



Teaching vocabulary to elementary Iranian EFL learners through Newmark's translation methods

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ABSTRACT

This paper investigates the efficacy of Newmark's semantic and communicative translation methods in teaching vocabulary to elementary Iranian EFL learners. To do so, based on the true experimental method, a pretest posttest procedure was administered. Analysis of the results in the posttest revealed significant differences between communicative group and semantic group, on the one hand, and between these groups and the control group, on the other hand. The results showed that though both communicative and semantic translation methods enhanced vocabulary development of the learners, communicative translation method seemed to be more effective than the semantic one. That is, communicative group outperformed the other two groups significantly. Hence, it was concluded that the contribution of communicative translation method in teaching vocabulary items to elementary Iranian EFL students led to a higher level of vocabulary improvement. The study can also be helpful in establishment of Persian equivalents in teaching vocabulary in EFL settings.

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Introduction

Many scholars like Guy Cook (2010) have tried to clarify the difference between GTM (Grammar-Translation method) and the usage of translation in EFL settings and also to revitalize such a usage by offering some related classroom activities, in order to cope with the strong denial translation received in teaching methods (Larsen-Freeman, 2000). Sugawara Katsuya (2011) considered translation in EFL teaching as a "villain" or a "good bad boy" which clearly shows the unavoidable character of translation in EFL teaching. Widdowson (1978), Harmer (1991), Ellis (1992), Bowen & Mark (1994) and Ur (1996) claimed that translation "deserves to be rehabilitated" in the EFL setting (Popovic, 2000, p.1). Schaffner (1998) maintains that the translation and related exercises could be beneficial to foreign language learning: 1-To improve verbal agility. 2- To expand students' vocabulary in L2. 3- To develop their style. 4- To improve their understanding of how languages work. 5- To consolidate L2 structures for active use. 6- To monitor and improve the comprehension of L2. According to Leonardi (2011), translation as a pedagogical tool can be successfully employed at any level of proficiency, at school or university, as a valuable and creative teaching aid to support, integrate and further strengthen the four traditional language skills: reading, writing, speaking and listening. Mallikamas (1997) states that in recent times the idea that translation and mother tongue bring negative transference to the target language is no longer strongly supported. Stoddart (2000, p. 6) stresses that "translation does have a place in the classroom and that its implementation can be beneficial for learners". Having another viewpoint, Machida (2008, p. 154), based on the findings of his own study, states that "translation as a main teaching methodology is feasible, and appears potentially an effective method for teaching L2". Romanelli (2006) stresses that translation helps the learner to overcome difficulties that he or she may initially have due to poor knowledge of L2. Heltai (1989, p. 289) states that "cognitively oriented learners value translation because it helps

their linguistic knowledge". According to the literature, it has been proved that in spite of what was used to be thought of translation, it certainly has a role to play in teaching and should not be abandoned without a clear consideration (Yoshifumi, 2008), but "which method of translation should be used in EFL teaching" is a question that has been remained unanswered. As Cohen (1995, p. 100) points out "there has been little research on the extent to which non-natives' thoughts are in the TL (target language) and the effectiveness of thinking in the TL as opposed to thinking in the L1", what exists in the literature regarding the focus of this research is mainly on the debatable issue of using translation in teaching; less – if any – has been dealt with the translation methods. In other word the concentration is on whether to use translation in teaching or not, but the question of how and to what extend translation can be used in teaching, has not much been in focus. This study investigates Newmark's translation methods of translation – namely semantic and communicative translation methods – in English classrooms of Iran to see the effects of each translation method on Iranian EFL learners in order to identify the best one.

Nowadays, in English institutes of Iran, each teacher has his/her own method of teaching according to the institute he/she is working for. Each of these English teachers has experienced a situation in which the only way remaining for a better result in teaching a specific stuff is translation. They translate an English word in Persian without paying attention to the types or methods of translation. Sometimes the translation is "word-for-word" sometimes it is "adaptation", sometimes it is helpful for the EFL learners, and sometimes it makes a situation of misunderstanding among the EFL learners of an English class, sometimes the translation given by the teacher, help the students generalizing the meaning of a specific word to the other context, sometimes it makes the students confused confronting to the other context of the same word. This study hopes to find a helpful way of translating the vocabulary in EFL classrooms of Iran, out of Newmark's translation methods.

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Statement of the problem

As stated earlier, according to the literature, it has been proved that translation is unavoidable in teaching (Yoshifumi, 2008; Popovic, 2000; Hiraga, 2007; Cook, 2010; O'Malley & Chamot, 1990; Friedlander, 1990; Widdowson, 1978; Harmer, 1991; Ellis, 1992; Bowen & Mark, 1994; Ur, 1996). Such a proof may impose a lot of difficulties in handling an English class. The main problem is that the literature has dealt with translation as a broad and general sense of transferring from L2 to L1 or vice versa or using L1 in teaching, but what kind of use? Which method of translation should a teacher use to achieve the best results in teaching? As an example, in order to teach the word "pudding" – since the focus of this study is on vocabulary – translation seems unavoidable. But how can a teacher teach it using translation? Here, the method of translation not only seems important, but it also has different effects on students' understandings of the vocabulary part. For instance, the translation a teacher may use could be "پودینگ", "دسر", "دسر محتوی آرد و برنج و تخم مرغ شبیه فرنی", "فرنی", "دسر", and many other translations each of which belongs to a specific method of translation according to Newmark's categorization of translation methods (Newmark, 1981). Using each method, the efficiency of teaching would be different. For example, using the first translation may confuse the students; the second might give the generic sense and the students would only know it is a kind of a desert; the third would give the similar picture of it in L1 culture; and the last would explain it without giving an equivalent word to the students. The present study tries to find a solution for such a problem.

Since 2010 the importance of translation in teaching has been proved but less – if any – works has been done on the specific methods of translation in teaching. As mentioned earlier, such a gap would contribute to misunderstanding of the students which make the EFL classrooms fruitless. To bridge the gap, the present study explores the methods of translation in Iranian EFL classrooms in order to investigate and discover the best translation method to be used in EFL setting. In other words, this research doesn't consider WHYs – of using translation in teaching – instead it considers HOWs.

As each method of translation has an impact on L1, using each translation method in EFL setting would broaden the impact. For example word-for-word translation with the high focus on L2 would result in a situation in which the students focus more on the foreign culture and less on their own culture, in this way they can't communicate their experience in their own culture because they have not focused enough on L1 culture (Saito Yoshifumi, 2008)

Changing the degree of one language impact on the other can be managed by being aware of the best method of translation in teaching. This is why such a study seems necessary. For instance, transferring from L2 into L1 can be stopped by choosing the best translation method for L2 words to be transferred into L1. In this way, besides the best EFL results one may achieve, the problem of using foreign words in Persian language can be solved, in that, the suggested equivalent Persian word for a foreign word can be learnt easier in EFL classed, resulting in establishment of new Persian words in the society.

As Saito Yoshifumi (2008) has claimed translation in teaching on the one hand has nothing to do with the beauty of the text translated, and on the other hand is unavoidable –mostly from L1 to L2 – because no doubt it would be a situation in which the students need to express themselves or what has happened for them in L1 culture or what L1 speakers have told him/her or simply what is his/her father's job. This study tries to

find out a way of translation in teaching EFL with the high level of efficiency in learning. Since according to Popovic (2000, p.2) "the purpose of translation in the language classroom is not to train professional but to help learners develop their knowledge of English" or what she says about translation in EFL setting, "that's a means to an end not an end", this research tries to find the best method of translation to be used in teaching vocabulary.

As a matter of fact, the present research is an interdisciplinary study which uses the theories of teaching and translation simultaneously, but to narrow it down according to the units of translation proposed by Newmark, the focus has been on words or vocabulary in EFL setting. The aim is to present the degree of learning efficiency of each translation method – namely semantic and communicative translations – in teaching vocabulary, in a way it can be used by Iranian English teachers in English institutes of Iran.

Research Questions

According to the objectives of the study, the following research questions were proposed:

- 1) Is Newmark's communicative translation method more effective than his semantic translation method in teaching vocabulary items to Iranian EFL students?
- 2) Is Newmark's communicative translation method more effective than the traditional way of using translation in teaching vocabulary items to Iranian EFL students?
- 3) Is Newmark's semantic translation method more effective than the traditional way of using translation in teaching vocabulary items to Iranian EFL students?

Null Hypotheses

H₀ 1) Newmark's communicative translation method is not more effective than his semantic translation method in teaching vocabulary items to Iranian EFL students.

H₀ 2) Newmark's communicative translation method is not more effective than the traditional way of using translation in teaching vocabulary items to Iranian EFL students.

H₀ 3) Newmark's semantic translation method is not more effective than the traditional way of using translation in teaching vocabulary items to Iranian EFL students.

Research methods

Subjects

The research starts by choosing 100 students randomly from the students of both branches of Mehrtalk English Language Institute in South-eastern Tehran, who participate the classes voluntarily after or before going to school.

The subjects were male students within the age range of 8-12. After a general English test, 93 students who could successfully achieve the minimum mark were randomly divided into three groups and the related close homogeneity was confirmed by applying one-way ANOVA. Afterward, the three groups were randomly assigned to two experimental groups and one control group, each having 31 students. The control group received the regular teaching method of vocabulary through translation – the translation method was up to the teacher, as what usually happens in EFL classrooms – and the experimental ones received different treatments consisting of teaching vocabulary through Newmark's translation methods, namely communicative and semantic translation.

Instrumentation

Tests

At the beginning of the study, as a general test "The Michigan test of English Language Proficiency (Corrigan, 1979)" was applied to help choosing the students in terms of their levels of proficiency in English. Having a time limitation of 75 minutes, this test includes 100 multiple choice questions in

three parts: grammar, vocabulary, reading comprehension which is used as the placement test in the aforementioned Language Institute. The test helped the study to choose 93 students out of 100 students and further to assign three almost homogenous groups to these chosen subjects.

Two instructional vocabulary tests were also used as a pre-test to check initial students' difference of vocabulary knowledge and as a post-test to draw conclusions related to the research questions, in other word, the aim of the posttest was to reveal the efficacy of the treatments provided to the experimental groups during the term. These two tests were prepared by the researcher in this way: 100 vocabulary items were selected from the students' books of Let's go 1. Next, the researcher made a multiple-choice test including 100 questions and ran a pilot study on a smaller group. 10 items were dismissed and some changed. The reliability of the hundred-item test was calculated to be 0.91.

To make the test validated, the researcher made a correlation between the students' marks on their final exam of the preceding semester and their grades on the researcher's test in the pilot study. The correlation was 0.8031. Then, the ninety-item multiple-choice test was split into two equal halves based on odd and even numbers. One part was considered as the pretest, and the other one as the posttest.

Procedure

From Mehrtalk English institute in southeastern Tehran, Iran, 100 boys were randomly selected to participate in the study. On the first phase, a general English test was given to the students to help choosing the students. The time given was 75 minutes and there was one point for the correct answer and no penalty for incorrect ones. Regarding the results of the general test, out of 100 students, 93 students whose marks were between one standard deviation below and above the mean were selected, and then, divided randomly into three aforementioned groups. Among these groups, one group was randomly selected as control group and the other two as experimental groups of teaching vocabulary through Newmark's translation methods of semantic and communicative. The homogeneity of these groups was confirmed through statistical techniques of one-way ANOVA. The following is the way the participants were categorized after the general English test:

- 1-A control group of boys in the elementary level
- 2-An experimental group of boys in the elementary level applying semantic translation method of Newmark
- 3-An experimental group of boys in the elementary level applying communicative translation method of Newmark

Then, the vocabulary pretest was given to the groups. The given time was 45 minutes and the students were supposed to answer to all the questions. There was one point for the correct answer and no penalty for incorrect responses.

In the present study, as according to the way Newmark divided the text into translation units – or what he calls units of translation UT – what has been chosen as the unit of translation, is word. The whole study took place in two terms and the students were taught all eight units of the book, Let's go 1 during the two terms. The first part of this book, containing four units, was taught during the first term, and the second part, including the remaining four units, was taught during the second term. There was no significant time interval between the two terms.

During the terms, in the experimental groups, the new words of each unit were presented to the students through semantic and communicative translation methods of Newmark. In the semantic and communicative experimental classes, the translation of the words was based on a list of the translated

words was given to the teachers in order to be used in the classes and the teachers were asked to use only the specific translations for the words, nothing else.

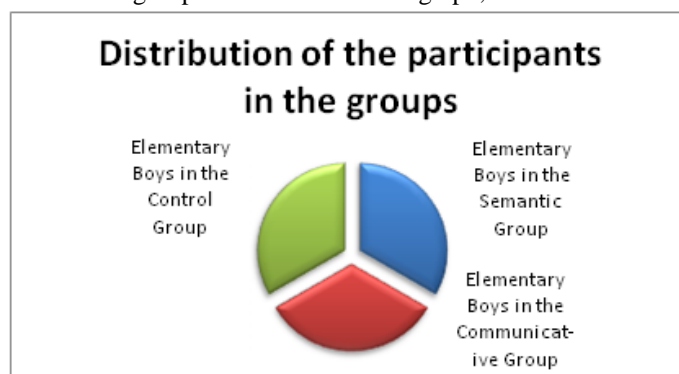
The control groups didn't receive these treatments and had the regular teaching method of vocabulary through translation – the translation method was up to the teacher, as what usually happens in EFL classrooms.

Since the research aims at a true experimental design, at the end of the second term, vocabulary development of the students in all three groups was tested using the posttest. Based on these tests, the effectiveness of the two translation methods of Newmark was determined in teaching vocabulary in EFL classrooms.

Results

Descriptive statistics of the participants

In order to have a graph of the way the participants have been distributed in the groups, a pie graph is used here. As the graph shows all 93 participants have been distributed in a way each group has 31 participants. The distribution of the experimental (containing semantic and communicative groups) and control group can be found on the graph, too.



Analysis 1

A one-way ANOVA was utilized to find whether the three groups were almost homogeneous. To do so, the students' marks in the general test were used. The results are presented in Table 1.

Table 1. One-way ANOVA for participants' performance on the general test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.538	2	3.269	.957	.388
Within Groups	307.355	90	3.415		
Total	313.892	92			

The results of the one-way ANOVA shows that F ratio (.957) doesn't exceed the F critical value (3.09) at the .05 level of significance, implying that there was no significant difference among the three groups and as a result the three groups were almost homogeneous.

Analysis 2

A one-way ANOVA was used to find how the control and experimental groups performed in the pretest and whether they were homogeneous or not. To do so, their marks in the pretest of vocabulary were used. The results are presented in Table 2.

Table 2. One-way ANOVA for performance on the pretest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.032	2	.516	.146	.865
Within Groups	319.097	90	3.546		
Total	320.129	92			

As the results of the one-way ANOVA show, F ratio (.146) doesn't exceed the F critical value (3.09) at the .05 level of significance. This implies that there was no

significant difference among the control and experimental groups and as a result the three groups were almost the same.

Analysis 3

Another one-way ANOVA was used to find how the control and experimental groups performed in the posttest and whether they were homogeneous or not. To do so, the students' marks in the posttest of vocabulary were used. The results are presented in Table 3.

Table 3. One-way ANOVA for performance on the posttest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1082.086	2	541.043	10.275	.000
Within Groups	4738.839	90	52.654		
Total	5820.925	92			

As the results of the one-way ANOVA in the table 3 show, F ratio (10.275) exceeds the F critical value (3.09) at the .05 level of significance which implies that there was a significant difference among subjects' performances on different translation methods of teaching vocabulary items. A Scheffe Test was carried out to find where the difference (revealed on Table 3) is located. The results are presented in Table 4 below.

Table 4. Scheffe Test with significant level .05 for performance on the posttest

(I) Posttest	(J) Posttest	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	-6.74194*	1.84310	.002	-11.3295	-2.1544
	3	.90323	1.84310	.887	-3.6844	5.4908
2	1	6.74194*	1.84310	.002	2.1544	11.3295
	3	7.64516*	1.84310	.000	3.0576	12.2327
3	1	-.90323	1.84310	.887	-5.4908	3.6844
	2	-7.64516*	1.84310	.000	-12.2327	-3.0576

*. The mean difference is significant at the 0.05 level.

Scheffe^a

Posttest	N	Subset for alpha = 0.05	
		1	2
3	31	27.7097	
1	31	28.6129	
2	31		35.3548
Sig.		.887	1.000

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 31.000.

Table 4 shows that the differences revealed previously, lay among all the groups two by two (namely semantic groups, communicative groups and control groups), thus as the means for groups in homogeneous subsets show, communicative groups performed better than the other two groups (35.3548) and moreover semantic and communicative groups performed better than control groups.

Analysis 4

To see how each group performed in its pretest and posttest, paired t-test technique was utilized to compare the means of each group in its pretest and posttest performances. The results are presented in Tables 5 to 10.

Table 5. Paired Samples Statistics for Elementary boys in semantic class

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 EleBoysSemanticPOST	28.6129	31	7.34701	1.31956
EleBoysSemanticPRE	17.0323	31	1.90585	.34230

Table 6. Paired Samples t test for elementary boys in semantic class

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean difference	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 EleBoysSemanticPOST - EleBoysSemanticPRE	11.58065	7.34744	1.31964	8.88558	14.27571	8.776	.000	

As the results in the Tables 5 and 6 show, the t-value (8.776) exceed the t-critical (2.042) implying that the semantic group performed significantly better in the posttest. That is, the treatment had a positive effect on the students in this group, and their level of vocabulary improved.

Table 7. Paired Samples Statistics for Elementary boys in communicative class

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 EleBoysCommunicativePOST - EleBoysCommunicativePRE	35.35481	31	6.05832	1.08811
	16.7742	31	1.80203	.32365

Table 8. Paired Samples t test for elementary boys in communicative class

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean difference	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 EleBoysCommunicativePOST - EleBoysCommunicativePRE	18.58065	5.64372	1.01364	16.51051	20.65078	18.331	.000	

As the results in the Tables 7 and 8 show, the t-value (18.331) does exceed the t-critical (2.042) implying that the communicative group performed significantly better in the posttest. That is, the treatment had a positive effect on the students in this group, and their level of vocabulary improved.

Table 9. Paired Samples Statistics for Elementary boys in control group

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 EleBoysControlGroupPOST - EleBoysControlGroupPRE	27.7097	31	8.20241	1.47320
	16.90323	31	1.93830	.34813

Table 10. Paired Samples t test forelementary boys in control group

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean difference	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 EleBoysControlGroupPOST - EleBoysControlGroupPRE	10.80645	8.08463	1.45204	7.84098	13.77192	7.442	.000	

As the results in the Tables 9 and 10 show, the t-value (7.442) exceed the t-critical (2.042) implying that the control group performed significantly better in the posttest. That is, the treatment had a positive effect on the students in this group, and their level of vocabulary improved.

Therefore, to sum up, as the results of the above analyses reveal, the hypotheses formulated in this study are rejected. In that, Newmark's communicative translation method seems to be a good translation method in teaching vocabulary items to Iranian EFL students, and it is more suitable than Newmark's semantic translation method. Moreover, it was revealed that communicative and semantic groups are better than the traditional way of using translation in control groups.

Conclusion

In the preceding analyses, based on the data obtained from the performance of the control and two experimental groups, the null hypotheses were rejected. The three groups performed differently in the posttests, and the differences were statistically significant. As the results of the one-way ANOVA for performance on the posttest showed, F ratio (10.275) exceeded the F critical value (3.09) implying that there were significant differences among subjects' performances on different translation methods of teaching vocabulary items. To find where these differences were located, a Scheffe Test was carried out and the results showed that the differences laid between communicative translation group and control group, and also communicative translation group and semantic translation group. In other words, communicative translation group performed better than the other groups. Consequently, the researcher can claim that communicative translation methods are more useful and can play an important role in teaching vocabulary items to Iranian EFL learners.

Limitations of the study

The first limitation of this study was the difficulty of measuring the degree of learning that occurs by the students, in other words there would be no post-test that can completely evaluate the students' learning after receiving the treatments. To overcome such a limitation to some extent, the researcher did a pilot study on a smaller but similar group in order to have the most fitting posttest for the groups.

Another limitation was the different teachers' objectives and their ways of teaching which seems to affect the results yielded from the groups. To overcome such a limitation to some extent, a list of translated words together with a brief explanation of how to use such a list was given to the teachers. Although the researcher did his best on making a similar teaching situation in all three groups, like class observations, but students' attitudes were slightly different towards the teachers, which was a limitation for the study.

Finally, the last limitation was the participants, in that; they are from two institutes of southeastern Tehran, Iran, which bears some area limitations on this study. It is suggested that other related studies work on a larger area. In other words, the results need to be generalized with a careful consideration of the limitations, mostly the area limitation; such a study cannot be generalized to for instance European countries.

Pedagogical Implications

The present study aimed at focusing more on the methods of translation used in EFL classrooms, in other words, since translation seems to be used carelessly in EFL classrooms and since each translation method has its own effect, the present study tries to find the most effective method of translation to be used in EFL classrooms.

According to the importance of the effect L2 imposes on L1 after the process of translation, this study pays more attention to stabilize the translated words in classrooms before letting them out in the society. In that, communicative translation method, not only helps the students' learning, but it also fosters the process in which our linguistic society tries to replace foreign

words with Persian equivalences. And since the replacement of the foreign words is not the whole story – the other important aspect is to find a way for better establishment of the translated words in the society – the present study suggests using the Persian equivalences for the foreign words, in the EFL classrooms as the beginning step of breaking out such a translation in the society.

The results of the study may indicate the importance of using translation in EFL classrooms with paying more attention to one specific translation method rather than being eclectic and choosing different kinds of translation methods in one semester. It may encourage EFL teachers to participate in workshops of translation methods to be more aware of translation methods, their efficacy and their applicability on different levels and genders in EFL classrooms.

It may also help other researchers to focus more on this area contributing to better vocabulary comprehension of the EFL learners and better establishment of Persian equivalences for foreign words which are mostly transferred rather than translate into Persian.

Since vocabulary is a very important part of the language, a teacher must equip himself with up-to-date techniques and methods of teaching them. So, the results of this research can be valuable for language teachers. Also, it could help those dealing with foreign language teaching, such as syllabus designers, material developers, test makers, and the like.

Suggestions for Further Research

The present study was an attempt to investigate the importance of translation methods in EFL classrooms. As mentioned earlier, both qualitative and quantitative methods were used in order to achieve the purposes of the study. Other studies can support the findings of this study by utilizing different instruments or use more in-depth qualitative methods to examine students' learning process. Different studies can be set up to examine different methods of translation and how to develop students' vocabulary skills through different translation methods.

Ninety three Iranian EFL learners participated in this study. The context of this study was two branches of Mehrtalk language institute in southeastern Tehran. Other studies can be done in larger scales and also in different contexts including schools and universities.

The present study took into account Newmark's translation methods, namely semantic and communicative translations. Other studies can be done taking different translation methods into account, such as word-for-word translation, literal translation, faithful translation, adaptation, free translation, idiomatic translation.

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Appendix I

Pretest and Posttest of Vocabulary

Vocabulary test (Pretest)

Student's Name:

- 1-Kate and Andy a song. sing, drive, run, go
- 2-The notebook is on the desk, sky, boy, girl
- 3-The teacher uses a marker to write on the board, notebook, book, pencil
- 4-A is good for writing on the board. marker, pencil, pen, pencil sharpener
- 5-Color the picture with your crayon, book, notebook, story
- 6-Point to the on the wall.poster, door, ceiling, floor

- 7-There is no in the class to put your trash inside. wastebasket, bucket, wall, door
 - 8-We eat lunch at the table, desk, ceiling, cellphone
 - 9-Jenny and Scott in the class every day. chant, swim, fly, drive
 - 10- I like to play in the park, tree, drive, desk
 - 11- ... your pen. pick up, swim, run, walk
 - 12- ... a picture on the board. Draw, chant, sing, marker
 - 13- It's cold. Wear a ... coat, board, table, pen
 - 14- Go through the ... of the garden. Gate, boy, tree, ceiling
 - 15- There are a lot of animals in a ... farm, crayon, go, pencil sharpener
 - 16- Go to the ... and buy a toy. Store, park, farm, draw
 - 17- I like to play ... video games, swim, fly, pretty
 - 18- Call me with your ... whenever you're free. cell phone, TV, book, CD
 - 19- Do you like to watch a cartoon on ... CD, park, farm, pick up
 - 20- Do you know how to use a ... computer, farm, desk, table
 - 21- ... to the poster. Point, show, make, chant
 - 22- She is Kate. She is ... pretty, handsome, boy, CD
 - 23- He is Scott. He is ... handsome, girl, pretty, TV
 - 24- It's sunny. You need your ... cap, coat, sweater, ball
 - 25- Let's play ... and play. Act, computer, cellphone, CD
 - 26- I like to play with a ... yo-yo, baseball, marker, pen
 - 27- I like ... more than volleyball. Baseball, chant, park, farm
 - 28- It's spring. Let's fly a ... kite, yo-yo, CD, cap
 - 29- Do a ... It's a good game when you are free. Puzzle, pretty, handsome, coat
 - 30- In baseball you hit a ball with ... bat, eat, rat, jet
 - 31- Put your coat on the ... peg, pig, fig, cap
 - 32- It's ... outside. You may get cold. Windy, sunny, TV, CD
 - 33- The water has made a ... there, watch out! Puddle, bat, pen, sea
 - 34- When eating, you need a ... not to make your shirt dirty. Bib, apple, big, short
 - 35- It's rainy and There is a ... there. It's going to make a puddle. Pit, bib, big, bat
 - 36- You need an ... when you are in north pole. Igloo, house, jug, orange
 - 37- I'm hungry. I want to eat ... food, water, juice, pen
 - 38- Do you like ice cream and milk? So you should try ... milkshake, salad, sandwich, pizza
 - 39- ... is just like biscuit and pretty good for school snacks.Cookie, brush, octopus, salad
 - 40- My mom always make ... for starter. Salad, pencil, snake, puzzle
 - 41- ... is a kind of fast food. Sandwich, apple, juice, bat
 - 42- ... a kind of Italian food. Pizza, TV, igloo, jug
 - 43- I always have some ... for snack in my bag at school. Cakes, milkshake, salad, pizza
 - 44- In the morning, when I get up, I always ... my teeth. Brush, rush, make, do
 - 45- An ... is a kind of sea animal. Octopus, elephant, wolf, rabbit
- Vocabulary test (Posttest)
- Student's Name:
- 1-There is a ... in the kitchen for cooking. Pot, glass, jar, jug
 - 2-Kate likes to ... the turtles. Feed, cook, jump, hop
 - 3-... the cat. It feels soft. Pet, fan, foot, pat
 - 4-There is a ... in the bathroom. Tub, pot, spoon, refrigerator
 - 5-A ... is running on the leaf. Bug, tennis player, zebra, cow
 - 6-Make a circle! ... a line! Make, take, get, shake
 - 7-Write by ... so you can erase it. Pencil, pen, marker, notebook

- 8- Don't write anything by a ... on your book. Pen, book, desk, board
- 9- Put your book in your ... Bag, TV, telephone, taxi
- 10- Open your ... and read. Book, pencil, pencil sharpener, pen
- 11- Sit on your ... Chair, book, bag, marker
- 12- You need a ... to draw a line. Ruler, notebook, window, clock
- 13- When you write by pencil, you can use an ... to clean it. Eraser, ant, alligator, rubber
- 14- Find your house on the ... Map, door, wall, window
- 15- Find your country on the ... Globe, sea, land, wall
- 16- What ... is it? It's red. Color, time, shape, job
- 17- What ... is it? It's circle. Shape, color, time, job
- 18- How are you Andy? I'm ... Great, red, triangle, feed
- 19- Take a ... by your camera. Picture, map, globe, time
- 20- Use a 40-page 2-line ... for doing your homework. Notebook, pen, ruler, shape
- 21- A ... is something that you can put your pen, pencil, pencil sharpener, etc. in it. Pencil case, crayon, rubber band, jog
- 22- I'm ... mom. What's for lunch? Home, cat, nuts, shape
- 23- I live with my mom and dad. I love my ... Family, classmates, job, book
- 24- Place the book in the ... Bookshelf, refrigerator, pot, nut
- 25- Can you ... the bookshelf? Reach, run, jump, swim
- 26- She is not beautiful. She is ... Ugly, handsome, pretty, tall
- 27- Be careful of the ... when you use a pen. Ink, map, wall, board
- 28- The animal is ... It very big. Giant, tall, short, pretty
- 29- Plant a flower in the ... Garden, kitchen, bathroom, toilet
- 30- ... your bike carefully. Ride, drive, sail, fly
- 31- I like jumping. I like to play with a ... Jump rope, yo-yo, doll, car
- 32- I like to be a mom. I like to play with a ... Doll, yo-yo, car, jump rope
- 33- A coin is ... Round, square, triangle, paper
- 34- A CD pack is ... Square, round, tall, short
- 35- I don't like eating apple but I like to drink its ... Juice, seeds, branch, round
- 36- A ... is yellow. Lemon, blueberry, cherry, tomato
- 37- ... the ball. Kick, jump, run, eat
- 38- Smell the ... It smells good. Flower, round, tall, red
- 39- I like picking apples from the ... Tree, flower, ink, paper
- 40- Look at the ... in the sky. It's going to rain. Cloud, sun, wind, giant
- 41- ... is made by tomato and egg. Omelet, house, sandcastle, wall
- 42- A ... is the king's wife. Queen, giraffe, cherry, girl
- 43- I want something to eat. I'm ... Hungry, thirsty, in hurry, relaxed
- 44- I want something to drink. I'm ... Thirsty, hungry, in hurry, relaxed
- 45- Cheese and ... is what I eat for the breakfast in the morning. Bread, cloud, hungry, thirsty