

The Attitudes of Students at the Translation Department at Al-Zaytoonah University of Jordan towards Using Translation from English Language into Arabic Language by the Instructors as a Medium of Instruction in Translation Courses

اتجاهات الطلبة في قسم الترجمة في جامعة الزيتونة نحو استخدام أسلوب الترجمة من اللغة الإنجليزية إلى اللغة العربية من قبل المدرسين كأسلوب للتدريس في مواد الترجمة

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Abstract

The article explored the attitudes of students at the translation department at Al-Zaytoonah University of Jordan towards using translation from English language into Arabic language by the instructors as a medium of instruction in translation courses. Such use of translation refers to rendering English words into their equivalent Arabic words by the instructors to let the students understand the intended meaning. The descriptive analytical approach was adopted. A five-point Likert survey was designed. The purposive sample consists from 148 female and male students majoring in translation at the aforementioned university. SPSS program was used. It was found that the targeted students have positive attitudes towards using translation from English language into Arabic language by the instructors as a medium of instruction in translation courses.

Keywords: Attitudes, translation, medium of instruction, Zaytoonah University of Jordan, Jordan

المخلص:

يهدف البحث الحالي لمعرفة اتجاهات الطلبة في قسم الترجمة في جامعة الزيتونة نحو استخدام أسلوب الترجمة من اللغة الإنجليزية إلى اللغة العربية من قبل المدرسين كأسلوب للتدريس في مواد الترجمة. إن هذا الاستخدام يتمثل بتحويل الكلمات الإنجليزية إلى الكلمات المكافئة لها في اللغة العربية من قبل المدرسين لجعل الطلبة يفهمون المعنى المقصود، وتم توظيف النهج الوصفي التحليلي، وتم توظيف مقياس ليكرت الخماسي، وتكونت العينة القصدية من 148 طالب وطالبة ينتمون في الترجمة في الجامعة المذكورة سابقاً، وتم توظيف برنامج SPSS، وتبين ان اتجاهات الطلبة المستهدفين تعد إيجابية نحو استخدام أسلوب الترجمة من اللغة الإنجليزية إلى اللغة العربية من قبل المدرسين كأسلوب للتدريس في مواد الترجمة.

الكلمات المفتاحية: اتجاهات، الترجمة، أسلوب تدريس، جامعة الزيتونة، الأردن

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1. Introduction

The field of translation has been receiving much attention from researchers. Translation can be defined as the process that involves transferring meaning, cultural elements, and message from one language into another language and the creation of an equivalent response to the receivers (Nida, 1964, p. 13). It may be defined as finding the equivalent meaning of a text in the second language (Nugroho, 2016, 66). One of the sub-fields of translation is called (pedagogical translation). Pedagogical translation refers to the use of translation as an instructional medium to improve the learner's proficiency in using a foreign language (Vermees, 2010). The researcher defines pedagogical translation in ESL/EFL classes as the use of translation for rendering English words into their equivalent Arabic words by the instructors to let the students understand the intended meaning

Much attention has been provided to finding effective instructional methods (Al-Derbashi, 2017) and developing the instructional process to foster national development (Al-Derbashi & Abed, 2017). Hence, the use of translation as a medium of instruction has been attracting the attention of various scholars and educators specialized in the field of languages and teaching languages.

Translation may be used as a medium of instruction by the instructors in many ESL classes to illustrate the meaning of an idiom, word, phrase, or sentence. It may be used to avoid confusion in class or simplify the learning process. It may be used to make students feel more comfortable and less anxious while learning (Vermees, 2010). It may be used to illustrate the meaning of the tasks assigned to students. It may be used in ESL classes to raise the students' satisfaction with their learning process. That's because understanding everything being said in class shall make students feel satisfied with their learning process (Karimian, and Talebinejad, 2013)

The use of translation as an instructional medium in many ESL classes by the instructors allows students to communicate in a better manner with their instructors. That's because the students would be capable of understanding everything being said by their instructors. Thus, the use of translation as a medium of instruction eliminates the feelings of anxiety that may be experienced by students in ESL classrooms or lecture halls (Almoayidi, 2018). In addition, it allows the instructors to check the understanding of students of what's being taught in class. For instance, some students may have a misunderstanding due to failure to differentiate between two similar words. In this case, translation shall eliminate the misunderstanding (Mohamed, 2014).

Translation may be used as a medium of instruction by the instructors in ESL classrooms for many reasons. Such reasons include: the poor language competency of students. Regarding the students with low competency levels, they won't be capable of understanding many words used by the instructor. That shall make them feel anxious (Al-Azaibi, 2022). Thus, instructors need to translate to enable students to keep up with their colleagues. Other reasons for using translation as a medium of instruction by the instructors include the need to save time during the lecture. To illustrate more, the need to illustrate the meaning of new words using a second language shall require dedicating much time by the instructor. In addition, the need to ask students to use the dictionary shall also require much time. That may hinder the instructor from covering all the targeted material on time during the semester (Mohamed, 2014).

Other reasons for using translation as a medium of instruction by the instructors in ESL classrooms include the belief of many instructors that the use of translation helps students to learn English language better. This belief may be attributed to the instructors' belief that using translation allows students to identify the exact equivalence of words. Other reasons for using translation as a medium of instruction by the instructors in ESL classrooms include:

facing problems by ESL instructors when explaining the meaning of cultural bound words in English language (Mohamed, 2014).

The use of translation as a medium of instruction by the instructors in ESL classes has several advantages. For instance, it allows ESL students to create a mental link between the two languages (L1 and L2) (Cook, 2001). It also contributes to the development of the ESL students' skills in the second language. That applies to the reading, writing, speaking, and listening skills (i.e., all four skills). In addition, the use of translation as a medium of instruction by the instructors contributes to expanding students' grammatical knowledge and improving their ability to use grammatical rules. That is because the grammatical words shall be translated to their equivalence in the lecture. In addition, such use of translation contributes to expanding students' knowledge of vocabulary, because translation makes them connect the words to their meaning in their minds (Dagilienė, 2012).

The use of translation as a medium of instruction by the instructors allows students to acquire a precise and accurate understanding of complicated and technical terms. It allows students to increase their amount of knowledge about the similarities and differences existing between their native language and the second language being learnt. It allows students to avoid committing interference errors because translation highlights the differences between different languages in terms of grammar, and pronunciation (Marinac and Barić, 2018).

However, some scholars add that translation must be used in class, provided that certain conditions are met. Such conditions include: ensuring that translation activities are carried out for meeting a certain goal. They include: ensuring that the translation activities lead to an effective communication. They include ensuring that the translation activities contribute to promoting creativity among students. They include ensuring that students focus on the things they say while carrying out the translation activities, rather than focusing on the way of saying it. They include: ensuring that the instructor is the only one who shall supervise the learners while doing the translation activities (Nolasco and Arthur, 1995).

In short, the use of translation as a medium of instruction by the instructors has many merits and benefits. However, it must be carried out with meeting certain conditions because it has been questioned by many researchers in the field of language teaching. Thus, it must be also used with caution and without exaggeration. The next part shall give an insight into the related review of the empirical studies.

2. Statement of the Problem

The use of translation as a medium of instruction by the instructors has numerous benefits. It is suggested that such use enhances the students' comprehension for texts, including written and spoken texts (Machida, 2008). It's also suggested that such use shall raise students' concentration during the lecture (Payne, and Contreras, 2019). That's because the failure of the students to understand what's being said shall hinder students from concentrating on the content of the lesson and the discussions in class

Although the use of translation as a medium of instruction by the instructors has many benefits and merits, some instructors and researchers oppose such use. In fact, such use has been questioned for years by many researchers and instructors. For instance, Newson (1998) adds that the use of translation as a medium of instruction by the instructors doesn't improve the students' fluency in using the foreign language nor the students' ability to pronounce the words correctly in the foreign language. He also adds that such use of translation doesn't improve the learners' ability to communicate in the foreign language nor allows the learner to meet the sought learning goals.

Ellis (2008) adds that the use of L1 in ESL classes shall discourage students from practicing L2 in the classroom. Hence, the present research believes that it is necessary to explore the effectiveness of using translation as a medium of instruction by the instructors in lecture

halls. Accordingly, the research problem lies in identifying the effectiveness of using translation as a medium of instruction by the instructors at the translation department at Al-Zaytoonah University of Jordan in translation courses. Such use of translation refers to rendering English words into their equivalent Arabic words by the instructors to let the students understand the intended meaning

3. Research Questions

This study aimed to answer the questions below:

Q.1. What is the extent of using translation as a medium of instruction by the instructors at the translation department at Al-Zaytoonah University of Jordan in translation courses?

Q.2. What are the attitudes of students at the translation department at Al-Zaytoonah University of Jordan towards using translation from English language into Arabic language as a medium of instruction by the instructors in translation courses?

4. Research Objectives

This study aimed to

1. identify the extent of using translation as a medium of instruction by the instructors at the translation department at Al-Zaytoonah University of Jordan in translation courses.
2. explore the attitudes of students at the translation department at Al-Zaytoonah University of Jordan towards using translation from English language into Arabic language as a medium of instruction by the instructors in translation courses.

5. Significance of the Research

In terms of theoretical significance, this study is significant because it contributes in filling a gap in the relevant studies and literature (Al-Ghammaz, 2023). That's because it's the first one to explore the students' attitudes towards using translation from English language into Arabic language as a medium of instruction by the instructors at Zaytoonah University of Jordan. This study also enriches the Jordanian library with a significant reference due to the scarcity of references that address the use of translation as a medium of instruction by the instructors in English and Arabic languages. It offers a review for the literature related to using the translation by instructors in the classroom for teaching a language.

In terms of practical significance, this study is significant because it contributes to promoting awareness about the benefits of using translation as a medium of instruction in translation courses. It also contributes to ending the debate on whether using translation as a medium of instruction by the instructors in translation courses is useful or not. It provides researchers with a new instrument that may be used for exploring the attitudes of ESL students towards using translation by the instructor in any other country or institution

6. Research Limitations

- Temporal limitations: This research was conducted during the first semester of the academic year 2023/ 2022.
- Spatial limitations: This research was conducted at Al-Zaytoonah University of Jordan.
- Human limitations: This research targets the students at the translation department at Al-Zaytoonah University of Jordan
- Thematic limitations: This research is limited to explore the attitudes of students at the translation department at Al-Zaytoonah University of Jordan towards using translation from English language into Arabic language as a medium of instruction by the instructors in translation courses.
- Limitations: The findings in this work cannot be generalized because they are affected by the instrument's validity and reliability. They are affected by the instrument's type and items, and sample size.

7. Research Terms and Definition

- Attitude: (theoretical definition): It refers to the evaluation made for a certain act or behaviour. It may be positive or negative (Garner et al., 2011).
- Attitude: (operational definition): It refers to the evaluation made by the students at the translation department at Al-Zaytoonah University of Jordan towards using translation from English language into Arabic language as a medium of instruction by the instructors in translation courses
- Translation: (theoretical definition): This term is theoretically defined as “*transferring meaning, cultural elements and message from one language into another language and the creation of an equivalent response to the receivers*” (Nida, 1964, p. 13).
- Translation: (operational definition): It refers to transferring the message, meaning, and cultural elements from English language to Arabic language by the instructors who teach translation courses to the students enrolled at the translation department at Al-Zaytoonah University of Jordan. It involves rendering English words into their equivalent Arabic words by the instructors to let the students understand the intended meaning.
- Al-Zaytoonah University of Jordan: It is a private university located in Jordan.

8. Literature Review

Much attention has been shown to various aspects of pedagogical translation. For instance, Dagilienė (2012) explored the effectiveness of using translation as a learning tool in India. He used a descriptive approach. He also used a survey. Data were obtained from 78 third-year students who were enrolled at the Faculty of Design and Technologies at Kaunas University of Technology (KTU) in India. 58% of the respondents found that the use of translation is useful. 60% of the respondents found that the use of translation improved their writing skills and grammatical knowledge. 80% of the respondents found that the use of translation improved their reading skills and expanded their knowledge of vocabulary. 50% of the respondents found that the use of translation improved their listening skills. 65% of the respondents found that the use of translation improved their speaking skills. 61 % of the respondents believe that translation activities aren't enjoyable.

Calis, & Dikilitas (2012) explored the use of translation in EFL classes in Turkey. They used a survey. They chose a sample that consists of 28 elementary school students in Turkey. Data was obtained from them through a survey. 7 interviews were conducted. Those students were taught by carrying out translation exercises for seven (7) weeks. Several results were reached through the survey. To be specific, translation in EFL classes leads to expanding students' knowledge of vocabulary. It also leads to enhancing the speaking, writing, and reading skills of students in English language. The use of use bilingual dictionaries helps students in learning English language. In addition, students memorize the meaning of new English words by remembering their equivalence. Several results were reached through the interview. To be specific, the use of translation allows students to understand the grammatical rules in a better manner.

Al-Musawi (2014) explored the strategic use of translation by EFL university students in Bahrain to learn English. He adopted a descriptive approach. The sample consists of 360 undergraduates in Bahrain who were majoring in English language. A survey was used to obtain data. Several results were reached. For instance, students translate texts in their minds to understand them. Students start writing by thinking in their native language (Arabic language) and then they translate their ideas into English language. They make an outline in their native language before writing in English language. When watching TV programs or movies, students read the translation.

Mohamed (2014) explored the use of translation by teachers in EFL classes in Libyan schools. He used a descriptive approach to obtain the needed data. He also employed a questionnaire that involves open-ended and close-ended questions. These questionnaire forms were sent to 185 EFL teachers in Libya, but 171 of them filled in the questionnaire. Several results were reached. To be specific, 90.05% of the chosen teachers use the translation method in the classroom. The use of translation contributes to clarifying the meaning of words, idioms, phrases, and sentences. It allows the teacher to check the students' understanding. It develops the students' ability to conduct contrastive analysis. It improves students' language competency. However, the use of translation must be limited in the classroom (Mohamed, 2014).

Marinac and Barić (2018) explored the attitudes of teachers towards using translation in EFL classes at higher educational institutions in Croatia. They used a survey. Data were obtained from 40 teacher teaching language for specific purposes in higher educational institutions in Croatia. Several findings were reached. For instance, the use of translation in such classes expands students' vocabulary in their native and second languages. It allows students to acquire a precise and accurate understanding of complicated terms. It contributes to raising students' amount of knowledge about the similarities and differences existing between native and second languages. It allows students to avoid committing interference errors

El-Mahi (2018) explored the benefits of using translation in the teaching and learning processes of EFL students in Sudan. He explored the role of translation in improving EFL learners' performance and competence. The sample of the study consists of (50) EFL teachers. The latter teachers were selected from ELManagil Locality Secondary School in Sudan. A questionnaire was used. In addition, the SPSS software used for data analysis. Several findings were reached. For instance, carrying out translation activities in groups encourages students to discuss the meaning and use of words. In addition, the use of translation activities in EFL classrooms in learning English is time- saving. It improves students' performance and competence in English. It motivates students to participate effectively in the lesson and interact effectively with their teachers and colleagues. It attracts students' attention to cultural variations. It fosters students' autonomy in learning. It promotes a collaborative learning approach among students. It supports the effective use of dictionary (El-Mahi, 2018).

The use of translation activities in EFL classrooms serves as communicative activity. It offers students opportunities to practice the main four language skills. It may not be suitable for all learners. It requires having students with wide knowledge of vocabulary. It improves the learning environment in the classroom. It tests students in all four language skills. It offers students the opportunity to socialize with teachers and colleagues (El-Mahi, 2018)

Payne, and Contreras (2019) investigated the attitudes of Ecuadorian students towards using the translation method in EFL university classes. They used a survey to obtain the needed data. Data were obtained from 115 students. Those students were enrolled at Universidad Nacional de Educación (UNAE) (National University of Education of Ecuador). This university is located in Cañar Province, Ecuador. The sample includes A1 and B1 level students. 91% of A1 level students believe that they would learn more about English language if the teacher used Spanish language in the classroom. 95% of A1 level students believe that they prefer having the teacher explaining some things in Spanish language in order to understand them perfectly. 95% of A1 level students believe that they would lose concentration on the subject when the teacher uses English language only

Yakout (2021) explored the attitudes of students at Tahri Mohamed Béchar University in Algeria towards the use of translation as a tool in EFL classes. He used three data collection methods (i.e., classroom observation, questionnaire, and translation activities). The samples consist of 96 students at the latter university. Several results were found. 58.33% found

translation useful. Furthermore, 61.45% of the students achieved progress through translation. It was found that the use of translation as a tool in EFL classes improved students' reading skills. Such use expands students' knowledge of vocabulary. However, it didn't improve speaking, writing, and listening skills. It didn't improve students' knowledge on grammar. 87.50% of the students used translation from their mother tongue when they first learned English. 58.08% preferred using bilingual dictionaries (58.08%). 61.45% of the students' teachers use translation in order to explain new terms to them (Al-Ghammaz et al., 2022). In light of the previous review of the empirical studies, the research problem is provided in the next part.

9. Theoretical Framework

The use of translation as an instructional medium by the instructors has numerous advantages. For instance, it assists learners in learning L2 and encourages students to adopt an autonomous learning approach (Mahmoud, 2006). It improves students' comprehension of texts, including written and spoken texts, because the students would be capable to understand the meaning of the words used in the written texts and the sentences being said (Machida, 2008). It contributes to improving students' writing skills because it provides students with new vocabulary which can be used to enrich the articles they write. It raises the students' accuracy in using the language, because they have a precise understanding of the meaning of the learnt vocabulary (Kim, 2010). It allows students to communicate effectively with their instructor (Vermes, 2010).

The use of translation as an instructional medium by the instructors allows students to summarize their ideas and understand the meanings of utterances in a listening task. It allows students to understand the meaning of idioms and expressions in their own language, because it's better to translate idioms by using equivalent idioms. It encourages and motivates students to learn the targeted second language. It makes students' feel less anxious and more comfortable while learning, because students would understand everything said by their instructor in the second language. For instance, some students may feel anxious about asking their instructor about the meaning of words while talking.

The use of translation as an instructional medium by the instructors raises students' sense of security while learning, because some students may feel shy sometimes to ask the instructor about the meaning of a certain utterance. Thus, it raises the satisfaction of students with the teaching process. It also makes learning easier, because students are capable to understand everything and familiar with the used words. It allows students to memorize words in the foreign language and retrieve them easier. It allows students to understand the tasks assigned to them in the foreign language (Karimian, and Talebinejad, 2013)

The use of translation as an instructional medium by the instructors reduces the time needed by students for learning the meaning of a new word and the time of instructors in illustrating the meaning of new words. That is because such use of translation eliminates the need for using a dictionary (Esmail, 2015). Such use eliminates the feelings of anxiety that may be experienced by students in the classroom. It serves as a tool that fosters students' comprehension and improves the quality of communication in the classroom (Almoayidi, 2018). It serves as a tool that increases the students' concentration on the topic of the lesson. That is because failure to understand the meaning of the used words and sentences shall make students distracted and incapable of concentrating (Payne, and Contreras, 2019).

In the light of the reference mentioned above, the researcher of the present study believes that this work contributes to filling a gap in the relevant literature, because it's the first work to address the attitudes of students at the translation department at Al-Zaytoonah University of Jordan towards using translation from English language into Arabic language as a medium of instruction by the instructors in translation courses. It should be also noted that this work is significant because it promotes awareness about the significance of using translation as

medium of instruction by the instructors among the students majoring in English language or translation.

In this regard, the researcher believes that using translation from English into Arabic as a medium of instruction by instructors in ESL classes is something positive. That's because such use has positive impacts on the learners. To be specific, such use shall allow students to understand the intended meaning correctly and fast with avoiding any misunderstanding. It shall allow students to comprehend the texts effectively and gain knowledge about other cultures. For instance, rendering the meaning of (double-decker bus) into Arabic language shall enable students to identify the meaning of this cultural bound expression and gain more knowledge about the culture of transportation in UK.

In addition, using translation as a medium of instruction by instructors in ESL classes has a positive impact on the learning process. For instance, it shall allow instructors to save time and effort through identifying the intended meaning of English words in the native language of students fast. In addition, it shall improve the quality of teaching English, because it shall enable students to acquire more vocabulary and better learning experiences. It shall allow the instructors to keep the students focused, because they understand everything being said.

10. Method

10.1. Research Approach

Through adopting the descriptive analytical approach, the researcher met the study's goal. As suggested by Doyle et al. (2020), this approach may be adopted for investigating and exploring the philosophical framework that underlies a specific phenomenon. It may be adopted for identifying attitudes towards a phenomenon or the impacts, merits and consequences of a phenomenon (Doyle et al., 2020).

10.2. Research Population and Sample

The population involves all the students majoring in translation at Al-Zaytoonah University of Jordan. The purposive sampling technique was used to select a sample. The survey was uploaded on a Facebook group that targets the students enrolled in the translation department at the Faculty of Arts at Al-Zaytoonah University of Jordan. The survey was filled out by 148 students from the translation department at Al-Zaytoonah University of Jordan. Thus, all the survey forms were deemed valid for analysis. Data about the sample are presented below:

Table (1): Data about the sample (academic year, rating and gender)

Variable	Category	Frequency	Percent
Gender	Male	121	81.75675676
	Female	27	18.24324324
Academic year	1 st year	16	10.81081081
	2 nd year	68	45.94594595
	3 rd year	43	29.05405405
	4 th year or above	21	14.18918919
Rating in university	Excellent	11	7.432432432
	Very good	104	70.27027027
	Good	26	17.56756757
	Satisfactory	4	2.702702703
	Less than Satisfactory	3	2.027027027

N= 148 students

10.3. Research Instrument

The researcher designed a survey after reviewing various books, research articles, theses, and Ph.D. dissertations. The created survey uses the five-point Likert scale. It consists from three major parts. Through the first part, the researcher obtains data about gender, academic year and rating. Through the second part, she obtained data about the

extent of using translation as a medium of instruction by the instructors at Zaytoonah University of Jordan. The third part collects data about the students' attitudes towards using translation from English language into Arabic language as a medium of instruction by the instructors at Zaytoonah University of Jordan. Through the cover page of the used instrument, the researcher assured the respondents that the data shall be treated as confidential data under all conditions. She developed the instrument based on the references of El-Mahi (2018), Calis, & Dikilitas (2012), Yakout (2021), Karimian, and Talebinejad (2013), and Vermes (2010).

10.4. The Instrument's Validity

The researcher passed the questionnaire in its initial version to two instructors working in Jordan. Those instructors have much expertise in the field of teaching English. They were asked to carry out an evaluation of the instrument based on standards related to clarity, language, and ability to meet the research goal. They were asked to make recommendations, corrections, and modifications to any item. All the instructors informed the researcher that the instrument is free from language errors, clear, and capable of meeting the research goal. They added that the instrument was well-designed and well-written.

10.5. The Instrument's Reliability

The Cronbach alpha value was calculated because it represents the reliability level of the instrument. It's 0.877. It is considered high because it is greater than 0.70 as it's mentioned by Salehi & Farhang (2019)

10.6. Statistical Analysis Tools

SPSS program was used to analyse the data that was collected from the chosen students. Through this program, the statistical means below was used:

- Means and standard deviations
- Frequencies and percentages
- The value of the Cronbach alpha coefficient.

10.7. Data Analysis Criteria

For classifying the calculated means, the criteria displayed below were adopted (Alderbashi, 2021)

Table (2): The criteria that were adopted for having the calculated means classified into three categories

Range	Level	Attitude
2.33 or less	Low	Negative
2.34-3.66	Moderate	Neutral
3.67 or more	High	Positive

*Source: Alderbashi (2021)

The five-point Likert scale was used in the survey. It includes 5 main categories for rating the attitude. Those categories are displayed below (Al-Derbashi and Moussa, 2022)

Table (3): The categories and scores of the Likert scale used in this research

Category	Score
Strongly agree	5
Agree	4

Neutral	3
Disagree	2
Strongly disagree	1

*Source: Al-Derbashi and Moussa (2022)

11. Findings and Discussion

11.1. Findings and Discussion related to Research Question One

Q.1. What is the extent of using translation as a medium of instruction by the instructors at the translation department at Al-Zaytoonah University of Jordan in translation courses?

To offer a reliable answer for the above question, the relevant values (percentages and frequencies) were calculated. They are displayed in the table shown below:

Table (4): The extent of using translation as a medium of instruction by the instructors of the translation department at Zaytoonah University of Jordan

Question	Answer	Frequency	Percent %
To what extent does your instructors at the translation department use translation as a medium of instruction in the lecture hall?	Always	3	2.027027027
	Often	9	6.081081081
	Sometimes	19	12.83783784
	Rarely	109	73.64864865
	Never	8	5.405405405

N= 148 students

The table above presents the extent of using translation as a medium of instruction by the instructors of the translation department at Zaytoonah University of Jordan. Such use of translation refers to rendering English words into their equivalent Arabic words by the instructors to let the students understand the intended meaning.

It was found that 73.64% of the students believe that translation is rarely used as a medium of instruction by the instructors at the translation department in the lecture halls. 12.83% of the students believe that translation is sometimes used by the instructors at the translation department in the lecture halls. This result may be attributed to the belief of English language instructors at the targeted department believe that translation shouldn't be the dominant method of instruction. It may be attributed to the belief of those instructors that the use of translation shall reduce the extent of practicing English language in the lecture hall.

11.2. Findings and Discussion related to Research Question Two

Q.2. What are the attitudes of students at the translation department at Al-Zaytoonah University of Jordan towards using translation from English language into Arabic language as a medium of instruction in translation courses?

To offer a reliable answer for the above question, the relevant values (means and standard deviation) were calculated. They are displayed in the table shown below:

Table (5): Means and standard deviations for investigating the attitudes of students at the translation department at Al-Zaytoonah University of Jordan towards using translation from English language into Arabic language as a medium of instruction in translation courses

No.	Statement	Mean	Std.	Level	Attitude
	The use of translation from English language into Arabic language as a medium of instruction by instructors at the translation department				
1.	is time-saving	4.52	0.84	High	Positive
2.	improves my writing skills in English language	4.97	0.35	High	Positive
3.	improves my reading skills in English language	4.95	0.40	High	Positive
4.	improves my listening skills in English	4.91	0.67	High	Positive

	language				
5.	improves my speaking skills in English language	4.93	0.12	High	Positive
6.	expands my knowledge on vocabulary in English language	4.84	0.74	High	Positive
7.	expands my grammatical knowledge and ability to use grammatical rules in English language	2.23	0.48	Low	Negative
8.	motivates me to participate in the lecture	4.46	0.15	High	Positive
9.	motivates me to learn English language	4.75	0.79	High	Positive
10.	attracts my attention to cultural variations	4.58	0.66	High	Positive
11.	eliminates any confusion during the lecture	4.68	0.24	High	Positive
12.	improves my fluency in English language	4.87	0.55	High	Positive
13.	allows me to communicate more effectively with the instructor by using English language	4.60	0.27	High	Positive
14.	simplifies the process of learning English language and makes it easier	4.83	0.89	High	Positive
15.	allows me to understand the meaning of idioms and expression in English language	4.63	0.29	High	Positive
16.	reduces the anxiety associated with English language learning	4.77	0.41	High	Positive
17.	raises my satisfaction with the process of teaching English language	2.11	0.34	Low	Negative
18.	allows me to meet my learning goals	4.72	0.76	High	Positive
	Overall	4.46	0.49	High	Positive

Based on the table above, it was found that the attitudes of students at the translation department at Al-Zaytoonah University of Jordan towards using translation from English language into Arabic language as a medium of instruction by the instructors in translation courses are positive. That is because the overall mean is 4.46. Such use of translation refers to rendering English words into their equivalent Arabic words by the instructors to let the students understand the intended meaning.

The latter result is attributed to the fact that such use of translation allows students to identify the meaning of the words that are known to them during discussions at the lecture hall. It was found that the use of translation as a medium of instruction by the instructors in translation courses is time saving, because the mean of item No. 1 is 4.52. The latter result is in agreement with the ones reached by El-Mahi (2018). It can be attributed to the fact that such use of translation reduces the extent of the need for using dictionaries in lecture halls. It is because using translation as medium of instruction by the instructors shall dispense the need for illustrating the meaning of new words using numerous sentences in the second language.

It was found that the use of translation as a medium of instruction by the instructors in translation courses improves the writing and reading skills of students because the means of items No. 2 and 3 are 4.97 and 4.95 respectively. The latter result is consistent with the one reached by Calis, & Dikilitas (2012). It may be attributed to the fact that such use of translation allows students to understand the texts they read better, fast, and easier. It may be also attributed to the fact that such use allows students to form better sentences when writing paragraphs and articles, because they would be having a better understanding of words.

It was found that the use of translation as a medium of instruction by the instructors in translation courses improves the listening and speaking skills of students because the means

of items No. 4 and 5 are 4.91 and 4.93 respectively. The latter result is not consistent with the one reached by Yakout (2021). It may be attributed to the fact that such use of translation allows to students to use words in a better manner when speaking because they realize their exact meaning. It may be also attributed to the fact that such use of translation allows to students to understand the meaning of the sentences they listen to.

It was found that the use of translation as a medium of instruction by the instructors in translation courses expands students' knowledge of vocabulary, because the mean of item No. 6 is 4.84. This result is in agreement with the one found by Calis, & Dikilitas (2012) and El-Mahi (2018). That's because translation makes students familiar with new words (including cultural bound words and technical terms). It was found that such use of translation motivates students to participate and engage in the lecture because the mean of item No. 8 is 4.6. This result is in agreement with the one found by El-Mahi (2018). It may be attributed to the fact that using translation in the lecture hall allows students to understand what's being said by their instructor and colleagues. That shall enable students to engage in discussions, express their opinions, and play a role in activities.

It was found that such use of translation in translation courses motivates students to learn English language, because the mean of item No. 9 is 4.75. This result is deemed consistent with the finding of Karimian, and Talebinejad (2013). It may be attributed to the fact that such use of translation makes the process of learning English language easier. It was found that such use of translation in translation courses attracts students' attention to cultural variations because the mean of item No. 10 is 4.58. This result is in agreement with the one found by El-Mahi (2018). It can be attributed to the fact that such use of translation allows the student to get acquainted with the meaning of new cultural terms, and become familiar with the celebrations, food, and clothes of other cultures.

It was found that such use of translation in translation courses eliminates any confusion in the lecture, because the mean of item No. 11 is 4.68. This result is in agreement with the one found by Vermes (2010). It can be attributed to the fact that such use of translation allows students to understand what their instructor and colleagues say during the lecture. Thus, the process of communication shall become better. It was found that such use of translation in translation courses allows me to understand the meaning of idioms and expressions because the mean of item No. 15 is 4.63. This result is in agreement with the one found by Karimian, and Talebinejad (2013). It can be attributed to the fact that illustrating the meaning of idioms and cultural expressions through using equivalent idioms and cultural expressions in Arabic language is better than illustrating their meaning through using English language. Using the equivalence shall enable the instructor to render the same effect of the source idioms and expressions.

It was found that such use of translation in translation courses reduces the anxiety associated with language learning, because the mean of item No. 16 is 4.77. This result is in agreement with the one found by Karimian, and Talebinejad (2013). It can be attributed to the fact that such use allows students to understand the content of the lesson and the meaning of the sentences said by instructor and colleagues. Thus, students won't feel anxious or lost during the lecture. As a result, students shall feel more comfortable while learning.

However, it was concluded that such use of translation in translation courses doesn't expand students' grammatical knowledge nor improve their ability to use grammatical rules, because the mean of item No. 7 is 2.23. This result is consistent with the finding reached by Calis, & Dikilitas (2012). It may be attributed to the fact that some grammatical words don't have an equivalent word in Arabic language. Thus, mastering the use of some grammatical rules requires practice in the same language, rather than translation.

It was concluded that such use of translation in translation courses doesn't raise students' satisfaction with the process of teaching English language, because the mean of

item No. 7 is 2.23. This result is not consistent with the finding reached by Karimian, and Talebinejad (2013). It may be attributed to the fact that students' satisfaction with the teaching process is affected by the method of instruction, lecture hall environment, instructor's personality, availability of technologies in the lecture hall, and instructor's support.

12. Conclusion

In a nutshell, it was found that the attitudes of students at the translation department at Al-Zaytoonah University of Jordan towards using translation from English language into Arabic language as a medium of instruction by the instructors in translation courses are positive. In addition, it was found that such use of translation in translation courses contributes to improving the students' reading, speaking, writing, and listening skills. Such use expands the students' knowledge on vocabulary.

The use of translation as a method of instruction allows students to communicate effectively, eliminate their confusion in the lecture and reduce their anxiety level. That's because such use allows students to understand the meaning of what's being said inside the classroom or lecture hall. Due to reaching positive results about the use of translation in translation classes at Zaytoonah University of Jordan, the management of Jordanian universities must start encouraging their faculty members to use this method in a systematic manner without exaggeration to meet the sought learning goals

It should be noted that the researcher of this study believes that exaggerating in using translation as a medium of instruction by the instructors in translation courses shall reduce the students' opportunities to practice the second/foreign language. In the light of the aforementioned information, the researcher believes that more studies be conducted about the use of translation in translation classes, especially in Jordanian universities due to having a gap in this regard.

13. Recommendations

The researcher recommends providing English language instructors at Jordanian universities with courses about the way of using the translation method during the lecture and its benefits. Such courses must shed a light on the significance of using translation activities. The researcher also recommends conducting a study about the attitudes of school students in Jordan towards using translation from English language into Arabic language as an instructional medium by the instructors in English language lessons and another study about the attitudes of ESL students in Jordanian universities towards using monolingual and bilingual dictionaries and identifying which type of dictionary they prefer

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