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A study on the role of translation in learning English as a foreign language

MASTER THESIS

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ABSTRACT

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Although the use of translation in learning a foreign language is much maligned by language teachers, translation has been widely used successfully for ages in learners' foreign language learning process. It appears that learners often use translation as a learning strategy to comprehend, remember, and produce a foreign language. However, relatively little research attention so far seems to have been devoted to a consideration of the use of translation in language learning. Thus, in this study it is intended to explore the role of translation on ELT students' English learning process, particularly in terms of their discovering weak and strong sides of linguistic knowledge and troubles they face in translating texts. A survey was carried out through the use of two questionnaires in order to find out (1) what the level of Turkish/English grammar studied by participants is, (2) how much participants read and in which languages they read mostly, (3) what participants think about the contribution of translation to language learning development of the ELT students, (4) how dictionaries are used in translation studies and what benefits are obtained from dictionaries, (5) what language problems arise or are encountered by students studying at the ELT departments when they study translation, (6) how proficient students are and what the common errors made by students are, and finally, what teachers' perceptions about the points that are investigated from the point of view of students are.

The results of the study reveal the problems that students have in translation and draw attention to the benefits of using translation throughout the English learning process of students. With the help of their exam papers, students' common errors in their writings and translative process were also investigated to find out the type of errors. The overall results, in general, reveal that both teachers who are teaching translation and students studying translation do not produce contradictory responses and share the same or very similar opinions about the research points given above. The overall results indicate that students have some linguistic problems in both their native and second languages at some levels.

ÖZET

Çevirinin İngilizceyi yabancı bir lisan gibi öğrenimindeki seviye

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Yüksek Lisans, İngilizce Öğretmenliği Eğitimi

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Yabancı lisan öğreniminde çevirinin kullanımı lisan öğretmenleri tarafından tercih edilmemekle birlikte, çeviri, öğrencilerin yabancı lisan öğreniminde genellikle yıllardır başarıyla kullanılmaktadır. Uygulamada çeviri, öğrenciler tarafından anlamak, hatırlamak ve bir yabancı lisanı üretmek için bir öğrenme stratejisi olarak sık sık kullanılmaktadır. Buna karşın, çevirinin dil öğrenimindeki kullanımı konusunda nispeten az araştırma yapıldığı görülmektedir. Bu çalışmada, İngilizce Öğretmenliği Bölümü öğrencilerinin öğrenme sürecinde çevirinin rolü ve özellikle dilbilgisi kullanımındaki güçlü ve zayıf noktalarının çeviride ortaya çıkması neticesinde karşılaştıkları zorlukların araştırılması amaçlanmaktadır. Aşağıdaki amaçlara yönelik olarak, bir öğrencilere verdiği ise çeviri dersi veren öğretmenlere uygulanan iki anketten oluşan araştırma gerçekleştirilmiştir: (1) Katılımcıların Türkçe/İngilizce dilbilgisinin ne seviyede olduğu; (2) katılımcıların ne kadar ve daha ziyade hangi lisanda okuduğu; (3) İngilizce Öğretmenliği Bölümü öğrencilerinin dil gelişimine çevirinin yaptığı katkı konusunda katılımcıların düşünceleri; (4) sözlüklerin çeviri çalışmalarındaki kullanımı ve sözlüklerden sağlanan faydalar; (5) çeviri öğrenimi görürken İngilizce Öğretmenliği Bölümü öğrencilerinin karşılaştığı, dil konularını içeren problemler; (6) öğrencilerin çeviri yaparken ne kadar başarılı oldukları ve bu süreçte en sık yaptıkları hataların neler olduğu, ve bu öğrenci merkezli olan bu konularda öğretmenlerin görüşleri.

Çalışma sonuçları, çeviride öğrencilerin karşılaştığı sorunları ve İngilizce öğrenim sürecinde çevirinin sağladığı yararları göstermektedir. Sınav katılımlarının yardımıyla öğrencilerin çalışmalarındaki ve yazılarındaki hatalar ve çeviri sürecinde bu hataların ne derece ortaya çıktığı araştırılmıştır. Genel sonuçlar, çeviri öğretmenlerinin ve öğrencilerinin yanıtlarının çelişkili olmadığını veya yukarıdaki çalışmada verilen görüşlerin aynı veya bir

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CHAPTER I

INTRODUCTION

1.1 Problem

"What translation theory does is, first to identify and define a translation problem; second, to indicate all the factors that have to be taken into account in solving the problem; third, to list all the possible translation procedures; finally, to recommend the most suitable translation procedure, plus the appropriate translation."
(Newmark, 1988a, p. 9)

Learning a foreign language has always been very valuable. Nowadays English is considered to be the dominant language of the world. Almost everybody wants to learn a foreign language without making much effort and without spending much time. Up to now, several different ways of learning a foreign language were discussed by the public and educators. Similarly, most of the teachers have always used their own strategies in classrooms to be able to teach a foreign language more effectively. At the same time, so many efforts have been made to discover the most effective methods of teaching and learning a foreign language. Of course all the strategies and methods which were used during this period have improved the standards of learning a foreign language. It is a general believe that translation might have a big role in learning a foreign language. Here a very significant question arises: Can translation be considered an effective method of teaching and learning a foreign language? This question has long been discussed with controversial debates in the language teaching field.

Before giving a specific answer to this question, translation should be discussed in general. Nida (1964, p.1) believes that translation is both an art and a science used as a means for interlingual communication. It is the transferring of the source language into the target language where messages of the target language have to be the same as those of the source language (Bell, 1991, p. 5). It is the form of the target language that is organized to transfer the same meaning as that of the source language (Bell, 1991, p. 6). Because forms of any two languages may differ, it is

almost impossible that any form of each language can exactly deliver the same messages (Nida, 1964, p. 2; Bell, 1991, p. 6) into the other language. As a result, it seems to be a serious problem for translators to use the target language forms to refer to the same thing as the source language forms do. However, it is widely accepted that it is possible to use the linguistic elements of a language to translate the meaning of the other language with utmost accuracy in plain language forms. On the other hand, this process is more complex and challenging in translating literature work.

It is important to note that, while translating people can confront various problems related to culture comprehension, and writing and listening skills. Toury (1978, p. 200) stated that translation, in its globally perceived meaning, is a kind of activity which inevitably involves at least two languages (interlingual translation) and two cultural aspects. From this statement it can be considered that translators permanently face the problem of how to treat the cultural aspects implicit in a source text (ST) and of finding the most appropriate technique of successfully conveying these aspects in the target language (TL). This brings us to the point that before translating a language source, the meaning in the source language must carefully be analyzed (intralingual translation) within itself, and then it must be translated to the target language.

Technical matters may lead practitioners hesitate because of the fear of making a wrong interpretation. Errors such as ignoring abbreviations and deleting complicated parts might occur to overcome or hide the errors. To overcome such a problem, the procedure to follow might be to suggest a sense-oriented translation attempting to make the target text intelligible in the target language. Clarity of expression in the target text necessarily requires the translation to find out as much information as possible about the subject matter, author, style, epoch, intended receptors, purpose, type of presentation, non-linguistic clues, etc.

Lack of cultural competence about the language intended to be translated is another factor which can cause a problem in translation studies. The solution to this could be to find out the cultural equivalent or provide explanation if an adaptation is carried out.

Adequate translation from the language being learnt (L2) to the student's own language (L1) certainly presupposes comprehension, but the converse is not necessarily true: as for the skills of listening and reading comprehension, it can be checked by various means, not all of which involve translation. It would not be odd to suggest that translation can also play an important part in the FL class in enhancing students' awareness of, and sensitivity to, what Hervey & Higgins (2002, p. 147) call the 'many-layered nature of meaning' and its verbal expression in both L1 and L2. Many of these features, such as hyperonymy/hyponymy, particularizing and generalizing translation, dialect, sociolect and register, can be analyzed and discussed using parallel texts, a topic to which we now turn.

Bell (1991, p. 6) points out that reading comprehension in translation studies might be another problem. One solution for this might be that meaning of units might be set off for translation without considering the whole text. This initial phase in this process involves the understanding of the source text which requires most of our attention since it is here that problems specific to translation may arise. It is also where a method of work is chosen depending on the type of text.

It is important for students to experience for themselves the fact that all translation involves the same principles, issues and problems. It is all too easy, if the summative examination for the FL skills course includes passages for translation from L2 to L1 and from L1 to L2, for students to keep their knowledge and experience of these two exercises in two separate compartments. Not only that, but the all-too-real subjective difference, for the students of FL, between 'L1' and 'L2' and, in the case of translation, between L1 as source and L2 as the TL, can mask the essential autonomy and equal validity of the two languages, as systems of verbal communication. The FL skills course should not ignore the pioneering approach (for French and English) of Vinay & Darbelnet (1958), in which the two languages are considered side-by-side. In the language class, this means that language learning activities should include study of two texts, one in L1 and the other in L2, each of which describes a different scene, but where there are thematic and lexical elements common to both texts. This helps to overcome the linguistic deficiencies of students in both languages.

A clear lesson to be learnt from translation studies is that the teaching and assessment of translation need to be based on a far wider range of criteria than those involved in simply labelling individual lexical and grammatical items as right or wrong in way of classical assessment. This only confirms misconceptions among students that there can be a single definitive translation of any text and this is certainly not a valid assumption. Flexibility of languages plays a major role in this issue. For example, Turkish is more flexible than English and awareness of students studying translation should be raised on this issue.

In educational terms, the major purpose of translation is to equip learners with necessary skills and knowledge to interpret and subsequently translate the meaning either within their own language (intralingual translation) or from a foreign language into their native language (interlingual translation), or from their native language into a foreign language. To do this, students need to be given with necessary language skills and knowledge sufficiently. From the school books of other countries it was observed that apart from activities related to language learning some sentences were given to students to translate from their native language into target language. Educators of other countries believe that translation plays an important role in learning a target language. Much research has been done in teaching methods in North Cyprus but there was no research on how translation lessons are applied. It is of great importance to investigate how translation lessons are applied in universities of North Cyprus. Therefore the attitudes of students taking translation lessons and teachers giving translation lessons need to be thoroughly investigated.

1.2 Aim of the Study

The main aim of this study was to investigate the attitudes of students taking translation lessons and teachers giving translation lessons. Therefore, the following research questions were asked in order to reach the main aim of the research:

1. What is the level of Turkish/English grammar studied by participants?
2. How much do participants read and in which languages do they read mostly?
3. What do participants think about the contribution of translation to language learning development of the ELT students?
4. How are dictionaries used and what benefits are obtained from dictionaries?
5. What language problems do arise or are encountered by students when they study translation and what are some of the common errors made by students?
6. What are teachers' perceptions about the points that are investigated from the students' point of view?

1.3 Limitations

The intention of this study was to carry out throughout 5 universities in North Cyprus, however, it was not possible to do so because of some administrative restrictions which were raised by the authorities of three universities. Thus, students from only two universities were engaged in this study.

It should be pointed out that only eight participants were engaged in this study. This is because the number of teaching staff in charge of teaching translation is not that high. However, the responses of participants at least give an idea about the overall picture of the context in terms of their policies and students' level.

Another restriction is that although several points were intended to be investigated in this study, it was not possible to do so because of the legal limitations posed to the construction of an MA thesis. Otherwise, the dimensions of dissertation would be

exceeding the limitations allowed for an MA thesis. Therefore it was kept precise as much as possible and only the most relevant factors to the research topic were investigated.

CHAPTER II

LITERATURE REVIEW

In this part, literature relevant to role of translation in language learning, benefits of translation, and application of translation as a teaching method will be reviewed.

2.1 What is translation?

Translation, whose beginning can be traced back to the Tower of Babel (Finlay, 1971, p. 17, as cited in Ordudari), is defined as "a bilingual mediated process of communication which ordinarily aims at the production of a TL text that is functionally equivalent to a SL text" (Reiss, 1971, p. 161, as cited in Ordudari). Furthermore, regarding the definition of translation, Brislin (as cited in Ordudari, 1976, p.1) notes: The general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have established orthographies or do not have such standardization or whether one or both languages is based on signs, as with sign languages of the deaf.

Lewis (as cited in Ordudari, 1958, p. 265) writes that "translate" is formed from the Latin "trans+latus", which means "carried across". Foster (as cited in Ordudari, 1958, p.1) considers translation as the act of transferring through which the content of a text is transferred from the SL into the TL. Not taking culture into consideration, Catford (as cited in Ordudari, 1965, p. 20) points out that, "translation is the replacement of textual material in one language by equivalent textual material in another language. In this definition, the most important thing is equivalent textual material; nonetheless, it is unclear in terms of the type of equivalence. For Levy (as cited in Ordudari, 1967, p. 148), "translation is a process of communication whose objective is to import the knowledge of the original to the foreign reader". Approaching to the issue from a similar viewpoint, Savory (as cited in Ordudari, 1968, p. 37) believes that translation is made possible by an equivalent of the idea that lies behind its different verbal expressions. What Savory

suggests is not, in fact, very clear but seems to refer to the variety of expressions that can be used to transfer the conveyed meaning.

Translation can also be taken into consideration as "the process of establishing equivalence between the source language texts and target language texts" (Sa'edi, 2004, p. 242, as cited in Ordudari), which aims at passing on "an understanding to people in their own language and create the same impact as the original text" (Galibert, 2004, p. 1, as cited in Ordudari). So far writers interested in the methodology of translation focus on the process of transforming the conveyed message from one language to another language without losing the intended message of the translated text. All writers attempt to focus on the translation of conveyed message in an appropriate and accurate form in the target language. However, little has been told about what the "way(s)" of transforming the message into the target language is or are, or how these ways should be handled.

2.2 Definition of translation

Currently there various definitions of translation are existing. Etymologically, "translation is a "carrying across" or "bringing across": the Latin *translatio* derives from *transferre* (*trans*, "across" + *ferre*, "to carry" or "to bring")". Additionally, Kaur (as cited in Ordudari, 2005, p. 1) defines translation basically as "a problem-solving task"; however, Sugimoto (as cited in Ordudari, 2005, p. 1) points out: Simply speaking, translation is the exchange of one set of clothes for another set of clothes that will cover the same meaning or thought. However, when we think of translation culture, first we must understand its background and give some thought to the age in which it was born.

In a similar approach, Pinhhuck (as cited in Ordudari, 1977, p. 38) defines translation as "a process of finding a TL equivalent for an SL utterance." Although writers attempted to explain the process of translation in their own words, they all used the same or similar words as the concept of translation is very precise. Another example is Wilss (as cited in Ordudari, 1982, p.3) who points out that 'Translation is a transfer process, which aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, the semantic and the pragmatic understanding and analytical processing of the SL.'

2.3 Role of translation

There was research that investigated the role of translation in learning a foreign language. One of the writers approached to the role of translation from the point of view of the language learners. Considering the translator as a learner, Robinson (1997, p. 49) puts forward that "translation is an intelligent activity involving complex processes of conscious and unconscious learning". He also emphasizes that, "translation is an intelligent activity, requiring creative problem-solving in novel, textual, social, and cultural conditions".

Regarding the discussions so far reviewed, it could be suggested that the role of translation in the ESL and EFL classroom has been and will continue to be a hotly debated issue. Although the use of translation in learning a foreign language is much maligned by language teachers, translation is widely used in learners' foreign language learning process. It appears that learners often use translation as a learning strategy to comprehend, remember, and produce a foreign language. However, relatively little research attention so far seems to have been devoted to a consideration of the use of translation in language learning.

2.4 Translation as a method

The translation method, about a hundred years ago, was the method of language learning in vogue which died out with the introduction of the direct method for teaching languages. This might be the result of some prejudiced language experts regarding the translation method as an artifact from the last paradigm shift. However, the reality is that the outcomes of research related to translation support the idea that modified translation method can be very useful in raising the linguistic awareness of students both in L1 and in L2.

Further, experience suggests that the translation method is good for beginners who do not yet have the critical level of vocabulary and grammar in their target language for expression. For example, they may translate simple texts from their target to their native language. The effect is not only increased vocabulary knowledge, but also increase in self-

confidence in handling language tasks. At least, they can gain the feeling that they could actually be successful in translating language sources at a basic level.

There are, of course, some very interesting examples of overlap between the two areas. Bolitho (1982) points out how the translation-based techniques of Community Language Learning can be used in different types of FLT courses, and Riley (as cited in Saad, 1985, p. 165) explains the use of translation-oriented technique with the term 'sensitization'.

A number of recent publications have given evidence of a movement to re-assess the potential contribution which translation can make to English language teaching, after the rather sweeping dismissal of translation which followed the communicative movement (Baynham (1985), Edge (1986), Thimas (1984), and Titford (1982) as cited in Saad).

Transactional language has an important role to play in education and in life in general. Across the curriculum, it is the language of the classroom, the language of textbooks, and the language of examinations that is used in the schedule. Further, as pointed out by McEldowney (as cited in Saad, 1994, p. 3), it is the type of language with which the community at large conducts day-to-day business. Therefore, a sound knowledge of such language develops awareness of a norm from which literary text deviates in order to make a special impact. Studying the deepness of such texts via translation can help a lot to develop the linguistic knowledge both in the source language and in the target language.

Furthermore, it is also suggested that beginning with more predictable transactional text will enable those learners who come to translation before they are completely fluent in English to improve their English reading skills in preparation for dealing with the greater complexities of literary texts (Bolitho 1982, Riley 1985, McEldowney 1990, as cited in Saad). For students learning to translate, such texts provide better basis for learning how to improve the quality of their output while at the same time preserving as much as possible of the original information contained in the source text.

Because translating is a process of interpreting text in the most appropriate and accurate form, the hypothesis here should be that the starting point should be the "norm" represented within the transaction of texts. The grammatical framework represented by these texts is predictable, and there is consensus in the understanding of the meaning.

Furthermore, such text is culturally neutral. Social and literary language cannot be severed from cultural manipulation which goes far beyond the factual meaning of the language involved.

In the process of translation information received in one language is encoded into another. Towards such an end, learners need to build up an adequate store of linguistic and real world information. This can be achieved through a process of working through listening and reading material from a wide range of sources and, as they go, learners need constantly to practice recycling information by initiating their own communication from information received in the target language (McEldowney, 1990, p. 13, as cited in Saad).

Initially, guided comprehension tasks help learners to make notes from a source text. To enhance the developmental process of learners, various tasks from different contexts must be introduced to learners. For example, texts from medical sources, law sources, or literature sources must be introduced to make learners familiar with the language used in such areas. This helps to improve learners' consciousness about the requirements of such language areas while translating them.

It could be suggested that after tasks which help build up linguistic awareness and prosodic skill, the teacher will need to turn to awareness of learners about meaning. This might involve, initially, some speculation about the meaning of any words that are perhaps unfamiliar but, before recourse to dictionaries, learners might be presented with a set of visuals or other contexts within which those language elements are used.

By this way, learners can develop the skills of comprehension and production around a specific piece of information, rather than discussing the meaning of unfamiliar words at the beginning of the session. Therefore, meaning is allowed to develop as an outcome of a progress focusing on pre-activities. This means that learners are more likely to develop the skill of inferring meaning from context and thus a better overall textual awareness. They will not feel insecure when they come across unfamiliar items and feel contradicted by the task. The process can be one of analysing and synthesising in a move to discover the maximum meaning appropriate to the level of learning involved. It could be suggested that when a source text is analysed to produce transition notes the final synthesis results in the production of a piece of cohesive text which conveys the desired message. The degree of

accuracy and appropriateness of the translated message determines the level of achievement for the work done.

Learners recycle the information from the source text (in our case it is written either in English or Turkish) in order to improve their comprehension and practice their productive skills in the other language and try to create an awareness of the central features of the source text. They then develop transition notes in the target language, which show the organisation and grammatical markers appropriate to expressing the information of the source text in the target language.

Working towards this aim from the very beginning with the help of textualized contexts including certain linguistic elements will ensure and emphasize the attempt towards the central aim of language learning. This attempt can be dominated through the use of an information cycle which enables learners to gather textual information through the exercises including, for example, listening and reading skills, and to reproduce it in spoken or in the written mode, first in the source language and then in the target language. The process can be controlled through the development of transition notes. The notes provide a "map" of appropriate linguistic form and textual meaning for the learner. The goal is, for learners, to develop independence in the use of this cycle as quickly as possible.

As the old saying goes, "Preparation is half the battle". A well-prepared mind enables the translator to focus on the task at hand. Focus can be achieved only when the translator is immersed in the context of the translation, and recreating this context in another language is a skill owned over time. One way to gain this skill is being receptive to insights from other translators and translations.

Translators need to be able to write fluently and correctly in both source and target languages as well as acquiring comprehensive knowledge of both source and target languages through general and specialized studies. With increased experience translators can pick up on expressions, idioms, structures and specific vocabulary which correspond to each other in different languages.

The goal of translation is to convey thoughts, ideas, and emotions by way of deconstruction, analysis, and recreation in the target language, in effect, transcreation. One way to make that easier is to employ the appropriate linguistic elements.

While planning the education process, the questions whether the main aim is to teach the languages by translation or to teach the translation by the help of linguistic elements of languages should be taken into consideration. The answers to those questions may determine the purpose and teaching techniques. One of the most crucial factors to be considered in a translative process should be the consistency of the goals of teaching/learning and translation. Seleskovitch (as cited in Seeburg, 1985, p. 162-165) suggests that teaching a language is teaching the stable elements of that language, teaching how to translate is to enable learners to comprehend most of the equivalents in text context. Moreover, teaching a foreign language by translation leads the learners to discover the unexpected and confusing aspects of the foreign language. If the purpose of translation is to teach a foreign language, then the content of the course needs to be designed by regarding the major aspects of the language that is going to be learnt.

On the other hand, learners are also expected to have background information about the subject that will be taught. It would be futile if learner does not know some specific issues about the culture of the target language. Therefore learners should also learn how to collect data and how to make research on the related topics in order to defeat some complexities.

2.5 Benefits of translation in EFL/ELT

Concerning the importance of an adequate translation, Bates (as cited in Nott, 1943, p. 7) claims that, "nothing moves without translation No change in thought or in technology spreads without the help of translation." Nevertheless, not all kinds of translations can lay claim to such importance. Edwards (as cited in Nott, 1957, p. 13) points out that, "we expect approximate truth in a translation What we want to have is the truest possible feel of the original." Knox (as cited in Nott, 1957, p. 5) had put forward the same viewpoint when he pointed out that translated version should be "read with the same

interest and enjoyment which a reading of the original would have afforded." Therefore, it seems that both Edwards (as cited in Nott, 1957) and Knox (as cited in Nott, 1957) believe in 'equivalent effect' as a criterion of a good translation.

There is no obvious reason why an ability to translate should not be seen as a type of communicative competence, or why a translation class should not benefit from a communicative and interactive approach. If translation classes sometimes suffer from a lack of variety in terms of procedure, the FLT classroom should have several ideas to offer for varieties of learning methods, including translation. From the point of view of the translation teachers, procedures of classroom should be formed with the help of some strategies. Ulrych (as cited in Nott, 1984) attempts to describe a useful classroom procedure. According to Ulrych, the procedure sets out to: a) apply to the running of translation classes lessons learnt from a communicative approach to language teaching, with particular regard to the dynamics of pair and group work and an emphasis on learner responsibility; b) involve and motivate the students as they produce learning materials for each other; c) make translating and translation the topic of peer discussion; d) bring about immediate contrastive discussion of the native language (L1) and the target language (L2) in terms of accuracy and appropriateness; e) reinforce understanding of relevant, known topics.

The phraseology of the target language should be quickly explained when translative process is applied. Translation is the easiest way of explaining meanings or words and phrases from one language into another. Any other method of explaining vocabulary items in the second language is found to be time consuming. A lot of time is wasted if the meanings of lexical items are explained through definitions and illustrations in the second language. However, if time consuming is not a problem in the educational context, this can be done effectively, too. Further, with the help of translation, learners acquire some sort of accuracy in understanding synonyms in the source language and in the target language Ulrych (as cited in Nott, 1984).

It is also certain that teacher's labour is saved with the help of translation in complicated issues. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue. Pupils will not have much difficulty in responding to questions in the mother

tongue. So, the teacher can easily assess whether the students have learnt what have been to taught them. Communication between the teacher and the learners does not cause linguistic problems. Even teachers who are not fluent in English can teach English through this method. That is perhaps the reason why this method has been practised so widely and has survived so long.

Translation activities allow the learner to think comparatively and develop their FL knowledge — not to produce a skilled translator, but to sensitise the learner to significant functional semantic and pragmatic differences between the NL and the TL and the ways to bridge them (Rabadán *et al.* 2006, as cited in Nott), and to focus on typical mistakes and areas causing particular difficulty (Zannirato 2006, as cited in Nott), thereby helping ‘customise’ the learning process. They also “lead to an increased metacognitive awareness: learners find out what they know, should know and do not know about the target language” (Kuiken & Vedder 2002, p. 346, as cited in Nott).

2.6 Is translation a science?

Is translation teachable at all? If yes, to what extent? It is crystal clear that no one can answer this question off the cuff, and we need to first define what the real nature of translation is. Is it a science, a craft, or an art? It’s only then that one can decide whether it is something to be taught in the classroom like any other field of study and with the same existing teaching methods. It could be suggested that it is a language skill which entails the analysis of meaning in the source language and then redefining it in the same meaning in the target language. Some writers discuss about that issue, focusing on the nature of translation.

According to Benjamin (as cited in Azizinezhad, 1923), the twentieth century has been called the age of ‘reproduction’ or, as Jumplet (1923) points out ‘the age of translation’ (Newmark, 1988, p. 1, as cited in Azizinezhad); however, the constant debate as to whether translation is an art or science has a long history. Some scholars may argue that translation is a process of creative thinking; consequently, it is subjective and cannot be systematized by laws.

In spite of the fact that translation currently plays a crucial role in the world's affair, it has always been considered as second-hand art. In this regard, Belloc (1931, p. 6) believes that translation, "has never been granted the dignity of the original work, and has suffered too much on the general judgment of letters". This reality, in fact, is a result of "flexibility" of translative process, and it should be arguable whether flexibility is beneficial or harmful. It is certain that flexibility allows translators focus on the meaning, rather than the structures, however, without ignoring the role of structures in translative process. So, without flexibility it would not be possible to deliver the intended message into the other language.

Regarding this issue, Savory (1957, p. 49) claims, "it would almost be true to say that there are no universally accepted principles of translation, because the only people qualified to formulate them have never agreed among themselves"; therefore, he does not tend to consider translation as a science. However, what Savory claims could well be a matter of argument. Formulation of meaning with the help of linguistic elements may demonstrate some flexibility; however, the result must be just and final. Otherwise the meaning will be lost and the major purpose of translation will be loosened. Thus, translators of people dealing with translation do not and must not have the flexibility to deviate the meaning. And, disagreement between people on such crucial issues is not acceptable.

On the other hand, Berkeley claims that (as cited in Ordudari, 1991).some scholars consider translation a science. The most salient characteristics of a science are precision and predictability. We can call something a science only if it has scientific rules that work all the time. In fact, scientific rules are so fixed and precise that they are not called rules anymore, but laws. For example, compounding two units of hydrogen and one unit of oxygen will always give us water or steam, or ice, depending on the temperature. It is worth noting that some sciences, particularly those dealing with the humanities, do not achieve a 100-percent predictability level, and any theory in those fields must stand up to strict, recurring tests to be considered valid.

Though the most salient features of a field of science are precision and predictability, as mentioned just above, Berkeley (1991, p. 83) notes that some sciences, principally those dealing with the humanities, do not attain a one hundred percent predictability level.

Miremadi (1991, p. 39) writes that, "whether translation is considered an art or a science, it is, in its modern sense, a by-product of a long history of trials and errors, developments, improvements and innovations." Furthermore, Long (1996, p. 10) believes that the desire for creating a science of translation seems to be a mere wishful thinking. A similar idea is echoed by Zaixi (1997, p. 339), who points out that "translation is a process, an operation, an act of transferring. It is mainly a skill, a technology that can be acquired. In the meantime, it often involves using language in a creative manner so that it is also an art. However it is by no means a science." On the contrary, he also suggests that, "the subject which takes translation as its object of study must be treated as a science, because it is a system of knowledge, about translation, aiming to expose the objective laws about the process of translation" (p.340). Although, as in the example of Zaixi (1997, p. 339), some writers fall into conflict even within themselves about considering translation as a science or not, they finally put forward that it is not possible to carry out successful translation without depending on certain scientific procedures such as objectively analyzing and using the linguistic elements in languages.

However, Baker (as cited in Ordudari, 1998, p. 4) points out that translation is a separate academic discipline which, "like any young discipline, ... needs to draw on the findings and theories of the other related disciplines in order to develop and formulate its own methods." Nevertheless, distinguishing between science and translation, Karra (as cited in Ordudari, 2000, p. 1) writes that "my colleagues never understood why I chose the world of translation over science." Such approaches regard translation as a unique discipline through which not only the art of creativity is needed but also the science of linguistics is referred at every stage until finalizing the task.

Focusing on this issue is necessary because many problems regarding teaching translation arise from the fact that a great number of experienced and skilled professionals in the field who have been asked to educate beginner translators believe that translation is learned by experience and personal intuition and can by no means be taught in the classroom. In fact, this seems to be too prejudiced an approach. Studying translation with an experienced teacher who can teach the tricks and draw attention to specific details is very beneficial and helpful in making progress.

Many of them also believe that translation theories are all of no use. On the opposite extreme there are people who argue that translation is or can become an exact science like any other (Larsen, 1986). As far as relevant literature is gone through about translation theories, it is found out that there are still others who try to avoid the extremes and think of translation as something in-between. In fact, translation theories mostly focus on how to translate the texts in the most appropriate form, nothing else. On the other hand, these debates and conflicts might leave students in confusion and bewilderment which results in their lack of motivation, interest and trust in the curriculum.

Although translators use scientific data and theories, when we look at their work in different fields, especially in literature, they do it in a way that gives free hand to individual taste, bias, imagination, and temperament. There are sometimes several solutions for dealing with a particular translation problem, and a creative translator may find a new solution on the spot. Translation problems may be similar, but it is impossible to devise a scientific equation that would work in the same way, every time, for each problem in all languages due to the inescapable differences among languages as well as their cultural contexts throughout the world (Newmark, 1988, p. 96).

2.7 Is translation teachable?

It is believed that translation is teachable because, on the one hand, it is a process based on mastery and consequently teachable as are other skills; on the other hand, it is closely related to teaching language itself, although it is vital to make a distinction between the two. There is no obvious reason why an ability to translate should not be seen as a type of communicative competence, or why a translation class should not benefit from it (Larsen, 1986, as cited in Azizinezhad). Another important point is that those engaged in teaching translation to students who are learning the target language along with translation should be aware that they are teaching two different things at the same time and that they should use a congruent eclectic method applicable to both. Believing that translation is a teachable skill and process, they should help their students to get an insight into the nature of translation and recognize that it is vital for them to pay attention to translation theories while developing their translation and language skills. They should also be aware that ignoring the above-mentioned points of writers may lead to confusion, lack of motivation

of students, and loss of interest in the curriculum. Furthermore, as mentioned by Larsen (as cited in Azizinezhad, 1986), beginning with more predictable transactional text will enable those learners deal with translation before they are completely fluent in English to improve their English reading skills in preparation for dealing with the greater complexities of literary texts. For students learning to translate, such texts provide better basis for learning how to improve the quality of their output while at the same time preserving as much as possible of the original information contained in the source text.

The use of transition notes in learning English and translation have an important role to play in education and in life in general. Across the curriculum, it is the language of the classroom, the language of textbooks, and the language of examinations. Further, as pointed out by McEldowney (as cited in Azizinezhad, 1994, p. 3), it is the type of language with which the community at large conducts, day-to-day business deal with. Therefore, a sound knowledge of such language develops awareness of a norm from which literary text can deviate deliberately just in order to make a special impact.

2.8 Language and culture

It is very important to note that language and culture should be seen as being closely related and both aspects must be considered for translation. When considering the translation of cultural words and notions, Newmark proposes two opposing methods: transference and componential analysis (Newmark, 1988, p. 96, as cited in James). As Newmark mentions, transference maintains "local colour," by keeping cultural names and concepts. Although placing the emphasis on culture, meaningful to initiated readers, he claims this method may cause problems for the general readership and limit the comprehension of certain aspects. The importance of the translation process in communication leads Newmark to propose componential analysis which he describes as being "the most accurate translation procedure, which excludes the culture and highlights the message" (Newmark, 1988, p. 96, as cited in James). Nida's definitions of formal and dynamic equivalence (Nida, 1964, p. 129, as cited in James) may also be seen to apply when considering cultural implications for translation. According to Nida, a "gloss translation" mostly shapes formal equivalence where form and content are reproduced as faithfully as possible and the TL reader is able to "understand as much as he can of the

customs, manner of thought, and means of expression" of the SL context (Nida, 1964, p. 129, as cited in James). Contrasting with this idea, dynamic equivalence "tries to relate the receptor to modes of behaviour relevant within the context of his own culture" without insisting that he "understands the cultural patterns of the source-language context".

A variety of different approaches and opinions have been examined in relation to the cultural implications for translation so far. It is necessary to examine these approaches bearing in mind the inevitability of translation loss when the text is, as just mentioned above, culture bound. Considering the nature of the text and the similarities between the ideal ST and TT reader, an important aspect is to determine how much missing background information should be provided by the translator using these methods. It has been recognised that in order to preserve specific cultural references certain additions need to be brought to the TT. This implies that formal equivalence should not be sought as this is not justified when considering the expectations of the ideal TT reader (Nida, 1964, p. 129, as cited in James). What Nida suggests is acceptable when meaning is important rather than the form. In other words, attempting to ensure that content and language presented in the SL context, or in translated context, should be the sole purpose and must be fully acceptable and comprehensible to the TL readership, without causing and misunderstandings or misconceptions.

There is always a chance to make lexical or grammatical errors during the translative process. In fact, lexical or grammatical errors should be considered natural only if they do not change the intended meaning in the context. The effect produced in target language should be the same as the one produced in its original version. One major aim of translation is providing communication in two different languages. Newmark (as cited in James, 1988, p. 39) approaches the issue of translation and uses the term 'communicative translation'. He provides a definition of communicative translation as follows: "It addresses itself solely to the second reader who does not anticipate difficulties or obscurities and would expect a generous transfer of foreign elements into his own culture as well as his language where necessary'. In fact, identifying or uniting translation with communication is not an odd approach in terms of nature of the translative process. In the deep end of translative process the aim for sure is providing communication between the users of different languages.

To sum up, all scholars who attempt to contribute to the discussions regarding translation put forward their opinions on positive grounds and highlighted beneficial sides of translation both in language learning and in language use.

CHAPTER III

METHODOLOGY

3.1 Research Design

This research study was designed to investigate how effectively students studying at the ELT departments handle the translation process and translation issues and how proficient they are in doing this, as well as investigating the role of translation in discovering weak and strong sides of linguistic knowledge and abilities of students studying the recent programs of the ELT departments of North Cyprus universities. Students and teachers from at least two universities were engaged in the study to find out whether there are any significant differences between the opinions and approaches of students and teachers to this issue.

Both quantitative and qualitative methods were used to collect data. The quantitative data was collected through a questionnaire and the qualitative data was gathered through students' exam papers.

3.2 Participants

The participants who were engaged in this study were students studying at the ELT departments of two English medium universities in North Cyprus and teachers teaching translation courses in these universities. The total number of participants is 171 of whom 102 are from Near East University and 69 from European University of Lefke. Out of 171 students 116 are females and 55 are males. 119 of the students were at the ages between 22-25, 5 between 26-29 and 47 between 18-21. There are 115 Turkish citizens, 48 Turkish Cypriots, 3 British citizens of Cypriot origin and 5 students from other nationalities.

Table 1*Distribution of students*

Distributions		Number of students
University	NEU	102
	EUL	69
Gender	Male	55
	Female	116
Age	18-21	47
	22-25	119
	26-29	5
	30 over	0
Nationality	Turkish	118
	Turkish Cypriots	48
	British Cypriots	3
	Other	2

Questionnaires were given to 8 teachers of whom 4 are from Near east University and 4 from European University of Lefke. In terms of teaching experience, among the eight teachers questioned, 1 comes under the category of 1-5 years; 1 is grouped in 6-10 years; 2 of them are in group 11-15 years; and 4, 16 years or over. Regarding their gender, 4 of them were male and 4 were female. There were 5 Turkish Cypriot and 3 Turkish teachers.

Table 2*Distributions of teachers*

Distributions		Number of teachers
University	NEU	4
	EUL	4
Gender	Male	4
	Female	4
Teaching experience	1-5	1
	6-10	1
	11-15	2
	16 over	4
Nationality	Turkish	5
	Turkish Cypriots	3
	British Cypriots	0
	Other	0

3.3 Materials

The materials that were used in this study are two questionnaires, one was administered to students took or are still taking studying translation courses, and the other one was administered to teachers teaching translation courses. The aim of the questionnaires was to find out the opinions of students and teachers about the issues that address to the research questions.

A total of 200 questionnaires were copied for students and 20 for teachers. Questionnaires were handed out to Near East University and European University of Lefke. 102 students from the Near East University and 69 from the European University of Lefke filled 171 questionnaires. Only 8 questionnaires out of 20 were handed to teachers because only 8 translation teachers were available. 4 samples of the teacher's questionnaire were

handed to teachers from the Near East University and 4 samples to those from the European University of Lefke.

3.3.1 Reliability and Validity

For the reliability of the questionnaire the agreement coefficient was calculated as 0.83. Each item in the questionnaire is a reflection of known facts but also personal view of the researcher as a reflective teacher. For validity, the questionnaire was checked and approved by language experts. Data collected from exam papers was assessed by the researcher twice within a month period of time to insure the reliability of the information obtained.

3.3.2 Questionnaire

In the questionnaires participants were first to give some background information about themselves. There were thirteen questions in each questionnaire that aimed to get information about the level of Turkish/English grammar studied by participants (questions 1,1a, 2, 2a), how much students read and in what language they read (3-3a), benefits of translation in developing linguistic skills (4-5-6-7-8), how helpful dictionaries are (9-10), the factors that cause trouble in translating texts (11), sources and policies that are used in translation (12-13).

3.3.3 Examination papers

Also, in total, 60 exam papers (30 papers of exams from English to Turkish and 30 papers from English to Turkish) were selected randomly and these papers were examined (not assessed) to find out the common errors that were made by students.

3.4 Procedures

First of all, the literature relevant to this study was reviewed. Then, two questionnaires, one for ELT students who studied translation and one for ELT teachers who have taught or still teaching translation were designed. Necessary permissions were obtained from the authorities of two universities and questionnaires were administered. After questionnaires were obtained back, the results were analysed in statistical terms and interpreted accordingly. Then, in order to support the findings of questionnaires, samples of translation exam papers of students were randomly collected analysed to find out common errors made by students.

3.5 Data Analysis

The outcomes of the questionnaires were analysed through the SPSS program. Both qualitative and quantitative analysis techniques were used to analyse the outcomes of the study. The statistical results were presented both in descriptive and comparative forms. Both percentages and independent samples t-tests, and ANOVA tests wherever necessary were used to analyse and present the results. Students' exam papers were examined one by one to find out their common errors and errors were classified according to their types.

CHAPTER IV

RESULTS AND DISCUSSIONS

In this section, the data obtained from the ELT students of two English medium universities and teachers teaching translation will be analysed, and error analysis results of students' translation exam papers will be presented.

The analysis procedures include the level of Turkish/English grammar studied by participants, how much students read and in what language they read, benefits of translation in developing students' linguistic skills, how helpful dictionaries are, the factors that cause trouble in translating texts, sources and policies that are used in translation studies. Also, differences between genders and nationalities in responding questions are investigated.

4.1 Level of Turkish/English grammar studied by participants

As is shown in Table 3, almost all of the participants from NEU (96%) and EUL (88.4%) pointed out that they studied Turkish grammar during their educational background. This indicates that almost all participants have a certain amount of linguistic background and knowledge in Turkish grammar.

Table 3

Level of Turkish grammar studied by students of NEU and EUL

Q 1	Univ.	N	Responses		Valid percentage	
			Yes	No	Yes	No
During your educational background, have you studied Turkish grammar?	NEU	102	97	4	96 %	4 %
	EUL	69	61	8	88.4%	11.6%

Table 4**In what detail students of NEU studied Turkish grammar**

Q 1a	Level of study	N	Valid percentage
If yes, how did you study it?	Not at all	5	5.2%
	In a little detail	14	14.6%
	In a moderate detail	12	12.5%
	In detail	35	36.5%
	In every detail	30	31.5%
	Missing responses	6	

The data in Table 4 gives the response rates of participants from NEU, about in what detail the participants studied Turkish grammar. The data reveals that 68% of participants studied Turkish grammar either ‘in detail’ or ‘in every detail’, though the responses are spread out between all alternatives. However, only around 27% of respondents claimed that they studied Turkish grammar either in a little detail or in a moderate detail. Only 5% of participants point out that they did not study Turkish grammar during their educational background at all. There were six participants who did not answer this question.

Table 5**Level of Turkish grammar studied by students**

Q 1a	Level of study	N	Valid percentage
In what detail students of EUL studied Turkish grammar	Not at all	0	
	In little detail	5	7.4%
	In a moderate detail	10	14.7%
	In detail	21	30.9%
	In every detail	32	47.1%
	Missing responses	1	

Although a majority of respondents from both universities answered to Question 1a in a positive way and claimed that they studied Turkish grammar either in detail or in every

detail, the data given in Table 5 indicates that 77% of respondents from EUL studied Turkish grammar either in detail or in every detail whereas this amount is 68% for NEU. Also, all respondents from EUL pointed out that they studied Turkish grammar at some level, none of them claimed that they did not study Turkish grammar at all during their educational background in contrast to respondents of NEU of whom 5 of them indicated that they did not study Turkish grammar at all in their educational background.

Table 6

Level of English grammar studied by students of NEU and EUL

Q	Unive rsity	N	Responses		Valid percentage	
			Yes	No	Yes	No
2	NEU	102	97	5	96%	4%
	EUL	69	67	2	97.1%	2.9%

Data in Table 6 shows, almost all the participant from NEU (96%) and EUL (97.1%) pointed out that they studied English grammar during their educational background. This shows that almost all the participants have a certain amount of linguistic background and knowledge in English Grammar.

Table 7

Level of English grammar studied by students

Q 2a	Level of study	N	Valid percentage
In what detail students of NEU studied English grammar	Not at all	3	3.1%
	In a little detail	9	9.3%
	In a moderate detail	12	12.4%
	In detail	31	32%
	In every detail	42	
	Missing responses	5	43.3%

The data in Table 7 gives the response rates of participant from NEU, about at what detail the participants studied English grammar. The data reveals that 75% of participants

studied English grammar either in detail or in every detail, though the responses are spread out between all alternatives. However, only around 27% percent of respondents claimed that they studied English grammar either in a little detail or in a moderate detail. Only 3% pointed out that they did not study English grammar during their educational background at all. There were five participants who did not answer to this question.

Table 8

Level of English grammar studied by students

Q 2a	Level of study	N	Valid percentage
In what detail students of EUL studied English grammar	Not at all	4	5.9%
	In a little detail	0	
	In a moderate detail	5	7.4%
	In detail	29	42.6%
	In every detail	30	44.1%
	Missing responses	1	

The data in Table 8 gives the response rates of participants from EUL, about at what detail the participants studied English grammar. The data reveals that 86% of participants studied English grammar either in every detail or in detail, though the responses are spread out between all the alternatives. However, only around 7% of respondents claimed that they studied English grammar in a moderate level. No participants claimed that they studied English grammar in a little detail. Only 5% of participants pointed out that they did not study English grammar at all. There was only one participant who did not answer this question.

Table 9**Statistical results for Q1, Q1a, Q2, Q2a**

Group	Q	N	Mean	Mean difference	Std. Deviation	Sig.
NEU EUL	Q1	101	1.0396	.0251	.1960	.344
		69	1.0145		.1204	
	Q1a	96	3.7396	.4368*	1.1960	.013
		68	4.1765		.9453	
Q2	101	1.0396	.0106	1.10353	.715	
	69	1.0290		.8353		
Q2a	97	4.0309	.2190	1.10353	.169	
	68	4.2500		.8353		

**P* value is significant at .050

According to data given in Table 9, there is only one significant difference between the responses of students from the two universities in this section. The difference appeared for Q1a ($p = .013$), although participants of both universities responded positively to this question. The majority of students from NEU stated that they studied Turkish grammar at a level between ‘in moderate detail’ and ‘in detail’, but closer to ‘in detail’ (3.7396) and a majority of students from EUL claimed that they studied Turkish grammar at a level just a little over ‘in detail’ (4.1765). The mean difference between groups is statistically significant for this question ($p = .013$), though not in a contradictory way. Regarding the responses to questions 1, 2 and 2a, there is no statistically significant difference between the responses of students of the two universities, though there are differences in descriptive terms, and their statistical values are very close to each other in descriptive terms.

4.2 Participants’ level of reading books and languages of books read by participants

In this part, the answers to the research question investigating how much participants read and in which languages they read mostly are investigated. The results of questions relevant to this research question are given.

As is shown in Table 10, almost more than half of the participants from NEU (69) and almost all of the participants from EUL (88.4) pointed out that they read books written in English and translated to Turkish. This indicates that participants from EUL read more books written in English and translated to Turkish than participants from NEU.

Table 10**Rate of reading books written in English and translated to Turkish**

Q	Univ.	N	Responses		Valid percentage	
			Yes	No	Yes	No
3	NEU	101	69	32	68.3%	31.7%
	EUL	69	61	8	88.4%	11.6%

Table 11**Which books students of NEU read**

Q	Level of study	N	Valid percentage
3a			
Version of books read by students	English version only	141	20.3%
	Turkish version only	416	20.3%
	Both Turkish and English versions always	15	23.2%
	Sometimes both Turkish and English versions	10	21.7%
	Rarely both Turkish and English versions	33	14.5%
	Missing responses		

The data in Table 11 gives the response rates of participants from NEU about whether they read English version or Turkish version of books. The data reveals that most of the participants from NEU (45%) read either both Turkish and English versions only or sometimes both English and Turkish versions, though the responses are spread out between all alternatives. However, the same amount of participants from NEU (40%) claimed that they read English version only or Turkish version only. Only 14% of respondents claimed that they rarely read Turkish and English versions. There are 33 participants who did not answer this question.

Table 12**Which books students of EUL read**

Q 3a	Level of study	N	Valid percentage
Version of books read by students	English version only	9	14.8%
	Turkish version only	9	14.8%
	Both Turkish and English versions always	12 23	19.7% 37.7%
	Sometimes both Turkish and English versions	8	13.1%
	Rarely both Turkish and English versions	0	
	Missing responses	8	

The data in Table 12 gives the response rates of participants from EUL, and shows whether they read English version or Turkish version of books. The data reveals that most of the participants from EUL (38%) sometimes read both English version or Turkish version of books, though the responses are spread out between all alternatives. The same amount of participants from EUL (30%) claimed that they read only either English version or Turkish version of books. 20 % of participants claimed that they always read both Turkish and English versions of books. Only 13% of participants claimed that they rarely read both Turkish and English versions of books. There are 8 participants who did not answer this question.

Table 13**Statistical results for Q3 and Q3a**

Group	Quest	N	Mean	Mean difference	Std. Deviation	Sig.
NAU EUL	Q3	101	1.3168	.2009*	.4675	.002
		69	1.1159		.3225	
	Q3a	69	3.1014	.2981	1.3519	.200
		61	2.8033		1.2756	

* Mean difference is significant at $p = .050$

As is given in Table 13 there is only one significant difference between the responses of students of two universities. The difference appeared for Q3 ($p=.002$). The students from

NEU and EUL stated that they read books that are written in English and translated to Turkish. The level of NEU (1.3168) and the level of EUL is (101159).

4.3 Participants' opinions about benefits of translation in developing linguistic skills

In this section responses of participants for questions which are relevant to the level of application and role of translation in developing linguistic skills of participants are discussed.

Table 14

Benefits of translation in developing linguistic skills (NEU)

Q		Level of study	N	Valid percentage
4	Years of translation study	1 academic year	28	27.5%
		2 academic year	28	27.5%
		3 academic year	44	43.1%
		4 academic year	2	2%
		Missing responses	0	
5	How much translation raises linguistic awareness	None	3	3%
		A little	1	10.9%
		Moderately	39	38.6%
		Much	32	31.7 %
		Very much	6	15.8%
6	How much translation improves linguistic knowledge	None	7	6.9%
		A little	11	10.8%
		Moderately	31	30.4%
		Much	39	38.2%
		Very much	14	13.7%
7	How successful students are in translating texts that are taken from authentic materials	None	3	2.9%
		A little successful	16	15.7%
		Moderately successful	36	35.3%
		Successful	38	37.3%
		Very successful	8	7.8%
8	Time spent to translate texts	None	16	15.7%
		Less than an hour a week	20	19.6%
		1-2 hours a week	40	39.2%
		2-4 hours a week	21	20.6%
		Over five hours a week	5	4.9%
Missing responses	0			

The data in Question 4 shows that the majority of students from NEU (43%) have been studying translation for three academic years. The same amount of participants from NEU (55%) stated that they have been studying translation either for one or two academic years. Only 2% of participants claimed that they have been studying translation for four years. All participants answered to this question.

Question 5 aims to investigate the response rates of participants from NEU about how much translation raised their linguistic awareness about similarities and differences between Turkish and English languages. Nearly 70% of participants stated that translation raised their linguistic awareness about similarities and differences between Turkish and English either much or moderately. Only 16% of participants stated that translation raised their linguistic awareness about similarities and differences between Turkish and English very much. 10% of participants claimed that translation raised their linguistic awareness about similarities and differences between Turkish and English ‘a little’. Only 3% of participants claimed that translation did not help them raise their linguistic awareness at all about similarities and differences between Turkish and English. There was one participant who did not answer to this question.

The data in Question 6 gives the response rates of participants from NEU and shows how much translation helped to improve their linguistic knowledge. 69% of participant claimed that translation helped them to improve their linguistic knowledge either at a moderate level or much. 14% of participants stated that translation helped them very much to improve their linguistic knowledge. 10% of participants stated that they improved their linguistic knowledge only a little with the help of translation. Only 7% of participants claimed that they did not ever have any benefit from translation in improving their linguistic knowledge.

Question 7 aims to investigate how successful participants think they are in translating texts that are taken from authentic materials such as newspapers, magazines, novels and so on. The data dispersed between the levels, however, the majority of responses accumulated around “moderately successful” or “successful” levels. Only 8 participants claimed that they were very successful in translating texts from various literal

sources, and only 3 participants claimed that they were not successful at all in translating texts from taken from authentic materials.

Data provided in question 8 presents the response rates of participants from NEU and shows how much time they devote to translate texts out of class hours. 60% of participants stated that they spent between 1-2 hours a week and 2-4 hours a week on translating texts out of class hours. 19.6% of participants stated that they spared less than an hour a week to translate texts out of class hours. Only 5% of participants stated that they spent over five hours a week to translate texts out of classroom. 15.7% of participants claimed that they did not spare time to study translation out of the class hours.

Table 15**Benefits of translation in developing linguistic skills (EUL)**

Q		Level of study	N	Valid percentage
4	Years in studying translation	1 academic year	6	9.1%
		2 academic year	53	80.3%
		3 academic year	3	4.5%
		4 academic year	4	6.1%
		Missing responses	3	
5	How much translation raises linguistic awareness	None	1	1.4%
		A little	8	11.6%
		Moderately	21	30.4%
		Much	29	42%
		Very much	10	14.5%
		Missing responses	0	
6	How much translation improves linguistic knowledge	None	1	1.4%
		A little	9	13%
		Moderately	23	33.3%
		Much	27	39.1%
		Very much	9	13%
		Missing responses	0	
7	How successful students in translating texts that are taken from authentic materials	Not successful	1	1.4%
		A little successful	9	13%
		Moderately successful	21	30.4%
		Successful	29	42%
		Very successful	9	13%
		Missing responses	0	
8	Time spent to translate texts	None	12	17.4%
		Less than an hour a week	12	17.4%
		1-2 hours a week	26	37.7%
		2-4 hours a week	17	24.6%
		Over five hours a week	2	2.9%
		Missing responses	0	

As shown in data for Question 4, more than three quarters of the participants from EUL (80%) have been studying translation for two academic years, though the responses are spread out between all alternatives. However, 10% of participants claimed that they have been studying translation either three academic years or four academic years. Only 9% of participants claimed that they have been studying translation only for one academic year. There are three respondents who did not answer to this question.

Question 5 presents the response rates of participants from EUL about how much translation raised their linguistic awareness about similarities and differences between Turkish and English. More than half of the respondents (56.5 %) pointed out that translation raised much or very much their linguistic awareness about similarities and differences between Turkish and English. 30.4% of respondents claimed that the contribution of translation in this issue was at a moderate level for them, and 11.6% of respondents claimed that this contribution was 'a little'.

Question 6 presents the response rates of participants from EUL and shows how much translation helped to improve their linguistic knowledge. 39.1% of participants stated that translation helped them much to improve their linguistic knowledge. 33.3% of participants claimed that translation moderately improved linguistic knowledge. 13% of participants stated that translation helped them much to improve linguistic knowledge. 13% of participants stated that translation helped a little to improve their linguistic knowledge. Only 1.4% of participants stated that they did not ever have any benefit from translation in improving their linguistic knowledge.

Question 7 aims to investigate how successful participants think they are in translating texts that are taken from authentic materials such as newspapers, magazines, novels and so on. The data dispersed between the levels, however, the majority of participants accumulated around "moderately successful" and "successful" levels. 9 participants claimed that they were very successful in translating texts from various authentic materials. 9 participants accumulated on "a little successful" level and only 1 participant claimed that he/she was not successful at all in translating texts from authentic materials mentioned in the statement.

Question 8 aims to investigate how much time they spend to translate texts out of the class hours. About 62% of participants stated that they spent between 1-2 hours a week and 2-4 hours a week to translate texts out of class hours. Only 3% of participants spent over five hours a week to translate texts out of class hours. While 17.4% stated that they spent less than an hour a week, 17.4% of the participants claimed that they did not spend any time to translate texts out of class ours.

Table 16**Comparative statistical results for Q4, Q5, Q6, Q7, and Q8**

Group	Quest	N	Mean	Mean difference	Std. Dev.	Sig.
NEU EUL	Q4	102 66	2.1961 2.0758	.12032	.0859 .0757	.330
	Q5	101 69	3.4653 3.5652	.09987	.9855 .9311	.508
	Q6	102 69	3.4118 3.4928	.08099	1.0749 .9334	.611
	Q7	102 69	3.3431 3.5217	.17860	.9697	.232
	Q8	102 69	2.7941 2.7826	.01151	1.0930 1.0963	.946

* Mean difference is significant at $P = .050$

As is shown in Table 16, regarding the responses to questions 4, 5, 6, 7 and 8, there is no statistically significant difference between the responses of students of the two universities, though there are differences in descriptive terms and their statistical values are very close to each other in statistical terms.

4.4 Benefits of using dictionaries

This part of the questionnaire focuses on outcomes of Questions 9 and 10 and aims to find out how helpful and beneficial dictionaries are for respondents in their translation studies. In Table 17 below response rates of participants from NEU show if dictionaries sufficiently help students in translating texts.

Table 17**Benefits of using dictionaries (NEU)**

Q		Level of study	N	Valid percentage
9	To what extend dictionaries help	None	1	1%
		A little	11	10.8%
		Moderately	25	24.5%
		Much	42	41.2%
		Very much	23	22.5%
		Missing responses	0	
10	Which type of dictionary is more helpful	Dictionaries giving direct meaning of words	43	42.6%
		Dictionaries giving descriptive forms of words	58	57.4%
		Missing responses	1	

According to findings for question 9, 63.7% of participants stated that dictionaries sufficiently help in translating texts at levels “much” and “very much”. 24.5% of participants claimed that dictionaries moderately helped in translating texts. 10.8% of participants stated that dictionaries ‘a little helped’ in translating texts. Only 1% of participants did not agree with any of the given statements that dictionaries sufficiently help in translating texts.

. Students stated which type of dictionary was more helpful for them to explore the meaning of the vocabulary. 43% of participant stated that dictionaries that give the meaning of words directly helped them to explore the meaning of the vocabulary and 57% of participants stated that dictionaries that give the meaning of words in a descriptive form helped them to explore the meaning of the vocabulary. There was only one participant who did not answer this question. It is apparent in the outcomes that a majority of respondents prefer to use dictionaries which give the meaning of words in a descriptive form.

Table 18**Benefits of using dictionaries (EUL)**

Q		Level of study	N	Valid percentage
9	To what extent dictionaries help	None	0	
		A little	2	2.9%
		Moderately	13	18.8%
		Much	29	42%
		Very much	25	36.2%
		Missing responses	0	
10	Which type of dictionary is more helpful	Dictionaries giving direct meaning of words	27	39.7%
		Dictionaries giving descriptive forms of words	41	60.3%
		Missing responses	1	

For Question 9, 78% of participants from EUL stated that dictionaries helped them much or very much in translating texts. 18.8% of participants claimed that dictionaries moderately helped in translating texts. Only 3% of participants stated that dictionaries helped a little in translating texts. This result indicates that a majority of students consider dictionaries a beneficial companion in their translation studies.

Question 10 focuses on opinions of students about which type of dictionary is more helpful for them to explore the meaning of the vocabulary. 40% of participants from EUL stated that dictionaries that give the meaning of words directly helped them to explore the meaning of the vocabulary and 60% of participants stated that dictionaries that give the meaning of words in a descriptive form helped them to explore the meaning of the vocabulary. There was only one participant who did not answer this question. Again, respondents pointed out their opinions in favour of the dictionaries that give the meaning in a descriptive form.

Table 19**Comparative statistical results for Q9, Q10.**

Group	Q	N	Mean	Mean difference	Std. Deviation	Sig.
NEU EUL	Q9	102 69	3.7353 4.1159	.38065*	.9639 .8141	.008
	Q10	102 69	1.5743 1.6029	.02868	.4969 .4929	.712

**P* value is significant at .050

According to data given in Table 19, there is only one significant difference between the responses of students from the two universities. The difference appeared for Q9 ($p = .008$), although participants of two universities responded positively to this question. The students from NEU claimed that dictionaries help them in translating texts at a level between “moderately” and “much”, but closer to “much” (3.7353) and students from EUL stated that dictionaries help them in translating texts at a level just a little over “much” (4.1159). The main difference between groups is statistically significant for this question ($p = .008$).

4.5 Factors that cause trouble in translating texts

This part of the questionnaire focuses on the findings of Question 11 which aims to investigate the factors that cause trouble for participants in translating texts. Table 20 gives the findings of Question 11 as follows:

Table 20

Factors that cause trouble in translative process for students of NEU

Factors	Number of participants and their response rates					
	5 most	4	3	2	1	Mis.
Use of tenses	27 26.7%	21 20.8%	14 13.9%	18 17.8%	21 20.8%	1
Morphological aspects (affixation, word formation, etc)	10 10.1%	31 31.3%	29 29.3%	20 20.2%	9 9.1%	3
Syntactic aspects (order of components in the sentence)	4 4%	25 25.3%	38 38.4%	20 20.2%	12 12.1%	3
Semantic aspects (discovering the meaning of vocabulary and other linguistic structures)	11 11.3%	15 15.5%	36 37.1%	24 24.7%	11 11.3%	5
Length of sentences	6 6.1%	13 13.1%	25 24.5%	23 23.2%	32 31.4%	3
Structure and relevance of clauses in the sentence (establishing links between the clauses and other sentence components)	6 6.3%	18 18.8%	33 34.4%	25 24.5%	14 14.6%	6
Phrasal verbs and idiomatic expressions	7 6.9%	18 17.8%	37 36.6%	22 21.8%	17 16.8%	1
Punctuation	29 29.6%	19 19.4%	24 24.5%	20 20.4%	6 6.1%	4

Q11 focuses on linguistic factors that cause more trouble for participants in translating texts. Responses show dispersion amongst the levels of trouble for each linguistic factor. For each factor, the dispersion of responses show varieties and differences according to the features of factors.

The results reveal that use of tenses is the most troublesome or troublesome factor for 46.7% of the respondents. On the contrary, 37.8% of the respondents believe that the use of tenses is a little or almost no troublesome factor for them. 13.9% of respondents claim that this factor is a moderately troublesome factor for them in translating texts.

It was found out that morphological aspects (affixation, word formation, and so on) was troublesome or moderately troublesome factor for 60% of participants. Only 10% of participants think that morphological aspects (affixation, word formation, etc) is the most troublesome factor. 29% of respondents claim that this factor is little troublesome or almost no troublesome.

The data indicates that semantic aspects (discovering the meaning of vocabulary and other linguistic structures) is most troublesome only for 4% of the respondents and troublesome for 15% of the respondents. 36% of the respondents claimed that semantic aspects (discovering the meaning of vocabulary and other linguistic structures) was moderately troublesome factor. On the contrary, the same amount of participants, 36% of respondents, claimed that semantic aspects (discovering the meaning of vocabulary and other linguistic structures) was a little troublesome factor or almost no troublesome factor.

Regarding the length of the sentences, it is the most troublesome factor for 6.1% of respondents. For 13% of respondents this factor is considered to be a troublesome factor. Length of sentences is moderately troublesome factor for 24.5% of the respondents but 54% of respondents consider length of sentences as a little troublesome factor or almost no troublesome factor.

The results reveal that structure and relevance of clauses in the sentence (establishing links between the clauses and other sentence components) is the most troublesome factor for 6.3% of respondents. For 18.8% of respondents this factor is considered to be a troublesome factor. Structure and relevance of clauses in the sentence (establishing links between the clauses and other sentence components) is moderately troublesome factor for 34.4% of respondents whereas 39% of respondents claimed this factor to be a little troublesome or almost no troublesome.

As for the phrasal verbs and idiomatic expressions, it was found that these elements were considered to be the most troublesome factors only for 7% of participants. 17.8% of

respondents claimed that phrasal verbs and idiomatic expressions were considered to be troublesome factor. On the contrary, 36.6% of respondents claimed phrasal verbs and idiomatic expressions were “a little” troublesome or almost no troublesome factors for them. In general, the use of phrasal verbs and idiomatic expressions is a problematic area for many language learners.

The results reveal that punctuation is the most troublesome or troublesome factor for 49% of the respondents. On the contrary, 43% of the respondents believe that punctuation is moderately troublesome or a little troublesome factor. Only 6% of respondents claimed that punctuation was almost no troublesome factor. In the written work of students several errors of punctuation are observed at various levels.

Table 21

Factors that cause trouble in translative process for students of EUL

Factors	Number of participants					
	5	4	3	2	1	Mis
Use of tenses	31 47.7%	8 12.3%	7 10.8%	4 6.2%	15 23.1%	4
Morphological aspects (affixation, word formation, etc)	6 9.1%	19 28.8%	12 18.2%	24 36.4%	5 7.6%	3
Syntactic aspects (order of components in the sentence)	16 25.8%	18 29%	13 21%	11 17.7%	4 6.5%	7
Semantic aspects (discovering the meaning of vocabulary and other linguistic structures)	3 4.8%	17 27.4%	20 32.3%	14 22.6%	8 12.9%	7
Length of sentences	5 7.9%	12 19%	22 34.9%	12 19%	12 19%	6
Structure and relevance of clauses in the sentence (establishing links between the clauses and other sentence components)	4 6.2%	13 20%	24 36.9%	15 23.1%	9 13.8%	4
Phrasal verbs and idiomatic expressions	3 4.5%	10 14.9%	18 26.9%	22 32.8%	14 20.9%	2
Punctuation	26 39.4%	23 34.8%	11 16.7%	5 7.6%	1 1.5%	3

The results reveal that use of tenses is the most troublesome factor for 47.7% of respondents. 23% of respondents think that use of tense is troublesome or moderately troublesome factor. On the contrary, 23.1% of respondents claim that use of tenses is almost no troublesome factor. Only 6.2% of respondents suggest it as a little troublesome factor.

Regarding the morphological aspects (affixation, word formation, etc), these language elements are the most troublesome factor for 9.1% of respondents. 29% of respondents claim that morphological aspects (affixation, word formation, etc) are troublesome factor and 18% of respondents consider it a moderately troublesome factor. 36% of respondents claimed that this factor is a little troublesome factor. Only 6.5% of respondents claimed that morphological aspects (affixation, word formation, etc) is almost no troublesome factor. It could be presumed that morphological aspects were considered to be a troublesome factor by participants at some level, only a minority of participants did not consider these factors as a troublesome one.

The data suggests that syntactic aspects (order of components in the sentence) were the most troublesome or troublesome factor for 54.8% of the respondents. 38.7% of respondents claimed that this factor was a moderately troublesome or a little troublesome factor. Only 6.5% of respondents believe that this factor is almost no troublesome for them. It is apparent that syntax is a linguistic factor which causes troubles for most of the participants. Using the components in an accurate order in the sentence is a problematic practice for most language learners, and the participants' responses revealed that they were no exception.

It was also found out that semantic aspects (discovering the meaning of vocabulary and other linguistic structures) were the most troublesome factor only for 4.8% of respondents. However, 59.7% of respondents suggest that this factor is a troublesome or moderately troublesome factor for them. On the contrary, 35.5% of respondents claimed that semantic aspects (discovering the meaning of vocabulary and other linguistic structures) were a little troublesome or almost no troublesome factor for them. It is not

surprising that participants have difficulties at some level in dealing with the semantic aspects of language.

Another problematic area in understanding languages is the length of sentences. Sometimes the length of sentences cause misunderstandings or make learners lose their attention. The part of questionnaire relevant to this issue revealed that length of sentences was most troublesome factor for 7.9% of respondents. 19% of respondents claimed that this factor was a troublesome factor. On the contrary, 34.9% of respondents think that length of sentences is moderately troublesome factor and 38% of respondents believe that it is a little troublesome or almost no troublesome factor. According to the results, more or less, all participants see the length of sentences a problematic issue at some level of importance.

It is found out that structure and relevance of clauses in the sentence (establishing links between the clauses and other sentence components) is the most troublesome factor for only 6.2% of respondents, troublesome factor for 20%, moderately troublesome factor for 36.9%, a little troublesome factor for 23.1%, and almost no troublesome factor for 13.8%. This feature seems to be a little less troublesome factor for the respondents as the majority indicate that they consider this factor either a moderately or a little troublesome factor.

Phrasal verbs and idiomatic expressions are found to be the most troublesome factor by only 4.5% of respondents. 14.9% of respondents believe that they consider phrasal verbs and idiomatic expressions a troublesome factor. On the contrary, 59.7% of respondents claim that this factor is moderately troublesome or a little troublesome factor for them. Phrasal verbs and idiomatic expressions are almost no troublesome for 20.9% of respondents. However, use of phrasal verbs and idiomatic expressions is always a problematic area in language teaching and learning process. This is valid especially for idiomatic expressions.

A surprising finding is that punctuation is considered to be the most troublesome or troublesome factor for 74.2% of the respondents. On the contrary, 24.3% of respondents think that punctuation is a moderately troublesome or a little troublesome factor in their consideration. Only 1.5% of respondents claimed that punctuation was almost no troublesome factor. Normally it is expected that the language learners overcome the

problem of using punctuations at the very beginning of language learning. However, in this study respondents claimed that they still had serious problems in using punctuation.

In this section of questionnaire, differences of responses for questions which are relevant to how proficient participants are in translating sentences from English to Turkish and from Turkish to English, and in finding out the semantic differences between the conveyed messages of sentences are compared between the respondents of the two universities. The following table gives the statistical data relevant to questions 11a, 11b, 11c, 11d, 11e, 11f, 11g and 11h.

Table 22

Comparative statistical results for Q11a, Q11b, Q11c, Q11d, Q11e, Q11f, Q11h

Group	Q	N	Mean	Mean difference	Std. Dev.	Sig.
NEU EUL	Q11a	101	2.8515	.40533	1.5125	.107
		65	2.4462		1.6586	
	Q11b	99	2.8687	.17677	1.1307	.331
		66	3.0455		1.1560	
	Q11c	99	3.1111	.61111*	1.0487	.001
		62	2.5000		1.2380	
	Q11d	97	3.0928	.02012	1.1463	.913
		62	3.1129		1.1029	
Q11e	99	3.6263	.40404*	1.2337	.041	
	63	3.2222		1.1973		
Q11f	96	3.2396	.05497	1.1120	.758	
	65	3.1846		1.1024		
Q11g	101	3.2376	.26984	1.1414	.133	
	67	3.5075		1.1197		
Q11h	98	2.5408	.57112*	1.2776	.003	
	66	1.9697		1.0072		

*Mean difference is significant at $p = .050$

The data given in Table 22 shows that there are three significant differences between the responses of participants from the two universities. The differences appeared for Q11c ($p = .001$), Q11e ($p = .041$), and Q11h ($p = .003$). For Q11c students from NEU considered syntactic aspects (order of components in the sentence) of the linguistic factors at “moderately troublesome” (3.1111) level, and students from EUL claimed syntactic aspects

(order of components in the sentence) as a trouble in the linguistic factors at a level just between “a little troublesome” and “moderately troublesome” (2.5000).

Regarding the responses to questions 11a, 11b, 11d, 11f and 11g, there is no statistically significant difference between the responses of students of the two universities, though there are little differences in descriptive terms, but their statistical values are very close to each other.

4.6 Sources and translation policies used in translative process

In this section questions which are relevant to sources and teaching policies used in translation by participants are the centre of interest and responses of participants from the two universities are analysed and discussed. In Table 23 below shows that the statistical data relevant to questions 12 and 13 which focus on the sources and policies used in translation.

Table 23

Use of various linguistic sources in translation studies

Q	Univ.	N	Responses			Valid percentage	
			Yes	No	missing	Yes	No
12	NEU	102	62	38	2	62%	38%
	EUL	69	41	27	1	60.3%	39.7%

As is shown in Table 23, the majority of participants from NEU (62%) and EUL (60%) point out that they use a variety of linguistic sources (such as academic articles from various fields (medicine, history, etc.), newspaper articles, articles from magazines, and so on) in their translation studies. However, it is interesting to find out that a considerable number of participants claim that they do not use such authentic sources in their studies. The reason for this probably is that they focus on studying grammatical and vocabulary aspects of language discretely in their translation studies.

Table 24**Translation policies followed in translative process (NEU)**

Q 13	Level of study	N	Valid percentage
Which policies students followed while translating the linguistic sources in classroom studies	Direct translation from dictionary	25	24.8%
	Explored and interpreted translation	76	75.2%
	Missing responses	1	

The data in Table 24 gives the response rates of participants from NEU and shows the policies that participants follow while translating the linguistic sources in their classroom studies. 25% of participants do direct translation (translating words with their meaning) and 75% of participants first explore and interpret the message conveyed in the context, and then translate the message into the most appropriate form in the other language. There was only one participant who did not answer to this question.

Table 25**Translation policies followed in translative process (EUL)**

Q 13	Level of study	N	Valid percentage
Which policies students followed while translating the linguistic sources in classroom studies	Direct translation from dictionary	17	25%
	Explored and interpreted translation	51	75%
	Missing responses	0	

The data in Table 25 gives the response rates of participants from EUL and shows the policies that participants follow while translating the linguistic sources in their classroom studies. 25% of participants do direct translation (translating words with their first meaning) and 75% of participants first explore and interpret the message conveyed in the context, and then translate the message into the most appropriate form in the other language. Normally it is expected that all participants follow the same policy while carrying out their translation studies. Also, doing direct translation may cause

misinterpretations over the intended message of the source. The actual meaning is expected to be translated rather than the directly given dictionary meaning of the linguistic element.

Table 26

Comparative statistics for Q12 and Q13

Group	Q	N	Mean	Mean difference	Std. Dev.	Sig.
NEU EUL	12	100 68	1.3800 1.3971	.01706	.4878 .4929	.825
NEU EUL	13	101 68	1.7525 1.7500	.00248	.4337 .4362	.971

*Mean difference is significant at $p = .050$

According to the data given in Table 26, there is no significant difference between the responses of students from the two universities, though there are differences in descriptive terms, their statistical values are very close to each other.

4.7 Different attitudes of respondents concerning gender, nationality and mother tongue

The responses of participants were compared to find out whether there was a significant difference between their responses in terms of their gender, nationality and mother tongue.

4.7.1 Gender

Concerning gender, it was found out that the only significant difference appeared in the responses for Question 16. The statistical values are shown in Table 28 as follows:

Table 28

Statistical results for genders

Gender	N	Mean	Mean difference	Std. Deviation	Sig.
Male	53	1.0377	-.1026	.1923	.047
Female	114	1.1404		.3488	

*Mean difference is significant at $p = .050$

The results indicate that the level of success of female students in responding to Question 16 is higher than male students, and this shows that female students were more successful in answering to Question 16.

4.7.2 Nationality

Responses of participants were compared through the use of ANOVA tests to find out whether there were any significant differences between their responses in terms of their nationalities. Table 29 below shows the statistical values of responses obtained from respondents.

Table 29

Comparison of responses according to nationalities of respondents

Q	Group	Mean	Mean difference	Std deviation	Sig.
1	Turkish	1.0085	1.0465	.0924	1.000
	Turkish Cyp.		1.2857	.2131	.001
	British Cyp.		1.0000	.4880	1.000
1a	Turkish	4.1897	3.3415	.9409	.000
	Turkish Cyp.		2.2500	1.2571	.002
	British Cyp.		3.6667	1.5275	1.000
3	Turkish	1.1453	1.4419	.3539	.001
	Turkish Cyp.		1.5714	.5024	.043
	British Cyp.		1.000	.5345	1.000
7	Turkish	3.6325	2.9545	.8963	.001
	Turkish Cyp.		2.8571	.9633	1.000
	British Cyp.		3.0000	.8997	1.000

* Mean difference is significant at $p = .050$ level.

According to data given in Table 29, there is a significant difference between the responses of Turkish students and British Cypriots in Question 1. This is probably because some British Cypriots did not study Turkish grammar in their educational background

Another significant difference between the mean values of respondents appeared in Q1a, again between Turkish and British Cypriot respondents and this difference is a result of contradiction between the responses. This result indicates that Turkish students studied Turkish grammar in detail whereas British Cypriot students studied it in a little detail. For the other questions, there is no significant difference between the responses of students according to their nationalities.

There are two significant differences between the responses of Turkish and Turkish Cypriots and Turkish and British Cypriots in Question 3. This is probably because some British Cypriots have difficulties in reading books that are written in Turkish. The outcomes of Question 1 support this view because British Cypriots claimed that they did not study Turkish grammar sufficiently and were not proficient in using Turkish grammar.

There is significant difference for Question 7. The significant difference is between the responses of Turkish and Turkish Cypriots. According to statistical results, the Turkish students are more successful than Turkish Cypriot students in translating texts that are taken from authentic materials such as newspapers, magazines, novels and so on.

4.7.3 Mother Tongue

The responses of participants were compared to find out whether there was a significant difference between their responses in terms of their first language. It was found out that the only significant difference occurred in the responses for Question 2. The statistical values are shown in Table 30 as follows:

Table 30**Statistical results according to first language of responses**

Q	Group	Mean	Mean difference	Std deviation	Sig.
2	Turkish English Other	1.0260 1.0769 1.3333	-.05095 -.30736*	.0128 .0769 .3333	.012

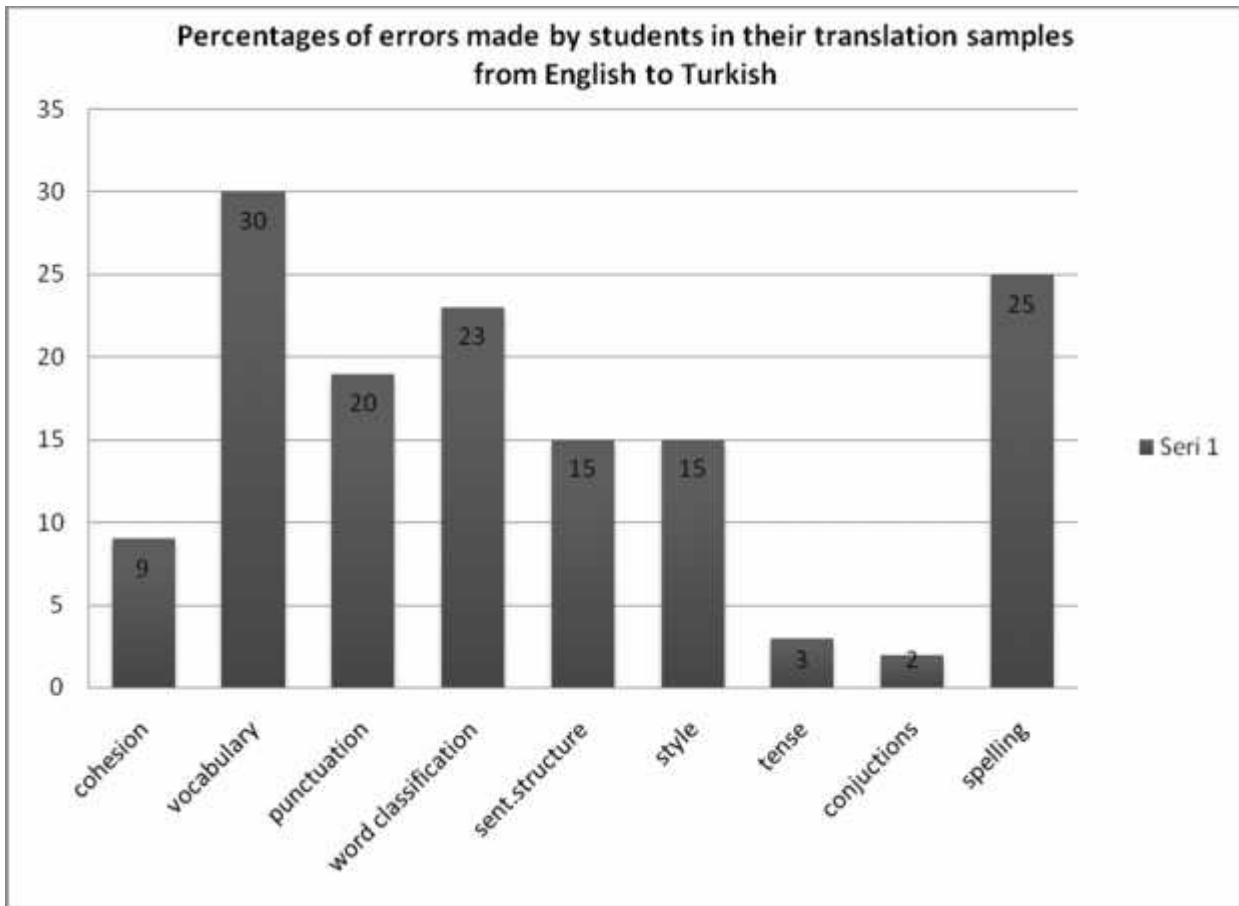
* Mean difference is significant at $p = .050$ level.

The results indicate that the level of success of participants who studied other languages as their first language have studied English grammar in their educational background more than the participants who studied Turkish and English as their first language.

4.8 Translation error samples of participants

It was believed that using actual exam papers of participants would provide this study with extremely valuable sources about identifying students errors made in realistic study conditions which took place in the progress of study. 60 exam papers of participants who are at the third year of their studies at the Near East University were randomly selected and their errors were examined to find out the level of errors they made in vocabulary, cohesion, punctuation, word classification, sentence structure, style, tense, articles, conjunctions and spelling. It was not possible to access to participants' exam papers from the other university as they claimed that the results of exam papers were confidential and could not be given out. It was found out that all participants made errors at some level in all factors. 30 exam papers were used to find out errors from English to Turkish translation and 30 exam papers from Turkish to English translation. The types and amount of their errors are shown in Table 31 below:

Table 31
Types and percentages of errors made by students in translative process from English to Turkish

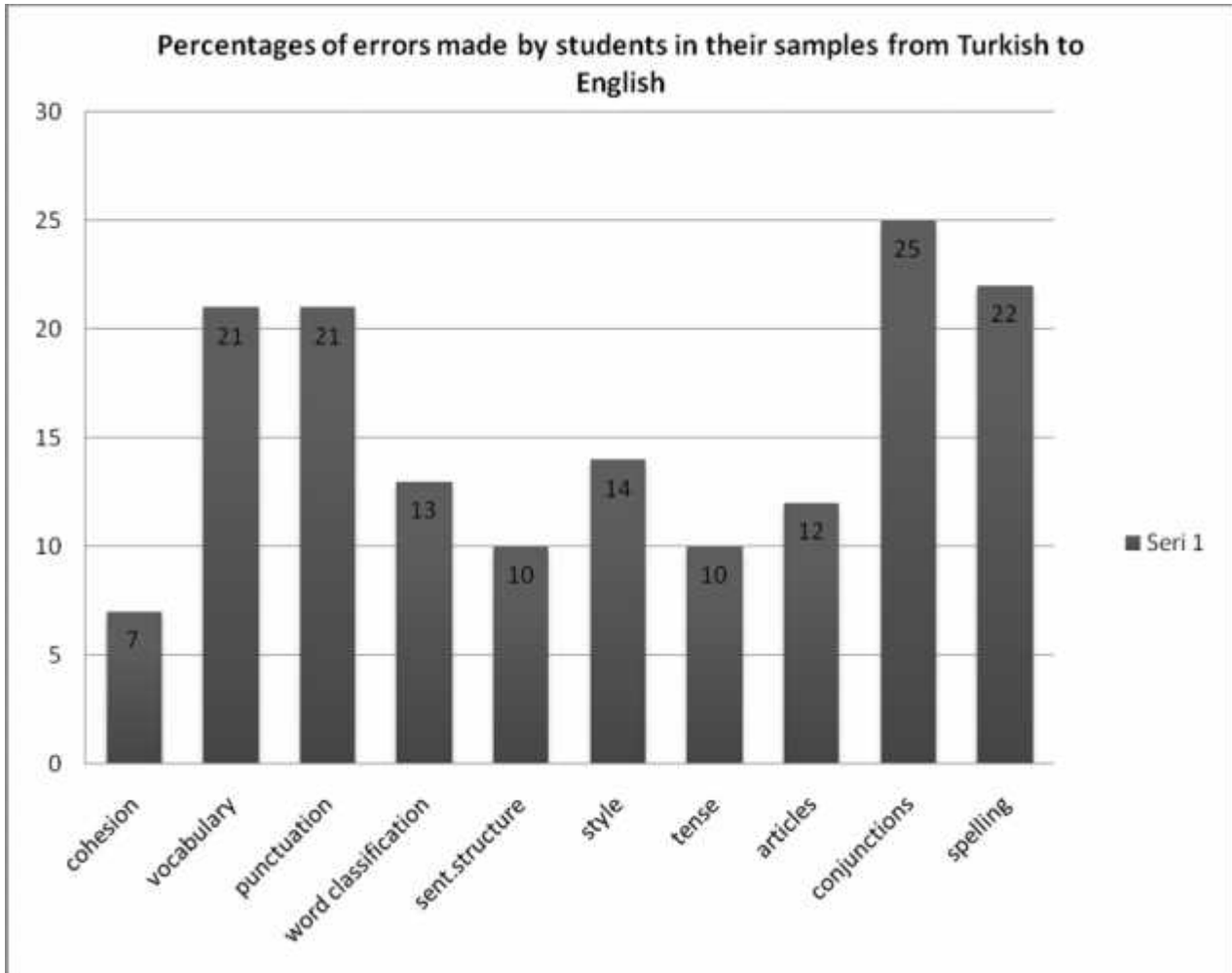


It is shown in Table 31 above that most of the errors were made in word choice and the least amount of errors has been observed to appear in using the conjunctions. The findings reveal that students' works contain more errors in using vocabulary, spelling, word classification, punctuation, sentence structure and style. 25% of errors are formed by the spelling mistakes and this finding indicates that students need to improve the quality of their spelling.

The percentages of students' errors made while translating from Turkish to English can be seen in Table 32 below in detail.

Table 32

Types and percentages of errors made by students in translative process from Turkish to English



It is shown in Table 32 above that most of the errors were made, surprisingly, in using conjunctions and the least amount of errors have been observed in cohesion. The findings reveal that students' works contain more errors in using vocabulary, punctuation, conjunctions and in spelling.

4.9 Findings obtained from teachers

This part of the questionnaire aims to answer the research question which investigates what teachers' perceptions are about the points that are investigated from the point of view of students.

4.9.1 The level of Turkish/English grammar taught by teachers

Statistical data obtained through questions 1, 1a, 2, and 2a relevant to the level of Turkish/English grammar taught by teachers are given below.

Question 1 investigates whether any of the participants have ever needed to teach Turkish grammar to their students. The data relevant to this question is given in Table 33 below.

Table 33

Teachers' need to teach Turkish grammar to their students

Q	Need to teach Turkish grammar to students	N	Responses		Valid percentage	
			Yes	No	Yes	No
1		8	7	1	87.5 %	12.5 %

7 participants (87.5%) out of 8 claimed that they needed to teach Turkish grammar to their students. This indicates that teachers encountered some problems with the grammar competence of students in their native language and needed to teach them Turkish grammar at some level.

Question 1a aims to investigate how much teachers attempted to teach Turkish grammar to their students.

Table 34

Level of teaching Turkish grammar

Q	Level of study	N	Valid percentage
1a	Not at all	0	
	In a little detail	3	42.9%
	In a moderate detail	1	14.3%
	In detail	2	28.6%
	In every detail	1	14.3%
	Missing responses	1	

The findings suggest that, as shown in Table 34, all participants felt necessary to teach their students Turkish grammar at some level. 3 participants claimed that they taught Turkish grammar to their students in little detail, 1 in moderate detail, 2 in detail, 1 in every detail and 1 did not answer to this question.

Question 2 investigates whether any of the participants have ever needed to teach English grammar to their students. The data relevant to this question is given in Table 35 below.

Table 35

Teachers' need to teach English grammar

Q	Need to teach English grammar to students	N	Responses		Valid percentage	
			Yes	No	Yes	No
2		8	8	0	100 %	0 %

All participants claimed that they needed to teach English grammar to their students. This shows that they faced problems with the grammar competence of students in their target language and needed to teach English grammar at some level. This finding also is an indication that teaching English grammar occupied sometime of translation courses.

Question 2a aims to investigate how far teachers attempted to teach English grammar to their students.

Table 36

Level of teaching English grammar

Q	Level of study	N	Valid percentage
2a	Not at all	0	
	In a little detail	1	12.5%
	In a moderate detail	3	37.5%
	In detail	3	37.5%
	In every detail	1	12.5%
	Missing responses	0	

The data indicates that all participants needed to teach English grammar to their students at some level. 6 participants claimed that they taught English grammar to their students in detail or in moderate detail, 1 in a little detail and 1 in every detail.

4.9.2 Teachers' level of recommending their students to read books that are published both in English and in Turkish

Statistical data obtained through questions 3 and 3a relevant to the languages of books recommended by teachers are given below.

Table 37

Books recommended by teachers

Q	Recommendation to students to read books that are published both in English and in Turkish	N	Responses		Valid percentage	
			Yes	No	Yes	No
3		8	8	0	100 %	0 %

All of the participants pointed out that they recommend their students to read books that are published both in English and in Turkish. This is an indication that teachers teaching translation are aware of the benefits of reading translated and original version of books. This helps to compare and contrast the language in both languages.

In question 3a, it was investigated whether students take recommendations of their teachers.

Table 38

Students' rate of following teachers' recommendations in reading books

Q 3a	Level of study	N	Valid percentage
How many students followed teachers' recommendations in reading books	None of them	0	37.5%
	A few of them	3	
	Some of them	5	62.5%
	Many of them	0	
	All of them	0	
	Missing responses	0	

The data in Table 38 shows if students read books recommended by teachers at some level. 3 of the participants indicate that a few of their students read the books recommended by them and 5 of the participants indicate that some of them read the books recommended by them.

4.9.3 Teachers' opinions about the benefits of translation in developing linguistic skills

In this section responses of participants for questions which are relevant to the level of application of translation and role of translation in developing linguistic skills of participants are discussed. Data in Table 39 gives the statistical data relevant to questions 4, 4a, 5, 6, 7 and 8.

Table 39

Benefits of translation according to teachers

Q	4	Translation helps students to raise their linguistic awareness about similarities and differences between Turkish and English	N	Responses		Valid percentage	
				Yes	No	Yes	No
			8	8	0	100 %	0 %

		Level of study	N	Valid percentage
4a	How much translation raise the linguistic awareness of students about similarities and differences between Turkish and English	None	0	
		A little	1	12.5%
		Moderately	0	
		Much	3	37.5%
		Very much	4	50%
		Missing responses	0	
5	Translation helps students to become aware of their weaknesses and strengths in using L1 and L2	None	0	
		A little	0	
		Moderately	1	12.5%
		Much	2	25%
		Very much	5	62.5%
		Missing responses	0	

6	How much translation helps students to improve their linguistic knowledge in Turkish	Depends on students' own enthusiasm None A little Moderately Much Very much Missing responses	1 0 0 1 4 2 0	12.5% 12.5% 50% 25%
7	How much translation helps students to improve their linguistic knowledge in English	Depends on students' own enthusiasm None A little Moderately Much Very much Missing responses	1 0 0 1 3 3 0	12.5% 12.5% 37.5% 37.5%
8	How successful are your students in translating texts that are taken from authentic materials	Not successful A little successful Moderately successful Successful Very successful Missing responses	0 4 4 0 0 0	 50% 50%

As shown in Table 39, all the participants agree that translation helps students to raise their linguistic awareness about similarities and differences between Turkish and English. This shows the importance of translation in the field of linguistics. This is also supported by arguments of many scholars in the section of literature review. (Larsen (1986), Ulrych (1984), McEldowney (1990), Kuiken & Vedder (2002:346)).

As all the participants agreed that translation raises students' linguistic awareness about similarities and differences between Turkish and English, in Question 4a they also stated how much it did. 7 of the participants claimed that translation raises the linguistic awareness of students about similarities and differences between Turkish and English much or very much. Only one participant claimed that translation raised the linguistic awareness of students a little about similarities and differences between Turkish and English.

In question 5, 7 of participants indicated that translation helped students to become aware of their weaknesses and strengths in using L1 and L2 at a level much or very much. Only one participant claimed that translation moderately helped students to become aware of their weaknesses and strengths in using L1 and L2.

Question 6 aimed to investigate how much translation helped students to improve their linguistic knowledge in Turkish. 2 participants claimed that improvement happened very much with the help of translation, 4 participants claimed that it happened much, 1 participant claimed that it happened moderately and 1 participant claimed that it depended on students' own enthusiasm. None of the participants claimed that translation did not help or helped a little. This result shows that all participants believe in the benefits of studying translation.

Question 7 aimed to investigate how much translation helped students to improve their linguistic knowledge in English. 3 of participants claimed that translation helped students improve their linguistic knowledge very much, 3 of participants claimed that it helped much, 1 participant stated that it helped moderately and 1 participant claimed that it depended on students' own enthusiasm.

According to outcomes of Question 8, 4 of participants claim that their students were ‘a little successful’ in translating texts that are taken from authentic materials such as newspapers, magazines, novels and 4 participants claim that they are moderately successful in translating them. It is pleasing to find out that these teachers at least believe that their students are successful at some level, though this level is not very successful or successful. None of the teachers believe that their students are not successful in translating such texts.

4.9.4 Benefits of using dictionaries

This part of the questionnaire focuses on outcomes of Questions 9, 10, and 11 and aims to find out how helpful and beneficial dictionaries for students in their translation studies.

Table 40

Benefits of dictionaries

Q		Level of study	N	Valid percentage
9	How much time do your students spend to translate texts out of class hours	None	0	62.5% 37.5%
		Less than an hour a week	5	
		1-2 hours a week	3	
		2-4 hours a week	0	
		Over five hours a week	0	
		Missing responses	0	
10	Dictionaries sufficiently help students in translating texts	None	0	12.5% 37.5% 25% 25%
		A little	1	
		Moderately	3	
		Much	2	
		Very much	2	
		Missing responses	0	
11	Which type of dictionary is more helpful for students to explore the meaning of the vocabulary	Dictionaries giving direct meaning of words	0	100%
		Dictionaries giving descriptive forms of words	8	
			0	
		Missing responses		

As for Question 9, 5 of participants claim that their students spend less than one hour to translate text out of classroom and 3 of participants claim that their students spare 1-2 hours a week to translate texts out of classroom.

Regarding the outcomes of Question 10, 4 of participants think that dictionaries help students much or very much in translating texts. 3 of participants think that dictionaries help moderately and one participant thinks that dictionaries help students a little in translating text. This is probably because sometimes vocabulary used in the texts is not used in the dictionary meaning. For example, ‘The *face* of the suggestion was too odd for most of us...’, the word ‘face’ in this sentence is used with an abstract meaning rather than a materialistic concept. In such cases, dictionaries may not help very much, the learners must learn to explore the meaning in the context without dictionaries.

Results of Question 11 indicate that all participants claim that using dictionaries that give the meaning of vocabulary in a descriptive form is more helpful for students to explore the meaning of the vocabulary.

4.9.5 Using various language sources in translation studies

Statistical data obtained through question 12 relevant to the level of using various sources in translation studies is given in Table 44 below.

Table 41

Use of various linguistic sources in translation studies

Q	Using a variety of linguistic sources in your translation studies	N	Responses		Valid percentage	
			Yes	No	Yes	No
12		8	8	0	100 %	0 %

All participants indicate that they use a variety of linguistic sources (such as texts from medicine and history, newspaper articles from magazines, and so on) in their translation studies.

4.9.6 Linguistic factors that cause trouble in translating texts

Statistical data obtained through questions 13 relevant to the linguistic factors that cause trouble in translating text is given below, in Table 42.

Table 42

Factors causing trouble in translative process of texts

Factors	Number of participants					
	5	4	3	2	1	missing
Use of tenses	1	1	3	3	0	0
	12.5%	12.5%	37.5%	37.5%		
Morphological aspects (affixation, word formation, etc)	1	3	3	0	0	1
	12.5%	37.5%	37.5%			
Syntactic aspects (order of components in the sentence)	2	4	1	0	0	1
	25%	50%	12.5%			
Semantic aspects (discovering the meaning of vocabulary and other linguistic structures)	2	4	2	0	0	0
	25%	50%	25%			
Length of sentences	2	3	2	1	0	0
	25%	37.5%	25%	12.5%		
Structure and relevance of clauses in the sentence (establishing links between the clauses and other sentence components)	5	2	0	1	0	0
	62.5%	25%		12.5%		
Phrasal verbs and idiomatic expressions	1	3	3	1	0	0
	12.5%	37.5%	37.5%	12.5%		
Punctuation	0	0	3	4	1	0
			37.5%	50%	12.5%	

According to data given in Table 42 above, 2 of participant claim that use of tense is troublesome or the most troublesome factor for students in translating texts and 6

participants claim that use of tenses is moderately or a little troublesome factor in translating texts.

Morphological aspects (affixation, word formation, etc) are stated to be troublesome or moderately troublesome factors for 6 of the participants. Only one participant thinks that morphological aspects (affixation, word formation, etc) are the most troublesome factor for students in translating text. One participant did not answer to this question.

4 participants claimed that syntactic aspects (order of components in the sentence) is a troublesome factor, 2 participant claim that this factor is the most troublesome and 1 participant believes that this factor is a moderately troublesome factor for students in translating texts. One participant did not answer this question.

4 participants claim that semantic aspects (discovering the meaning of vocabulary and other linguistic structures) are “a troublesome factor”, 2 participant claim this factor to be most troublesome and 1 participant thinks that this factor is a moderately troublesome factor for students in translating texts. One participant did not answer this question.

Length of sentences is considered to be the most troublesome or troublesome factor by 5 participants. 3 participants think that this factor is a moderately or a little troublesome factor. However, a majority of participants consider the length of sentences as a major problem causing trouble in translating texts.

Structure and relevance of clauses in the sentence (establishing links between the clauses and other sentence components) is considered to be the most troublesome factor or troublesome factor for 7 of participants. Only one participant claims that structure and relevance of clauses in the sentence (establishing links between the clauses and other sentence components) is a little troublesome factor for students in translating texts.

6 of participants stated that phrasal verbs and idiomatic expressions are troublesome or moderately troublesome factors for students in translating texts. 1 participant claimed that this factor was the most troublesome factor and 1 participant claimed that it was a little troublesome factor.

Punctuation is considered to be a moderately or a little troublesome factor for 7 of participants. Only one participant claimed that punctuation was almost not troublesome factor for students in translating texts.

CHAPTER V

CONCLUSIONS AND RECCOMEDATIONS

5.1 Conclusions

This study was designed to investigate how effectively students studying in the ELT departments handled the translation process and translation issues and how proficient they were in doing this, as well as investigating the role of translation in discovering weak and strong sides of linguistic knowledge and abilities of students studying at the recent programs of the ELT departments of North Cyprus universities.

From the findings regarding the first research question which aimed to find out the levels of Turkish and English grammar studied at schools, it was discovered that students from both universities had serious problems concerning grammar. Concerning the reading habits of the research participants and the language they preferred when reading it can be concluded that almost all the students from both universities read books that were written in English and translated into Turkish. For languages of books it can be said that majority of NEU students always read Turkish and English versions however students from EUL sometimes read English and Turkish versions.

Regarding the findings about the opinions of participants about the contribution of translation to language learning development It was clear that NEU students who were in their 3 academic year moderately raised their linguistic awareness of languages and improved linguistic knowledge much. From the findings it can also be concluded that NEU students considered themselves successful in translating texts that were taken from authentic materials and spent 1-2 hours a week for translation out of class hours. Analysis of the findings regarding the opinions of EUL students about the same issue revealed that translation raised their linguistic awareness of languages and improved their linguistic knowledge much. It was apparent from the findings as well that like the NEU students, EUL students as well spent 1-2 hours a week out of class hours and considered themselves very successful in translating texts that were taken from authentic materials.

Dictionaries are considered to be the 'sine qua non' of the translation process.. Concerning the findings about the usage and benefits of dictionaries, it was apparent that respondents from both universities believed that dictionaries successfully helped them amuch and used the dictionaries which gave descriptive form of words much.

Analysis of the data related to the language problems encountered by the students when they studied translation and what common errors made revealed that the most troublesome factor for the respondents of both universities were the use of tenses and punctuation. Morphological aspects (affixation, word formation, etc), syntactic aspects (order of components in the sentence), semantic aspects (discovering the meaning of vocabulary and other linguistic structures), length of sentences, Structure and relevance of clauses in the sentence (establishing links between the clauses and other sentence components), and phrasal verbs and idiomatic expressions in question 11 seemed to students of both universities moderately or a little troublesome.

From the content analysis of the exam papers of the participants to find out the level of errors they made in vocabulary, cohesion, punctuation, word classification, sentence structure, style, tense, articles, conjunctions and spelling, it was apparent that the errors that were made mostly in translating from English to Turkish were on vocabulary, word classification, punctuation and spelling and the errors that were made mostly in translating from Turkish to English were again vocabulary, punctuation, conjunctions and spelling. It can also be concluded that the respondents had serious punctuation and spelling mistakes.

Analysis of the finding regarding the opinions of the translation lecturers disclosed that they believed that they needed to teach English and Turkish grammar at some levels to students. It was also apparent from the findings that the lecturers recommended their students to read books that were published both in English and in Turkish but only some of their students followed this recommendation. Regarding the findings about the opinions of lecturers about benefits of translation in developing linguistic skills, it was apparent that they believed that translation helped students to raise their linguistic awareness about similarities and differences between Turkish and English The findings also revealed that the lecturers believed that their students were not successful in translating texts that were taken from authentic materials Lecturers also thought that their students spent less than one hour a week on translation out of class . They also believed that the dictionaries giving descriptive forms

of words were more helpful for students in translating. Regarding the findings about pronunciation, the lecturers did not agree that punctuation could be a troublesome factor. On the contrary they believed that syntactic aspects (order of components in the sentence), semantic aspects (discovering the meaning of vocabulary and other linguistic structures), and structure and relevance of clauses in the sentence (establishing links between the clauses and other sentence components) were the troublesome factors. This view of the lecturers contradicts with the opinions of the respondents on the same issue. This contradiction might be because of not lecturers' paying much attention to punctuation as a troublesome factor.

5.2 Recommendations

From the conclusion it was clear that in spite of being in their second or third academic years, the respondents had serious problems concerning grammar. This, in fact indicates that the lack of necessary grammar knowledge can cause serious language problems while translating. In order to overcome this problem, more activities fostering the proper and effective use of grammar should be incorporated into the translation courses. Students should constantly be reminded about their grammar mistakes and guided towards effective use of language. It should be of course lecturers' responsibility to monitor the successful use of language, which can be achieved through regular and useful feedback.

It can be seen from the conclusions that students from NEU always and from EUL sometimes read books that were written in English and translated to Turkish. However, findings obtained from the lecturers did not support this finding because they stated that only some of their students followed their recommendations made on reading books. Therefore, it is recommended that lecturers teaching translation should include reading books in their course outlines. They should also allocate some marks for reading books. Formal reading lists requiring students to write the summaries of the books they have read could also be given to them.

It was clear from the conclusions that both lecturers teaching translation and students taking translation courses believe that translation raises students' linguistic awareness and improves their linguistic knowledge and language abilities. Therefore, lecturers should provide their students with more translation activities as awareness and improvement of

linguistic knowledge are very important. These activities should specifically be aimed to improve the linguistic abilities of students and very carefully structured. They could also be indicated on the course outlines and made a part of the course requirements.

From the conclusions regarding the use of dictionaries, it is clear that dictionaries with descriptive information are considered to be more effective by both lecturers and students. The use of descriptive dictionaries should be encouraged and even be rewarded. Descriptive dictionaries could also be made compulsory supplementary material of the translation courses.

It was apparent from the conclusions that students considered themselves successful in translating texts that were taken from authentic materials but lecturers thought that they were not successful. It seems that formal tasks aiming to assess and monitor the use of authentic materials might be an effective solution to this problem.

Analysis of the conclusions regarding the linguistic factors reveals that students believe that they made more errors on punctuation, use of tense and spelling but on the other hand lecturers believe that these errors are not very important. For translation lecturers the most troublesome factor for their students were the syntactic aspects (order of components in the sentence), semantic aspects (discovering the meaning of vocabulary and other linguistic structures), and structure and relevance of clauses in the sentence (establishing links between the clauses and other sentence components). Content analysis of the students' exam papers illustrates that students make constant mistakes on punctuation and spelling. It appears logical to conclude that the translation lecturers do consider punctuation and spelling mistakes as serious as the other mistakes mentioned above. The researcher recommends that a more detailed study should be conducted to analyze the mistakes made by students and find the methods translation lecturers should utilize to deal with these errors. This in a way will increase awareness concerning language mistakes.

5.3 Further Recommendations

This study contributes to the field of education, identifying students taking translation courses and teachers giving translation courses at universities in North Cyprus. The results of the survey show that there are some contradictions between thoughts and opinions of teachers and students. Much can be done in order to find out the reason of these contradictions.

As far as limitations are concerned, it is not possible to generalize as the number of teachers taking part in this study because only four teachers involved in the study. If the survey had been conducted in primary and second schools and colleges or in all universities in North Cyprus different results could have been obtained. A further research on how translation functions in developing language skills may focus on whether any translation courses or activities are taking place in primary and second schools and colleges in North Cyprus.

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APPENDICES

Appendix A

Questionnaire (Students)

This questionnaire aims to investigate the contribution of translation in language learning and teaching process. Please take some time to answer the following questions. Your co-operation will be much appreciated.

Günel Mustafayeva

Please circle the appropriate alternative

Age: 18-21 22-25 26-29 30 over

Gender: Male Female

Years you have studied English up until now (starting from the elementary school)

a) 1-3 b) 4-6 c) 7-10 d) 10 over

Your nationality

a) Turkish b) Turkish Cypriot c) British Cypriot d) other (please state)

First language you have learnt

a) Turkish b) English c) Other (please state)

Country you were born

a) Cyprus b) Turkey c) Britain (England) d) other (please state)

Please choose the most appropriate answer for you. Please put a “X” for the answer you have chosen or circle the alternative.

1. During your educational background, have you studied Turkish grammar?

YES.....

NO.....

1a. If yes, how did you study it?

5. In every detail 4. In detail 3. In moderate detail 2. in a little detail 1. Not at all

2. During your educational background, have you studied English grammar?

YES.....

NO.....

2a. If yes, how did you study it?

5. In every detail 4. In detail 3. In moderate detail 2. in a little detail 1. Not at all

3. Do you read books that are written in English and translated to Turkish?

YES....

NO.....

3a. If your answer is yes to question 3, do you read English version or Turkish version only, or both?

- 5. English version only
- 4. Turkish version only
- 3. Both Turkish and English versions always
- 2. sometimes both Turkish and English versions
- 1. Rarely both Turkish and English versions

4. How long have you been studying (or studied) translation?

1 academic term 2 academic terms 3 academic terms 4 academic terms

5. How much did translation raise your linguistic awareness about similarities and differences between Turkish and English?

5. Very much 4. Much 3. Moderately 2. A little 1. None

6. How much did translation help you to improve your linguistic knowledge?

5. Very much 4. Much 3. Moderately 2. A little 1. None

7. How successful do you think you are in translating texts that are taken from authentic materials such as newspapers, magazines, novels, and so on ?

5. very successful 4. successful 3. moderately successful 2. a little successful 1. not successful

8. How much time do you spare to translate texts out of class hours?

- 5. Over 5 hours a week
- 4. 2-4 hours a week
- 3. 1-2 hours
- 2. Less than an hour a week
- 1. none

9. Do dictionaries sufficiently help you in translating texts?

- 5. Very much
- 4. Much
- 3. Moderately
- 2. A little
- 1. None

10. In your opinion, which type of dictionary is more helpful for you to explore the meaning of the vocabulary?

- a. Dictionaries that give the meaning of the words directly.
- b. Dictionaries that give the meaning of vocabulary in a descriptive form.

11. Which of the linguistic factors cause more trouble for you in translating texts? Please give 5 to the factor that causes most trouble and 1 to factor that causes least trouble. You can also use the following scale:

(5 = most troublesome factor 4 = troublesome factor 3 = moderately troublesome factor
2 = a little troublesome factor 1 = almost no troublesome factor)

Please put a **X** into the box that is most appropriate to your opinion.

Factors	5	4	3	2	1
Use of tenses					
Morphological aspects (affixation, word formation, etc)					
Syntactic aspects (order of components in the sentence)					
Semantic aspects (discovering the meaning of vocabulary and other linguistic structures)					
Length of sentences					
Structure and relevance of clauses in the sentence (establishing links between the clauses and other sentence components)					
Phrasal verbs and idiomatic expressions					
Punctuation					

12. Do you use a variety of linguistic sources (such as academic articles from various fields (medicine, history, etc.), newspaper articles, articles from magazines, and so on) in your translation studies?

YES.....

NO.....

13. Which of the policies do you follow while translating the linguistic sources in your classroom studies?

- a) Direct translation (translating words with their dictionary definitions)
- b) First explore and interpret the message conveyed in the context and then translate the message into the most appropriate form in the other language.

Appendix A

Questionnaire (Teachers)

This questionnaire aims to investigate the contribution of translation in language learning and teaching process. Please take some time to answer the following questions. Your co-operation will be much appreciated.

Günel Mustafayeva

Please circle the alternative which is appropriate for you.

Teaching experience: a)1-5 years b)6-10 years c)11-15 years d) 16 years over

Gender: Male Female

Years you have been teaching translation at faculty level up until now

a) 1-3 b) 4-6 c) 7-10 d) 10 over

Your nationality

a) Turkish b) Turkish Cypriot c) British Cypriot d) other (please state)

First language you have learnt

a) Turkish b) English c) Other (please state)

Country you were born

a) Cyprus b) Turkey c) Britain (England) d) other (please state)

Please choose the most appropriate answer for you. Please put a “X” for the answer you have chosen or circle the alternative.

2. During your teaching experience, have you ever needed to teach Turkish grammar to your students?

YES.....

NO.....

1a. If yes, how did you teach Turkish grammar to your students?

5. In every detail 4. In detail 3. In moderate detail 2. in a little detail 1. Not at all

2. During your teaching experience, have you ever needed to teach English grammar to your students?

YES.....

NO.....

2a. If yes, how did you teach English grammar to your students?

5. In every detail 4. In detail 3. In moderate detail 2. in a little detail 1. Not at all

4. Have you ever recommended your students to read books that are published both in English and in Turkish?

YES....

NO.....

3a. If your answer is yes to question 3, how many of your students did read the books recommended by you?

- 5. All of them
- 4. Many of them
- 3. Some of them
- 2. A few of them
- 1. None of them

5. In your opinion, does translation help students to raise their linguistic awareness about similarities and differences between Turkish and English?

YES.....

NO.....

4a. If your answer is YES to question 4, in your opinion, how much does translation raise the linguistic awareness of students about similarities and differences between Turkish and English?

5. Very much 4. Much 3. Moderately 2. A little 1. None

5. In your opinion, does translation help students to become aware of their weaknesses and strengths in using L1 and L2?

5. Very much 4. Much 3. Moderately 2. A little 1. None

6. In your opinion, how much do translation help students to improve their linguistic knowledge in Turkish?

6. Very much 5. Much 4. Moderately 3. A little 2. None 1. Depends on student's own enthusiasm

7. In your opinion, how much do translation help students to improve their linguistic knowledge in English?

6. Very much 5. Much 4. Moderately 3. A little 2. None 1. Depends on student's own enthusiasm

8. In your opinion, how successful are your students in translating texts that are taken from authentic materials such as newspapers, magazines, novels, and so on ?

5. very successful 4. successful 3. moderately successful 2. a little successful 1. not successful

9. To the best of your knowledge, how much time do your students spare to translate texts out of class hours?

5. Over 5 hours a week 4. 2-4 hours a week 3. 1-2 hours 2. Less than an hour a week
1. none

10. In your opinion, do dictionaries sufficiently help students in translating texts?

5. Very much 4. Much 3. Moderately 2. A little 1. None

11. In your opinion, which type of dictionary is more helpful for students to explore the meaning of the vocabulary?

- a. Dictionaries that give the meaning of the words directly.
- b. Dictionaries that give the meaning of vocabulary in a descriptive form.

12. Do you use a variety of linguistic sources (such as academic articles from various fields (medicine, history, etc.), newspaper articles, articles from magazines, and so on) in your translation studies?

YES.....

NO.....

13. Which of the linguistic factors cause more trouble for your students in translating texts? Please give 5 to the factor that causes most trouble and 1 to factor that causes least trouble. You can also use the following scale:

(5 = most troublesome factor 4 = troublesome factor 3 = moderately troublesome factor
2 = a little troublesome factor 1 = almost no troublesome factor)

Please put a **X** into the box that is most appropriate to your opinion.

Factors	5	4	3	2	1
Use of tenses					
Morphological aspects (affixation, word formation, etc)					
Syntactic aspects (order of components in the sentence)					
Semantic aspects (discovering the meaning of vocabulary and other linguistic structures)					
Length of sentences					
Structure and relevance of clauses in the sentence (establishing links between the clauses and other sentence components)					
Phrasal verbs and idiomatic expressions					
Punctuation					

Appendix C

Independent Samples Test

		Levene's Test for Equality of Variances					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
q1	Equal variances assumed	3.713	.056	.949	168	.344	.02511
	Equal variances not assumed			1.033	166.342	.303	.02511
q1a	Equal variances assumed	4.149	.043	-2.504	162	.013	-.43689
	Equal variances not assumed			-2.606	160.075	.010	-.43689
q2	Equal variances assumed	.541	.463	.366	168	.715	.01062
	Equal variances not assumed			.377	159.062	.707	.01062
q2a	Equal variances assumed	3.129	.079	-1.382	163	.169	-.21907
	Equal variances not assumed			-1.450	161.998	.149	-.21907
q3	Equal variances assumed	50.333	.000	3.099	168	.002	.20089
	Equal variances not assumed			3.315	167.977	.001	.20089
q3a	Equal variances assumed	.212	.646	1.288	128	.200	.29817
	Equal variances not assumed			1.293	127.442	.198	.29817
q4	Equal variances assumed	38.569	.000	.978	166	.330	.12032
	Equal variances not assumed			1.050	164.555	.295	.12032
q5	Equal variances assumed	.290	.591	-.663	168	.508	-.09987
	Equal variances not assumed			-.671	151.552	.504	-.09987
q6	Equal variances assumed	1.204	.274	-.509	169	.611	-.08099
	Equal variances not assumed			-.523	158.729	.602	-.08099
q7	Equal variances assumed	.029	.866	-1.200	169	.232	-.17860
	Equal variances not assumed			-1.208	149.816	.229	-.17860
q8	Equal variances assumed	.032	.858	.067	169	.946	.01151
	Equal variances not assumed			.067	145.807	.946	.01151

q9	Equal variances assumed	3.215	.075	-2.693	169	.008	-.38065
	Equal variances not assumed			-2.782	160.779	.006	-.38065
q10	Equal variances assumed	.568	.452	-.369	167	.712	-.02868
	Equal variances not assumed			-.370	144.673	.712	-.02868
q11a	Equal variances assumed	1.749	.188	1.622	164	.107	.40533
	Equal variances not assumed			1.590	127.469	.114	.40533
q11b	Equal variances assumed	.483	.488	-.975	163	.331	-.17677
	Equal variances not assumed			-.971	137.308	.333	-.17677
q11c	Equal variances assumed	5.717	.018	3.354	159	.001	.61111
	Equal variances not assumed			3.228	113.830	.002	.61111
q11d	Equal variances assumed	.003	.957	-.110	157	.913	-.02012
	Equal variances not assumed			-.110	133.791	.912	-.02012
q11e	Equal variances assumed	.718	.398	2.055	160	.041	.40404
	Equal variances not assumed			2.069	135.072	.040	.40404
q11f	Equal variances assumed	.087	.768	.309	159	.758	.05497
	Equal variances not assumed			.309	138.332	.758	.05497
q11g	Equal variances assumed	.048	.827	-1.512	166	.133	-.26984
	Equal variances not assumed			-1.518	143.392	.131	-.26984
q11h	Equal variances assumed	13.081	.000	3.048	162	.003	.57112
	Equal variances not assumed			3.191	157.930	.002	.57112
q12	Equal variances assumed	.190	.664	-.222	166	.825	-.01706
	Equal variances not assumed			-.221	143.029	.825	-.01706
q13	Equal variances assumed	.005	.942	.036	167	.971	.00248
	Equal variances not assumed			.036	143.326	.971	.00248
q14	Equal variances assumed	11.980	.001	-1.819	161	.071	-.12610
	Equal variances not assumed			-1.758	119.216	.081	-.12610
q15	Equal variances assumed	38.900	.000	2.779	165	.006	.18567

	Equal variances not assumed			2.951	163.623	.004	.18567
q16	Equal variances assumed	1.307	.255	.566	165	.572	.02790
	Equal variances not assumed			.579	150.007	.563	.02790

Appendix D

Frequency Tables of NEU

q1		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	97	95.1	96.0	96.0
	no	4	3.9	4.0	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

q1a		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	5	4.9	5.2	5.2
	in little detail	14	13.7	14.6	19.8
	in moderate detail	12	11.8	12.5	32.3
	in detail	35	34.3	36.5	68.8
	in every detail	30	29.4	31.3	100.0
	Total	96	94.1	100.0	
Missing	System	6	5.9		
Total		102	100.0		

q2		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	97	95.1	96.0	96.0
	no	4	3.9	4.0	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

q3		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	69	67.6	68.3	68.3
	no	32	31.4	31.7	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

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q3a		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely both turkish and english versions	10	9.8	14.5	14.5
	sometimes both turkish and english versions	15	14.7	21.7	36.2

	both turkish and english versions always	16	15.7	23.2	59.4
	turkish version only	14	13.7	20.3	79.7
	english version only	14	13.7	20.3	100.0
	Total	69	67.6	100.0	
Missing	System	33	32.4		
Total		102	100.0		

q4		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 academic terms	28	27.5	27.5	27.5
	2 academic terms	28	27.5	27.5	54.9
	3 academic terms	44	43.1	43.1	98.0
	4 academic terms	2	2.0	2.0	100.0
	Total	102	100.0	100.0	

q5		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	3	2.9	3.0	3.0
	a little	11	10.8	10.9	13.9
	moderately	39	38.2	38.6	52.5
	much	32	31.4	31.7	84.2
	very much	16	15.7	15.8	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

q6		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	7	6.9	6.9	6.9
	a little	11	10.8	10.8	17.6
	moderately	31	30.4	30.4	48.0
	much	39	38.2	38.2	86.3
	very much	14	13.7	13.7	100.0
	Total	102	100.0	100.0	

q7		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not successful	3	2.9	2.9	2.9
	a little successful	16	15.7	15.7	18.6
	moderately successful	36	35.3	35.3	53.9
	successful	38	37.3	37.3	91.2
	very successful	8	7.8	7.8	99.0
	6.00	1	1.0	1.0	100.0
	Total	102	100.0	100.0	

q8		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	16	15.7	15.7	15.7
	less than an hour a week	20	19.6	19.6	35.3
	1-2 hours a week	40	39.2	39.2	74.5
	2-4 hours a week	21	20.6	20.6	95.1
	over five hours a week	5	4.9	4.9	100.0
	Total	102	100.0	100.0	

q9		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	1	1.0	1.0	1.0
	a little	11	10.8	10.8	11.8
	moderately	25	24.5	24.5	36.3
	much	42	41.2	41.2	77.5
	very much	23	22.5	22.5	100.0
	Total	102	100.0	100.0	

q10		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	dictionaries giving direct meaning of words	43	42.2	42.6	42.6
	dictionaris giving descriptive forms of words	58	56.9	57.4	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
	Total	102	100.0		

q11a		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	27	26.5	26.7	26.7
	a little troublesome factor	21	20.6	20.8	47.5
	moderately troublesome factor	14	13.7	13.9	61.4
	troublesome factor	18	17.6	17.8	79.2
	most troublesome factor	21	20.6	20.8	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
	Total	102	100.0		

q11b		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	almost not troublesome factor	10	9.8	10.1	10.1
	a little troublesome factor	31	30.4	31.3	41.4
	moderately troublesome factor	29	28.4	29.3	70.7
	troublesome factor	20	19.6	20.2	90.9
	most troublesome factor	9	8.8	9.1	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

q11c		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	4	3.9	4.0	4.0
	a little troublesome factor	25	24.5	25.3	29.3
	moderately troublesome factor	38	37.3	38.4	67.7
	troublesome factor	20	19.6	20.2	87.9
	most troublesome factor	12	11.8	12.1	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

q11d		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	11	10.8	11.3	11.3
	a little troublesome factor	15	14.7	15.5	26.8
	moderately troublesome factor	36	35.3	37.1	63.9
	troublesome factor	24	23.5	24.7	88.7
	most troublesome factor	11	10.8	11.3	100.0
	Total	97	95.1	100.0	
Missing	System	5	4.9		
Total		102	100.0		

q11e		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	6	5.9	6.1	6.1
	a little troublesome factor	13	12.7	13.1	19.2
	moderately troublesome factor	25	24.5	25.3	44.4
	troublesome factor	23	22.5	23.2	67.7
	most troublesome factor	32	31.4	32.3	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		

Total	102	100.0		
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q11f		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	6	5.9	6.3	6.3
	a little troublesome factor	18	17.6	18.8	25.0
	moderately troublesome factor	33	32.4	34.4	59.4
	troublesome factor	25	24.5	26.0	85.4
	most troublesome factor	14	13.7	14.6	100.0
	Total	96	94.1	100.0	
Missing	System	6	5.9		
Total		102	100.0		

q11g		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	7	6.9	6.9	6.9
	a little troublesome factor	18	17.6	17.8	24.8
	moderately troublesome factor	37	36.3	36.6	61.4
	troublesome factor	22	21.6	21.8	83.2
	most troublesome factor	17	16.7	16.8	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

q11h		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	29	28.4	29.6	29.6
	a little troublesome factor	19	18.6	19.4	49.0
	moderately troublesome factor	24	23.5	24.5	73.5
	troublesome factor	20	19.6	20.4	93.9
	most troublesome factor	6	5.9	6.1	100.0
	Total	98	96.1	100.0	
Missing	System	4	3.9		
Total		102	100.0		

q12		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	62	60.8	62.0	62.0

	no	38	37.3	38.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

q13		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	direct translation from dictionary	25	24.5	24.8	24.8
	explored and interpreted translation	76	74.5	75.2	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

q14		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	79	77.5	79.8	79.8
	incorrect	20	19.6	20.2	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

q15		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	68	66.7	68.0	68.0
	incorrect	32	31.4	32.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

q16		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	89	87.3	88.1	88.1
	incorrect	12	11.8	11.9	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Appendix E

Frequency Tables of EUL

q1		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	68	98.6	98.6	98.6
	no	1	1.4	1.4	100.0
	Total	69	100.0	100.0	

q1a		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	in little detail	5	7.2	7.4	7.4
	in moderate detail	10	14.5	14.7	22.1
	in detail	21	30.4	30.9	52.9
	in every detail	32	46.4	47.1	100.0
	Total	68	98.6	100.0	
Missing	System	1	1.4		
	Total	69	100.0		

q2		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	67	97.1	97.1	97.1
	no	2	2.9	2.9	100.0
	Total	69	100.0	100.0	

q2a		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	in little detail	4	5.8	5.9	5.9
	in moderate detail	5	7.2	7.4	13.2
	in detail	29	42.0	42.6	55.9
	in every detail	30	43.5	44.1	100.0
	Total	68	98.6	100.0	
Missing	System	1	1.4		
	Total	69	100.0		

q3		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	61	88.4	88.4	88.4
	no	8	11.6	11.6	100.0
	Total	69	100.0	100.0	

q3a		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely both turkish and english versions	8	11.6	13.1	13.1
	sometimes both turkish and english versions	23	33.3	37.7	50.8
	both turkish and english versions always	12	17.4	19.7	70.5
	turkish version only	9	13.0	14.8	85.2
	english version only	9	13.0	14.8	100.0
	Total	61	88.4	100.0	
Missing	System	8	11.6		
Total		69	100.0		

q4		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 academic terms	6	8.7	9.1	9.1
	2 academic terms	53	76.8	80.3	89.4
	3 academic terms	3	4.3	4.5	93.9
	4 academic terms	4	5.8	6.1	100.0
	Total	66	95.7	100.0	
Missing	System	3	4.3		
Total		69	100.0		

q5		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	1	1.4	1.4	1.4
	a little	8	11.6	11.6	13.0
	moderately	21	30.4	30.4	43.5
	much	29	42.0	42.0	85.5
	very much	10	14.5	14.5	100.0
	Total	69	100.0	100.0	

q6		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	1	1.4	1.4	1.4
	a little	9	13.0	13.0	14.5
	moderately	23	33.3	33.3	47.8
	much	27	39.1	39.1	87.0
	very much	9	13.0	13.0	100.0
	Total	69	100.0	100.0	

q7		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not successful	1	1.4	1.4	1.4
	a little successful	9	13.0	13.0	14.5
	moderately successful	21	30.4	30.4	44.9
	successful	29	42.0	42.0	87.0
	very successful	9	13.0	13.0	100.0
	Total	69	100.0	100.0	

q8		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	12	17.4	17.4	17.4
	less than an hour a week	12	17.4	17.4	34.8
	1-2 hours a week	26	37.7	37.7	72.5
	2-4 hours a week	17	24.6	24.6	97.1
	over five hours a week	2	2.9	2.9	100.0
	Total	69	100.0	100.0	

q9		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	2	2.9	2.9	2.9
	moderately	13	18.8	18.8	21.7
	much	29	42.0	42.0	63.8
	very much	25	36.2	36.2	100.0
	Total	69	100.0	100.0	

q10		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	dictionaries giving direct meaning of words	27	39.1	39.7	39.7
	dictionaris giving descriptive forms of words	41	59.4	60.3	100.0
	Total	68	98.6	100.0	
Missing	System	1	1.4		
Total		69	100.0		

q11a		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	31	44.9	47.7	47.7
	a little troublesome factor	8	11.6	12.3	60.0
	moderately troublesome factor	7	10.1	10.8	70.8
	troublesome factor	4	5.8	6.2	76.9
	most troublesome factor	15	21.7	23.1	100.0
	Total	65	94.2	100.0	
Missing	System	4	5.8		
Total		69	100.0		

q11b		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	6	8.7	9.1	9.1
	a little troublesome factor	19	27.5	28.8	37.9
	moderately troublesome factor	12	17.4	18.2	56.1
	troublesome factor	24	34.8	36.4	92.4
	most troublesome factor	5	7.2	7.6	100.0
	Total	66	95.7	100.0	
Missing	System	3	4.3		
Total		69	100.0		

q11c		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	16	23.2	25.8	25.8
	a little troublesome factor	18	26.1	29.0	54.8
	moderately troublesome factor	13	18.8	21.0	75.8
	troublesome factor	11	15.9	17.7	93.5
	most troublesome factor	4	5.8	6.5	100.0
	Total	62	89.9	100.0	
Missing	System	7	10.1		
Total		69	100.0		

q11d		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	3	4.3	4.8	4.8
	a little troublesome factor	17	24.6	27.4	32.3
	moderately troublesome factor	20	29.0	32.3	64.5
	troublesome factor	14	20.3	22.6	87.1
	most troublesome factor	8	11.6	12.9	100.0
	Total	62	89.9	100.0	
Missing	System	7	10.1		
Total		69	100.0		

q11e		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	5	7.2	7.9	7.9
	a little troublesome factor	12	17.4	19.0	27.0
	moderately troublesome factor	22	31.9	34.9	61.9
	troublesome factor	12	17.4	19.0	81.0
	most troublesome factor	12	17.4	19.0	100.0
	Total	63	91.3	100.0	
Missing	System	6	8.7		
Total		69	100.0		

q11f		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	4	5.8	6.2	6.2
	a little troublesome factor	13	18.8	20.0	26.2
	moderately troublesome factor	24	34.8	36.9	63.1
	troublesome factor	15	21.7	23.1	86.2
	most troublesome factor	9	13.0	13.8	100.0
	Total	65	94.2	100.0	
Missing	System	4	5.8		
Total		69	100.0		

q11g		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	3	4.3	4.5	4.5
	a little troublesome factor	10	14.5	14.9	19.4
	moderately troublesome factor	18	26.1	26.9	46.3
	troublesome factor	22	31.9	32.8	79.1
	most troublesome factor	14	20.3	20.9	100.0

	Total		67	97.1	100.0	
Missing	System		2	2.9		
Total			69	100.0		
q11h		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	almost not troublesome factor	26	37.7	39.4	39.4	
	a little troublesome factor	23	33.3	34.8	74.2	
	moderately troublesome factor	11	15.9	16.7	90.9	
	troublesome factor	5	7.2	7.6	98.5	
	most troublesome factor	1	1.4	1.5	100.0	
	Total	66	95.7	100.0		
Missing	System	3	4.3			
Total		69	100.0			

q12		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	yes	41	59.4	60.3	60.3	
	no	27	39.1	39.7	100.0	
	Total	68	98.6	100.0		
Missing	System	1	1.4			
Total		69	100.0			

q13		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	direct translation from dictionary	17	24.6	25.0	25.0	
	explored and interpreted translation	51	73.9	75.0	100.0	
	Total	68	98.6	100.0		
Missing	System	1	1.4			
Total		69	100.0			

q14		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	correct	43	62.3	67.2	67.2	
	incorrect	21	30.4	32.8	100.0	
	Total	64	92.8	100.0		
Missing	System	5	7.2			
Total		69	100.0			

q15		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	58	84.1	86.6	86.6
	incorrect	9	13.0	13.4	100.0
	Total	67	97.1	100.0	
Missing	System	2	2.9		
Total		69	100.0		

q16		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	60	87.0	90.9	90.9
	incorrect	6	8.7	9.1	100.0
	Total	66	95.7	100.0	
Missing	System	3	4.3		
Total		69	100.0		

Appendix F

Nationalities ANOVA Results

		Sum of Squares	df	Mean Square	F	Sig.
q1	Between Groups	,526	3	,175	6,726	,000
	Within Groups	4,327	166	,026		
	Total	4,853	169			
q1a	Between Groups	33,506	3	11,169	10,483	,000
	Within Groups	170,464	160	1,065		
	Total	203,970	163			
q2	Between Groups	,018	3	,006	,173	,915
	Within Groups	5,770	166	,035		
	Total	5,788	169			
q2a	Between Groups	6,476	3	2,159	2,184	,092
	Within Groups	159,100	161	,988		
	Total	165,576	164			
q3	Between Groups	3,739	3	1,246	7,707	,000
	Within Groups	26,849	166	,162		
	Total	30,588	169			
q3a	Between Groups	,948	3	,316	,178	,911
	Within Groups	223,860	126	1,777		
	Total	224,808	129			
q4	Between Groups	1,831	3	,610	1,007	,391
	Within Groups	99,448	164	,606		
	Total	101,280	167			

q5	Between Groups	4,426	3	1,475	1,611	,189
	Within Groups	152,068	166	,916		
	Total	156,494	169			
q6	Between Groups	6,489	3	2,163	2,128	,099
	Within Groups	169,733	167	1,016		
	Total	176,222	170			
q7	Between Groups	17,558	3	5,853	7,084	,000
	Within Groups	137,963	167	,826		
	Total	155,520	170			
q8	Between Groups	3,771	3	1,257	1,057	,369
	Within Groups	198,650	167	1,190		
	Total	202,421	170			
q9	Between Groups	3,984	3	1,328	1,574	,198
	Within Groups	140,905	167	,844		
	Total	144,889	170			
q10	Between Groups	,150	3	,050	,202	,895
	Within Groups	40,856	165	,248		
	Total	41,006	168			
q11a	Between Groups	5,935	3	1,978	,791	,501
	Within Groups	405,397	162	2,502		
	Total	411,331	165			
q11b	Between Groups	,316	3	,105	,080	,971
	Within Groups	213,078	161	1,323		
	Total	213,394	164			
q11c	Between Groups	,706	3	,235	,172	,915

	Within Groups	214,809	157	1,368		
	Total	215,516	160			
q11d	Between Groups	3,448	3	1,149	,905	,440
	Within Groups	196,942	155	1,271		
	Total	200,390	158			
q11e	Between Groups	5,109	3	1,703	1,125	,341
	Within Groups	239,237	158	1,514		
	Total	244,346	161			
q11f	Between Groups	,985	3	,328	,265	,850
	Within Groups	194,406	157	1,238		
	Total	195,391	160			
q11g	Between Groups	4,102	3	1,367	1,058	,368
	Within Groups	211,874	164	1,292		
	Total	215,976	167			
q11h	Between Groups	3,659	3	1,220	,836	,476
	Within Groups	233,481	160	1,459		
	Total	237,140	163			
q12	Between Groups	,507	3	,169	,704	,551
	Within Groups	39,345	164	,240		
	Total	39,851	167			
q13	Between Groups	,682	3	,227	1,215	,306
	Within Groups	30,880	165	,187		
	Total	31,562	168			
q14	Between Groups	,328	3	,109	,572	,634

	Within Groups	30,359	159	,191		
	Total	30,687	162			
q15	Between Groups	1,031	3	,344	1,874	,136
	Within Groups	29,903	163	,183		
	Total	30,934	166			
q16	Between Groups	,899	3	,300	3,222	,024
	Within Groups	15,161	163	,093		
	Total	16,060	166			

Appendix G

First Language Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
q1	Turkish	154	1.0260	.15958	.01286	1.0006	1.0514	1.00	2.00
	English	13	1.0769	.27735	.07692	.9093	1.2445	1.00	2.00
	Other	3	1.0000	.00000	.00000	1.0000	1.0000	1.00	1.00
	Total	170	1.0294	.16946	.01300	1.0038	1.0551	1.00	2.00
q1a	Turkish	150	3.9800	1.11410	.09097	3.8003	4.1597	1.00	5.00
	English	11	3.2727	1.10371	.33278	2.5312	4.0142	2.00	5.00
	Other	3	3.3333	.57735	.33333	1.8991	4.7676	3.00	4.00
	Total	164	3.9207	1.11864	.08735	3.7482	4.0932	1.00	5.00
q2	Turkish	154	1.0260	.15958	.01286	1.0006	1.0514	1.00	2.00
	English	13	1.0769	.27735	.07692	.9093	1.2445	1.00	2.00
	Other	3	1.3333	.57735	.33333	-.1009	2.7676	1.00	2.00
	Total	170	1.0353	.18507	.01419	1.0073	1.0633	1.00	2.00
q2a	Turkish	150	4.1333	.98762	.08064	3.9740	4.2927	1.00	5.00
	English	13	3.9231	1.25576	.34828	3.1642	4.6819	1.00	5.00
	Other	2	4.5000	.70711	.50000	-1.8531	10.8531	4.00	5.00
	Total	165	4.1212	1.00479	.07822	3.9668	4.2757	1.00	5.00
q3	Turkish	154	1.2273	.42044	.03388	1.1603	1.2942	1.00	2.00
	English	13	1.3846	.50637	.14044	1.0786	1.6906	1.00	2.00
	Other	3	1.0000	.00000	.00000	1.0000	1.0000	1.00	1.00
	Total	170	1.2353	.42544	.03263	1.1709	1.2997	1.00	2.00
q3a	Turkish	119	2.9160	1.33137	.12205	2.6743	3.1577	1.00	5.00
	English	8	3.5000	1.30931	.46291	2.4054	4.5946	2.00	5.00
	Other	3	3.3333	.57735	.33333	1.8991	4.7676	3.00	4.00
	Total	130	2.9615	1.32011	.11578	2.7325	3.1906	1.00	5.00
q4	Turkish	152	2.1382	.74629	.06053	2.0186	2.2578	1.00	4.00
	English	13	2.3846	1.04391	.28953	1.7538	3.0154	1.00	4.00

	Other	3	1.6667	1.15470	.66667	-1.2018	4.5351	1.00	3.00
	Total	168	2.1488	.77876	.06008	2.0302	2.2674	1.00	4.00
q5	Turkish	154	3.5195	.94434	.07610	3.3691	3.6698	1.00	5.00
	English	13	3.4615	1.19829	.33235	2.7374	4.1857	1.00	5.00
	Other	3	3.0000	1.00000	.57735	.5159	5.4841	2.00	4.00
	Total	170	3.5059	.96229	.07380	3.3602	3.6516	1.00	5.00
q6	Turkish	155	3.4645	1.00826	.08099	3.3045	3.6245	1.00	5.00
	English	13	3.2308	1.16575	.32332	2.5263	3.9352	1.00	5.00
	Other	3	3.3333	1.15470	.66667	.4649	6.2018	2.00	4.00
	Total	171	3.4444	1.01814	.07786	3.2907	3.5981	1.00	5.00
q7	Turkish	155	3.4000	.95073	.07636	3.2491	3.5509	1.00	6.00
	English	13	3.6154	1.12090	.31088	2.9380	4.2927	2.00	5.00
	Other	3	3.3333	.57735	.33333	1.8991	4.7676	3.00	4.00
	Total	171	3.4152	.95647	.07314	3.2708	3.5596	1.00	6.00
q8	Turkish	155	2.7871	1.09892	.08827	2.6127	2.9615	1.00	5.00
	English	13	2.8462	1.14354	.31716	2.1551	3.5372	1.00	5.00
	Other	3	2.6667	.57735	.33333	1.2324	4.1009	2.00	3.00
	Total	171	2.7895	1.09120	.08345	2.6247	2.9542	1.00	5.00
q9	Turkish	155	3.8903	.91572	.07355	3.7450	4.0356	1.00	5.00
	English	13	3.8462	1.06819	.29626	3.2007	4.4917	2.00	5.00
	Other	3	4.0000	1.00000	.57735	1.5159	6.4841	3.00	5.00
	Total	171	3.8889	.92319	.07060	3.7495	4.0283	1.00	5.00
q10	Turkish	153	1.5817	.49490	.04001	1.5027	1.6607	1.00	2.00
	English	13	1.6923	.48038	.13323	1.4020	1.9826	1.00	2.00
	Other	3	1.3333	.57735	.33333	-.1009	2.7676	1.00	2.00
	Total	169	1.5858	.49405	.03800	1.5108	1.6608	1.00	2.00
q11a	Turkish	151	2.6358	1.58107	.12867	2.3815	2.8900	1.00	5.00
	English	12	3.0833	1.56428	.45157	2.0894	4.0772	1.00	5.00
	Other	3	4.0000	1.00000	.57735	1.5159	6.4841	3.00	5.00
	Total	166	2.6928	1.57890	.12255	2.4508	2.9347	1.00	5.00

q11b	Turkish	149	2.9060	1.14102	.09348	2.7213	3.0908	1.00	5.00
	English	13	3.3077	1.18213	.32786	2.5933	4.0220	1.00	5.00
	Other	3	3.0000	1.00000	.57735	.5159	5.4841	2.00	4.00
	Total	165	2.9394	1.14069	.08880	2.7640	3.1147	1.00	5.00
q11c	Turkish	145	2.8690	1.15623	.09602	2.6792	3.0588	1.00	5.00
	English	13	2.9231	1.11516	.30929	2.2492	3.5970	1.00	5.00
	Other	3	3.0000	2.00000	1.15470	-1.9683	7.9683	1.00	5.00
	Total	161	2.8758	1.16059	.09147	2.6951	3.0564	1.00	5.00
q11d	Turkish	144	3.0833	1.11882	.09323	2.8990	3.2676	1.00	5.00
	English	12	3.0000	1.20605	.34816	2.2337	3.7663	1.00	5.00
	other	3	4.3333	.57735	.33333	2.8991	5.7676	4.00	5.00
	Total	159	3.1006	1.12618	.08931	2.9242	3.2770	1.00	5.00
q11e	Turkish	146	3.4521	1.19240	.09868	3.2570	3.6471	1.00	5.00
	English	13	3.6154	1.50214	.41662	2.7077	4.5231	1.00	5.00
	Other	3	3.6667	2.30940	1.33333	-2.0702	9.4035	1.00	5.00
	Total	162	3.4691	1.23194	.09679	3.2780	3.6603	1.00	5.00
q11f	Turkish	145	3.2138	1.09409	.09086	3.0342	3.3934	1.00	5.00
	English	13	3.1538	1.34450	.37290	2.3414	3.9663	1.00	5.00
	Other	3	3.6667	.57735	.33333	2.2324	5.1009	3.00	4.00
	Total	161	3.2174	1.10508	.08709	3.0454	3.3894	1.00	5.00
q11g	Turkish	152	3.3421	1.13409	.09199	3.1604	3.5239	1.00	5.00
	English	13	3.2308	1.23517	.34257	2.4844	3.9772	1.00	5.00
	Other	3	4.0000	1.00000	.57735	1.5159	6.4841	3.00	5.00
	Total	168	3.3452	1.13722	.08774	3.1720	3.5185	1.00	5.00
q11h	Turkish	148	2.2770	1.17700	.09675	2.0858	2.4682	1.00	5.00
	English	13	2.4615	1.45002	.40216	1.5853	3.3378	1.00	5.00
	Other	3	3.3333	1.52753	.88192	-.4612	7.1279	2.00	5.00
	Total	164	2.3110	1.20617	.09419	2.1250	2.4970	1.00	5.00
q12	Turkish	152	1.3947	.49041	.03978	1.3161	1.4733	1.00	2.00
	English	13	1.3846	.50637	.14044	1.0786	1.6906	1.00	2.00

q13	Other	3	1.0000	.00000	.00000	1.0000	1.0000	1.00	1.00
	Total	168	1.3869	.48850	.03769	1.3125	1.4613	1.00	2.00
	Turkish	153	1.7451	.43724	.03535	1.6753	1.8149	1.00	2.00
	English	13	1.7692	.43853	.12163	1.5042	2.0342	1.00	2.00
	Other	3	2.0000	.00000	.00000	2.0000	2.0000	2.00	2.00
q14	Total	169	1.7515	.43344	.03334	1.6857	1.8173	1.00	2.00
	Turkish	148	1.2432	.43050	.03539	1.1733	1.3132	1.00	2.00
	English	12	1.2500	.45227	.13056	.9626	1.5374	1.00	2.00
	Other	3	1.6667	.57735	.33333	.2324	3.1009	1.00	2.00
	Total	163	1.2515	.43523	.03409	1.1842	1.3189	1.00	2.00
q15	Turkish	151	1.2252	.41908	.03410	1.1578	1.2926	1.00	2.00
	English	13	1.3846	.50637	.14044	1.0786	1.6906	1.00	2.00
	Other	3	1.6667	.57735	.33333	.2324	3.1009	1.00	2.00
	Total	167	1.2455	.43168	.03340	1.1796	1.3115	1.00	2.00
	Turkish	152	1.1053	.30791	.02497	1.0559	1.1546	1.00	2.00
q16	English	12	1.1667	.38925	.11237	.9193	1.4140	1.00	2.00
	Other	3	1.0000	.00000	.00000	1.0000	1.0000	1.00	1.00
	Total	167	1.1078	.31104	.02407	1.0603	1.1553	1.00	2.00

Appendix H

First Language Descriptives

Dependent Variable	(I) firstlanguage	(J) firstlanguage	Mean Difference (I-J)	Std. Error	Sig.
q1	turkish	English	-.05095	.04906	.902
		Other	.02597	.09903	1.000
	english	Turkish	.05095	.04906	.902
		Other	.07692	.10881	1.000
	other	Turkish	-.02597	.09903	1.000
		English	-.07692	.10881	1.000
q1a	turkish	English	.70727	.34623	.128
		Other	.64667	.64629	.956
	english	Turkish	-.70727	.34623	.128
		Other	-.06061	.72193	1.000
	other	Turkish	-.64667	.64629	.956
		English	.06061	.72193	1.000
q2	turkish	English	-.05095	.05235	.995
		Other	-.30736(*)	.10566	.012
	english	Turkish	.05095	.05235	.995
		Other	-.25641	.11609	.086
	other	Turkish	.30736(*)	.10566	.012
		English	.25641	.11609	.086
q2a	turkish	English	.21026	.29157	1.000
		Other	-.36667	.71784	1.000
	english	Turkish	-.21026	.29157	1.000
		Other	-.57692	.76599	1.000
	other	Turkish	.36667	.71784	1.000
		English	.57692	.76599	1.000
q3	turkish	English	-.15734	.12266	.604
		Other	.22727	.24758	1.000
	english	Turkish	.15734	.12266	.604
		Other	.38462	.27203	.478
	other	Turkish	-.22727	.24758	1.000

q3a	turkish	English	-.38462	.27203	.478
		English	-.58403	.48271	.686
		Other	-.41737	.77259	1.000
	english	Turkish	.58403	.48271	.686
		Other	.16667	.89474	1.000
		Turkish	.41737	.77259	1.000
q4	turkish	English	-.16667	.89474	1.000
		English	-.24646	.22478	.823
		Other	.47149	.45352	.900
	english	Turkish	.24646	.22478	.823
		Other	.71795	.49824	.454
		Turkish	-.47149	.45352	.900
q5	turkish	English	-.71795	.49824	.454
		English	.05794	.27885	1.000
		Other	.51948	.56283	1.000
	english	Turkish	-.05794	.27885	1.000
		Other	.46154	.61841	1.000
		Turkish	-.51948	.56283	1.000
q6	turkish	English	-.46154	.61841	1.000
		English	.23375	.29515	1.000
		Other	.13118	.59583	1.000
	english	Turkish	-.23375	.29515	1.000
		Other	-.10256	.65471	1.000
		Turkish	-.13118	.59583	1.000
q7	turkish	English	.10256	.65471	1.000
		English	-.21538	.27730	1.000
		Other	.06667	.55980	1.000
	english	Turkish	.21538	.27730	1.000
		Other	.28205	.61512	1.000
		Turkish	-.06667	.55980	1.000
q8	turkish	English	-.28205	.61512	1.000
		English	-.05906	.31688	1.000
		Other	.12043	.63971	1.000

q9	english	Turkish	.05906	.31688	1.000
		Other	.17949	.70292	1.000
	other	Turkish	-.12043	.63971	1.000
		English	-.17949	.70292	1.000
	turkish	English	.04417	.26809	1.000
		Other	-.10968	.54122	1.000
q10	english	Turkish	-.04417	.26809	1.000
		Other	-.15385	.59470	1.000
	other	Turkish	.10968	.54122	1.000
		English	.15385	.59470	1.000
	turkish	English	-.11061	.14299	1.000
		Other	.24837	.28854	1.000
q11a	english	Turkish	.11061	.14299	1.000
		Other	.35897	.31702	.777
	other	Turkish	-.24837	.28854	1.000
		English	-.35897	.31702	.777
	turkish	English	-.44757	.47212	1.000
		Other	-1.36424	.91779	.417
q11b	english	Turkish	.44757	.47212	1.000
		Other	-.91667	1.01608	1.000
	other	Turkish	1.36424	.91779	.417
		English	.91667	1.01608	1.000
	turkish	English	-.40165	.33040	.678
		Other	-.09396	.66622	1.000
q11c	english	Turkish	.40165	.33040	.678
		Other	.30769	.73178	1.000
	other	Turkish	.09396	.66622	1.000
		English	-.30769	.73178	1.000
	turkish	English	-.05411	.33807	1.000
		Other	-.13103	.68111	1.000
english	Turkish	.05411	.33807	1.000	
	Other	-.07692	.74792	1.000	
other	Turkish	.13103	.68111	1.000	
	English	.07692	.74792	1.000	

q11d	turkish	English	.08333	.33650	1.000	
		Other	-1.25000	.65330	.173	
	english	Turkish	-.08333	.33650	1.000	
		Other	-1.33333	.72292	.201	
	other	Turkish	1.25000	.65330	.173	
		English	1.33333	.72292	.201	
	q11e	turkish	English	-.16333	.35848	1.000
			Other	-.21461	.72239	1.000
english		Turkish	.16333	.35848	1.000	
		Other	-.05128	.79331	1.000	
other		Turkish	.21461	.72239	1.000	
		English	.05128	.79331	1.000	
q11f		turkish	English	.05995	.32141	1.000
			Other	-.45287	.64755	1.000
	english	Turkish	-.05995	.32141	1.000	
		Other	-.51282	.71108	1.000	
	other	Turkish	.45287	.64755	1.000	
		English	.51282	.71108	1.000	
	q11g	turkish	English	.11134	.32949	1.000
			Other	-.65789	.66477	.971
english		Turkish	-.11134	.32949	1.000	
		Other	-.76923	.73033	.881	
other		Turkish	.65789	.66477	.971	
		English	.76923	.73033	.881	
q11h		turkish	English	-.18451	.34840	1.000
			Other	-1.05631	.70237	.404
	english	Turkish	.18451	.34840	1.000	
		Other	-.87179	.77143	.780	
	other	Turkish	1.05631	.70237	.404	
		English	.87179	.77143	.780	
	q12	turkish	English	.01012	.14119	1.000
			Other	.39474	.28487	.503
english		Turkish	-.01012	.14119	1.000	

		Other	.38462	.31296	.663
	other	Turkish	-.39474	.28487	.503
		English	-.38462	.31296	.663
q13	turkish	English	-.02413	.12558	1.000
		Other	-.25490	.25342	.948
	english	Turkish	.02413	.12558	1.000
		Other	-.23077	.27842	1.000
	other	Turkish	.25490	.25342	.948
		English	.23077	.27842	1.000
q14	turkish	English	-.00676	.13031	1.000
		Other	-.42342	.25319	.289
	english	Turkish	.00676	.13031	1.000
		Other	-.41667	.28025	.417
	other	Turkish	.42342	.25319	.289
		English	.41667	.28025	.417
q15	turkish	English	-.15945	.12380	.599
		Other	-.44150	.24974	.237
	english	Turkish	.15945	.12380	.599
		Other	-.28205	.27435	.916
	other	Turkish	.44150	.24974	.237
		English	.28205	.27435	.916
q16	Turkish	English	-.06140	.09361	1.000
		Other	.10526	.18200	1.000
	english	Turkish	.06140	.09361	1.000
		Other	.16667	.20151	1.000
	other	Turkish	-.10526	.18200	1.000
		English	-.16667	.20151	1.000

Appendix I

Gender 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
q1	Equal variances assumed	,635	,427	,399	168	,690	,01117
	Equal variances not assumed			,374	88,788	,709	,01117
q1a	Equal variances assumed	1,869	,173	-,431	162	,667	-,08104
	Equal variances not assumed			-,468	122,639	,641	-,08104
q2	Equal variances assumed	3,785	,053	,974	168	,332	,02969
	Equal variances not assumed			,854	77,307	,396	,02969
q2a	Equal variances assumed	,274	,601	-,550	163	,583	-,09275
	Equal variances not assumed			-,558	102,996	,578	-,09275
q3	Equal variances assumed	5,808	,017	1,278	168	,203	,08940
	Equal variances not assumed			1,221	92,792	,225	,08940
q3a	Equal variances assumed	1,544	,216	1,686	128	,094	,42620
	Equal variances not assumed			1,754	75,504	,083	,42620
q4	Equal variances assumed	,866	,353	-,772	166	,441	-,10106
	Equal variances not assumed			-,725	82,940	,471	-,10106
q5	Equal variances assumed	,726	,396	-1,954	168	,052	-,30715
	Equal variances not assumed			-1,882	94,587	,063	-,30715
q6	Equal variances assumed	,005	,942	-1,459	169	,146	-,24359
	Equal variances not assumed			-1,429	98,157	,156	-,24359
q7	Equal variances assumed	,033	,855	-,072	169	,943	-,01140
	Equal variances not assumed			-,074	108,723	,941	-,01140
q8	Equal variances assumed	,143	,706	,658	169	,512	,11823
	Equal variances not assumed			,639	96,441	,524	,11823
q9	Equal variances assumed	,226	,635	,712	169	,478	,10826

	Equal variances not assumed			,718	105,296	,475	,10826
q10	Equal variances assumed	,423	,516	-,351	167	,726	-,02879
	Equal variances not assumed			-,349	99,517	,728	-,02879
q11 a	Equal variances assumed	,081	,776	,923	164	,357	,24535
	Equal variances not assumed			,913	93,337	,364	,24535
q11 b	Equal variances assumed	,046	,831	1,202	163	,231	,22827
	Equal variances not assumed			1,226	107,406	,223	,22827
q11 c	Equal variances assumed	,285	,594	,211	159	,833	,04146
	Equal variances not assumed			,215	105,132	,830	,04146
q11 d	Equal variances assumed	,825	,365	1,648	157	,101	,31373
	Equal variances not assumed			1,737	112,221	,085	,31373
q11 e	Equal variances assumed	,013	,910	-,951	160	,343	-,19820
	Equal variances not assumed			-,946	96,005	,347	-,19820
q11f	Equal variances assumed	,506	,478	-,533	159	,595	-,09906
	Equal variances not assumed			-,544	109,160	,587	-,09906
q11 g	Equal variances assumed	,001	,972	,685	166	,494	,12961
	Equal variances not assumed			,692	103,669	,490	,12961
q11 h	Equal variances assumed	,487	,486	1,744	162	,083	,34897
	Equal variances not assumed			1,717	98,611	,089	,34897
q12	Equal variances assumed	1,600	,208	,712	166	,478	,05750
	Equal variances not assumed			,704	101,396	,483	,05750
q13	Equal variances assumed	,103	,748	,159	167	,874	,01143
	Equal variances not assumed			,160	104,825	,873	,01143
q14	Equal variances assumed	16,629	,000	2,316	161	,022	,16719
	Equal variances not assumed			2,160	84,599	,034	,16719
q15	Equal variances assumed	,313	,576	,284	165	,777	,02032
	Equal variances not assumed			,281	101,495	,780	,02032

q16	Equal variances assumed	19,387	,000	-2,002	165	,047	-,10262
	Equal variances not assumed			-2,442	160,218	,016	-,10262

Appendix J

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
teachingexperience	Equal variances assumed	1,744	,235	-,293	6	,780	-,25000
	Equal variances not assumed			-,293	4,634	,782	-,25000
gender	Equal variances assumed	.	.	,000	6	1,000	,00000
	Equal variances not assumed			,000	6,000	1,000	,00000
teachingtranslation	Equal variances assumed	3,000	,134	-1,414	6	,207	-1,00000
	Equal variances not assumed			-1,414	4,154	,228	-1,00000
nationality	Equal variances assumed	1,000	,356	,655	6	,537	,25000
	Equal variances not assumed			,655	5,880	,537	,25000
country	Equal variances assumed	,000	1,000	,000	6	1,000	,00000
	Equal variances not assumed			,000	6,000	1,000	,00000
q1	Equal variances assumed	9,000	,024	-1,000	6	,356	-,25000
	Equal variances not assumed			-1,000	3,000	,391	-,25000
q1a	Equal variances assumed	,764	,422	-,985	5	,370	-,91667
	Equal variances not assumed			-,914	3,169	,425	-,91667
q2a	Equal variances assumed	,000	1,000	-1,732	6	,134	-1,00000
	Equal variances not assumed			-1,732	6,000	,134	-1,00000
q3a	Equal variances assumed	9,000	,024	-3,000	6	,024	-,75000
	Equal variances not assumed			-3,000	3,000	,058	-,75000
q4a	Equal variances assumed	3,600	,107	,000	6	1,000	,00000
	Equal variances not assumed			,000	3,659	1,000	,00000
q5	Equal variances assumed	1,000	,356	,000	6	1,000	,00000
	Equal variances not assumed			,000	4,800	1,000	,00000
q6	Equal variances assumed	4,595	,076	,206	6	,844	,25000

	Equal variances not assumed			,206	3,264	,849	,25000
q7	Equal variances assumed	5,538	,057	,000	6	1,000	,00000
	Equal variances not assumed			,000	3,240	1,000	,00000
q8	Equal variances assumed	,000	1,000	1,414	6	,207	,50000
	Equal variances not assumed			1,414	6,000	,207	,50000
q9	Equal variances assumed	1,000	,356	-,655	6	,537	-,25000
	Equal variances not assumed			-,655	5,880	,537	-,25000
q10	Equal variances assumed	,628	,458	1,000	6	,356	,75000
	Equal variances not assumed			1,000	5,146	,362	,75000
q13a	Equal variances assumed	1,000	,356	,000	6	1,000	,00000
	Equal variances not assumed			,000	4,800	1,000	,00000
q13b	Equal variances assumed	,025	,881	1,195	5	,286	,66667
	Equal variances not assumed			1,265	5,000	,262	,66667
q13c	Equal variances assumed	,357	,576	1,890	5	,117	,83333
	Equal variances not assumed			1,890	4,455	,124	,83333
q13d	Equal variances assumed	2,455	,168	,926	6	,390	,50000
	Equal variances not assumed			,926	4,523	,401	,50000
q13e	Equal variances assumed	,000	1,000	3,000	6	,024	1,50000
	Equal variances not assumed			3,000	5,400	,027	1,50000
q13f	Equal variances assumed	2,778	,147	,311	6	,766	,25000
	Equal variances not assumed			,311	3,870	,772	,25000
q13g	Equal variances assumed	2,700	,151	,277	6	,791	,25000
	Equal variances not assumed			,277	3,677	,796	,25000
q13h	Equal variances assumed	9,000	,024	-1,000	6	,356	-,50000
	Equal variances not assumed			-1,000	3,000	,391	-,50000

Appendix K

Frequency Tables of Teachers

q1		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	87.5	87.5	87.5
	no	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

q1a		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	in little detail	3	37.5	42.9	42.9
	in moderate detail	1	12.5	14.3	57.1
	in detail	2	25.0	28.6	85.7
	in every detail	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
	Total	8	100.0		

q2		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	100.0	100.0	100.0

q2a		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	in little detail	1	12.5	12.5	12.5
	in moderate detail	3	37.5	37.5	50.0
	in detail	3	37.5	37.5	87.5
	in every detail	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

q3		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	100.0	100.0	100.0

q3a		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a few of them	3	37.5	37.5	37.5
	some of them	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

q4		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	100.0	100.0	100.0

q4a		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	1	12.5	12.5	12.5
	much	3	37.5	37.5	50.0
	very much	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

q5		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderately	1	12.5	12.5	12.5
	much	2	25.0	25.0	37.5
	very much	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

q6		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	depends on student's own enthusiasm	1	12.5	12.5	12.5
	moderately	1	12.5	12.5	25.0
	much	4	50.0	50.0	75.0
	very much	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

q7		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	depends on student's own enthusiasm	1	12.5	12.5	12.5
	moderately	1	12.5	12.5	25.0
	much	3	37.5	37.5	62.5
	very much	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

q8		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little successful	4	50.0	50.0	50.0
	moderately successful	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

q9		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than an hour a week	5	62.5	62.5	62.5
	1-2 hours a week	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

q10		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	1	12.5	12.5	12.5
	moderately	3	37.5	37.5	50.0
	much	2	25.0	25.0	75.0
	very much	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

q11		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	dictionaris giving descriptive forms of words	8	100.0	100.0	100.0

q12		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	100.0	100.0	100.0

q13a		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little troublesome factor	3	37.5	37.5	37.5
	moderately troublesome factor	3	37.5	37.5	75.0
	troublesome factor	1	12.5	12.5	87.5
	most troublesome factor	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

q13b		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderately troublesome factor	3	37.5	42.9	42.9
	troublesome factor	3	37.5	42.9	85.7
	most troublesome factor	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

q13c		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderately troublesome factor	1	12.5	14.3	14.3
	troublesome factor	4	50.0	57.1	71.4
	most troublesome factor	2	25.0	28.6	100.0
	Total	7	87.5	100.0	

Missing	System	1	12.5	
Total		8	100.0	

q13d		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderately troublesome factor	2	25.0	25.0	25.0
	troublesome factor	4	50.0	50.0	75.0
	most troublesome factor	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

q13e		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little troublesome factor	1	12.5	12.5	12.5
	moderately troublesome factor	2	25.0	25.0	37.5
	troublesome factor	3	37.5	37.5	75.0
	most troublesome factor	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

q13f		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little troublesome factor	1	12.5	12.5	12.5
	troublesome factor	2	25.0	25.0	37.5
	most troublesome factor	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

q13g		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	1	12.5	12.5	12.5
	moderately troublesome factor	3	37.5	37.5	50.0
	troublesome factor	3	37.5	37.5	87.5
	most troublesome factor	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

q13h		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	almost not troublesome factor	1	12.5	12.5	12.5
	a little troublesome factor	4	50.0	50.0	62.5
	moderately troublesome factor	3	37.5	37.5	100.0
	Total	8	100.0	100.0	