as cited in Ashouri & Fotovatnia, 2010, p. 229). In other words, learners' set beliefs about the use of translation hinder or restrict their learning and it can also be different for individual learners.

2.2 Use of Translation as a Learning Strategy

Second language learning also requires a transfer of L1 knowledge into L2 cultural knowledge (Malone, 2012, p. 10). He further pointed out that 'L1 can be very useful in learning the L2" (p. 10). When learners are asked to translate in their classrooms between the target

language and foreign language, they tend to use their L1 naturally better than the foreign or second language (Machida, 2011, p. 742). Machida (2011) also pointed out that in case of wrong or incorrect translation, learners become notice links between their L1 and L2 (p. 742). Learners use 'dictionaries to find lexicon,' they also 'consult with the teacher' or 'websites or books' to get information about a particular theme if they have less knowledge about it (Machida, 2011, p. 743). One of the researches by González Davies (2014) 'considers translation to be a key strategy for building (inter)linguistic and intercultural communicative competence' (p. 5). In other words, the use of translation indicate using both intra and inter language competencies to learn English language skills.

2.4 Use of Translation for Enhancing Language Skills

Translation can be used to 'expand students' vocabulary' skills (Dagilienė, 2012, p. 125). It also builds their 'understanding of how languages work' and 'improve the comprehension of L2' (Dagilienė, 2012, p. 125). "Students taught by using pedagogical translation are encouraged to practice reading, writing, vocabulary, grammar, speaking. One of the main aims of foreign language teaching is to develop the student's ability to communicate in the target language" (Dagilienė, 2012, p. 125). "Introducing act of translating into SL/FL class promotes positive use of the learners' L1 and knowledge and experience in their SL/FL learning" (Machida, 2011, p. 742). Translation also helps improving learners' styles of writing (Dagilienė, 2012, p. 125).

2.4 Theories Used for Data Collection

Contrastive Analysis Hypothesis (CAH) refers to similarities and dissimilarities between a learner's first and second language. For doing this study, the researcher kept CAH as a hypothesis which predetermines that the L2 learners have positive L1 transfer while learning English as a foreign language (Ellis, 1985, p. 23). The data has been organized through four points Likert scale.

The researcher intentionally formulated four points Likert to avoid learners' biasness on the items. Therefore, 'it is imperative to transform an abstract issue into figurative shape in order to measure it up to best possible extent' (Joshi, Kale, Chandel & Pal, 2015, p. 402). The reliability and consistency of the items have been examined through 'Cronbach's alfa reliability coefficient' (Gliem & Gliem, 2003, p. 87). Gliem and Gliem (2003) also pointed out, "Cronbach's alpha reliability coefficient normally ranges between 0 and 1. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale" (p. 87).

CHAPTER – 3 RESEARCH METHODOLOGY

3.0 Introduction

The central research questions of this study are whether junior secondary level learners learn English language, specially writing skills through the use of translation, what are the perceptions of junior secondary level learners about the use of translation as a language learning strategy. In this chapter, the researcher discusses the methods, which have been applied to collect data for this study. Besides, this chapter attains the research design, participants, sampling, setting, theoretical framework, data collection procedure, data analysis, instrumentation and obstacles encountered during the study.

3.1 Research Design

This research has been intended to examine whether junior secondary level learners learn English language through the writing skills through the use of translation, what are the perceptions of junior secondary level learners about the use of translation as a language learning strategy. Besides, the researcher intends to figure out the both English and Bangla version junior secondary level learners' beliefs of the use of translation and also their strategy use of translation. For investigating these two, the researcher adapted and modified survey questionnaires of IBT and ITLS of Translation by Liao (2006). For doing a comparative analysis, the researcher collected data from students aged 14 to 16 years of both English version and Bangla medium schools. There was merely any interruption during data collection as the researcher informed the students the reason of her research and gave them clear and understandable instructions regarding the survey questionnaires and translation-based task.

3.2 Theoretical Framework

The response of the participants of both groups are observed and measured based on 'Contrastive Analysis Hypothesis' of language acquisition which gives the idea that a learner's knowledge of his/her L1 has a great impact on the learning of an L2 and which has both 'psychological and linguistic aspect' of language learning (Ellis, 1985, p. 23). In this case, L1 transfer leads to errors and these are known as 'interference' like errors (Ellis, 1985, p. 24). However, the strength of the 'act of translation' helps learners 'achieve better understanding in the written systems' (Machida, 2011, p. 744). The "linguistic, social and cultural sensitivity" developed through translation procedure helps learners enhance their 'noticing' and 'observing details of the linguistic in L1 and SL/FL' (Machida, 2011, p. 744).

3.3 Participants

The participants for this research are 7 junior secondary level learners of an English version school ($M = 14.92857, SD = 0.607493$) and 8 junior secondary level learners of a Bangla medium school aged 14 to 16 ($M = 14.6875, SD = 0.703943$). The learners are from 2 schools from Dhaka city. Among the participants, 7 are girls and 8 are boys. Learners from 'Post-primary education in the general stream is imparted by junior secondary schools (grade 6-8)' (Rahman, Hamzah, Meerah & Rahman, 2010, p. 115).

3.4 Sampling

The sample used in this study consists of 15 secondary level learners of two schools. They have been selected from two different version schools, English version learners can be assumed as X and Bangla version learners can be assumed as Y. The number of participants from each school is X:Y = 7:8. Moreover, 46.66% of the sample is girls and 53.33% of the sample is boys. The

researcher did random selection of the participants, thus, she can make the study unprejudiced and balanced.

3.5 Setting

This research has been conducted in a classroom setting to make the children feel comfortable as they are in familiar environment. Moreover, there were two survey questionnaires having 5 statements for each of the questionnaire. The researcher explained the learners both the questionnaires and translation activity and requested the teacher to be there so that the participants get familiar environment and respond without hesitation. Therefore, it can be said that the responses from the questionnaires and translation activity have validity and reliability having no bias.

3.6 Instrumentation

The researcher used two survey questionnaires from which one was based on learners' beliefs or perceptions on the use of translation to enhance their writing skills and another was based on the learners' use of translation through various strategies. To set standard, the researcher kept same questionnaire and translation activity for both group of learners. Each of the learners got 30 to 35 minutes to complete the survey and translation activity. Before doing the survey, the researcher explained the purpose of the survey and told the participants that she expects unbiased and reliable answers from them as learners.

3.7 Data Collection Procedure

To minimize the number of variables for this study, the researcher decided to follow several steps to ensure consistency through different responses of the participants. First of all, she decided to collect data from 2 schools. As the researcher wanted to do a comparative analysis, she kept one school from Bangla version and another from English version. Although, she has got permission

but the learners' willingness to be a part of a research was less as most of the learners were busy in their extra-curricular activities. Therefore, the researcher collected some of the learners' contacts and provided them the questionnaires during their break time. The data collection procedure started through seeking for permission of the authorities of the schools. The researcher has submitted a recommendation letter to each of the school authority which was given by her supervisor and the school authorities allowed the researcher to collect data during their art or extra-curricular classes. For this reason, the researcher had to collect the class routine and set everything according to the school. The researcher told the students if they are interested only then they can participate in the survey and translation activity. The researcher provided chocolates to each of the participants and teachers who helped doing the survey. The learners took 30 to 35 minutes to complete the survey.

3.8 Data Analysis Procedure

The data has been analyzed through following several stages. Firstly, the researcher divided the learners into two groups. The learners' age was 14 to 16. Secondly, the researcher used the Inventory for Beliefs about Translation (IBT) to measure the secondary level learners' beliefs about the use of translation in enhancing their writing skills and the Inventory for Translation as a Learning Strategy (ITLS) to determine the secondary level learners' strategy use comprising translation. Alongside, the researcher has computed mean score and standard deviation for both group of participants' responses through using Microsoft Excel 2013. Quantitative research method has been followed for calculating the data. Then, the findings were analyzed and interpreted through the interpretation scale by Seligar and Shohamy (1989). The reason for using both mean score and standard deviation for analyzing the data is that mean score gives the idea of only one aspect of the outcome, on the other hand, standard deviation helps get reliable, consistent

descriptive value of the measures of the research sample. For the translation activity, the researcher kept a task completion rate for both group of learners. She also marked their writing based on their performance. The researcher as a language teacher, judged the translation activity of the learners and categorized them into four themes, for example, punctuation, style of writing, vocabulary knowledge and use of discourse markers. This helps the researcher answer the central research questions without having any prejudice.

3.9 Obstacles Encountered

In the school *X*, the researcher could not manage collecting data from more than 7 learners. The authority gave permission to visit only one class and the students of that class were busy working on their extra-curricular activities. Therefore, the researcher only surveyed the enthusiast ones. On the other hand, in the school Y, the researcher had collected data from 9 learners but one of the learners was unwilling to participate and did not complete the survey and translation task also. Therefore, the researcher only kept 8 students as the participants from that school.

CHAPTER 4 - FINDINGS

4.0 Introduction

In this chapter, the researcher represents the results obtained from the junior secondary level learners' task completion rate, survey on their beliefs about translation and their strategy use involving translation and translation activity in Pie chart and Clustered columns. This chapter encompasses the results from the learners' survey data, translation activity and in depth analysis of that data with the help of different tables and charts (see Appendices).

Data has been interpreted according to the interpretation scale by Seligar and Shohamy (1989),

      a) 1.00 – 2.25: Strongly disagree/ Never

      b) 2.26 – 3.00: Disagree/ Rarely

      c) 3.01 – 3.75: Agree/Sometimes

      d) 3.76 – 5.00: Strongly agree/ Always   (p. 214).

4.1 Findings from English version learners' beliefs about translation

Table 1. *Means and Standard Deviations for the IBT Items*

No. of items	Item Description	N	Mean	Standard Deviation
1	Translation helps me remember advanced English vocabulary, therefore, I can use those in my writing.	7	3.571429	0.534522
2	Translation helps me understand English grammar rules as some rules are quite similar to Bangla.	7	2.428571	0.534522

3	Translation helps me learn English idioms and phrases and use those in my writing.	7	3.142857	0.899735
4	When the English writing assignments seem difficult, I depend more on translation.	7	2.285714	0.95119
5	Translation helps me write any type of English composition.	7	2.714286	0.755929

Response to Item no. 1

The mean score for the first item is 3.571429 and the standard deviation is 0.534522 which means the responses are less varied. According to the mean score, junior secondary level English version learners agree with the statement that they believe that translation help them their L1 knowledge to learn English as their L2.

Response to Item no. 2

The mean score for the second item is 2.428571 and the standard deviation is 0.534522 which means the responses are less varied. According to the mean score, junior secondary level English version learners disagree with the statement that they believe that translation helps them understand English grammar rules as some rules are quite similar to Bangla.

Response to Item no. 3

The mean score for the third item is 3.142857 and the standard deviation is 0.899735 which means the responses are less varied. According to the mean score, junior secondary level English version learners agree with the statement that they believe that translation helps me learn English idioms and phrases and use those in my writing.

Response to Item no. 4

The mean score for the fourth item is 2.285714 and the standard deviation is 0.95119 which means the responses are less varied. According to the mean score, junior secondary level English version learners disagree with the statement that they believe that when the English writing assignments seem difficult, they depend more on translation.

Response to Item no. 5

The mean score for the fifth item is 2.714286 and the standard deviation is 0.755929 which means the responses are less varied. According to the mean score, junior secondary level English version learners disagree with the statement that they believe that translation helps them write any type of English composition.

4.2 Findings from English version learners' strategy use comprising translation

Table 2. *Means and Standard Deviations for the ITLS Items*

No. of items	Item Description	N	Mean	Standard Deviation
1	To write in English, I first take notes about the topic in Bangla.	7	2	0.57735
2	When I write in English, I first think in Bangla and then translate my ideas into English.	7	2.571429	0.9759
3	I write Bangla outlines for my English compositions.	7	1.714286	0.48795
4	I use Bangla translation of grammatical terms such as parts of speech, tenses, and agreements to help me simplify the roles of the grammatical parts of English sentences.	7	2.285714	0.755929

5	I memorize the meaning of new English vocabulary words by remembering their Bangla translation.	7	3.142857	0.377964

Response to Item no. 1

The mean score for the first item is 2 and the standard deviation is 0.57735 which means the responses are less varied. According to the mean score, junior secondary level English version learners strongly disagree with the statement that to write in English, first they take notes about the topic in Bangla.

Response to Item no. 2

The mean score for the second item is 2.571429 and the standard deviation is 0.9759 which means the responses are less varied. According to the mean score, junior secondary level English version learners disagree with the statement that when they write in English, they first think in Bangla and then translate their ideas into English.

Response to Item no. 3

The mean score for the third item is 1.714286 and the standard deviation is 0.48795 which means the responses are less varied. According to the mean score, junior secondary level English version learners strongly disagree with the statement that they make Bangla outlines for my English compositions.

Response to Item no. 4

The mean score for the fourth item is 2.285714 and the standard deviation is 0.755929 which means the responses are less varied. According to the mean score, junior secondary level English version learners disagree with the statement that they use Bangla translation of

grammatical terms such as parts of speech, tenses, and agreements to help me simplify the roles of the grammatical parts of English sentences.

Response to Item no. 5

The mean score for the fifth item is 3.142857 and the standard deviation is 0.377964 which means the responses are less varied. According to the mean score, junior secondary level English version learners agree with the statement that memorize the meaning of new English vocabulary words by remembering their Bangla translation.

4.3 Findings from Bangla medium learners' beliefs about translation

Table 3. *Means and Standard Deviations for the IBT Items*

No. of items	Item Description	N	Mean	Standard Deviation
1	Translating helps me remember advanced English vocabulary, therefore, I can use those in my writing.	8	2.75	1.164965
2	Translating helps me understand English grammar rules as some rules are quite similar to Bangla.	8	2.375	0.744024
3	Translating helps me learn English idioms and phrases and use those in my writing.	8	3.25	0.707107
4	When the English writing assignments seem difficult, I depend more on Bangla translation.	8	2.625	0.517549
5	Translating helps me write any type of English composition.	8	3.125	1.125992

Response to Item no. 1

The mean score for the first item is 2 and the standard deviation is 0.57735 which means the responses are less varied. According to the mean score, junior secondary level Bangla medium learners strongly disagree with the statement that they believe that translation help them their L1 knowledge to learn English as their L2.

Response to Item no. 2

The mean score for the second item is 2.571429 and the standard deviation is 0.9759 which means the responses are less varied. According to the mean score, junior secondary level Bangla medium learners disagree with the statement that they believe that translation helps them understand English grammar rules as some rules are quite similar to Bangla.

Response to Item no. 3

The mean score for the third item is 1.714286 and the standard deviation is 0.48795 which means the responses are less varied. According to the mean score, junior secondary level Bangla medium learners strongly disagree with the statement that they believe that translation helps me learn English idioms and phrases and use those in my writing.

Response to Item no. 4

The mean score for the fourth item is 2.285714 and the standard deviation is 0.755929 which means the responses are less varied. According to the mean score, junior secondary level Bangla medium learners disagree with the statement that they believe that when the English writing assignments seem difficult, they depend more on translation.

Response to Item no. 5

The mean score for the fifth item is 3.142857 and the standard deviation is 0.377964 which means the responses are less varied. According to the mean score, junior secondary level Bangla medium learners agree with the statement that they believe that translation helps them write any type of English composition.

4.4 Findings from Bangla medium learners' strategy use comprising translation

Table 4. *Means and Standard Deviations for the ITLS Items*

No. of items	Item Description	N	Mean	Standard Deviation
1	To write in English, I first take notes about the topic in Bangla.	8	2.375	1.06066
2	When I write in English, I first think in Bangla and then translate my ideas into English.	8	2.875	0.991031
3	I write Bangla outlines for my English compositions.	8	2.25	0.886405
4	I use Bangla translation of grammatical terms such as parts of speech, tenses, and agreements to help me simplify the roles of the grammatical parts of English sentences.	8	2.5	1.069045
5	I memorize the meaning of new English vocabulary words by remembering their Bangla translation.	8	2.75	0.707107

Response to Item no. 1

The mean score for the first item is 2.375 and the standard deviation is 1.06066 which means the responses are much varied. According to the mean score, junior secondary level Bangla medium learners disagree with the statement that to write in English, first they take notes about the topic in Bangla.

Response to Item no. 2

The mean score for the second item is 2.875 and the standard deviation is 0.991031 which means the responses are less varied. According to the mean score, junior secondary level Bangla medium learners disagree with the statement that when they write in English, they first think in Bangla and then translate their ideas into English.

Response to Item no. 3

The mean score for the third item is 2.25 and the standard deviation is 0.886405 which means the responses are less varied. According to the mean score, junior secondary level Bangla medium learners strongly disagree with the statement that they make Bangla outlines for my English compositions.

Response to Item no. 4

The mean score for the fourth item is 2.5 and the standard deviation is 1.069045 which means the responses are much varied. According to the mean score, junior secondary level Bangla medium learners disagree with the statement that they use Bangla translation of grammatical terms such as parts of speech, tenses, and agreements to help me simplify the roles of the grammatical parts of English sentences.

Response to Item no. 5

The mean score for the fifth item is 2.75 and the standard deviation is 0.707107 which means the responses are less varied. According to the mean score, junior secondary level Bangla medium learners disagree with the statement that memorize the meaning of new English vocabulary words by remembering their Bangla translation.

4.5 Task completion rate of English version and Bangla medium learners

The following pie chart indicates task completion rate of the English version and Bangla medium learners. 52% English version secondary level learners completed their task within the time limit and 48% Bangla version learners completed their translation task within the time limit.

TRANSLATION TASK COMPLETION RATE

■ English version learners   ■ Bangla medium learners

44%

56%
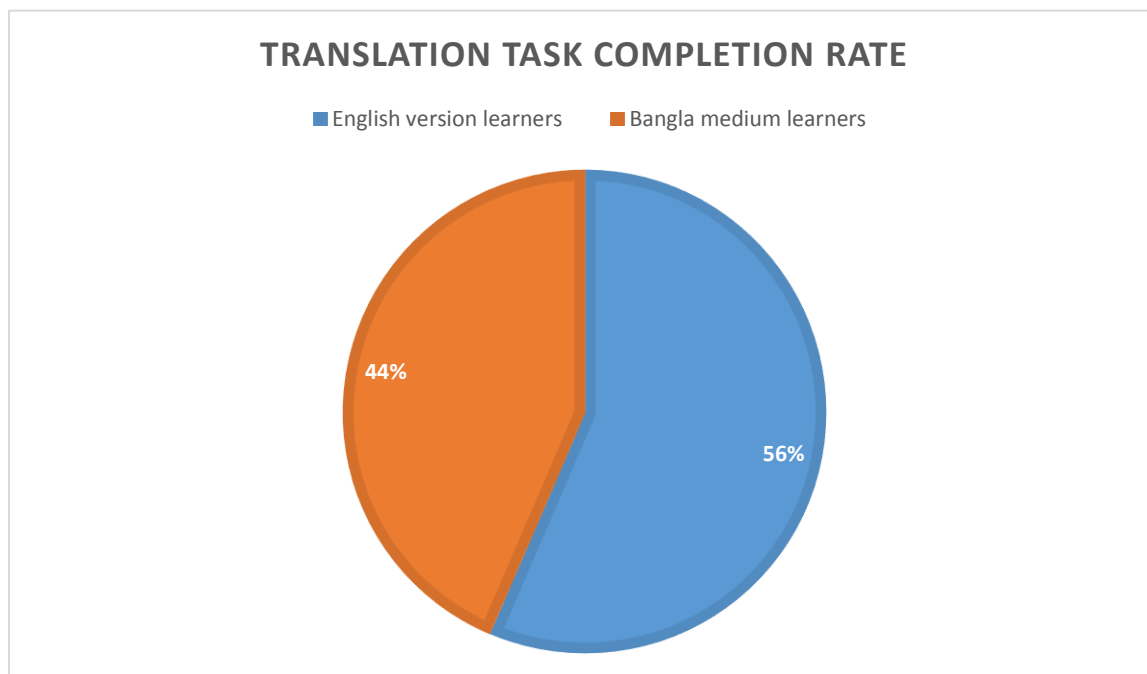
Chart 1

4.8 Findings from English version and Bangla medium learners' translation task

The following chart shows the findings from the translation task by both English version and Bangla medium learners. The translation task had three phases. In phase one, the learners write a short paragraph on their 'Goals.' In phase two, the learners write about same topic in Bangla.

Finally in phase three, the learners translated the Bangla version of the writing in English. Moreover, learners did direct and indirect translation of their own writing throughout the activity.
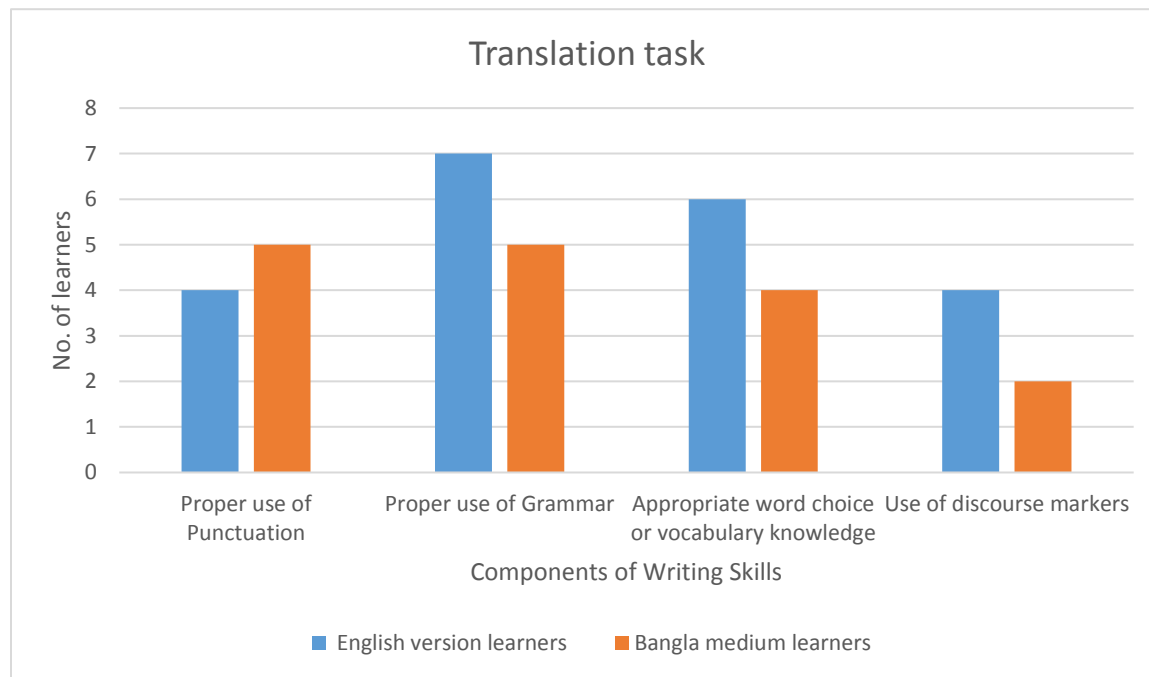
Chart 2

Proper Use of Punctuation

While doing the translation task, among 7 English version learners, 4 (57%) learners properly punctuation in their writing. On the other hand, among 8 Bangla medium learners, 5 (63%) have properly used punctuation in their writing.

Proper Use of Grammar

While doing the translation task, among 7 English version learners, 7 (100%) learners have used accurate grammar. However, for the same task, among 8 Bangla medium learners, 5 (63%) have used proper grammatical structures in their writing.

Word Choice and Vocabulary Knowledge

While doing the translation task, among 7 English version learners, 6 (89%) have good word choice. However, for the same task, among 8 Bangla medium learners, 4 (50%) learners have appropriate word choice according to the context of writing.

Use of Discourse Markers

While doing the translation task, among 7 English version learners, 4 (57%) learners have used discourse markers for example, besides, firstly, then, also, however etc. However, for the same translation task, among 8 Bangla medium learners, 2 (25%) have used very few discourse markers in their writing.

CHAPTER 5 - DISCUSSION

5.0 Introduction

In this section, the researcher answers to the central research questions after analyzing the findings from the survey questionnaires and translation activity.

The research findings depict some reasons for junior secondary level learners' less use of translation strategy to develop their writing skills.

a) Junior secondary learners from English version school get exposure to English in all of their textbooks except Bangla. They tend to use English in every subjects therefore, they are used to the English form and structures.

b) Junior secondary level learners from Bangla medium school get exposure to English only in their English class. They get less time to practice English and they tend to memorize translation instead of writing of their own therefore, they also do not use translation as a language learning strategy to memorize meanings of Bangla words to incorporate in their English writing.

c) However, as the English version learners showed their interest in using the meaning of Bangla words to memorize the English words can help them develop their writing skills. Both groups of learners agrees to the point that they believe that translation help them use their L1 knowledge to learn another language.

5.1 Answer to Central Research Question 1

According to the findings, junior secondary level English version learners agree with the statement that they believe that translation help them use their L1 knowledge to learn English as their L2. They also disagree with the statement that they believe that translation helps them understand English grammar rules as some rules are quite similar to Bangla. Junior secondary level

English version learners agree with the statement that they believe that translation helps me learn English idioms and phrases and use those in my writing. They also disagree with the statement that they believe that when the English writing assignments seem difficult, they depend more on translation. Junior secondary level English version learners disagree with the statement that they believe that translation helps them write any type of English composition. In a research by Pekannli (2012), 'almost every participant (97%) perceived translation to be an important language learning tool' (p. 957). He also mentioned in his research, 'the ELT teacher candidates find translation to be effective in foreign language development' (p. 957). In another research, it has been found that translation can be 'detrimental' in the path of associating with the target language learning process (Campbell, 2002, p. 60).

On the other hand, junior secondary level Bangla medium learners strongly disagree with the statement that they believe that translation help them their L1 knowledge to learn English as their L2. The learners also disagree with the statement that they believe that translation helps them understand English grammar rules as some rules are quite similar to Bangla. In a research, it has been found that 'pedagogical translation' improves learners' writing skills along with their other language skills (Leonardi, 2011, p. 19). Junior secondary level earners strongly disagree with the statement that they believe that translation helps me learn English idioms and phrases and use those in my writing. Again, they disagree with the statement that they believe that when the English writing assignments seem difficult, they depend more on translation. However, the learners agree with the statement that they believe that translation helps them write any type of English composition. In a study of Iranian language learners, it has been found that 'language learners mostly believed in using translation, and also used it as a helping strategy in language pedagogy' (Karimian & Talebinejad, 2013, p. 609).

5.2 Answer to Central Research Question 2

Junior secondary level English version learners strongly disagree with the statement that to write in English, first they take notes about the topic in Bangla. Junior secondary level English version learners disagree with the statement that when they write in English, they first think in Bangla and then translate their ideas into English. Junior secondary level English version learners strongly disagree with the statement that they make Bangla outlines for my English compositions. Junior secondary level English version learners disagree with the statement that they use Bangla translation of grammatical terms such as parts of speech, tenses, and agreements to help me simplify the roles of the grammatical parts of English sentences. Junior secondary level English version learners agree with the statement that memorize the meaning of new English vocabulary words by remembering their Bangla translation.

On the other hand, junior secondary level Bangla medium learners disagree with the statement that to write in English, first they take notes about the topic in Bangla. Junior secondary level Bangla medium learners disagree with the statement that when they write in English, they first think in Bangla and then translate their ideas into English. Junior secondary level Bangla medium learners strongly disagree with the statement that they make Bangla outlines for my English compositions, disagree that they use Bangla translation of grammatical terms such as parts of speech, tenses, and agreements to help me simplify the roles of the grammatical parts of English sentences, learners disagree with the statement that memorize the meaning of new English vocabulary words by remembering their Bangla translation. Other research "findings were somewhat inconsistent with Kobayashi and Rinnert's study (1992) in that they found that 77% of Japanese university students in their research reported preferring direct composition in English to translation, because they wanted to think in English" (as cited in Liao, 2006, p. 203). Moreover,

"Huang and Tzeng (2000) also reported that only 11% of their high English proficiency participants in Taiwan used translation as a strategy to improve reading skills" (as cited in Liao, 2006, p. 203).

5.3 Answer to Central Research Question 3

57% junior secondary level English version learners properly use punctuation in their writing 63% Bangla medium learners have properly used punctuation in their writing. 100% English version learners have used accurate grammar however, for the same task, 63% Bangla medium learners have used proper grammatical structures in their writing. 89% English version learners have good word choice. However, for the same task, 50% Bangla medium learners have appropriate word choice and medium vocabulary knowledge according to the context of the writing. Translation helps 'improve ESL learners' vocabulary learning ability' (Mutlu, Bayram & Demirbüken, 2015, p. 226). While doing the translation task, 57% English version learners have used discourse markers for example, besides, firstly, then, also, however etc. However, 25% Bangla medium learners have used very few discourse markers in their writing. "Out of a total of 11 cognitive strategies identified by the researchers, translation accounted for 11.3% of all strategy uses by beginning and intermediate-level ESL learners, second only to such strategies as repetition (19.6%), note taking (18.7%), and imagery (12.5%)" (Liao, 2006, p. 196). In another research it has been found that teachers can provide with 'guided translation tasks' to improve learners' language skills (Calis & Dikilitas, 2012, p. 5080). Moreover, learners' thinking in L1 determines their 'expertise in writing skills' of the target language (Cohen & Carson, 2001, p. 171).

CHAPTER 6 - CONCLUSION

6.0 Introduction

In this research, secondary level learners of both Bangla and English version have almost similar types of responses regarding the use of translation and strategy involving translation to enhance their writing skills.

6.1 Summary of the Findings

According to the findings, junior secondary level English version learners agree with the statement that they believe that translation help them their L1 knowledge to learn English as their L2 and they also believe that translation helps me learn English idioms and phrases and use those in my writing. On the other hand, they disagree with the statement that they translation helps them understand English grammar rules as some rules are quite similar to Bangla. They also disagree with the statement that they believe that when the English writing assignments seem difficult, they depend more on translation. Junior secondary level English version learners disagree with the statement that they believe that translation helps them write any type of English composition. On the other hand, junior secondary level Bangla medium learners strongly disagree or disagree with most of the statements.

Junior secondary level English version learners strongly disagree with the statement that to write in English, first they take notes about the topic in Bangla. Junior secondary level English version learners disagree with the statement that when they write in English, they first think in Bangla and then translate their ideas into English. Junior secondary level English version learners strongly disagree with the statement that they make Bangla outlines for my English compositions. Junior secondary level English version learners disagree with the statement that they use Bangla translation of grammatical terms such as parts of speech, tenses, and agreements to help me

simplify the roles of the grammatical parts of English sentences. Junior secondary level English version learners agree with the statement that memorize the meaning of new English vocabulary words by remembering their Bangla translation. On the other hand, junior secondary level Bangla medium learners disagree with the statement that to write in English, first they take notes about the topic in Bangla. Junior secondary level Bangla medium learners disagree with the statement that when they write in English, they first think in Bangla and then translate their ideas into English. Junior secondary level Bangla medium learners strongly disagree with the statement that they make Bangla outlines for my English compositions, disagree that they use Bangla translation of grammatical terms such as parts of speech, tenses, and agreements to help me simplify the roles of the grammatical parts of English sentences, learners disagree with the statement that memorize the meaning of new English vocabulary words by remembering their Bangla translation.

57% secondary level English version learners properly use punctuation in their writing 63% Bangla medium learners have properly used punctuation in their writing. 100% English version learners have used accurate grammar however, for the same task, 63% Bangla medium learners have used proper grammatical structures in their writing. 89% English version learners have good word choice. However, for the same task, 50% Bangla medium learners have appropriate word choice and medium vocabulary knowledge according to the context of the writing. While doing the translation task, 57% English version learners have used discourse markers for example, besides, firstly, then, also, however etc. However, 25% Bangla medium learners have used very few discourse markers in their writing. The overall findings suggest that junior secondary level learners of English version school use translation as a language learning strategy whereas, junior secondary level learners from Bangla medium school do not use

translation as a learning strategy. Both groups of learners' beliefs and strategy use match with each other.

6.2 Practical Implications

Some beliefs about translation by both junior secondary level Bangla medium and English version learners are similar and some are completely different to each other. Although English version learners believe that translation helps them learn English better but Bangla medium learners disagree with this point. This study reveals that

6.3 Recommendations

This study shows a result of junior secondary level learners' beliefs and strategy use of translation in their writing. As the learners are from two medium of instructions, therefore, this study can be again prolonged to a large number of population to generalize the concept more specifically.

6.4 Further Studies

Further studies can be done on the impact of translation in learning four language skills, for example, reading, and writing, listening and speaking altogether. Experimental and observational studies can also be done to get more reliable and authentic outcome from the research.

6.5 Conclusion

Finally, although use of translation and strategies involving translation to learn a foreign or second language but the study shows, there is a difference between of this impact on learners' from different medium of instructions.

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Appendices

Appendix A

Read the following statements and choose the option that suits you the best.

Statements	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
1. Translating helps me remember advanced English vocabulary, therefore, I can use those in my writing.				
2. Translating helps me understand English grammar rules as some rules are quite similar to Bangla.				
3. Translating helps me learn English idioms and phrases and use those in my writing.				
4. When the English writing assignments seem difficult, I depend more on Bangla translation.				
5. Translating helps me write any type of English composition.				

Adapted and modified from Liao, P. (2006). EFL learners' beliefs about and strategy use of translation in English learning. *RELC Journal*, *37*(2), 191-215.

Appendix B

Choose any of the following options which suits you the best.

Statements	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
1. To write in English, I first take notes about the topic in Bangla.				
2. When I write in English, I first think in Bangla and then translate my ideas into English.				
3. I write Bangla outlines for my English compositions.				
4. I use Bangla translation of grammatical terms such as parts of speech, tenses, and agreements to help me simplify the roles of the grammatical parts of English sentences.				
5. I memorize the meaning of new English vocabulary words by remembering their Bangla translation.				

Adapted and modified from Liao, P. (2006). EFL learners' beliefs about and strategy use of translation in English learning. *RELC Journal*, *37*(2), 191-215.

Appendix C

<u>Translation activity</u>

Write a few sentences (6-7) about your "Goals" by answering the following questions.

1. What are some things you want to achieve before you die?

2. What is the silliest goal you have?

3. What goals have you achieved so far?

4. What goals have you realized just aren't going to happen?

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Write about the same thing in Bangla:

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Now translate the Bangla version into English:

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