Translation in EFL Contexts: A Learners’ Perspective

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Abstract

The idea of using translation as a learning strategy as well as a teaching technique has received diverse compliments and criticisms during the EFL history. Although some teaching methods are in complete disagreement with the use of translation in EFL classes, the fact cannot be neglected that adult learners, especially in their early stages of language learning, heavily rely on their mother tongue and deploy it in various skills such as reading comprehension. A pilot study done by the researchers proved that in reading comprehension, the translation of the gist of the text could meaningfully change the performance of the learners on comprehension questions and improve it up to twenty percent. In this research attempts have been made to survey the Iranian adult learners’ opinions about utilizing translation in their learning program and identify to what extent and in which areas they prefer it more. To do this, a group of twenty adult learners were interviewed and were asked to answer the questions and avow their ideas about the topic. Besides, an experimental part which involved a pre-test and a post test was administered to evaluate the learners’ claims. The results surfaced that above 68% of them tend to use translation as a strategy in the process of their language learning. Their answers revealed they flash back to their mother tongue whenever it is hard for them to think in English. Also it is highly acceptable (around 76%) from their viewpoint if the teacher speaks in their mother tongue to convey some more problematic areas of language.

Keyterms: Translation, EFL, Learning strategy, Teaching method, Learners’ perspective

1. Introduction

For many years teachers have sought to find the best way to teach languages, especially English, to their students. Too many debates, so many researches and so many approaches, methods, and procedures are developed and proposed by language professionals. It is something totally different with the way chemistry, physics or other sciences have been taught. While these subjects have been taught in a fairly steady way, “language teaching is a field in which fads and heroes have come and gone” (Celce - Murcia, 2001). Prior to mid – nineteenth century Grammar Translation Method (GTM) was dominant in Europe and foreign language teaching criteria. Language teachers were widely using this method to help their students study and learn a language (mostly classical languages) in order to read its literature or to benefit from the mental discipline and intellectual development that results
from foreign language study (Richards & Rodgers, 2001). In GTM “the first language is maintained as the reference system in the acquisition of the second language” (Stern, 1983). On the contrary to domination of this method in that era, opposing voices raised and challenged the inefficacy of this method in training fluent enough speakers in English. Richards and Rodgers (2001) insist on the fact that GTM has no advocates and it is a method for which there is no theory, and no literature offers a rationale or justification for it. They also mention that there is no literature to relate GTM to issues in linguistics, psychology, or educational theory. The language teaching scholars in following years tried to eliminate translation and using the students' mother tongue in English classes and considered translation as a villain element of teaching. Harbord (cited in Cunningham 2000) stated: A return to Grammar-Translation with all of its negative connotations; as well, the isolation of lexis from any real context prevents students from gleaning insight into the multiple uses and meanings of the word. He further contends that in an informal application, translation creates hierarchy where the stronger students prevent weaker students from contributing in the L2 by enforcing a feeling of inferiority. Therefore, it can be deduced translation had not had any place amongst language teachers and was fully excluded from their plan.

Having passed a long period of time without using translation, some different ideas were put forward which were not in disagreement with using L1 in ESL/EFL contexts and established a new trend in the field of language methodology. Similarly, the idea of abandoning the native tongue is too stressful to many learners, who need a sense of security in the experience of learning a foreign language ((Kavaliauskienė, & Kaminskienė: 132). In this respect, some scholars aired different viewpoints concerning the use of translation and opened new horizons, which showed that not only a judicious use of translation is not debilitating, but also it helps learners to establish a better connection between their own language and the target language in this respect, some of them such as (Ellis, 1992; Harmer, 1991; Widdowson, 1978; Bowen & Marks, 1994) believe translation is a legitimate pedagogical tool especially in an EFL environment, and they claim that it deserves to be rehabilitated. To talk about the importance of translation in language learning, we should consider three important factors: 1. Criticisms against it are not valid. 2. The learners need it. 3. That promotes learning. O’Malley and Chamot (1990) have established that translation (defined as using the first language as a base for understanding and/or producing the second language) accounted for over 30 percent of strategy uses (p.127).

Various researchers tried to investigate the role of translation in learning any of four language skills and sub skills. Amongst them, applying the act of translation in improving the reading comprehension performance of the language learners has received much of interest which is related to the topic of this study. As Upton (1997) asserts, reading in a second language is not a monolingual event and L2 readers have access to their first language as they read and many use it as a strategy to help comprehend an L2 text. Cook (1992) also added that second language learners use their L1 (first language) while processing an L2. Her idea is that an instructor must not separate the L1 from the L2, but instead should make use of the L1 while instructing the student (cited in Kasmer, 1999:3). Moreover, some other researchers have stronger ideas and show that translation is a key element in processing target texts by
learners. Kern (1994) conducted an illuminating study whereby he looked at the role of translating as a cognitive strategy in the L2 (second language) reading comprehension process. He found that students often used translation to understand the text.

As a rule of thumb, the learners' age and knowledge level are among the most determining factors in the process of learning. Adult beginners who attend English classes always find it really demanding to speak, hear, write and think just in English. Mainly they ask their teachers to translate some items for them or want him/her to explain about the vague items or those about which they do not have any background knowledge. In this study, at first a group of twenty male and female adult learners were asked to fill in a questionnaire and state their ideas about the use of translation and when do they think it can come in handy in their process of learning. In the next step, they were divided into control and experimental groups to verify their claims about the effectiveness of translation in increasing their performance in answering reading comprehension questions.

2.1 Translation in Second/Foreign Language Teaching: Pros and Cons

When talking about the application of translation or the act of translation in language teaching, it will be important to make distinction between two types of translation, which are called pedagogical translation and real translation. Pedagogical and real translation differ from each other on three counts: the function, the object, and the addressee of the translation (Klaudy, 2003, p. 133). The first voice to cry out against the use of translation in foreign language teaching came from the Reform Movement of the late 19th century, and it was followed by a wave of renewed attacks by proponents of the Audio-Lingual, the Direct, the Natural, and the Communicative Language Teaching Methods throughout the 20th century. Bloomfield (1933) blames “the eighteenth-century scheme of pseudo-grammatical doctrine and puzzle-solving translation” and also the teachers “who talked about the foreign language instead of using it” (p.505). This point of view of language learning had roots in behaviorist points of view that Skinner introduced to language learning in his book *verbal behavior*. He considered language as a behavior that was acquired by the infant through stimulus – response – reinforcement cycle. In fact in such a viewpoint from which methods like audio – lingual were developed, translation could not have a role to play.

But people devoted to various other methodologies have also protested against school translation. Newson (1998: 64) provides a summary of the main objections in the following way. Translation, he writes, “does not allow or make easy the achievement of such generally accepted foreign language teaching aims as” (1) fluency in spoken language, (2) the controlled introduction of selected and graded structures and lexical items, or (3) the controlled introduction of communicative strategies. Translation leads to no observable learning effect, either of new vocabulary or structural items, and does not foster communicative language use. Newson (1998, p.67) proposes classroom activities to eliminate the second objection. The first one is a simultaneous oral translation exercise in which the teacher reads out the source language sentences whose translations by the learners will provide them with examples of selected target language patterns. The other activity uses, instead of isolated sentences, examples of a few sentences long, where the task is not to
In the same way, Malmkjær (1998, p.5) lists a number of further general objections to school translation, which are the following. Translation (4) is independent of the four skills which define language competence: reading, writing, speaking and listening; (5) it is radically different from the four skills; (6) it takes up valuable time which could be used to teach these four skills; (7) it is unnatural; (8) it misleads students into thinking that expressions in two languages correspond one-to-one; (9) it produces interference; (10) it prevents students from thinking in the foreign language; and (11) it is a bad test for language skills.

But on the contrary, as Lengyel and Navracsics (1996, p.60) show, there is some neurolinguistic evidence to suggest that the human brain is predisposed to acquire more than one language, and in this context the role of translation must also be re-examined. In their study, Lengyel and Navracsics look at the question whether translation is as natural a language activity as are speaking, listening, writing and reading, and whether translation also has inherited elements. Similarly Ross in Kavaliauskienë & Kaminskienë, (2007: 133) asserted: Translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers”. Howatt (1984:161) says" the practice of translation has been condemned so strenuously for so long without any really convincing reasons that it is perhaps time the profession took another look at it". Butzkamm and Caldwell in their book The Bilingual Reform: A Paradigm shift in Foreign Language Teaching (2009) stated the old taboo on mother tongue will be swept away (13). Their advocacy of mother tongue is not just another plea for a flexible and a less rigid attitude, but a systematic program in which mother-tongue use is seen as essential (cited in Cook 2010:50).

2.2 Translation and sub-coordinate bilingualism

Coordinate bilingualism is defined a situation in which a person who acquires two languages in different context, for instance at home and the other at school, so that the words of the two languages belong to two separate systems which are independent. Each word belongs to one specific concept and has its own meaning. Weinreich(1953) in Salle Leinyui distinguishes another type which he calls sub-coordinate and it occurs when one language predominates on the other. In this case the person interprets words of his weaker language through the words of his stronger language; the dominant language acts as a filter for the other (cited in D'Aciermo 90:13). Learners in EFL classes, especially in beginner levels tend to make the items of foreign language meaningful by using their mother tongue, that is to say they translate it.

Harris claims that a child is conscious of his bilingualism and freely switches from one language to another while learning a language. Harris calls this "natural translation", i.e., translation which is done by people who have had no special training in translation. This kind
of language learning led Harris to believe that translation is co-extensive with bilingualism. Other studies have touched upon the subject of translation and bilingualism, indicating that from the earliest stages of bilingualism, the two languages are compounded. That is, they are made up from one another. Therefore, avoiding native language interferences while learning a foreign language is almost impossible (cited in Shiyab & Abdullateef 2001:4).

2.3 The role of L1 in comprehending L2 reading texts

Reading in a foreign language is not a monolingual event. Learners inevitably bring their prior system of their native language to comprehension process of a reading passage in a foreign language. Cohen (1995) used a survey given to bilingual and multilingual university students to explore factors influencing language of thought. He found not only that people with access to two or more languages frequently shift between them, but also that these shifts can be either unintentional (e.g., it is easier to think in one language than another and so the brain automatically shifts languages) or intentional (e.g., using another language to help understand the grammar or vocabulary of the target language) (cited in Upton & Lee-Thompson 2001). Studies like this onesupport this notion that we cannot separately consider the target language from the learners’ native language as the only determining factor in reading comprehension.

2.4 Translation as a reading comprehension strategy

Models of the reading process can generally be placed across a continuum of two opposing approaches as well as a fusion of them in understanding the reading process, namely, bottom-up, top-down and interactive approaches (Seng & Hashim 2006:30). As defined by Nunan (2003, pp 70-72) bottom-up models consist of lower level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences and longer texts. Top-down models, on the other hand, begin with the idea that comprehension resides with the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. The third type are interactive models that combines elements of bottom-up and top-down models assuming that a pattern is synthesized based on information provided simultaneously from several knowledge resources.

From this point of view, translation can be considered as an interactional approach of reading comprehension. It has characteristics of bottom-up model in identifying letters and words of foreign language as well as those of top-down model in using the previous knowledge and life experiences or content schemata to help the learner to understand a text. In a study investigating the language of thought used in comprehending L2 texts among fifty-one students of French, Kern (1994: 455) found that mental translation during L2 reading played "an important and multidimensional role in the L2 reading comprehension processes" of the students (cited in Seng & Hashim 2006).

But translation itself has some pre-requisites that without them one may not be able to do it well. Newmark (1995) distinguishes some essential characteristics that any good translator
should have: a) reading comprehension ability in a foreign language, b) knowledge of the subject, c) sensitivity to language (both mother tongue and foreign language) and d) competence to write the target language dexterously, clearly, economically and resourcefully (cited in Gerding-Salas 2000).

Due to lack of mastery on target text, beginner learners try to utilize a word for word style in reading and comprehending it. On the other hand, adult beginners who heavily rely on translation may face difficulty when they encounter some unknown words or some set of ideas different from those they had in their own culture. Here this question arises that whether a given translation by the teacher, mainly a translation of the gist, can be effective in increasing the students’ achievement on comprehension questions or not.

2.5 The importance of background knowledge in understanding a reading passage

Among the factors involved in understanding a reading passage, background knowledge—or in a more scientific term, schema, definitely plays an important role. As Widdowson (2007:54) asserts "how much convergence is achieved in the communication will naturally depend on there being a measure of correspondence between P1 and P2 knowledge. Thus problems might arise if P1 uses items of language outside P2’s competence or refers to an ideational framework that P2 does not know about.” Because of that, most learners in this situation tend to shift to their first language (Farsi) and translate the text (at least in their minds). However, regarding this fact that they have not enough mastery on the text, they try to translate it word by word and the product may be faulty if they fail to understand vocabulary items, which are unknown to them. Studies have proven that existence or lack of this factor greatly affects the performance of learners in comprehension questions. Again Widdowson (ibid:28) asserts: "you cannot make sense of anything without bringing it within the concepts of what is preconceived as familiar. Furthermore, matching the material used with students’ backgrounds can easily facilitate a guided negotiation of meaning.” By choosing texts and topics that are more readily relatable to student’s cultural backgrounds, the EFL instructor ease students’ recall of the text as students will be able to access their own schemata to process the ideas presented in readings or discussions (Kasmer, 1999:9).

Everything new has to be related to what is given. ‘it has been shown that even across passages on the same general theme, which had identical structure and syntax and very similar vocabulary, the more familiar version is better recalled' (Alderson in Sadeghi, 2007). This is true a fortiori when the text is situated in an unfamiliar culture: Steffensen et.al. (1979) gave texts about weddings to L1 readers from India and North America and observed that cultural familiarity or the lack thereof led the readers to make numerous inferences about the events and situations in the text. Giving L2 readers access to information about the L2 culture can be an important way of helping them with reading comprehension (cited in Walter 2004).

2.6 Previous studies

Since the idea of using translation in language teaching has not many proponents, there are not numerous researches concerning this issue but some of them containing the most
effective ones are noted below. in a study which Kern (1994) conducted concerning the role of mental translation as a cognitive strategy he not only found that the subjects make frequent use of translation as a strategy to understand the L2 text, but also that mental translation during L2 reading seemed to serve the functional purpose of facilitating the generation and conservation of meaning. He also found that L2 readers most frequently used mental translation in response to specific obstacles to comprehension, such as unfamiliar words and structures. Cohen (1995) conducted a study surveying factors influencing language of thought, concluded that bilingual or multilingual subjects intentionally or unintentionally shift thinking in one language or another one to understand the grammar and vocabulary items of the target language. Upton (1997) asked 11 native speakers of Japanese studying at a U.S. university to think aloud as they read an expository text in English. He observed, first, that reliance on the L1 as the language of thought decreased as proficiency in the L2 increased. Further, he noted that L2 readers with lower L2 proficiency used their L1 more frequently when (a) ,wrestling with vocabulary they did not know or were not sure about, (b) seeking to gain a more global understanding of the L2 text, and (c) attempting to summarize or confirm what was understood. Some few studies related to the use of translation as a technique in EFL classes are conducted.

3. Methodology

This study reports and discusses the results of introducing translation as a teaching methodology into a beginner FL program. The final aim of the study is to reveal effective ways of using the ‘act of translating’ to promote these learners' better comprehension of FL texts, spoken or written. Teaching translation as an end goal in itself, therefore, has been excluded from the study, and translation as product and the study of translation processes both fall outside its scope. Thus, in the experiment reported here, the learner's text – a translation into L1 – after receiving a translation of the gist provided by the teacher, was evaluated as to whether or not it clearly showed the learner had understood the original FL text, rather than as an end product in its own right. Two types of instruments were employed in the study: 1) the pretest and posttest, and 2) the questionnaire. Both the pretest and posttest were reading comprehension passages following by questions, which were exactly alike for the experimental and control groups which their number was totally 20. The questionnaire which will be illustrated in the next session is consisted of two parts: in the first one having 15 items it is tried to investigate the learners attitude toward the use of translation in English classes and in the next part fifteen statements are written to see whether the learners make use of translation as a learning strategy or not.

The subjects were required to do a questionnaire containing 30 items, which was related to their opinions towards the use of translation, and using translation as a strategy in foreign language classes mainly in reading comprehension. They were asked to give their opinion by marking one of the five choices for each item: Strongly Disagree, Disagree, I cannot tell for sure, Agree, or Strongly Agree. It is worth mentioning most of the questionnaire items were adopted from Liao, 2006. Sequentially, the subjects were divided into 2 groups of ten, a control group and experiment group. They were given a reading comprehension test including three types of questions: matching, true false and fill in the blanks and multiple-
choice questions. The final score of every student was computed according to the percentage of his or her right answers. Time allowed for the test was 15 minutes. A posttest with the same design, but different reading passages, was also given to them after one session of instruction.

4. Data collection and analysis

To gather thorough information, the researcher attended two classes, completely explained the nature and the objectives of the research, and then gave some instructions about filling the questionnaire. It took about 20 minutes for the examinees to do the task. After that, for each group a pre-tests and a post-tests were conducted. The situation for the pre-tests was the same. Both groups were asked to answer to the same tests in 15 minutes after the instructor taught the reading passage by presenting synonyms, paraphrasing sentences and relating the main ideas to previous knowledge of the students but the medium of instruction was just English, and the mother tongue was not used in the classroom.

In post-test session the control group received the treatment like that of in the post test but the experiment group received a different one, i.e. besides usual techniques of teaching reading, the instructor also provided the translation of the main idea of the passage in Persian as a post-reading activity and wanted the students to translate the passage into Persian for themselves and helped them whenever was necessary. Then students were asked to answer the reading comprehension tests provided at the end of the passage in ten minutes.

4.1 Analysis of the results obtained from the questionnaire

As mentioned earlier, the participants asserted their ideas about the use of translation and about translation as a strategy, which can be used in foreign language classes. The questionnaire comprised of fifteen items whose means were computed on the participants’ responses to the items and are presented in Table 1. It is reckoned translation played a positive role in the examinees current English learning experiences. The results indicated that above 68% of them (related item: 5) tended to use translation as a strategy in the process of their language learning. Their answers revealed they flash back to their mother tongue whenever it is hard for them to think in English. Also it is highly acceptable (around 76%) from their viewpoint if the teacher speaks in their mother tongue to convey some more problematic concepts of language (related item: 12).

Table 1: The examinees responses to the items concerning their beliefs about translation

<table>
<thead>
<tr>
<th>Item explanation</th>
<th>Mean Out of 5</th>
</tr>
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<tbody>
<tr>
<td>1. Translating helps me understand textbook readings.</td>
<td>4.4</td>
</tr>
<tr>
<td>2. Translating helps me learn English idioms and phrases.</td>
<td>4.53</td>
</tr>
<tr>
<td>*3. Translating does not help me make progress in learning English</td>
<td>4.46</td>
</tr>
</tbody>
</table>
4. Using Persian translation while studying helps me better recall the content of a lesson later. 3.86

5. I like to use Persian translation to learn English. 3.44

*6. Persian translation diminishes the amount of English input I receive. 4.06

7. At this stage of learning, I cannot learn English without Persian translation. 2.4

8. I feel pressure when I am asked to think directly in English. 3

9. I tend to get frustrated when I try to think in English. 2.46

*10. When using English, it is best to keep my Persian out of my mind. 3.06

*11. Translation hinders processing the information in my mind. 3.93

12. I feel a given translation of the text by the teacher increases my self-confidence in answering the comprehension questions. 3.8

13. A given translation of the passage in Persian makes my attitude positive toward comprehending it in English. 4.2

14. If I receive translation of the gist in Persian after reading the passage, it has a positive effect on my comprehension. 4.26

15. A given translation of the gist of the passage in Persian makes me feel confident toward comprehending it. 4.26

*. The scores of the items 3, 6, 10, and 11 were reversed.

Taking a precise look at the means discloses the following facts: a) most learners consider translation as a useful aid in comprehending reading comprehension articles, b) the use of mother tongue by the teacher can be a positive means while trying to explain and make the reading article digestible for the learners, and c) the adult beginners heavily rely on translation in reading comprehension exercises. These finding are compatible with those of Kern (1994) that he found the students often used translation to understand the text. On the contrary, the examinees somehow rejected two items which can be interpreted as follows: a) they try to separate themselves from their mother tongue and try to think in their internalized version of English, b) Only in some specific kind of exercises they welcome the use of translation, so the teacher should beware of probable negative effects of the application of translation.

The facts got from the questionnaires inspired the researcher to carry out the experimental phase of the research. As mentioned before, the 20 selected participants were divided into two groups experimental and control. To ensure both groups have the same ability in reading
comprehension, they were provided with two reading comprehension passages and were asked to answer the six questions at the end of each one. The analysis of the results proved that both groups approximately were of the same ability in the stated skill.

As it can be induced from the above table, the mean of the scores which were got by the students of both groups proves this fact that their initial performances in answering the reading questions were approximately similar so every change after the period of treatment can be attributed to the use of translation in experimental group.

During a period of six-week course, the researcher attended in both experimental and control groups classes to take the same reading comprehension tests. The experimental group received a specific treatment that was a translation of the gist of passage. In harmony with Harbord (1992: 354) who said: "Word-for-word translation occurs when the learner's unconscious need to make assumptions and correlations between languages is ignored," this kind of translation was avoided and the students were provided with communicative and natural translation of the gist of the reading passage. After teaching each passage in English and giving time to students to ask some questions all in the foreign language (the control group exactly received this part), the researcher tried to translate the gist of the passage which was mostly about some traditions or cultural events of the other nations. It was tried somehow to activate the students’ minds and facilitate the process of intake for them by relating and simulating those strange cultural or traditional events to those of their own culture. After each session, the participants answered the comprehension questions and finally after six weeks the results of both groups were compared. The data showed in control group there were no change and development in comparison to their pretests, which were taken six weeks ago. On the contrary, the results of the experimental group appeared meaningfully different from the previous ones.

Table 2: Groups Statistics of pre-test for experimental and control groups

<table>
<thead>
<tr>
<th>Code</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest control</td>
<td>15</td>
<td>4.67</td>
<td>1.589</td>
<td>.410</td>
</tr>
<tr>
<td>Pretest experimental</td>
<td>15</td>
<td>4.60</td>
<td>1.639</td>
<td>.423</td>
</tr>
</tbody>
</table>

Table 3: Statistics of posttest of the control and experimental groups

<table>
<thead>
<tr>
<th>code</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post. Control</td>
<td>10</td>
<td>4.52</td>
<td>1.598</td>
<td>.413</td>
</tr>
<tr>
<td>post.experimenta</td>
<td>10</td>
<td>5.49</td>
<td>.743</td>
<td>.192</td>
</tr>
</tbody>
</table>
According to table four, the difference between the posttest of the two groups discloses that the treatment has sharply increased (around 20%) the level of students’ achievement on reading comprehension questions. To be sure, that the 1.04 difference of these two means is meaningful and just because of the given treatment, the researcher computed the t-test and as table five shows, there was significant difference in pretest and posttest (p < 0.5). The findings supported the effectiveness of translation when dealing with reading comprehension.

6. Conclusion and implications

The purpose of this study was to explore the application of translation effects on students' reading comprehension. The results showed that there was a significant difference between the students' reading comprehension ability before and after the treatment. Almost all students improved in the posttest and showed positive attitude in the questionnaire. Therefore, instruction through translation was beneficial to students' learning except in very few cases. The researcher induced the results and conclusions on the benefits and applications of using translation in this study as follows:

1. The students’ mother tongue helps them understand input in L2 and clears the way of learning for them. In this respect Duff (1992, 71) asserted:” People’s L1 shapes their thinking and translation helps them to understand better the influences among languages.” On this ground, it can be said EFL teachers should not consider the use of mother tongue as a villain behavior, which should be avoided.

2. As mentioned earlier, on the one hand reading in a foreign language is not a monolingual event (mental translation), and on the other hand the students are not skillful enough to understand the passage thoroughly. Therefore, the teacher may help them by providing the translation of the gist of the reading passage and facilitate the process of comprehension.

3. In some special kind of reading passages, mainly texts about culture and traditions of the people of other nations, beginner learners may not be successful in comprehension now that lack of back ground knowledge and cultural differences. In this study by providing a brief translation of the gist this problem was leveled to great extent.

References


