



IRAQI  
Academic Scientific Journals



العراقية  
المجلات الأكاديمية العلمية

ISSN: 2663-9033 (Online) | ISSN: 2616-6224 (Print)

**Journal of Language Studies**

Contents available at: <https://jls.tu.edu.iq/index.php/JLS>



## Students' Beliefs of Integrating Translation with Communicative Language Teaching Approach

**Asst. Instructor. Arwa Harith Hasan\***  
College of Arts, Mustansiriya University  
[arwaharith90@uomustansiriyah.edu.iq](mailto:arwaharith90@uomustansiriyah.edu.iq)

Received: 1/ 10 / 2024, Accepted: 20/1 /2025, Online Published: 25 /2/ 2025

### Abstract

Based on the premise that old ideas never die, translation strategies are rooted in the ancient teaching approach, the Grammar Translation Method. This study aims to reveal the university students' beliefs regarding translation as a strategy for achieving success in the learning process, considering variables such as gender (males and females) and colleges (Arts / Basic Education). The study's design is quantitative, collecting data via a questionnaire adopted from Liao (2006). The participants were 200 male and female students from the College of Arts and College of Basic Education from Mustansiriya University. The results revealed that the students have positive beliefs toward using translation in learning materials in English language, also there is a statistically significant difference between male and female students' beliefs regarding using translation as a strategy to learn English, favoring female students. Additionally, there is no significant difference between students from the College of Arts and the College of Basic Education beliefs in integrating translation strategies with (CLT) Communicative Language Teaching approach . In light of the results, translation strategies have proven to be an effective positive factor influencing the learning of the English language. Despite current instructional approaches that discourage using the first language in learning a foreign language, students still strongly believe that their success is due to using

\* **Corresponding Author:** Asst. Instructor. Arwa Hasan, **Email:** [arwaharith90@uomustansiriyah.edu.iq](mailto:arwaharith90@uomustansiriyah.edu.iq),  
**Affiliation:** Mustansiriya University - Iraq

© This is an open access article under the CC by licenses <http://creativecommons.org/licenses/by/4.0>



translation, even if it is limited to autonomous learning outside the classroom. Male and female students at both colleges strongly believe in the role of translation in supporting, facilitating, and enhancing learning, including memorizing vocabulary, understanding sentence structure, and reducing anxiety.

**Keywords:** Students' Beliefs, Translation, Communicative Language Teaching Approach.

## معتقدات الطلبة حول دمج الترجمة مع منحنى تدريس اللغة التواصلية

م.م. اروى حارث حسن

كلية الآداب، الجامعة المستنصرية

### المستخلص

بناءً على فرضية أن الأفكار القديمة لا تموت أبداً، فإن استراتيجيات الترجمة متجذرة في منهج التدريس القديم، أي أسلوب الترجمة النحوية. تهدف هذه الدراسة إلى الكشف عن معتقدات طلاب الجامعة فيما يتعلق بالترجمة كاستراتيجية لتحقيق النجاح في عملية التعلم، مع الأخذ في الاعتبار متغيرات مثل الجنس (ذكور وإناث) والكليات (الآداب / التربية الأساسية) استند تصميم الدراسة على الأسلوب الكمي، وتم جمع البيانات من خلال استبيان تم تبنيه من لياو (2006). بلغ عدد طالبًا وطالبة من كلية الآداب وكلية التربية الأساسية في الجامعة المستنصرية 200 المشاركون. كشفت النتائج أن معتقدات الطلبة اتجه استخدام الترجمة في تعلم المواد باللغة الانجليزية ايجابية. كذلك وجود فرق ذي دلالة إحصائية بين معتقدات الطلاب والطالبات فيما يتعلق باستخدام الترجمة كاستراتيجية لتعلم اللغة الإنجليزية، لصالح الطالبات. بالإضافة إلى ذلك، لا يوجد فرق كبير بين معتقدات طلاب كلية الآداب وكلية التربية الأساسية في دمج استراتيجيات الترجمة مع منحنى الطريقة التواصلية. في ضوء النتائج، أثبتت استراتيجيات الترجمة أنها عامل إيجابي فعال يؤثر على تعلم اللغة الإنجليزية. وعلى الرغم من المناهج التعليمية الحالية التي تثبط استخدام اللغة الأولى في تعلم لغة أجنبية، إلا أن الطلاب ما زالوا يعتقدون بقوة أن نجاحهم يرجع إلى استخدام الترجمة، حتى لو اقتصر الأمر على التعلم الذاتي خارج الفصل الدراسي. ويؤمن الطلاب والطالبات في كلتا الكليتين بقوة بدور الترجمة في دعم وتسهيل وتعزيز التعلم، بما في ذلك حفظ المفردات وفهم بنية الجملة وتقليل القلق والخوف من تعلم اللغة الانجليزية.

الكلمات المفتاحية: معتقدات الطلاب، الترجمة، منحنى الطريقة التواصلية.

## **1. INTRODUCTION**

English to Arabic translation is one of the most widely used learning strategies by Arab students in schools and universities, as it helps overcome language barriers (Campbell, 2014). The researcher realized that even students studying in English departments use translation to understand subjects, so using translation in all specializations is natural in understanding study materials in English, thus achieving equality in understanding materials for those with high linguistic proficiency and those with weak English. Translation also reduces the anxiety factor of learning the language (Hatim & Munday, 2019).

The aim of using translation by the students is very clear, they do not aim to produce provisional task, the aim is to facilitate understanding the information. Based on this fact, using translation strategies in learning English language should not affect learner's language level, because the aim is just to understand the meaning of the word. This means that using translation in learning material in English language that designed according to the principles of Communicative Language Teaching Approach (which do not allow to use translation in learning the language) should not affect students' language achievement. Translation is a mean of facilitating only, and not a mean of learning. The question raises is why do the students use translation and why do the teachers allow them to use it? The answer may due to two reasons, first the teachers are not aware of the principles of CLT approach, or the students use translation without the permission of the teachers. At the end, translation achieve satisfaction and reduce language learning anxiety. This study is an attempt to reveal the role of translation in learning English language.

This study aims to reveal the university students' beliefs regarding translation as a strategy for achieving success in the learning process, considering variables such as gender (males and females) and colleges (Arts / Basic Education).

To achieve the aims of the study the following questions have been formed:

- 1- To what extent do the students' beliefs that translation can help to achieve success in learning English language?
- 2- Is there a difference between male and female students' beliefs that translation can help to achieve success in learning English?
- 3- Is there a difference between the students' beliefs at the College of Arts and College of Basic Education that translation can help to achieve success in learning English?

The significance of the outcomes of this study is to help the English language teachers the benefit of translation in facilitating learning materials in English language. Also, it is considered a good indicator that students' intension to use translation in learning English materials so the teachers can control this intension and be aware of the actual role of translation in language achievement.

This study is limited to:

- 1- **Location:** The study was conducted at the Departments of Arabic at the College of Arts and the College of Basic Education at Mustansiriyah University.
- 2- **Time:** The study was conducted at the second semester of the academic year 2023-2024.
- 3- **The Participants:** The participants were male and female students from the 2<sup>nd</sup> grade from Departments of Arabic.
- 4- **Material:** headway plus (pre-intermediate).

## **2. LITERATURE REVIEW**

Translation helps in accessing many sources to obtain information. If translation helps in collecting data and information from multiple sources and from multiple languages, thus the beneficiary can formulate a text of great benefit from multiple sources with reliable documentation (Laviosa, 2014).

There are several translation strategies, as translation strategies mean professional translation for specific purposes, and students often do not use a specific strategy, but rather use direct and simple translation, the goal of which is to understand the text and translate it from English to Arabic to facilitate the process of understanding and comprehension. Regarding translation strategies, their use requires long training and translation specialists to be able to use the strategies correctly (Owji, 2013).

There are many strategies that can be used in the translation process in order to provide a correct translation that does not change the meaning, but when students translate, they seek to understand information informally and simply. One of these strategies is literal translation, which aims to translate words and sentences (Al-Ghazali, 2010).

Recent studies have shown that most Iraqi students use electronic and instant translation sites to understand the text. One of the most famous sites used by Iraqi students is Google Translate (Habeeb & Jameel, 2023).

Lee's (2023) study shows that the use of machine translation by students and academics has become widespread and uncontrollable to obtain information, so it has become imperative for all English language teachers to realize and accept it, even if it is not possible to do so officially. This widespread use, which is a realistic matter, has been proven by numerous studies of the benefits of translation in the educational and scientific fields. In light of this fact, many studies have begun to investigate the importance and impact of electronic translation in learning English as well as in obtaining information.

The aim of using translation by the students is very clear, they do not aim to produce provisional task, the aim is to facilitate understanding the information. Based on this fact, using translation strategies in learning English language will not affect learner's language level, because the aim is just to understand the meaning of the word (Rico, et al., 2022). This means that using translation in learning textbooks that based and designed on Communicative Language Teaching Approach (which does not allow to use translation in learning the language) will not affect students' language achievement.

In the late 1960s, rapid changes in foreign language learning emerged. The teaching strategy of situational language teaching became widespread, where foreign language was taught by teaching the basic structures of the linguistic system using situation-based teaching material (Rachman, 2023). However, despite its success and continued use in some educational institutions today, applied linguists began to question

this theory based on teaching language based on the situation. In the early 1990s, the use of the "communicative language teaching approach" became active.

The communicative language teaching approach focuses on teaching language through communication (Al-Khayyat, 2019). The goal of this approach is to learn a foreign language for the purpose of communication based on fluency and accuracy without focusing on grammar rules, as several learning strategies are used to achieve the goal of the approach by enabling the learner to communicate in a foreign language (Ataboyev & Tursunovich, 2023). Several activities, advantages, characteristics and teaching methods have been allocated for the purpose of teaching a foreign language through the communicative approach. The first condition for the purpose of language teaching was to use real learning resources, as well as the use of social interaction strategies, in addition to the use of a model that could be the teacher or it could be an electronic device or CD or any means that exposes learners to the original foreign language. Among these social activities are role-playing between peers, effective discussions between groups of students, and seeking to solve problems (i.e. exercises or activities) that expose learners to real situations (Luqyana, et al., 2023).

The focus of the learning process using the communicative language teaching approach is the student, as the researcher finds that the role of the teacher is to guide and facilitate the learning process, provide feedback and manage the trip, while the student groups have a leader who manages the group's activities and the learning is collective and cooperative (Sabah Jameel, 2021). The groups focus on several principles, including: making communication between students and groups real in order to achieve the goal of learning the language. Also, providing opportunities for students to practice what they learn and activate dialogue and pay attention to feedback in order to benefit from mistakes and learn from them in order to improve the language (Alkhirbash, 2023). Also, creating an educational environment that reduces language learning anxiety, and this is a basic principle of the communicative language teaching approach (Li, et al., 2023).

### **Previous Studies**

Liao (2006) investigated students' beliefs about the use of translation in English language learning among university students. The number of participants was 351 students. Questionnaire and interview were used to collect the study data. The results of the study showed that the majority of students have positive beliefs about the positive role of translation in developing English language. There is a correlation between students' beliefs and their opinions about the use of translation in English language learning.

Lee (2023) examined 87 machine translation articles conducted between 2000 and 2019. The articles investigated the role of machine translation on education. The results revealed that the articles that investigated this aim have increased in recent years due to the positive significance of the translation on supporting learners' language outcomes. the studies found that translation strategies have developed students English language achievement. Also, there were a positive attitudes toward using translation in learning English language.

### **3. METHODOLOGY**

The population of the study is the students at the departments of Arabic at the College of Arts and the College of Basic Education at the Mustansiriyah University. The participants were from the 2<sup>nd</sup> grade at the departments of Arabic at the College of Arts and the

College of Basic Education. The participants were 200 male and female students. Table 1 shows the distribution of the participants.

**Table 1:** Distribution of the participants

College	Male	Female	Total
Arts	18	71	89
Basic Education	29	82	111
<b>Total</b>	47	153	<b>200</b>

### 3.1 The Design and the Instrument

The study's design is quantitative. An Inventory for Beliefs about Translation questionnaire was adopted from Liao (2006). The questionnaire did not need to extract its validity and reliability since Liao (2006) had verified them and the researcher in this study adopted the questionnaire without any modification. Students from both colleges responded to items on a Likert scale from 1 to 5, this range from 1 to 5 indicated the degree to which each students disagreed or agreed concerning student's beliefs about using translation in learning English.

### 3.2 The Results

#### Answers Related to the First Question

To answer the first question "To what extent do the students' beliefs that translation can help to achieve success in learning English language?", mean scores and standard deviation were used. Table 2 shows the results of the items.

**Table 2:** Means and Standard Deviations for the Questionnaire Items

No.	Items	Mean	St.D
1.	Translating helps me understand textbook readings.	4.21	0.67
2.	Translating helps me write English composition.	3.73	0.84
3.	Translating helps me understand spoken English.	3.69	0.89
4.	Translating helps me speak English.	3.39	1.07
5.	Translating helps me memorize English vocabulary.	3.70	0.96
6.	Translating helps me understand English grammar rules.	3.30	1.05
7.	Translating helps me learn English idioms and phrases.	3.80	0.86
8.	Translating does not help me make progress in learning English.	3.49	0.98
9.	Translation helps me understand my teacher's English instructions.	3.93	0.61
10.	Translation helps me interact with my classmates in English class to complete assignments.	3.59	0.79
11.	The more difficult the English assignments are, the more I depend on Arabic translation.	3.91	.94
12.	Using Chinese translation helps me finish my English assignments more quickly and save time.	3.79	0.88
13.	Using Arabic translation while studying helps me better recall the content of a lesson later.	3.83	0.98
14.	I like to use Arabic translation to learn English.	3.19	0.97
15.	The use of Arabic translation may interfere with my	3.44	0.91

	ability to learn English well.		
16.	Arabic translation diminishes the amount of English input I receive.	2.75	1.02
17.	At this stage of learning, I cannot learn English without Arabic translation.	3.52	0.97
18.	I think everyone has to use Arabic translation at this stage of learning.	2.98	0.95
19.	I will produce Arabic - style English if I translate from Arabic to English.	2.64	1.04
20.	I prefer my English teachers always use English to teach me.	2.93	1.08
21.	I feel pressure when I am asked to think directly in English.	3.54	1.07
22.	I tend to get frustrated when I try to think in English.	3.59	0.98
23.	When using English, it is best to keep my Arabic out of my mind.	2.61	0.99
24.	I believe one needs to be immersed in an English-speaking culture for some time before he/she is able to think in English.	4.11	0.94

Note: the items 8, 15, 16, 20, and 23 were negative items.

Table 2 shows that the students' beliefs to integrate translation with communicative approach to learn communication are positive and translation played a positive role learning materials in English language. Most of the items' mean scores are above the 3.50. this indicates that the participants' beliefs are positive. The items that are below 3.50 are only 16, 18, 19, 20, and 23.

### **Results Related to the Second Question**

The second question stated that "Is there a difference between male and female students' beliefs that translation can help to achieve success in the learning English?", mean score, standard deviation and t-value were used. Table 3 shows the results.

**Table 3:** Mean scores, standard deviation and T-value of the difference between male and female participants

Gender	Participants	Mean	S.D	T-Values		D.F	Sig.
				Calculated	Tabulated		
Males	47	11.51	1.49	3.83	2.00	198	0.05
Females	153	13.30	2.09				

Table 3 shows that the mean core of the male is 11.51 with standard deviation 1.49, while the mean score of the females is 13.30 with standard deviation 2.09. The calculated t-vale is 3.83 which is higher than the tabulated t-value 2.00, this indicate that there is a

significant difference between the male and female participants for the favorite of the female students.

**Results Related the Third Question**

The third question stated " Is there a difference between the students' beliefs at the College of Arts and College of Basic Education that translation can help to achieve success in the learning English? mean score, standard deviation and t-values were used. Table 4 shows the results.

**Table 4:** Mean scores, standard deviation and T-value of the difference between colleges

Colleges	Participants	Mean	S.D	T-Values		D.F	Sig.
				Calculated	Tabulated		
Arts	89	48.47	11.11	0.78	2.00	58	0.05
Basic Education	111	50.57	9.63				

Table 4 shows that the mean score of the College of Arts is 48.47 with standard deviation 11.11 and the mean score of the College of Basic Education is 50.57 with standard deviation 9.63. and the calculated t-value is 0.78 which is lower than the tabulated t-value is 2.00, this indicate that there is no significant difference between the the students' beliefs at the College of Arts and College of Basic Education that translation can help to achieve success in the learning English. The students in both colleges beliefs that translation has significant effect on learning materials in English language.

**4. DISCUSSION OF THE RESULTS**

The results revealed that the students' beliefs to integrate translation with communicative approach to learn communication and learning materials in English language are positive, and they beliefs strongly that translation can help them to master the 4 skills and be able to communicate in English, and memorize English words, understand the rules of the grammar, facilitate the content, and recall English idioms. These findings are based on the fact that students tends to translate unconsciously, this mean that they do not think directly in English. Even the students at the departments of English do not think in English language, they first translate the idea and produce it in English. This is due to the fact that the students in Iraq learn English as a foreign language and not as a second language, thus they translate every sentence even if they master the English language system, this fact is proved by Sabah Jameel (2021). The results are consistent with the results of Liao (2006) and Li, et al. (2023) who found that students have positive attitudes toward integrating translation strategies in learning English language.

The results also revealed that female students' beliefs toward integrating translation with communicative approach to learn communication in English language are higher than the male students. The nature of females is more social than males, so we find that even in academic matters and education, any aspect related to sociology or society, and even teaching strategies related to the social aspect, females' tendencies are higher than males', and their achievement is also higher than males'. This is not a general case, but most studies have proven this, including studies Al-Emran, et al., 2016; Mazana, et al., 2019; Getie, 2020; Jameel & Mahmood, 2023; and Nour & Ali, 2024.



Finally, the results revealed that there is no significant difference between the students' beliefs at the College of Arts and the students at the College of Basic Education to integrate translation with communicative approach to learn communication. This fact is due to the students' common beliefs that translation is a helpful tool to facilitate learning English language. These results are online with the results of Sabah Jameel (2021) who found that the Iraqi university students at the departments of English and non-departmental use translation from English to Arabic to understand materials written in English, and use translation from Arabic to English when they produce, that mean in communication either oral or written.

## **5. CONCLUSION**

It can be inferred that translation is an important strategy in learning English language and to communicate in English among the Iraqi university non-departmental students. Also, the female students learn better when the instructional methods are social in nature. And there is no difference between the students' beliefs toward integrating translation with communicative language teaching approach at any level and any speculation.

## **REFERENCES**

- Al-Emran, et al., 2016; Mazana, et al., 2019; Getie, 2020; Jameel & Mahmood, 2023; and Nour & Ali, 2024.
- Al-Emran, M., Elsherif, H. M., & Shaalan, K. (2016). Investigating attitudes towards the use of mobile learning in higher education. *Computers in Human behavior*, 56, 93-102.
- Al-Ghazalli, M. F. (2010). Lexical gaps in Arabic-to-English translation. *Al-Mustansiriyah Journal of Arts*, (52), 1-16.
- Al-Khayyat, A. S. (2019). Measuring EFL teachers' implementations of communicative language teaching in teaching speaking skills. *Journal of University of Human Development*, 5(3), 18-22.
- Alkhirbash, A. (2023). Impediments to the Application of Communicative Approach: Survey Among Saudi University Teachers. *Theory and Practice in Language Studies*, 13(5), 1310-1317.
- Al-Musawi, N. M. (2014). Strategic use of translation in learning English as a Foreign Language (EFL) among Bahrain university students. *Comprehensive Psychology*, 3, 10-03.
- Ataboyev, I., & Tursunovich, R. I. (2023). Analysis of the process of teaching a communicative language and its teaching. *Журнал иностранных языков и лингвистики*, 5(5).
- Campbell, S. (2014). *Translation into the second language*. Routledge.
- Dagilienè, I. (2012). Translation as a learning method in English language teaching. *Studies about languages*, (21), 124-129.
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1), 1738184.
- Habeeb, L. S., & Jameel, A. S. (2023). Investigating the Translation Strategies that English Language Students' Utilized in Translation Diverse Topics. *Dirasat: Human and Social Sciences*, 50(6), 1-14.

- Hatim, B., & Munday, J. (2019). *Translation: An advanced resource book for students*. Routledge.
- Jameel, A., & Mahmood, D. (2023). Investigation the Relationship Between the Students' Achievement and the Use of Grammar Learning Strategies. *Saeed University Journal for Humanities*, 6(3), 242-259.
- Laviosa, S. (2014). *Translation and language education: Pedagogic approaches explored*. Routledge.
- Lee, S. M. (2023). The effectiveness of machine translation in foreign language education: a systematic review and meta-analysis. *Computer Assisted Language Learning*, 36(1-2), 103-125.
- Li, P., Ning, Y., & Fang, H. (2023). Artificial intelligence translation under the influence of multimedia teaching to study English learning mode. *International Journal of Electrical Engineering & Education*, 60(2\_suppl), 325-338.
- Li, Q., Xie, Z., & Zeng, G. (2023). The influence of teaching practicum on foreign language teaching anxiety among pre-service EFL teachers. *SAGE Open*, 13(1), 21582440221149005.
- Liao, P. (2006). EFL learners' beliefs about and strategy use of translation in English learning. *Relc Journal*, 37(2), 191-215.
- Luqyana, N., Inayah, N., & Burhansyah, B. (2023). The effectiveness of using situational language teaching in teaching speaking skills for junior high school. *Research in English and Education Journal*, 8(4), 181-197.
- Mannahali, M., & Azizah, L. (2022). Translation theory as the basis of translation learning. *RETORIKA: Jurnal Bahasa, Sastra, dan Pengajarannya*, 15(2), 180-184.
- Mazana, Y. M., Suero Montero, C., & Olifage, C. R. (2019). Investigating students' attitude towards learning mathematics.
- Mohamed, N. Z. N., Ab Aziz, A. A., Kamlun, K., & Othman, I. W. (2021). Translation pedagogy versus pedagogical translation in language learning. *Learning International Journal of Education, psychology and counseling*, 6(43), 83-96.
- Nour Maher Hamed, & Ali Sabah Jamil. (2024). Assessing the Influence of Peer Interaction and Language Anxiety on Speaking Skills Performance. *Madad Al-Adab*, 14, 615-636.
- Owji, Z. (2013). Translation Strategies. *Translation journal*, 17(1).
- Polakova, P., & Klimova, B. (2023). Using DeepL translator in learning English as an applied foreign language—An empirical pilot study. *Heliyon*, 9(8).
- Rachman, L. A. (2023). English Language Teaching Based on Merdeka Curriculum in Public Senior High School Level in Bandung: Based on the Situational Analysis. *PROJECT (Professional Journal of English Education)*, 6(6), 1267-1273.
- Rico, C., & González Pastor, D. (2022). The role of machine translation in translation education: a thematic analysis of translator educators' beliefs. *Translation & Interpreting: The International Journal of Translation and Interpreting Research*, 14(1), 177-197.
- Sabah Jameel, A. (2021). The Impact of First Language and Audio-Visual Aids on Students' Vocabulary Achievements.
- Wang, H. & Zhen, Y. (2014). Text-Books Design and Classroom Presenting. *Open Journal of Modern Linguistics*, 4, 48-53. doi: [10.4236/ojml.2014.41005](https://doi.org/10.4236/ojml.2014.41005).

