

## **Associations between EFL Learners' Beliefs about and their Strategy Use of Translation in English Learning: The Case of Iraqi Learners**

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### **Abstract**

Learners' beliefs influence their consciousness, attitude towards learning, learning strategies and policies. Determination of learners' beliefs in language teaching/learning process will be helpful in forming effective learning methods (Büyükyazi, 2010:1). The present paper explores the use of translation by Iraqi university students, particularly with regard to their beliefs concerning translation and using it as a strategy. Thirty female and male students of English at Basrah University participated. Two sets of questionnaires were employed: the Inventory for Beliefs about Translation (IBT), and the Inventory for Translation as a Learning Strategy (ITLS). The results indicate that the participants in the study believe that they use translation tasks to learn all language skills. The learners have a positive view towards studying translation to improve their English. According to the results of the Pearson correlation analysis, one significant canonical correlation was found between the composite belief variables and the composite strategy variables which was between B2 and S1. No other significant statistically relation was found between learners' beliefs and strategy use as it is related to translation as a learning process to learn English. The results also show that students used a wide variety of learning strategies related to translation. The participants employ translation as a learning strategy to comprehend, remember, and produce English and they depend heavily upon translation in the process of learning and acquiring English as a foreign language.

**Keywords :** foreign language learning, learning English, translation, learning strategies, students' beliefs.

الاقترانات بين معتقدات متعلمي اللغة الانكليزية كلغة أجنبية واستخدامهم  
الاستراتيجي للترجمة في تعلم الانكليزية: حالة المتعلمين العراقيين

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### الخلاصة

تؤثر معتقدات المتعلمين على وعيهم وآراءهم تجاه التعلم واستراتيجيات وسياسات التعلم. ومن المفيد تحديد معتقدات المتعلمين في العملية التعليمية والتعلمية في تشكيل أساليب التعلم الفعال ( Büyükyazi, 2010:1 ). تكشف هذه الدراسة استخدام الترجمة من قبل طلبة الجامعات العراقية وخاصة فيما يتعلق بمعتقداتهم بشأن الترجمة واستخدامها كإستراتيجية. شارك ثلاثون طالبا وطالبة -قسم اللغة الإنجليزية في جامعة البصرة في هذه الدراسة. وقد طبق نوعان من الاستبيان *Inventory for Beliefs about Translation (IBT)*, and the *Inventory for Translation as a Learning Strategy (ITLS)* وتشير النتائج إلى إن المشاركين في هذه الدراسة يستخدمون الترجمة لتعلم كل مهارات اللغة. ولدى المتعلمون نظرة إيجابية نحو دراسة الترجمة لتحسين لغتهم الإنجليزية. وطبقا لنتائج تحليل ارتباط بيرسون، وجدت علاقة واحدة ذات دلالة إحصائية بين مركب متغيرات الاعتقاد ومركب متغيرات الإستراتيجية والتي كانت بين ( B2 و S1 ). ولم يعثر على إي علاقة ذات دلالة إحصائية بين معتقدات المتعلمين والإستراتيجية المستخدمة باستخدام الترجمة كطريقة تعلم لتعلم اللغة الانكليزية. وأظهرت النتائج كذلك أن الطلبة تستخدم مجموعة واسعة من استراتيجيات التعلم المتعلقة بالترجمة. فالمتعلمون يستخدمون الترجمة كطريقة تعلم للفهم وللتذكر و إنتاج اللغة الانكليزية وهم يعتمدون اعتمادا كبيرا على الترجمة في عملية التعلم واكتساب اللغة الإنجليزية كلغة أجنبية.

### **Introduction**

Many researches were done on translation 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 and few of them were on learners' beliefs about translation.

Generally, individuals think and act depending on their beliefs and conceptions of the world. These conceptions and ideas have been formed through years under the influence of various factors and are greatly impressive in people's actions and decisions in life. As in the context of education, language learners hold conceptions and beliefs about the whole process of learning. Clearly, finding out these hidden beliefs and views, turning implicit insights into explicit ones for learners to reflect on, is one of the many solutions to the myriad of problems in the English language education in our country.

#### The Definition and Importance of Translation

The definition of translation is not that simple. There are so many definitions about translation from many experts who showed the definitions about translation in many ways. According to Catford (1965:20), "*Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)*". Hornby in Oxford Advanced Learner's Dictionary (2004:1382) mentions that "*Translation is the process of changing something that is written or spoken into another language*". Wiratno (2003) says that translation is a process of transferring message from SL into TL. SL or Source Language is an origin language

which is translated, while TL or Target Language is a final language which is used to express the result of translation.

Translation is, in Chabban's words (1984:5), "*a finicky job*," as it has not yet been reduced to strict scientific rules, and it allows for the differences that are known to exist between different personalities. Translation is a heavily subjective art, especially when it deals with matters outside the realm of science where precisely defined concepts are more often expressed by certain generally accepted terms. Oxford (1990:46) defined translating as '*converting the target language expression into the native language (at various levels, from words and phrases all the way up to whole texts); or converting the native language into the target language*'. Moreover, Cook (2007: 399) showed his view point on translation as the following:

*"Many contemporary learners do not learn English to become monolingual English speakers, but rather to create a bilingual identity. Many are more concerned with international communication than face-to-face social interaction in native-speaker environments. Those native-speaking environments are, in any case, often far from monolingual. In these circumstances, translation seems both useful and right".*

From those definitions, it could be concluded that translation is the task that deals with two different kinds of languages. The first is the source language (SL), that is the language that is about to translate, and the second is target language (TL) or the form of language that become the target, for example from English (SL ) into Arabic (TL). Translation does not only

change the form but translation is a process of transferring the meaning from source language (SL) to target language (TL), the important thing in translation is the way to find the equivalent in source language (SL) to target language (TL).

### **Learners' Beliefs about Translation**

Learners' beliefs have been identified as an important individual difference variable in second language (L2) learning (Yang 1999; Sawir, 2002). Learners' knowledge about language learning strategies, through which learners manage, direct, regulate and guide their learning, is thought to be one component of learners' metacognitive beliefs about second language learning. Many previous studies have shown that learner beliefs vary according to a number of factors such as age, cultural (or ethnic) background, learning environment, stage of learning, and target language (Horwitz, 1999; Rifkin, 2000). In other words, learners' beliefs are situation-specific. Also, learners' beliefs have proved to influence both the actions and experiences of language learners (Horwitz, 1999). Empirical findings have demonstrated that the beliefs that language learners hold about a target foreign language and its culture affect their attitudes towards that language.

Horwitz (1985, 1988) was one of the first researchers to investigate students' beliefs about language learning and teaching using the now widely known Beliefs about Language Learning Inventory (BALLI). She assessed students' beliefs in five areas: (a) difficulty of language learning, (b) foreign language aptitude, (c) the nature of language learning, (d) learning communication strategies, and (e) motivations and expectations.

Translation, when applied adequately and effectively, can be used as a means of language learning and language teaching. It is extremely important for foreign language teaching simply because it allows conscious learning and control of the foreign language, and as a result, it reduces native language interference. Bassnett ( 2002:34) says that "*translation involves far more than replacement of lexical and grammatical items between languages and, as can be seen in the translation of idioms and metaphors, the process may involve discarding the basic linguistic elements of the SL text so as to achieve Popovič's goal of 'expressive identity' between the SL and TL texts.*"

There have been very few studies of the relationship between learner beliefs and translation. In one study, Liao (2006) investigated 351 Taiwanese college students' learning beliefs about translation and how they use translation to learn English. Liao found that most of these participants endorsed the concept that translation played a positive role in their current English learning experiences. They believed that translation helps them acquire English language skills such as reading, writing, speaking, vocabulary, idioms, and phrases. When it comes to the use of translation as a strategy to learn English, on average, students were found to have a medium to high level of translation strategy use. They employed a wide variety of learning strategies involving translation to help them strengthen their English skills and solve language problems. Specifically, the use of translation as memory, compensation, cognitive, affective, and social strategies were identified as frequently used strategies among these college students.

Ashouri and Fotovatnia (2010) made a study on 120 EFL Iranian learners to investigate their beliefs about translation and the effect of two variables of individual differences, risk taking and tolerance of ambiguity, on the mentioned variable. The study indicated that EFL learners had a positive belief in EFL learning. They mostly agreed that they had a positive belief about the role of translation in their learning activities. Also, the study reported that "risk-taking affected learners' translation belief significantly in the way that risk-averse learners had a positive belief which is in contrast with risk-takers who had negative belief about translation. Analysis of the data on the effect of ambiguity tolerance on learners' translation belief indicated that ambiguity tolerance had no effect on learner's translation belief."(Ibid: 243). A recent study was done by Bagheri & Fazel (2011) to explore the use of translation by 40 Iranian university students, particularly with regard to their beliefs concerning translation and using it as a strategy in writing. The findings of this study indicated that, the use of translation can be a valuable resource or means which can pave the way for the development of the writing skill.

### **The Source of Learners' Beliefs**

Beliefs, by which it is meant human behavior and learning, are basic and crucial principles, and they are absolutely effective for people who are learning a second language (Fishbein & Ajzen, 1975; Ajzen, 1988 as cited in Kunt & Özdemir,2010:3938). The term "belief "was defined by Inceciy & Dollar (2011:3394) as " *a mental state that is accepted as true by the person holding it, although the individual may know that alternative beliefs may be held by others.*" Depending on this definition, they differentiate

between "belief and knowledge" by saying that *"since knowledge must actually be true. So, a belief is a sort of proposition an individual may hold consciously or unconsciously, and it is also evaluative since it is accepted as true by the person who holds it, and therefore it is influenced strongly with emotions"*. Thus, learners' knowledge about language learning strategies, through which learners manage, direct, regulate and guide their learning, is thought to be one component of learners' metacognitive beliefs about second language learning (Wenden , 1999; Yang, 1999 )

Learners' beliefs are derived from a variety of sources, for example, Sawir (2002:2) mentioned different sources of learners' beliefs: the learner's previous learning experience, certain personality traits and the unthinking acceptance of popular wisdom. The main reason of the first source could be the way that the language teachers follow in teaching their students. Their way of teaching may influence the development of the students' beliefs about learning in general and language learning in particular. As it is concerned with the second factor, all researchers like (Ellis, 2008; Diab, 2006; Abedini et al, 2011) insisted on the idea that learners' belief is linked with the affective variables ,such as "attitudes, motivation, interests, learners' beliefs, needs, expectations, and prior experiences." For instance, a student who believes that learning a new language is basically translating from the new language to his/her mother language will spend most of his/her time and effort on using translation strategies in the hope of improving his/her language proficiency. But a student who believes that a special language aptitude has the most important role in learning a foreign language, but that he or she does not possess such an aptitude, may begin

language learning with a fairly negative expectation of his/her own ultimate success. In addition to that, Horwitz' (1987) Language Learning Inventory (BALLI) questionnaire is basically formed depending on learners' personality traits like foreign language aptitude and motivations and expectations.

### **Questions of the Study:**

This study attempts to explore Iraqi college students' learning beliefs about translation and how they use translation to learn English. Specific research questions to be addressed are as follows:

1. What are Iraqi students' beliefs about using translation to learn English?
2. What kinds of learning strategies employing translation do Iraqi students report using?
3. What are the relationships among learners' beliefs about translation and their use of translation as a strategy?

## **METHOD**

### **Participants**

The subjects were randomly selected out of 70 students; they were 30 female and male students (whose ages ranged between 20 and 25 years) who were learning English as a foreign language at Bsarah University. The males and females were equally represented; none of them had any experience of being in English speaking countries. The participants had not been exposed to the target questionnaires and none of them had any experience of translation professionally or academically. Brief instructions were given just before the questionnaires were given to the participants to explain the nature and the purpose of this study and were provided with

instructions about how to answer the questionnaires.

### **Instrumentation and Data Collection**

Two questionnaires were employed. For the beliefs measurement, *Inventory for Beliefs about Translation (IBT)* was used; for the strategy-use measurement, *the Inventory for Translation as a Learning Strategy (ITLS)* was used. As the questionnaires were worded in very simple English, they were not translated into Arabic. The first questionnaire consisted of 24 items (Table 3) whereas the second consisted of 28 items (Table 4). The Participants responded to the two questionnaires on a Likert scale of 1 to 5, indicating the degree to which they agreed or disagreed with statements concerning their beliefs about translation and the strategy-use. The number indicates how often the learner uses these strategies:

Never or almost never true of me	1
Generally not true of me	2
Somewhat true of me	3
Generally true of me	4
Always or almost always true of me	5

To collect data, the researcher went to each class to administer the survey at a prearranged time. The participants were informed about the nature and the purpose of this study and provided with instructions about how to answer the questionnaires. The subjects were asked to read each statement and indicate their reaction by choosing a number from 1 (Never or almost never true of me) to 5 (Always or almost always true of me). The time for answering the questionnaires took about 30 minutes.

## Data Analysis

The statistical Package for the Social Sciences (SPSS) for Microsoft Windows 16 is used to complete the analysis of the collected data. Descriptive statistics, including frequencies, means, and standard deviations, are implemented to answer the research questions. The statistical test was used to identify any significant variation and to determine whether there are any significant relationships exist among respondents in the use of language learning strategies regarding their background characteristics is the one-way analysis of variance (ANOVA). In addition, the significance level of statistics is set at  $p < 0.05$  for the test in the present study. The reliability was calculated in SPSS through Cronbach's alpha to check the validity of the two questionnaires (Tables 1 and 2).

**Table 1. Reliability for IBT items**

### Reliability Statistics

Cronbach's Alpha	No. of Items
0.605	24

**Table 2. Reliability for ITLS items**

### Reliability Statistics

Cronbach's Alpha	No. of Items
0.712	28

## Descriptive Analysis of the IBT

The subjects responded to the IBT items on the Likert scale of 1 to 5, indicating the degree to which they agreed with statements concerning their beliefs about translation. The means and standard deviation of the participants' responses were computed and the level of significance was

considered 0.5 as it is mentioned above. The results are presented in Table 3. Most of the respondents subscribed to the view that translation has a positive role in learning English. Among the 24 choice items, 7 items (items 1, 5, 3, 20, 13, 7, and 9) had the highest means ( $M > 3.5$ ) and thus were the most common beliefs held by the participants, whereas 7 items (items 8, 11, 17, 18, 19, 21 and 22) received relatively low means ( $M < 3$ ) and became the least common beliefs. And the items (2, 4, 6, 10, 12, 14, 15, 16, 13 and 24) had the means between (3 and 3.5) which are labeled as common beliefs. Generally speaking, the beliefs about translation can be rank ordered as: most common, common, and least common beliefs. Out of 24 items, 17 items had the means 3 or more than 3, thus it could be declared that the participants had a positive view towards studying translation to improve their English.

Table 3. Means and Standard Deviations for the IBT Items

No. of items	Item Description	N	Mean	Std. Deviation	Std. Error Mean
1	Translating helps me understand textbook readings.	30	4.1333	1.04166	.19018
2	Translating helps me write English composition.	30	3.2000	1.18613	.21656
3	Translating helps me understand spoken English.	30	3.8333	1.11675	.20389
4	Translating helps me speak English.	30	3.4000	1.22051	.22283
5	Translating helps me memorize English vocabulary.	30	3.9333	1.08066	.19730
6	Translating helps me understand English grammar rules.	30	3.1000	1.09387	.19971
7	Translating helps me learn English idioms and phrases.	30	3.5333	.97320	.17768
8	Translating does not help me make progress in learning English.	30	2.0667	1.28475	.23456
9	Translation helps me understand my teacher's English instructions.	30	3.5000	.93772	.17120
10	Translation helps me interact with my class-mates in English class to complete assignments.	30	3.4667	1.04166	.19018
11	The more difficult the English assignments are, the more I depend on Arabic translation.	30	2.9667	.96431	.17606
12	Using Arabic translation helps me finish my English assignments more quickly and save time.	30	3.3333	.88409	.16141

13	Using Arabic translation while studying helps me better recall the content of a lesson later.	30	3.6000	1.10172	.20115
14	I like to use Arabic translation to learn English.	30	3.1000	.92289	.16850
15	The use of Arabic translation may interfere with my ability to learn English well.	30	3.0333	.85029	.15524
16	Arabic translation diminishes the amount of English input I receive.	30	3.2667	.98027	.17897
17	At this stage of learning, I cannot learn English without Arabic translation.	30	2.5000	1.19626	.21841
18	I think everyone has to use Arabic translation at this stage of learning.	30	2.9000	1.32222	.24140
19	I will produce Arabic -style English if I translate from Arabic to English.	30	2.4667	1.22428	.22352
20	I prefer my English teachers always use English to teach me.	30	3.8333	1.46413	.26731
21	I feel pressure when I am asked to think directly in English.	30	2.9667	1.21721	.22223
22	I tend to get frustrated when I try to think in English.	30	2.2000	.88668	.16189
23	When using English, it is best to keep my Arabic out of my mind.	30	3.4667	1.30604	.23845
24	I believe one needs to be immersed in an English-speaking culture for some time before he/she is able to think in English.	30	3.4333	1.19434	.21805

Finding of the study is somehow consistent with Liao's (2006) study which notified students thought translation helped them with reading comprehension and vocabulary learning which can be somehow accounted as their positive belief about translation. Moreover, the general result of this analysis is in line with Bagheri & Fazel (2011) , Raeiszadeh et al (2012), findings that, students most frequently use translation to learn English vocabulary words, idioms, phrases, and grammar, to read, write, and speak English, and to check their reading and listening comprehension.

### **Descriptive Analysis of the ITLS**

The selected students were also asked to rate statements on a 5-point Likert scale in order to find out how frequently they used translation as a strategy. Their scores were added up and averaged. The means and standard deviations for the ITLS items are displayed in Table 4. The most frequently

used strategies are items (1, 13, 17, and 23) out of the 28 items which received high means (3.7333, 3.4333, 3.4333, and 3.3000), while 5 items (items 8, 6, 14, 24, and 15) were least used strategies with means (2.0333, 2.1000, 2.1000, 2.2333, 2.3333) according to the significant level at 0.5. Thus, the participants showed a medium use of translation as a learning strategy.

Table 4. Means and Standard Deviations for the ITLS Items

No. of items	Item Description	N	Mean	Std. Deviation	Std. Error Mean
1	When reading an English text, I first translate it into Arabic in my mind to help me understand its meaning.	30	3.7333	1.17248	.21406
2	I read Arabic translations in the course reference book to help me better understand English articles in the textbook.	30	2.4333	1.07265	.19584
3	After I read English articles, I use an available Arabic translation to check if my comprehension is correct.	30	3.0667	.90719	.16563
4	To write in English, I first brainstorm about the topic in Arabic.	30	2.6667	1.29544	.23651
5	When I write in English, I first think in Arabic and then translate my ideas into English.	30	3.0333	1.15917	.21163
6	I write Arabic outlines for my English compositions.	30	2.1000	1.12495	.20539
7	When I listen to English, I first translate the English utterances into Arabic to help me understand the meanings.	30	2.8667	1.13664	.20752
8	I read the Arabic translation scripts before I listen to instructional English tapes or CDs.	30	2.0333	1.24522	.22735
9	When I watch English TV or movies, I use Arabic subtitles to check my comprehension.	30	3.0333	.92786	.16940
10	I listen to or read Arabic news first in order to understand English radio/TV news better.	30	3.0000	1.23176	.22489
11	When speaking English, I first think of what I want to say in Arabic and then translate it into English.	30	2.9667	1.15917	.21163
12	If I forget certain English words or expressions in the middle of conversation, I translate from Arabic into English to help me keep the conversation going.	30	3.2333	.97143	.17736
13	I memorize the meaning of new English vocabulary words by remembering their Arabic translation.	30	3.4333	1.10433	.20162
14	I learn English grammar through Arabic explanations of the English grammatical rules.	30	2.1000	1.26899	.23169
15	I use Arabic translation of grammatical terms such as parts of speech, tenses, and agreements to help me clarify the roles of the grammatical parts of English sentences.	30	2.3333	1.06134	.19377
16	I learn English idioms and phrases by reading their Arabic translation.	30	2.7667	1.00630	.18372
17	I use English- Arabic dictionaries to help myself learn English.	30	3.4333	1.19434	.21805
18	I use Arabic- English dictionaries to help myself learn English.	30	3.0333	1.24522	.22735
19	I use an electronic translation machine to help myself learn English.	30	2.4333	1.61210	.29433
20	If I do not understand something in English, I will ask other people to translate it into Arabic for me.	30	3.0333	1.09807	.20048
21	I ask questions about how Arabic expression can be translated into English.	30	3.1000	1.29588	.23659
22	When the teacher assigns English articles for reading, I work with others to	30	3.1000	1.06188	.19387

	translate them.				
23	I practice mentally translating my thoughts from Arabic to English in various situations.	30	3.3000	1.08755	.19856
24	I take notes in Arabic in my English class.	30	2.2333	1.30472	.23821
25	I write Arabic translations in my English textbooks.	30	2.5667	1.38174	.25227
26	I try to clarify the differences and similarities between Arabic and English through translation.	30	2.9333	.98027	.17897
27	When reading English, I try to grasp the meaning of what I read without thinking of Arabic equivalents.	30	3.1667	1.01992	.18621
28	When speaking English, I think of what I want to say in English without thinking first in Arabic.	30	3.0333	1.15917	.21163

The results show that students used a wide variety of learning strategies related to translation. The participants employ translation as a learning strategy to comprehend, remember, and produce English. The commonly used cognitive strategy among students such as “When reading an English text, I first translate it into Arabic in my mind to help me understand its meaning” seems to be consistent with Kern’s study (1994) in which he found students of French as a foreign language performed a considerable amount of mental translation into their L1 while reading French texts. Moreover, memorization is one of the most frequently used strategies. Another most frequently employed strategy reported among students was using translation to learn English forms or structures in areas such as vocabulary, idioms, phrases, and grammar. Whereas the less frequently used strategy among students was using English- Arabic dictionaries to help them learn English and to take notes. Thus translation is used to compensate for their deficient knowledge in English, and to self-evaluate their English tasks.

The general impression in analyzing the ITLS items show that the participants are relying heavily on translation as a method to learn English and in the learning process.

### Factor Analysis and Pearson Correlation Analysis among Belief and Strategy Factors

Following Liao's (2006) study, the IBT and ITLS questionnaires were classified into sub-different variables, as it is shown in Table 5, which shows the composite beliefs and strategy variables. The aim of this division is to find out whether the beliefs and strategies are related to one another both statistically and logically.

**Table5:** Summary of Composite Belief and Strategy Variables

#### Composite Belief Variables

<i>Variable</i>	<i>Description</i>
B1	Beliefs about positive effects of translation on learners' affective and metacognitive aspects of English learning.
B2	Beliefs about positive effects of translation on enhancing learners' English skills and classroom interaction.
B3	Beliefs about negative effects of translation in learning English.

#### Composite Strategy Variables

<i>Variable</i>	<i>Description</i>
S1	Strategies to enhance English skills such as reading, writing, listening, and speaking.
S 2	S2 Strategies to learn English forms or structures in areas such as vocabulary, idioms, phrases, and grammar.
S 3	Strategies to avoid the use of L1 when using English, to practice translating, and to clarify the differences and similarities between Arabic and English.
S4	Strategies to interact with other people in learning.
S5	Strategies to use learning aids such as dictionaries and to take notes.

Pearson-correlation analysis is a multivariate analytic method that investigates the degree of relationship between two sets of variables. In this

study, the belief and strategy variables were analyzed for answering research question 3. Table 6 shows correlations among factors of the IBT and factors of the ITLS.

**Table 6:** Results of Pearson-correlation between factors of the IBT and factors of the ITLS

ITLS \ IBT	S1	S2	S3	S4	S5
B1	.358	.556	.460	-.547-	.027
B2	.955**	.763	.298	-.747-	-.993-
B3	.723	.227	.206	-.245-	-.754-

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The correlation statistics between factors of the IBT and factors of the ITLS suggest that there is no significant correlation among factors of the IBT and factors of the ITLS except between B2 (Beliefs about positive effects of translation on enhancing learners' English skills and classroom interaction) and S1 (Strategies to enhance English skills such as reading, writing, listening, and speaking). Such a result indicates that students use rote-memorization of vocabulary and grammar translation more frequently in order to enhance their English skills and classroom interaction. The results also showed that the third belief factor- beliefs about negative effects of translation in learning English- had a negative correlation with the fourth and the fifth strategy factors which are - strategies to interact with other people in learning and strategies to use learning aids such as dictionaries and to take notes.

## Conclusions

The current study was an attempt to investigate the relationships between both EFL learners' beliefs about and their strategy use of translation. Based on results reported, it was concluded that although translation is regarded by many linguists as a critical means of learning, practicing, and testing language comprehension and production, the learner's perspective is totally different. Results indicate that the participants of the study believe that they use translation tasks to learn all language skills. The learners have a positive view towards studying translation to improve their English Translation is still widely used in the learning process by the foreign language learners and they are in favor of using translation strategies in their second language learning. Moreover, translation seems to be an often used strategy and preferred language practice technique for many students in EFL settings.

The most significant conclusion that can be drawn from the findings of the study is the need to stimulate the use of the less frequent strategies by the learners (to interact with other people in learning and to use learning aids such as dictionaries and to take notes). Translation strategy can be used frequently in the class by the learners without the teacher's knowledge. So it is really necessary for teachers to become aware of their students' beliefs. They should encourage their students to view translation as an effective strategy, to raise their level of conscious awareness about the pros and cons of translating and to use it cautiously and judiciously. Moreover, foreign language teacher educators and teacher trainers cannot afford to ignore these beliefs if they expect their students to be open to particular teaching methods and to receive the maximum benefit from them. They should explain to their students the most common misconception about translation is that there exists a simple "word-for-word" relation between any two languages, and that translation is therefore a straightforward and mechanical process.

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