

Belief about and Strategy Use of Translation among Foreign Language Students: Does It Have a Correlation with Motivation?

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Abstract

Though the use of translation in classroom language learning is widespread, language teachers nevertheless continuously debate the use of translation in classroom teaching-learning. At times, instructors and students differ in their opinion in using translation in the learning process. This paper reports findings from a study of beliefs and strategy in the use of translation and also their relation to motivation among students who studied French as their foreign language in the state of Terengganu in Malaysia. The data are analyzed quantitatively from 123 student-respondents who completed the inventory of beliefs about translation and strategy used in translation. They also completed the motivation scale questionnaires from the MSLQ inventory (Motivated Strategies for Learning Motivation). The results indicate respondents strongly believed in the use of translation as a strategy and they heavily utilized translation strategies in their learning process. They are also highly motivated in their learning. Further, the result from correlations analyses showed a significant correlation between all variables. It also revealed that participants place more emphasis on the task and the anxiety in their learning. Discussion of the results relates to the use of translation strategy in enhancing foreign language classroom learning.

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Keywords: First language; Foreign language learning; Motivation; Translation strategy

INTRODUCTION

The significant use of translation as a strategy or tool in classroom teaching-learning has been ignored and has always been questionable. Some instructors discourage and prevent the use of translation in classroom teaching-learning (Liao, 2006). They believe that the use of translation will cause problems for students, for example, it could inhibit the learning process (Mouhanna, 2009, cited in Ghorbani, 2013), and obstruct the valuable input from the target language (TL) that affects students' proficiency development (Krashen, 1982; Chaudron, 1988; Macdonald 1993, cited in Pan & Pan, 2010). However, reconsideration of translation use in classroom teaching-learning is taking a turning point and starting to play an important role in the learning process.

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Furthermore, several researches showed that translation as a tool in learning a TL has a positive and practical effect, and a motivating factor. Besides, students also believe in and are in favor of using translation in their process of learning. It is found that those beliefs could influence language learning strategies (Horwitz, 1988; Wenden, 1987) and motivation (Yang, 1999). Though several studies (Kamarul Shukri & Mohamed Amin, 2009; Ziahosseini & Salehi, 2008; Wharton, 2000) have revealed the importance of language learning motivation and language learning strategies, this study however, seeks to find the correlation between belief about translation and its strategy use and language learning motivation. Hence, the knowledge of students' belief about their language learning, their learning strategies used, and motivation could assist instructors to have a better understanding and be more student-centered in the classroom.

In Malaysia, foreign language teaching-learning (French, Japanese, Arabic, German) is considered as third or fourth language for most of the students. English has become a second language since English is taught from the primary school. Like any other students who learn a second or foreign language outside of the speaking country, the problem of using translation (in this case, the use of Malay, Chinese, Indian, or any other ethnic languages as mother tongue or Malay language as national language, and / or the use of English language) in teaching-learning is also a dilemma, for the instructors as well as for the students. From personal experience, at both the school and university levels, the use of translation and code-switching is inevitable. Moreover, from the literature review, French language study in Malaysia has not been thoroughly studied especially in relation with translation and its relationship to motivation.

Therefore, for the purpose of this study four, research questions are addressed:

1. What is students' belief about using translation in learning the French language?
2. What strategies are used in employing the translation?
3. What is students' motivation in learning French language?
4. Is there a significant correlation between the belief of using translation and the strategie used in translation, and motivation?

LITERATURE REVIEW

2.1 Belief about the Use of Translation in Language Learning

Preconceived beliefs are essential to be considered in students' learning process since it is closely related to human behavior and learning. According to Flavell (1979), it is part of self-knowledge which comprises self-understanding and learning goals and needs as learners and intellectuals. Hence, it could influence students' choice of strategies and their effectiveness in language learning (Horwitz, 1988; Wenden, 1987). It could also limit (Horwitz, 1988) and could be consistent (Wenden, 1987) with their language learning strategy used. One study by Pintrich and De Groot (1990), for example, showed that students, who believe the English language is essential, have a higher degree of determination in their learning tasks.

From students' point of view, they believe that the use of translation is essential in learning the TL. It was found that students believe in and are in favor of using translation in different functions and activities in learning the TL (Liao, 2006; Swain & Lapkin, 2000). Guk and Kellog (2007) claimed that 46.93% of Korean students used translation in their communication while learning in a foreign language class. A study done by O'Malley (1985) found that 11.3% of ESL students, beginner, and intermediate, used translation strategy frequently from 11 listed cognitive strategies. Schweers (1999) admitted that 88.7% of his student-respondents believe that translation should be used in EFL classes. Bagheri and Fazel (2011) also posited that their respondents believed translation facilitates writing abilities in English. The finding from Aktekin and Gliniecki (2015), which supports other studies before them, revealed that students perceived translation having a positive role in their English learning process: 16 of 28 items were rated highly ($M > 3$).

In a more recent study with 155 Spanish students who learned English, Frenandez-Guerra (2014) also posited that students perceived positively the use of translation in their learning. Halim, Ang, Mansor,

Mamat and Rahim (2016) who conducted a study with 20 advanced French students and 20 advanced Malay students in Malaysia found that Malaysian students perceived translation strategies as the best way to learn the TL (in this case, French) whereas French students see it as a tool for beginners and teaching-learning should be in the TL. In another study, Halim, Mamat and Rahim (2012) found that Malaysian students who learned French, perceived using cognitive strategies highly (translate word to word and looking for similar words in my own language) compared to those who learned Japanese. Their findings reconfirmed the finding of previous studies that students believe in using translation to facilitate the teaching-learning of the TL. Therefore, the literature indicates that students believe positively the use of translation strategies in teaching and learning, which use in classroom teaching-learning could facilitate student centered-learning.

2.2 Translation as Learning Strategy

Language learning strategy (LLS) is one of the important factors in contributing students' achievement in learning a TL. LLS, if successfully introduced to students, could increase students' knowledge, motivation, as well as performance (Rubin et al., 2000, cited in Aktekin & Gliniecki, 2015). According to Chamot (2004, 2005) and Oxford (1990), learning strategies are the chosen thoughts and action, employed to simplify the learning task in accomplishing a learning goal, and students practice their choice of strategies constantly in their learning (Wenden, 1987).

Thus, following this line of thought, the use of translation can be designated as a valuable tool in second or foreign LLS as it is related to cognitive learning strategies (Oxford, 1990). Translation strategy prevention in classroom teaching-learning would affect students in many ways: restricting students' lexical diversity, limiting acquisition of complex linguistic knowledge, and causing unrealistic discourse (Maccaro, 2005, cited in Pan & Pan, 2010). Furthermore, the use of translation of source language (SL) among L2 students cannot be forbidden in classroom teaching-learning due to its existence in students' mind (Cook, 1992). Similarly, Upton and Lee-Thompson (2001) emphasized that mental translation is a cognitive strategy which is normal among high school students and adult learners.

As a learning strategy, translation supports students to reduce anxiety and increase their motivation (Liao, 2006; Atkinson, 1993), lessens cognitive overload, and increases students' confidence in classroom activities (Liao, 2006; Cook, 2001; Kern, 1989; Atkinson, 1987), and gives positive impact on working memory (Ramachandran & Hajar, 2004). The effectiveness or ineffectiveness of translation as strategy depended on the wisdom of its usage (Atkinson, 1987; Cook, 2001; Ghorbani, 2013). Furthermore, in the process of learning the TL, SL provides a scaffolding (Cook, 2001) and meaning (Nation, 2001) that students require. Earlier, Atkinson (1987) emphasized that the use of translation in the TL learning is important because it is a student preferred strategy, a humanistic approach, and saves students' time. It can also enhance students' awareness of the nature of languages between the TL and the SL (Atkinson, 1987; Goh & Hashim, 2006; Liao, 2006; Fernandez-Guerra, 2014).

In vocabulary learning, translation is able to help students increase the quantity of words learned (Atkinson, 1987; Nation, 2001; Liao, 2006; Raieszadeh, Alibakhshi, Veisi & Gorjian, 2012; Assiyaban & Bagheri, 2012), turn the instructed words into free active which facilitated student communication ability (Assiyaban & Bagheri, 2012), influence learner's recall and retention of the meaning of word learned (Ramachandran & Hajar, 2004). In another study, Swain and Lapkin (2000) examined the use of the SL (English) in two eighth-grade French classes. They found that the use of SL facilitate the TL classroom activities, establish rapport in completing the task, enhance vocabulary and grammar learning and developed students' communication.

Research in writing competence also indicates a positive use of translation strategy in giving more positive ideas (Cohen & Brooks-Carson, 2001), and developing good skill in writing (Stapa & Abd Majid, 2006). Additionally, Storch and Wigglesworth (2003) investigated 12 pairs of ESL students written assignment, found the students were able to deliver the joint composition task without difficulty. Similarly, Nation's (2001) finding revealed that the use of translation of the SL has helped students to have a better discussion in handling the task. Halim, Ang, Mamat and Rahim (2014) found that Malaysian students who learn French, Mandarin and Japanese frequently used strategy such as dictionaries as written communication strategies. They also found that French learners mostly utilized literal translation when writing.

Translation strategy is also established to be compatible with reading comprehension. According to Hsieh (2000 cited in Pan & Pan, 2010), her college students' ability in reading comprehension increased by using translation in the classroom. Additionally, Hooseini-Maasoum and Mahdian (2012) who performed an experimental study among Iranian adult learners for reading comprehension tests, found that the experimental group who used translation in their reading activities showed a better performance than those in the control group. In another study, Goh and Hashim (2006) revealed that tertiary ESL learners in Malaysia used more than 30% of the source language in their overall instances strategy in a group reading. Their study showed that the use of translation facilitated the comprehension of word and idea related to the text.

Therefore, as a strategy, research indicated that translation is very significant in learning all the language skills including idioms and expressions (Raieszadeh, et. al., 2012). Also, it is a better approach to understand the grammar rules and instructors' instructions (Fernandez-Guerra, 2014; Raieszadeh, et. al., 2012). Nevertheless, it was also established that students' dependence on translation, decreases as their level of knowledge of the TL increases (Asiyaban & Bagheri, 2012; Storch & Wigglesworth, 2003).

2.3 Motivation and Learning Strategy

Motivation is recognized to be one of the central contributors to language learning success. Motivation, according to Dornyei (1998), initiates learning, upholds students' vigor and compensates students' inadequacies in the learning process. It also determines the activeness of personal participation in learning the TL (Oxford & Shearin, 1994). In addition, according to Oxford (1990), motivation and learning strategies are also closely interrelated with the goal of language learning. Based on the Self-determination Theory, students could be intrinsically or extrinsically motivated (Ryan & Deci, 2000). According to them, when students are focused on the task or activity, the task is intrinsically motivating because students has a strong determination to learn whereas extrinsic motivation is related to performance activity in obtaining separable outcome.

Consequently, there are continuous research related to students' motivation and LLS. Research suggested that students' strategy use is strongly influenced by self-perception of motivation (Oxford & Nyikos, 1989), and strategy use among students has a strong relation with factors of motivation (Ehrman & Oxford, 1989). Studies also found that student motivation and preference for learning strategies (Schmidt, Borai & Kassabgy, 1996) and student motivation with LLS use (Maccaro, 2005, cited in Aktekin & Glineicki, 2015; Schmidt & Watanabe, 2002) were significantly correlated. Their finding supported the study made by Schmidt et al. (1996) and Ehrman & Oxford (1995). Yang (1999) claimed from her study that high motivation and student belief regulated the choice of strategies and in return, it transformed students' beliefs as well as increased their motivation.

Additionally, Wharton (2000) found from his study among Singaporean bilingual foreign language students, that motivation has the most significant effect on the use of LLS. Similarly, a study performed by Kamarul Shukri and Mohamed Amin (2009) among students who learned the Arabic language from 13 schools in one of the states in Malaysia, also exhibited the same result. Also, they believe that the use of LLS, in return, could stimulate student motivation in language learning activities which supported the finding of Yang (1999). Mohamad Azrien, Mohd Shari and Mohd Burhan (2013) who used Structural Equation Modeling Approach in their study between Malaysian Arabic university students also found a significant correlation between motivation and LLS subscales (metacognitive self-regulation and organization).

On the other hand, Ziahosseini and Salehi (2008) who examined the relationship between motivation and the use of LLS, by Iranian university students, revealed that their choice of LLS correlated more to intrinsic motivation rather than extrinsic motivation. Hence, various studies revealed that motivation and LLS are positively significant. In addition, it also showed that students might be intrinsic or extrinsic in their motivational orientation. However, does it have a correlation with belief in translation and translation strategy use?

METHODOLOGY

3.1 Respondents

This quantitative study was carried out with 151 foreign language students who learn French as their third language in Terengganu, Malaysia. The respondents were students from a school (55.3%), who were form four students, and a university (44.7%), who were level three students. The respondents consisted of Malays (69.1%), Chinese (28.5%), Indians (0.8%) and others (1.6%). However, only data from 123 respondents could be used while data from 23 respondents were excluded because they did not complete the questionnaire, and data from five other respondents were rejected due to outliers. Both group of students were found to function at more or less the same proficiency level, level DELF A2 of the French International Examination.

3.2 Instruments

Respondents were asked to complete a translated Malay version survey adapted from the inventory for beliefs about translation (24 items) and inventory for strategy used in translation (22 items) by Liao (2006). However, six items from the inventory for strategies use of translation were deleted (item number 2, 10, 15, 16, 18, and 21) because they were not relevant to the respondents' learning and context. In the original questionnaire, a 5-point Likert Scale was used. But for this study, a 7-point Likert scale is used (*strongly disagree, disagree, hardly agree, nearly agree, agree, strongly agree, and very strongly agree*) to avoid the middle scale (of *not being sure*). Respondents also completed an inventory for motivation, Motivated Strategy for Learning Questionnaire (MSLQ), which also utilizes a 7-point Likert scale (Duncan & McKeachie, 2005). MSLQ comprises two sections, motivation scales and learning strategies scales. However, for the purpose of this study, only items of the motivation scales were used, namely Intrinsic Goal Orientation (IGO), Extrinsic Goal Orientation (EGO), Task Value (TV), Control of Learning Beliefs (CLB), Self-Efficacy for Learning & Performance (SELP), and Test Anxiety (TA). Both instruments have been proven to have a very good consistency reliability: beliefs about translation and strategy used in translation were .71 and .80 respectively (Liao, 2006). The reliability index for the six motivation scales: IGO - .74; EGO - .62; TV - .90; CLB - .69; SELP - .875, and TA - .80.

All the three inventories were translated into Malay language because it is a national language, and all of the respondents understand and speak the language without difficulty. Prior to the pilot test, a back translation was applied for the purpose of checking the clarity and comprehensibility of the items. Ten students who learn French language in level two were involved in this pilot test. The questionnaire in the Malay version was revised before starting the actual study. The reliability index of beliefs in translation for the translated version based on Cronbach's alpha was .877, and the translation strategy was .882. The reliability for the six motivation scales were: .63 (IGO); .70 (EGO); .71 ((TV); .69 (CLB); .88 (SELP), and .63 (TA) respectively.

3.3 Data analysis

The collected data were analyzed quantitatively by using SPSS 21. Descriptive statistics were used to find the mean (M) and standard deviation (SD) in measuring the score of the students' belief of translation and the strategies used in using translation, as well as for scales of motivation. Levels of the strategy employed in this study were calculated by using the means based on the Oxford levels of strategy (1990): high (5 or above), medium (3.5 – 4.9), and low (3.4 or lower). The Pearson product-moment correlation coefficient was employed in exploring the statistical significance of the relationship between students' belief of translation and translation strategy with motivation. The strength of correlation between the variables is measured based on the scale proposed by Davies (1971): very high (0.70 – 1.00), high (0.50 – 0.69), moderate (0.30 – 0.49), lower (0.10 – 0.29), and to be ignored (0.01 – 0.09). In addition, The Paired Sample T-test was also employed to examine statistical significance in relation to motivation goal orientation.

FINDINGS

4.1 What are Students' Beliefs of using Translation in Learning the French Language?

Table 1 shows that students perceived very positively the use of translation ($M = 5.3$) in their French language learning with 19 of 24 items rated at more than 5 ($M > 5.0$).

Table 1. Mean and SD of Student Belief of Using Translation and Its Strategy Use ($N=123$).

	M	SD
Belief	5.30	.66
Strategy use	4.91	.79

The students positively perceived that using translation, which has the highest mean, is able to help them make progress in French language learning ($M = 6.18$), understand better the textbooks ($M = 5.98$) and help them in completing the task faster ($M = 5.81$). They also professed of being frustrated to think directly in French ($M = 5.78$). However, students also acknowledged that the translation will disturb them in learning the TL ($M = 5.70$).

Table 2. Means and SD for the translation beliefs.

	Item Description	M	SD
1.	Translating helps me to understand textbook readings.	5.98	0.95
2.	Translating helps me to write French composition.	5.50	1.29
3.	Translating helps me to understand spoken French.	5.59	1.22
4.	Translating helps me to speak French.	5.26	1.27
5.	Translating helps me to memorize French vocabulary.	5.28	1.35
6.	Translating helps me to understand French grammar rules.	5.25	1.43
7.	Translating helps learn French phrases.	5.54	1.28
8.	*Translation does not help me make progress in learning French.	6.18	0.81
9.	Translation helps me to understand my teacher's instruction in French.	5.53	1.23
10.	Translation helps me to interact with my classmates in French.	5.24	1.44
11.	The more difficult the French assignments are, the more I depend on translation.	5.68	1.40
12.	Using translation helps me to finish my French assignments more quickly and save time.	5.81	1.05
13.	Using translation while studying helps me better to recall the content of a lesson later.	5.44	1.15
14.	I like to use translation to learn French.	4.70	1.73
15.	*The use of translation may interfere with my ability to learn French better.	5.70	0.97
16.	*Translation diminishes the amount of French input that I receive.	5.65	0.88
17.	At this stage of learning, I cannot learn French without translation.	4.48	1.76
18.	I think everyone has to use translation at this stage of learning.	5.06	1.42
19.	When I use translation, my work will influence with my writing.	4.60	1.45
20.	*I prefer my French teachers always use French in the class.	4.72	1.57
21.	I feel pressure when I am asked to think directly in French.	5.47	1.01
22.	I tend to get frustrated when I try to think in French.	5.78	0.90
23.	*When using French, it is best to keep the translating out of my mind.	3.13	1.69
24.	I believe on needs to be immersed in French speaking culture for some time before he/she is able to think in French.	5.50	1.30

* *The totals are reversed.*

The least common beliefs observed ($M < 4.9$), were Item 23 ($M = 3.13$), Item 17 ($M = 4.48$), and Item 19 ($M = 4.60$). Additionally, the study also revealed that some students opposed the use of full-time translation in classroom teaching, Item 20 ($M = 4.72$).

4.2 What Strategy do the Students Use in Employing Translation?

The finding from this study showed that the mean for the strategy used in translation was relatively high ($M = 4.91$) as in Table 1. Table 3 further illustrates that 11 of the 22 items were perceived highly by the students ($M > 5$).

Table 3. Means and SD for the translation strategy used (N=123).

	<i>Item Description</i>	M	S.D.
1.	When reading a French text, I first translate it into in my mind to help me understand its meaning.	5.02	1.39
2.	After I read French articles, I use an available tool of translation to check if my comprehension is correct.	5.52	1.18
3.	To write in French, I first brainstorm about the topic in my first language or in Malay or in English.	4.85	1.48
4.	When I write in French, I first think in my first language, or in Malay, or in English and then translate my ideas into French.	5.05	1.53
5.	I write in my first language, or in Malay, or in English outlines for my French compositions	4.46	1.53
6.	When I listen to French, I first translate the French utterances into my first language, or into Malay, or into English to help me understand the meanings.	5.33	1.45
7.	I read the translation scrips before I listen to instructional French tapes or CDs.	4.27	1.77
8.	When I watch French TV or movies, I use the translation subtitles to check my comprehension.	5.38	1.45
9.	When speaking French, I first think of what I want to say in my first language, or in Malay, or in English and then translate it into French.	5.07	1.46
10.	If I forget certain French words or expressions in the middle of conversation, I translate from my frist language, or from Malay, or from English into French to help me keep the converstion going.	4.96	1.33
11.	I memorize the meaning of new French vocabulary word by remembering their translation in my first language, or in Malay or in English.	5.16	1.28
12.	I learn French grammar through my first language, or Malay or English explanation of the French grammatical rules.	4.79	1.42
13.	I use French-English dictionaries to help myself learn French.	5.61	1.45
14.	I use an electronic translation machine to help my self learn French.	4.25	1.94
15.	If I do not understand something in French, I will ask other people to translate it into my firt language, or into Malay, or into English for me.	5.37	1.21
16.	When the teacher assigns French text for reading, I work with others to translate them.	5.42	1.34
17.	I practice mentally translating my thoughts from my first language, or Malay, or English to French in various situations.	4.80	1.45
18.	I take notes in my first language, or in Malay or in English in my French class.	4.72	1.52
19.	I write in my first language, or in Malay, or in English translation in my French textbooks.	5.28	1.36
20.	I try to clarify the differences and similarities between my first language and French through translation.	4.75	1.45
21.	*When reading French, I try to grasp the meaning of what I read without thinking of my first language, or Malay or English equivalents.	4.39	1.70
22.	*When speaking French, I think of what I want to say in French without thinking first in my first language, or in Malay, or in English.	3.59	1.67

* the score of items 21 and 22 were reversed.

The highest mean was Item no. 13 ($M = 5.61$). Students also highly rated ($M > 5$) the use of translation in checking comprehension (texts comprehension or listening: Item 2, 16, 1, 8, 15), written activities (Item 19, 4), vocabulary learning (Item 11, 13), and in communication (Item 9).

On the other hand, this study also revealed four least commons strategies used in translation ($M < 4.5$). The lowest item was Item 22 ($M = 3.59$), followed by Item 14 ($M = 4.25$), Item 7 ($M = 4.27$) and Item 21 ($M = 4.39$).

4.3 What is Students' Motivation in Learning French Language?

The descriptive analysis for motivation (Table 4) shows that students are highly motivated in learning the TL ($M=5.39$). They also perceived highly in the motivation categories ($M>5$) except for the test anxiety ($M<5$). The study also revealed that students have more extrinsic rather than intrinsic goal orientation ($M=5.71$; $M=5.32$). From the Paired Sample T-test analysis, we found that there is a strong significant difference between the two orientations ($t = -5.476$, $df = 122$, $p = .000$) with the p value is less than $.05$ ($p < .05$).

Table 4. Mean and SD for language learning motivation and categories of motivation (N=123).

Motivations' Categories	M	SD
Language Learning Motivation	5.39	.67
Intrinsic Goal Orientation	5.32	.78
Extrinsic Goal Orientation	5.71	.85
Task Value	5.44	.81
Control of Learning Beliefs	5.86	.82
Self Efficacy for Learning Performance	5.32	.89
Test Anxiety	4.91	.93

4.4 Is There Significant Correlation between the Belief of Using Translation and the Strategies use in Translation and Motivation?

The correlation analysis (Table 5) revealed a significant correlation at the level of 0.01 between belief and strategy used in translation ($r = .68$, $p < .05$), belief of translation and motivation ($r = .51$, $p < .05$), and strategy used in translation and motivation ($r = .46$, $p < .05$). However, all the correlation coefficient, as shown in Table 5, was between moderate to high according to Davis (1971).

Table 5. Correlation between belief of translation and its strategy use and motivation (N=123).

	Strategy	Belief	Motivation
Belief	.675**	1	.510**
Strategy use	1	.675**	.457**

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

In the same analysis between translation (belief and its strategy used) and the categories in the motivation scale, the result also showed a significant correlation between the variables. Still, the correlation coefficient is low to moderately high (Davis, 1971) with $p < .05$ (table 6).

Table 6. Correlation between belief of translation and its strategy use and the motivations' categories.

	Intrinsic Goal Orientation	Extrinsic Goal Orientation	Task Value	Learning Beliefs	Self- Efficacy	Anxiety
Belief	.271**	.420**	.351**	.425**	.348**	.355**
Strategy use	.378**	.344**	.456**	.345**	.419**	.427**

DISCUSSION

The objectives of this study are to determine whether the belief about translation and its strategy use play a significant role in learning a TL (i.e. French), and whether it can influence students' motivation. Our findings reveal that students strongly perceived translation as playing a positive contributing role in learning the TL. They believed that it helped them to make progress, understand the textbooks better, and complete the tasks faster. Thus, these findings strongly support numerous researchers (Aktekin & Uysal Gliniecki, 2015; Bagheri & Faisal, 2011; Fernandez-Guerra, 2014; Hooseini-Maasoum & Mahdiyan, 2012; Liao, 2006; Schweers, 1999). In addition, our finding is in line with the finding from Halim et.al. (2012, 2016), which established that the French language students' view of translation as the best practice to learn the language (2012) and students highly perceived the use of cognitive strategies (2016), which is related to translation in their language learning. Thus, we strongly support that French language students do foresee the importance of using translation strategy in their TL learning.

In contrast, it is found that students, with the lowest mean, did not believe in keeping translation from their mind. Therefore, our finding strongly reconfirms Cook's (1992) assertion that translation is unavoidable due to its existence in students' mind, and moreover, as said by Upton and Lee-Thompson (2001), mental translation is a normal cognitive process among high school students and adult learners. It also supports Cook's suggestion (2001), that translation provides a resilient scaffolding that is indispensable in the process of learning the TL. Furthermore, students need a 'certain support' in helping them to facilitate and motivate the learning process especially for those who practice the TL only within the classroom environment. The interdiction of using translation in the classroom would mean that instructors, firstly, are not entirely student-centered in their teaching, and secondly, it might also negatively affect students' performance since previous and the current study indicated that students perceived strongly the use of translation and translation strategy in their TL learning.

Similar to the study by Liao (2006), this study reveals that students are indeed wary of using the full translation in classroom learning. They also perceived that the use of translation would disturb them in learning the TL. Thus, indirect support is provided to assertions by Atkinson (1987) and Ghorbani (2013), which state that the effectiveness or ineffectiveness of translation are related to the wisdom of its usage. Therefore, it is vital for the instructors of a foreign language to take precaution in using translation in classroom teaching. Instructors should know where, when, how to apply translation in their teaching so that it will not hinder student input in learning a TL.

The findings of this study regarding the translation strategy use reveal that students used translation in various activities such as for checking comprehension, written activity, vocabulary learning and for communication (Table 3). Thus, the findings are also compatible with other findings (Asiyaban & Bagheri, 2012; Hooseini-Maasoum & Mahdiyan, 2012; Nation, 2003; Raieszadeh, et. al. 2012; Stapa & Hashim, 2006; Storch & Wigglesworth, 2003). Besides, the high usage of bilingual dictionaries (M=5.61) also indicated that translation strategy use is indispensable for the students in checking the comprehension of the related task (Table 3). Consequently, it provides valuable insights about the importance of vocabulary learning. Therefore, diverse activities related to student vocabulary enhancement should be utilized in teaching the TL as they can help and motivate students in their learning process.

Additionally, students stressed the importance of using translation in checking their understanding in reading comprehension, but the degree of using translation differed among respondents. This finding corresponds with various studies (Asiyaban & Bagheri, 2012; Storch & Wigglesworth, 2003), which found that the need of using translation would be decreased as the level of the students' knowledge of the TL increased.

Regarding motivation, our findings show that students were highly motivated in learning their TL which is a good sign in learning a TL, they were more active and likely to use various LLS in their learning. However, the correlation between translation (belief and strategy use) and motivation, indicated a moderately high correlation coefficient (Table 5). Equally, the relation between belief and translation strategy use and categories in motivation are significantly correlated but with low to moderately high correlation coefficient (Table 6). Unlike other findings which used various factors of LLS and motivation (Kamarul Shukri & Mohamed Amin, 2009; Schmidt et al., 1996; Wharton, 2000), their result showed a strong correlation. A possible explanation is that students might use other strategies in LLS in their learning since they are highly motivated students. The result also might be triggered due to the different variables related to the students in this study such as age, background and achievement level. Nevertheless, the positive significance of correlation coefficient indicates that higher perception in belief and translation strategy use will increase the motivation. Accordingly, it supported other findings which ascertained that the strategy use and motivation are significantly correlated (Atkinson, 1993; Cook, 2001; Liao, 2006; Kamarul Shukri & Mohamed Amin, 2009).

Additionally, we also found that translation strategy use, has the strongest correlation coefficient with the task value and anxiety compared to other categories in motivation (Table 6). This indicates that students in this current study emphasized strongly to the task value and anxiety in their TL learning. The result suggested that students will use higher translation strategy if the task given is more challenging. Similarly with anxiety, the more translation strategy used by the students, their anxiety level will be greater. However, since the value of correlation is moderate and positively significant, it suggests that students might be more determined in their TL learning process. Hence, our correlation result between the strategy of translation use and anxiety is not compatible with the finding of Atkinson (1993) and Liao (2006) which according to them, the use of translation reduces anxiety.

On the other hand, from descriptive analysis of motivation, the respondents are generally extrinsically motivated rather than intrinsically. Findings from the correlational study between belief of translation and motivation categories also revealed the same pattern – value of correlation between beliefs of translation and extrinsic goal orientation is higher than the value in intrinsic goal (Table 6). However, faced with translation strategy use, we found that students have more intrinsic goal orientation rather than extrinsic which is similar to the finding of Ziahosseini and Salehi (2008). Our result reinforced the finding of Oxford and Nyikos (1989), Ehrman and Oxford (1989), and Oxford (1990) which suggested that the goal orientation for the students could be changing depending on various factors. The result also suggested that translation strategy and motivation (task value, anxiety) are related to one another and has a reciprocal relationship with the intrinsic goal orientation as there is a strong focus on the task. Our finding is consistent with the finding of Ryan and Deci (2000) in which they established that the task is intrinsically motivating when students are focused on the task.

Hence, as instructors of the TL, one should take note of this finding: translation strategy is important for the students in their TL learning. Also, it does influence students' motivation. Still, precaution should be given in the task value and anxiety. The wisdom of using the translation strategy in TL learning will ensure its effectiveness and LLS in use (in this case translation strategy) if successfully introduced, could increase students' knowledge, motivation, as well as performance. Consideration should be given as well to students' motivation of goal orientation because it could help students' performance in learning the TL.

CONCLUSION

This study has a few limitations: research finding is derived from a small size data of 123 respondents from limited sample population. Therefore, the finding cannot be generalized because it might not be relevant to other students with different setting or backgrounds. Another limitation is the finding from

correlation analysis between the three variables used: the use of correlation analysis could not explain a causal relationship between variables even though finding shows a significant correlation between the variables.

Still, this finding offers valuable insights for the instructors from students' perspective which strengthens the support for earlier findings: students strongly believe and are highly positive about using translation strategy in learning French as their TL in various activities. Nevertheless, students are also conscious of its drawback. As Horwitz (1988) indicated, students' beliefs could be narrowed due to the limited knowledge and experience, however it could influence their choice of strategies and effectiveness in language learning.

In terms of motivation, this study also reveals a few significant findings. First it shows that Malaysian French language students have generally high motivation in their TL learning and tended to have stronger extrinsic goal motivation rather than intrinsic orientation. Hence, instructors should constantly motivate students in learning the TL so that they could love and realize the importance of this language for their future benefit. Secondly, the correlation analysis between belief and motivation suggests that students envisage the important use of translation strategy in motivating their TL learning. However, the correlation between translation strategy use and motivation suggests that students might use other strategies besides translation strategy in their TL language learning activities. Thus, this study supports the suggestion for the strong relationship between belief about LLS use and motivation, and LLS use and motivation. Additionally, the correlation analysis between translation strategy use and motivations' categories shows that correlation with intrinsic motivation is higher than the extrinsic motivation which suggests that facing with the translation strategy, which related to the task, students' motivation could be intrinsic because they are more focussed on the task. In a way, the finding suggests that Malaysian French students are extrinsically motivated in general but intrinsically motivated when it comes to the strategy use, in this case translation strategy which related to cognitive strategy. So, our finding supports the finding from Zubairi and Sarudin (2009) in which they concluded that Malaysian TL students are both extrinsically and intrinsically motivated. In the same analysis, finding also suggests that students in using translation strategy are more focus on the task and furthermore, the positive correlation in anxiety suggests that students have good determination in learning the TL.

Consequently, based on the finding from this study, instructors who are involved in teaching foreign language should not strictly forbid the use of this strategy in classroom teaching-learning since it represents student-centered learning as based on students' need and moreover, it also motivates students in their TL learning. Students should be encouraged to view translation as a positive strategy but at the same time they should be highlighted to the advantage and disadvantage of using this strategy so that they could use it wisely as said by Ghorbani (2013). Additionally, instructors should integrate as well the vocabulary activities in their teaching since finding from this study also indicated the need of vocabulary sensibilization in TL learning. On the other hand, LLS and motivation are one of the key factors to students' success in TL learning and language students with high motivation usually possess a various range of strategies. Therefore, it is essential to the instructors not to limit students' LLS to only one strategy use. Instructors should motivate students to use other LLS, because it could increase students' motivation in the process of learning the TL. Anyway, research about translation strategy and motivation needs further studies. Findings from such study could provide valuable new knowledge to the literature based on the student perspective.

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