An Investigation into the Shortcomings of Using Translation in Teaching Reading Comprehension
A Case Study of EFL Secondary School Teachers in Southern Gezira Locality
(2016-2017)

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B.ed in English Language, Faculty of Education- Hantoub,
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Examination Committee:

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Date of Examination: 2/11/2017
Dedication

I dedicate this work to

my mother with love
the soul of my father
my brothers and sisters
Acknowledgements

I am truly indebted to Dr. Awatif Al- Amin Satti my main Supervisor for the advice, help, and guidance she has given me throughout this Study. I also thank Dr. Imad Ahmed Ali my Co Supervisor for his Advice and help. Thanks are also due to all members of English department in the Faculty of Education’ Hantoub’. Last but not least I thank English language Secondary School Teachers in responding to the questionnaire.
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University of Gezira

Abstract
Translation is an effort to be exerted to find equivalent meaning of a source text into the target language; meaning equivalence in translation is a process of rendering meaning of a text from one language to another language. And Sometimes, there is no equivalent meaning for some text expression. This constitutes a basic obstacle in translating texts and requires finding suitable strategies for manipulating them. The study aims at investigating the shortcomings of using translation in teaching reading at secondary level, because the majority of EFL teachers use translation as a technique of teaching reading comprehension in classes. The study also aims to display EFL teachers resort to use translation and to suggest some effective techniques for teaching reading comprehension. The study followed the descriptive analytical method. The researcher uses two tools for data collection: a questionnaire for (30) EFL secondary school teachers from Southern Gezira Locality who were chosen randomly, and an observation checklist which was used by the researcher in the classroom to detect EFL teachers resort to using translation. The collected data is analyzed manually using (Spearman formula). After the analysis of the data, the study revealed the following results: it is observed that EFL teachers resort to use translation when teaching reading, because students complain that they need some Arabic to understand the texts. The study also revealed that translation hinders students understanding (70%), translation delimits students knowledge (80%), translation deprives students of understanding comprehension questions (50%). Translation makes students tend to use their mother-tongue more extensively (60%). In some cases teachers resort to use translation as a result of the low standard of students (86%). In addition, students complain that they do not understand reading comprehension text (73%). The study recommends that teachers should avoid using translation in teaching reading, teachers should also reduce using their mother-tongue. Teachers should use effective techniques in teaching reading such as training their students to understand the texts by reading in English and work out the meaning in context.
التحقق من أوجه القصور عند استخدام الترجمة في تدريس استيعاب النصوص

(دراسة حالة معلم اللغة الإنجليزية بالمرحلة الثانوية - محلية جنوب الجزيرة - ولاية الجزيرة - السودان - 2016م)

زكية عبد الله محمد جعفر
ماجستير الآداب في تدريس اللغة الإنجليزية - يوليو 2017م
قسم اللغة الإنجليزية
كلية التربية - حنتوب
جامعة الجزيرة

ملخص الدراسة

الترجمة عبارة عن جهد يبذل لإيجاد المعنى المكافئ للنص الأصلي في اللغة المستهدفة: المعنى المكافئ في الترجمة عبارة عن عملية تقل معنى النص من لغة إلى أخرى، وفي بعض الأحيان لا يوجد معنى مكافئ يعادل بعض نصوص التعبير، الأمر الذي يشكل عقبة أساسية في ترجمة النصوص ويستدعي إيجاد الاستراتيجيات المناسبة لمعالجتها. هدفت الدراسة إلى التحقق من أوجه القصور عند استخدام الترجمة في تدريس استيعاب النصوص بالمرحلة الثانوية لأن معظم معلمي اللغة الإنجليزية يستخدمون الترجمة كأسلوب لتدريس نصوص استيعاب النصوص داخل الفصول الدراسية. كما هدفت إلى الوقوف إلى الأسباب التي تدفع معلمي اللغة الإنجليزية لاستخدام الترجمة، إلى إقتراح بعض الأساليب الفعالة لتحل محل الترجمة، اتبعت الدراسة المنهج الوصفي، حيث استخدمت أدوات لجمع البيانات وهي الاستبانة التي وزعت على عينة عشوائية من معلمي المرحلة الثانوية بمحلية جنوب الجزيرة والتي بلغ حجمها ثلاثون معلماً، وقائمة تحقيق تم تصميمها واعتمادها داخل الفصول لمعرفة استخدام معلمي اللغة الإنجليزية لترجمة النصوص، حيث تم تحليل البيانات يدويًا باستخدام (Spearman formula). توصلت الدراسة لعدة نتائج من أهمها: أن معلم اللغة الإنجليزية يستخدمون الترجمة كأسلوب لتدريس نصوص استيعاب اللغة الإنجليزية لرغبة الطلاب لتوضيح المعنى بتقدير النص العربي، كما توصلت إلى أن الترجمة تعدي الطلاب عن فهم النص بنسبة (70%)، وتحدد معرفة الطلاب بالكلمات فقط بنسبة (80%)، وتعتمد فقط على استخدام اللغة الأم بنسبة (60%)، وفي بعض الأحيان يستخدم المعلمون الترجمة نتيجة لضعف مستوي الطلاب بالنسبة (86%)، إضافة إلى أن الطلاب يحتلون بعدم فهم النص بنسبة (72%). توصى الدراسة بتيسير استخدام الترجمة وتحاشي استخدام اللغة الأم في تدريس استخدام النصوص، استخدام أسلوب فعال لتدريس نصوص استيعاب النصوص مثل تدريب الطلاب على فهم النص باللغة الإنجليزية وتدريبهم على استنباط المعنى من خلال السياق.
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CHAPTER ONE
INTRODUCTION

1-0 Background

Translation has been used as a technique to teach languages for thousand of years. So, to study the merits and limitations of using translation in English language teaching, helps teachers to find the most effective methods of teaching language. There is, today a great deal of emphasis on the study of foreign languages. The ability to read in a foreign language is no longer merely an advantage, it is becoming a necessity. As a result, linguists and Methodologists are looking for more effective approaches to language teaching. One of the suggested methods is translation, until recently translation was out of favour with the language teaching community. It was labelled, boring, uncommunicating and difficult. Translation in language classrooms is a problem today, teachers use it according to the old-fashioned Grammar Translation Method which aims at training students to extract the meaning from foreign texts by translation into the native language and at advanced stages to appreciate the literary significance and values of what has been reading. Moreover, the use of mother tongue in foreign languages is undesirable, but using translation in teaching a foreign language is generally inevitable.

There are many effective techniques for teaching reading comprehension at secondary schools. But unfortunately many teachers use translation for explaining the comprehension texts into the native language. And one of the shortcomings of using translation is that translation hinders students’ understanding. Properly using English without resorting to their mother tongue as teachers is the most effective technique, for this reason the researcher is going to shed light on this phenomenon to help teachers avoid using translation in teaching reading comprehension and adopt a more effective technique for teaching reading comprehension.

1-1 Statement of problem

The researcher as an English language teacher, encounters this phenomenon as many teachers adopt translation as a technique, for this reason, the researcher intends to discover the real disadvantages of using translation in teaching reading comprehension. Some teachers consider this as the best teaching technique to facilitate the process of learning to the students at secondary level. Moreover, the researcher observes that the majority of students at secondary level, do not attempt to master the language very well because translation hinders practicing the language i.e. students lose their ability to understand well.
1-2 Objectives of the study

1. To investigate the shortcomings of using translation in teaching reading comprehension texts.

2. To discover the reasons behind teachers' use of translation.

3. To suggest other techniques to teach the reading comprehension texts.

1-3 Questions of the study

1. What are the shortcomings of using translation in teaching reading comprehension texts?

2. What are the reasons behind teachers' use of translation in teaching reading comprehension texts?

3. What are the most appropriate techniques that can be used to avoid using translation for teaching reading comprehension?

1-4 Hypotheses of the study

1. The main shortcoming of using translation in teaching reading comprehension texts: translation hinders the learners to understand well.

2. The main reason behind teachers' use of translation in teaching reading: teachers think that they save time and effort. Moreover, the learners themselves think that they grasp the meaning more easily.

3. The most appropriate technique that can be used to avoid using translation for teaching reading comprehension is to train students to work out the meaning in context.

1-5 Significance of the study

This study is expected to be significant, because it helps language teachers, learners of English, Methodologists, syllabus designers and other researchers to discover the disadvantages of using translation in teaching reading comprehension texts at secondary level. In addition, it is an attempt to help teachers know how to teach it. And it gives them a chance to convince others to avoid using translation in teaching comprehension and adopt more effective techniques for teaching it.

1-6 Methodology

The researcher will adopt the descriptive analytical method. A questionnaire and an observation checklist will be used as tools for data collection. The questionnaire will be distributed to 30 EFL secondary school teachers from different schools in Southern Gezira Locality. They will be chosen randomly. For the observation, the researcher is going to prepare a check list and attend 5 comprehension lessons with teachers in order to check the classroom techniques applied in teaching comprehension.
1-7 Limits of the study

The topic is limited to investigating the shortcomings of using translation in teaching reading comprehension at secondary schools, in Southern Gezira Locality the academic year 2016/2017.

The following chapter will cover literature review and previous study.
2-0 Introduction

This chapter is intended to deal with the issue of teaching comprehension and sheds light on the disadvantages of using translation as a technique in teaching reading. The question of translation in language teaching has been a very problematic one, as the recent teaching theories mostly support monolingual teaching and the use of translation is considered a breaking of rules and possibly even the teacher fault. However, this does not mean that translation is not being used in foreign language classrooms any more. Even though it has been outlawed from language teaching in theory. As it is known that teachers use translation in order to check pupils understanding or express word meaning if all other techniques are proved to be ineffective. But nowadays the majority of teachers at secondary schools use translation as a technique for teaching English reading in particular ‘English reading comprehension’. So, there is a lack of sufficient evidence for the abandoning of translation and that the question of its use might need to be reviewed by language teachers and researchers.

2-1 Translation Definitions in Different Paradigms

Translation is “a sliding scale, responding according to other varying factors and still ultimately a little unsatisfactory”. As responding to the traditional dual between translatability and untranslatability, Newmark’s (1988-2001:67) makes his position: ‘everything is translatable up to a point, but there are often enormous difficulties”. His understanding of translation is still equivalence, and what is worse his approaches for studies are still dichotomies and taxonomies.

Hatim and Mundy (2004:6) define translation as “the language process of transferring a written text from source language (SL) to target language (TL).

Nida and Taber (1982:12) on the other hand, state that “translating consists in reproducing in the receptor language the closest natural equivalent of source language message”. This definition is more comprehensive than the previous ones, it relates to the problems of language, meaning and equivalence.

2-1-1 Translation Definition in Cultural Paradigm

The definitions of translation listed below have been selected. They are chosen in accordance with two criteria. Firstly, they are proposed by the most famous and representative theorists in the field. Secondly, they themselves have quite strong influence on translation studies.

2-1-2 Andre Leferere Definition
Leferere (1992-2004:11) states that “translation is, of course, a rewriting of an original text”. In his opinion, the readers of literature can be divided into three groups: the professional readers, translators who sometimes belong to professional readers and non-professional readers. The professional readers can read literature work directly, whereas the non-professional readers, who constitute the great majority of readers, basically depend on translation to understand the works. To professional readers, magazines, newspapers, journals, articles, films or TV are the main channels to meet literature. Through Leferere views translation as a process of language transference, he emphasizes more on the influence of cultural factors to translation.

2-1-3 The Historical Use of Translation in Language Teaching

This part concentrates on the historical development of the use of translation in language teaching (TILM) and gives an outline of the methods which were concerned with the problems of monolingual or bilingual teaching.

The departure from Translation began at the end of the 19th century when the Reform Movement and soon afterwards the Direct Method of teaching came to existence. The Reform Movement is the name used for a group of influential phoneticians and linguists of that time “Withelm Vielor, Herman, Klinghardt, Otto, Jesperson and Henary Sweet, who published works suggesting a new approach to language teaching, rejecting the traditional grammar translation method and criticizing some of its aspects. The ideas first presented by the Reform Movement more later developed into strictly monolingual teaching methodologies, enforced especially by the Berliz language school, which today is called the Direct Method. Nevertheless, as he has mentioned above, it has been suggested by many researchers and teaching specialists that the rejection of translation has never been sufficiently justified. For example, Guy Cook (2010:1) in Translation in Language Teaching expresses his concern that the ban of translation from a language classroom is a political matter as well as pedagogical.

2-2 Reading Comprehension

Reading is being one of the basic language skills, it is a necessary skill for a language acquisition because it has positive effects on vocabulary knowledge.

2-2-1 Definition of Reading Comprehension
Reading comprehension is as the level of understanding a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text.

Comprehension is a creative, multifaceted process dependant upon four language skills: phonology, syntax, semantics, physical and pragmatics.

Similarly, Dubin (1968:125) assumes that reading is a complex skill that contains a number of psychological, physical and social elements.

2-2-2 Reading Comprehension Levels

Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level). Deep processing involves semantic processing, which happens when it encodes the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated sounds.

2-2-3 History of Comprehension Teaching

Initially most comprehension teaching was based on importing selected techniques that when taken together would allow students to be strategic reader. One strategy for improving reading comprehension is the technique called survey, question, read, recite, and review that was introduced by Francis Pleasant Robison in his book “Effective Story”. Between 1969-2000 a number of strategies were devised for teaching students to employ self-guided methods through the use of a talk rotation between students and teacher called cognitive modeling.

Since the turn of the 21st century, comprehension lessons usually consist of students answering teachers questions, writing responses to questions on their own, or both. The whole group version of this practice also often included an individual to read a portion of the text. In the last quarter of the 20th century evidence accumulated that reading methods were more successful assessing rather than teaching comprehension.

2-2-4 Reading Difficult Texts

In fact, students suffer mainly from understanding vocabulary. This problem may fall into multiple categories among them, learner may have difficulties for example with words and in some texts, like in philosophy, literature or scientific research, may appear more difficult to read because of the prior knowledge they assume.

2-2-5 Problems of Reading Comprehension

Comprehension entails, as an outcome, the understanding of the message conveyed by the text at different levels; Translation involves not only the understanding of a text, but also the ability to put every single word into the correct L1 equivalent, in some cases answering
what subtle are expressed accurately in the translation. However, if teachers are using reading to model the use of new language and teaching new language and new words, which is what they believe reading activities should also be about. Simply training students in being able to guess intelligently or infer the meaning of a text may not always be effective approach, for the following reasons:

1. It may not explicitly focus students on useful important details of grammar, syntax and lexical usage.
2. Students may understand what a sentence conveys, but not necessary what each and every word it contains means. The students are required to read a text and answer a few comprehension questions “true or false” ones.

2-2-6 Successful Strategies for Teaching Reading to middle Grades ELLs

In recent years, an emphasis on higher test scores has pushed teachers to focus on best practice reading strategies. Over the last few decades, a great deal of research has been done on the effectiveness of the sheltered instruction observation and the cognitive Academic Language Learning Approach (CALLA) both methods have proven to be valid and reliable and should be considered when planning effective instructional strategies for language learners. Three categories of reading techniques should be considered: firstly, interactive read-aloud. Secondly, comprehension strategies. Thirdly, vocabulary enrichment.

2-2-7 Strategy 1 The interactive read-aloud

According to Freeman & Freeman (2006:132), effective teachers…read aloud to their students every day… whether they are kindergarten teachers or high school teachers. Reading out loud to middle level students might seem like an elementary level idea; however, when they read aloud to older students, teachers model the process of reading for ELLs, Calderon (2007:52) states, in secondary schools, teachers read aloud to model reading fluency and comprehension skills, not to read for the students. It is important for teachers to plan an instructional focus for their reading aloud rather than to simply read the text to the students because they are learning to read. During an interactive reading aloud teachers make predetermined steps throughout the reading.

Harrell & Jordan (2008:204) explain that the reading aloud plus involves the teacher reading text aloud to students while adding visual support, periodic paraphrasing & extention. This can make the text comprehensible to readers.

Harrell & Jordan (2008:209) indicate that the reading aloud plus strategy requires significantly more planning than just opening up a book & reading out loud, incorporating this strategy into reading comprehensible & vocabulary understandable. Calderon (2007:50) points out that when choosing a text to read aloud, teachers should first consider their
learners. While most middle grades students are capable of handling longer portions of texts, many ELLs will need the text chunked into smaller, more manageable pieces. In addition, successful read alouds require practice & careful planning before instructing ELLs, it is a wonderful opportunity to incorporate comprehension strategies.

2-2-8 Comprehension Strategies

According to Kendall & Khuon (2003:5), comprehension strategies include making connection, asking question, visualizing, inferring, determining importance and synthesizing.

According to Calderon (2007:50) “explicitly teaching reading- skill is just as important in secondary as it is in elementary school, not with standing adaptation in delivery. ELLs have more opportunities to interact with both teachers and students in group low-anxiety environment it is also much easier for the teacher to check for understanding and personalize instruction to meet his or her individual students Kendall & Khuon (2005:5).

Teachers can teach comprehension through shared reading strategy. It has traditionally been used with elementary students. However, according to Freeman & Freeman (2006:5), shared reading is crucial for middle grades students who find it challenging to read grade level texts. In shared reading, the teacher demonstrate fluency by reading a text aloud. The students read the text aloud with the teacher to practice fluency together. As students gain proficiency with the strategies, teachers can gradually use translation to a guided reading lesson. It is a beneficial teaching practice for ELLs because it focus on vocabulary development.

At the end of any reading lesson. It is critical for teachers to debrief as Golderon (2007:55) states “Debriefing allows teachers to reinforce the key components of the strategies that were taught”. Although students can employ many comprehension strategies, for example, if they do not, understand vocabulary they are reading, they will not achieve comprehension.

2-2-9 Vocabulary Enrichment

Teaching vocabulary and fluency are both important part of reading instruction for EFLs. Watkins & Linda (2010:23-33). The type and depth of vocabulary instruction will vary from lesson to lesson based on the specific language needs of the students. At the middle, teachers can:

a. Rephrases dense text in to simpler language.
b. Allow students to draw pictures.
c. Allow ample time for discussion about the words.
d. Provide questions or sentences stems.

These are all strategies that allow ELLs to comprehend and demonstrate understanding of vocabulary. Front loading is one method for teaching vocabulary prior to start of a lesson.
Using cognates, word wall or student developed definitions with students before they encounter the words within a reading. Teachers who incorporate “realia” in their reading photos, illustrations, objects) can teach vocabulary in a kinesthetic and visual manner Vogt & Echevarria (2008:100). This will allow students to pair something visual and concrete with the definition to make it more meaningful. Another powerful vocabulary strategy for ELLs, according to jimonez & asociites the most successful language learners read using a variety of techniques to construct working definitions of unknown vocabulary, such as using context, involving relevant prior knowledge, questioning, making inferences, searching for cognates and translating. Another vocabulary strategy teachers can employ is the use of graphic organizers to organize thinking. It is beneficial to vocabulary because these tools integrate language and thinking to highlight key vocabulary in a visual display of knowledge Calderon (2007:55). ELLs benefit from use of graphic organizers, it breaks down of vocabulary words, such as attribute charts help them because they reduce the language demands while presenting information in a highly conceptual way. Graphic organizers are beneficial for teaching difficult or abstract vocabulary concepts such as prefixes, root word, and suffixes.

2-3 The Grammar Translation Method

There are many methods that are usually used by teachers to teach foreign languages, one of them is Grammar Translation Methods. The characteristics of GTM are used to teach grammar in the class focused on translation and memorizing verb conjugations and forms, and given in native language. The primary skills are reading and writing. Although it is an old method. It is still used by the teachers nowadays, in many countries today including Sudan.

2-3-1 History of Grammar Translation Method

Traditional techniques of foreign language teaching based on explicit instruction in the grammatical analysis of the target language and vice versa. It was originally used to teach “dead” languages and literature such as Latin and Greek, involving little or no spoken communication or listening comprehension. In the 18th century foreign languages started to appear on the school curricula, requiring a systematic approach to teach. Grammar Translation was in fact first known in the United State, or American classic teacher, published in 1845 was entitled. The Ciceronian or the Prussian Method of Teaching the elements of the Latin language.

Earlier in 20th century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the TL, also it helps students speak and write their native language better.

Grammar Translation dominated European and foreign languages teaching from the 1840s to 1940s, and in modified from it continues to be widely used in some parts of the
world today. At its best, as Howatt (1991:131) points out, it was not necessary the horror that its critic depicted by those who wanted to demonstrate that the study of French or German would no less rigorous than the study of classical languages. Although the G.T.M often creates frustration for students, it makes few demands on teachers. It is still used in situations where understanding literary texts is the primary focus of foreign language study and there is little need for a speaking knowledge of the language, G.T.M is still widely practiced, it has no advocates, it is a method for which there is no theory. There is no justification for it or attempts to relate it to issues in linguistics, psychology, or educational theory.

2-3-2 Objectives of G.T.M.

- To be able to read literature written in the T.L.
- To be acquainted with translating from one language into another.
- To develop reading and writing skills.

The key features of the G.T.M are as follows:

1. Classes are taught in the mother-tongue with little active use of the T.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of classical texts is begun early.
6. Little attention is paid to the content texts, which are treated as exercise grammatical analysis.
7. Often the only drills are exercises translating disconnected sentences from TL into the mother-tongue.
8. Little or no attention is given to pronunciation.

2-3-3 Criticisms of the G.T.M

If a student’s answer of a question is incorrect, the teacher selects a different student to give the correct answer or he/she replies himself/herself. So humiliating students is part of the method.

2-3-4 Disadvantage (Demerits) of G.T.M.

Every Method has advantages and disadvantages. Here are the disadvantages.

1. No escape for Effective communication and it is very Tedium for learners: Direct translation is widely regarded as inefficient way of becoming fluent in any language. For example, translating a sentence word from English to Arabic might not result in a sentence with the same meaning because so little attention is paid in class to listening and speaking. Students with years of English lesson through this method are
often unable to hold even a basic conversation in English because classes with this method are usually taught in a lecture style, with teachers mostly speaking the students native language rather than English, class can be dull and cause students to lose interest.

2. Ineffective Method: Usually it is teaching method which studies a foreign language in order to read its literature focusing on the analysis of its grammar rules, and to translate sentences and texts into and out the TL. In the G.T.M the teaching of the second language starts with the teaching of reading. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Thus, the learning process is reversed.

3. More Important on Grammar Rules than on Meaning: Exact translation is not possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible. A language is the result of various customs, traditions, and modes of behavior of a speech community to community. There are several lexical items in one language, which have no synonyms, equivalents in another language.

4. Slow Learning Rate and Making Learners think in L1: It does not give pattern practice. A person can learn a language only when he internalizes its patterns to the extent that they form his habit. But the G.T.M does not provide any such, a practice to the learner of a language. It rather attempts to teach language through rules and not by use. Researchers in linguistics have proved that to speak any language, whether native or foreign entirely by rule is quite impossible. Language learning means acquiring certain skills which can be learnt through practice and not by just memorizing rules. For the person who has learnt a foreign language, it is difficult to give up the habit of first thinking in their mother-tongue and therefore, fail to get proficiency in the second language approximating that in the first language. The method, therefore, suffers from certain weakness for which there is no remedy.

2-3-5 History of Language Teaching

The use of translation has been one of the main topics of discussion throughout the history of language teaching and the opinions on the use of monolingual and bilingual teaching methods have changed greatly over the course of time.

2-3-6 Translation as a Natural way of Learning
As Duff (1994:79) confirms, "Translation happens everywhere, all the time, so why not in the classroom?"

Carreres (2006:13) maintains that, not only Duff, but other authors as well believed that translation is a natural activity, which cannot be avoided in the classroom, because” Students avail themselves of translation whether teachers like it or not. However hard the teachers might try to discourage students drawing from their knowledge of foreign language to that of their L1. Calis (2012:507) indicates that “It seems that learners cannot knowledge of foreign language to that of their L1 through comparison and contrast, which is inevitable”. Anyway, why should the teachers even try to deprive students of using their L1 knowledge when learning L2? As Henry Sweet explains in his influential book “The Practical Study of Language”. The first preparation for the study of a foreign language is the acquisition of a thorough knowledge of the peculiarities of one’s own language Sweet (1938:194) This is to suggest that a learner’s L1 is a foundation for the study of any L2 and the students can rely on their L1 to make the learning easier.

2-3-7 The Use of L1 in the classroom

As the participants in Brook-Lewis’s study said about the use of L2 in the classroom, “It made him realize what, does not have to relearn everything, he just have to relate what he knows and use it Brookes-Lewis (2009:230). A person’s L1 represents a basis for his knowledge of the world, as Piasecka argues, bilingual teaching means “a Stand point which accepts that the thinking, feeling and artistic life of a person is very much rooted in their mother tongue. As cited in Auerbach (1993:20).Thus it is natural for the learner to draw upon their L1 when learning L2 and make associations between the new L2 and their L1, the L2 being the main linguistic experience they have, and thus naturally build the new information on the knowledge they already have.

2-4 Types of Reading

The reading skill can be divided into main; intensive and extensive reading.

2-4-1 Intensive Reading

Intensive reading refers to details focus on the reading texts which usually take place in classrooms. It tends to develop the strategy of the learners. In this respect, Nutter (1982:23) observes that: “The intensive reading lesson is intended primarily to train students in reading strategies.” However, sometimes the learner may prefer to read the text in which he/she divides it into parts and then to read each part alone in order to comprehend it very well.

2-4-2 Extensive Reading
Extensive reading refers to reading that learners often do away from the classroom for instance: reading novels, magazines, and newspapers articles. Extensive readers read for pleasure.

Intensive and Extensive reading are considered the major types of reading. But, Brown (1994:283) had divided the reading process into the following types.

2-4-3 Skimming

Skimming is a common technique in reading comprehension. It is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content. In other words, skimming is to read more in less time and to help the learner to cover a vast amount of material very quickly.

In sum when skimming, learners go through the text quickly in order to get the gist of it and have an idea of the writer’s intension.

2-4-4 Scanning

Scanning is a speed-reading technique and a useful reading activity in which learners need specific information without dealing with the whole text. This means, they do not read all the text word by word, but rather they extract specific information (names, dates, statistics) without reading all the passage. In short, when scanning learner try to locate particular information by moving their eyes over the text rapidly, then get the required information to complete a certain task.

2-4-5 Skimming and Scanning Together

Often skimming and scanning are used together when reading a text. For example, the reader may skim through first, to see if it is worth reading, then read it more carefully and scan for a specific piece of information to note. Students need to learn that they need to adapt their reading techniques to the purpose of reading by practicing skimming and scanning, the individual learns to read and select specific information without focusing on information that is not important for meaning.

2-4-6 Silent Reading

Silent reading programs have various names, such as SSR (Sustained Silent Reading), FVR (Free Voluntary Reading), DIRT (Daily Independent Reading Time). Each programs are slightly different from the others, but all share the same guide lines. Hopkins (1997:ix), Valeri-Gold (1995:385-386).

Krashen (1993:x) points out, sustained silent reading is the kind of reading highly literate people do obsessively all the time.

Proponents of Silent Reading have not always had a common purpose. For instance, Gardiner (2001:33) states that “the primary goal of silent reading programs has always been to
increase students enjoyment of reading. For Dwyer & Reed (1989:283), Silent Reading is to be valued for its contribution to reading achievement. Silent reading improves literacy outcomes, though an increasingly strong case is made for improvement in reading achievement indicators, such as word recognition and vocabulary.

Silent reading improves students understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. By reading silently, students can form mental pictures of the topic being discussed. Also it develops the skills of reading for a purpose, as the focus is on understanding the content without paying attention to pronunciation. Students should improve their comprehension skills and reading speed. So, their confidence in reading will increase and they should be motivated to recognize texts types and topics as an added skill that will help students to improve their reading skill.

2-4-7 Loud Reading

Reading aloud refers to a teacher reading orally to his/her students. “When students listen to a teacher reads, they are receiving a message that reading is important”. Ecroyd (1991:77).

However, plenty of antecedently articles, guides and handbooks advocate the use of read –aloud in secondary school. Ley, Schaer & Dismukes (1995:939). It improve the reading attitudes of adolescent . There are many instances in which naturally read aloud. Reading stories is one example of loud reading and reading an article or reading a text for others to share, with the aim of group comprehension. Mchenna(2003:934-956).

One of the most characteristics of reading-aloud is that: vocal expression “pronunciation” is one of the effective teacher modeling in read-aloud. Fluent pronunciation as an essential component of “expert” read-aloud that elicit positive response from students. They also responded positively to teachers who modelled clear pronunciation particularly how they correct and monitor their oral reading, Barrentive (1996:36-43).

Another characteristic of effective teacher modeling is that students value and enjoy read-alouds from teachers who call attention to specific elements of texts during reading such predicting, giving them something concrete and focused for which to listen. Dreher (2003:52) found that thing aloud by pausing to reflect upon passages, posing questions and examining the context of unfamiliar words in passage to generate an understanding of it’s meaning improve students reading attitudes and foster confidence, comfortable independent reading.

2-4-8 Silent & Loud Reading Together
Intensive reading has two forms: Silent reading and reading aloud. Students read silently for comprehension. The teacher should help students to develop their speed. But they read aloud for pronunciation. Students read aloud to give the teacher a chance to check their pronunciation. When conducting a reading aloud activity, the teacher should follow these steps:

1. Reading aloud comes after teaching new words and silent reading.
2. It should not take too much time.

The comprehension questions to motivate the students’ Yes or No, True/False, x or z.

But, nowadays most of the reading activities in the classroom involve, first, reading the text aloud then, having translation i.e. explain the text by using Arabic. Also it would be possible to have students read the text silently before maintaining the discussion. In spite of various efforts of introducing changes, still confront problems, maybe, because it is very difficult to change the culture of classroom. So, which is better for comprehension silent or loud reading or both? When reading out loud, students form auditory links in their memory. But during silent reading students establish visual links along with auditory links.

2.5 Teaching Reading Comprehension

Teaching reading comprehension is a challenging and demanding task which is at the same time difficult to improve the learner’s capacities.

Good readers are flexible and have the capacity to choose the suitable reading strategy according to the specific text; they read according to the type of the text they are going to read. For instance, reading a poem is not like reading a newspaper. Skillful readers skim to extract general ideas of the text and scan to have specific needed information from it, hence, skimming and scanning are useful reading strategies.

In addition to that, teachers should train learners to skim, for example to extract the key sentences of the text. Skillful readers also interrogate texts of all sorts by looking for clues in titles, sub-titles and the written text itself.

Pre-reading questions are useful and helpful for a better understanding of the passage since they put emphasis on the attention of learners on the types of data they are going to read. Moreover, learners should be encouraged to dialogue with the writer and guess what will come next.

To develop strategies and methodologies in teaching reading comprehension; pre-reading, while reading and post-reading activities have been suggested.

2.5.1 Pre-reading Stage
Pre-reading is a very important stage in which the topic and type of the text are introduced first. Harmer (1990:188) clarifies this by maintaining that “We will not get students to interact properly with spoken and written materials unless we ensure that their desire to read or listen has been awakened.

In this phase, the teacher can use various techniques in order to make the reading activity easier.

a/Using picture or any visual aid that can help the learner to make the reading predictions.
   a. Ask questions related to the topic.
   b. Prepare the learner for the topic.
   c. Think of some of the vocabulary items that will appear in the text.

These steps may arouse the student’s interest and help to pre-teach some vocabulary as well as they set the mood for reading. Also, the teacher should move gradually from easy to difficult in order to reach a better understanding. The pre-reading stage seeks to:

   a. Improve the interest of the student in the topic.
   b. Lead them to make predictions/guessing for the reading passage.
   c. Prepare them for the content.

2-5-2 While-reading Stage

During this phase, the learners read the passage silently and the teacher plays the role of the monitor. Richards (1990:87) sees reading of the while reading stage: “As an integration of top-down processes that utilize background knowledge and schema to as well as bottom up processes that are primarily text or data driven”.

The while-reading phase or simply the reading stage attempts to:

   a. Develop the student’s comprehension of the writer’s purpose.
   b. Develop the student’s linguistic knowledge.
   c. Make the student recognize the meaning of unfamiliar words.
   d. Develop conscious reading.

2-5-3 Post-Reading Stage

At this last stage, the teacher acts the role of the evaluator; he has to look whether the objectives of the reading task have been achieved or not, taking into account the understanding of the text and recognizing the new vocabulary and the grammar and then evaluating the text. Students might ask comprehension questions.

After the reading comprehension task, it is better to follow it by giving the learners other activities that have relation with the text like asking questions about reading comprehension/ true, false statement, matching activities...etc.
Therefore, readers can improve their reading having comprehension achievement by expanding their vocabulary knowledge having the ability to understand sentence structures.

2-6 Difficulties of Reading Comprehension

A researcher on reading comprehension shows that EFL learners face some difficulties when they read. In fact, students suffer mainly from understanding vocabulary. This problem may fall into multiple categories among them, learners may have difficulties, for example, with words that have similar lexical forms; some words seem to be phonetically the same (in terms of sound) as in ‘boss’ and ‘bus’, also in ‘cut’ and ‘cat’, other words seem to be similar at the level of morphology like the words receptive and deceptive. The reader can come across one of this kind of words and even if he has learnt both of them, he might mix between the meaning of pairs of words because they seem to be the same. Another type of difficulties that can be found among EFL readers is the existence of various meanings within the same word “right” which means “exactly”, “legal” claim to get something and a direction side which is the opposite of left. Another example is the word “present” that can mean a “gift” and “the act of existing”. The problem with such category is that the learner knows only one meaning can lead him to a wrong understanding of the sentence.

One important category is represented; the idioms and proverbs which seem to be distinct from the learner’s culture so that, he is going to translate a given proverb:” he kicked the bucket” which means “he died”, the problem is that the learner will translate each word alone he will not obtain the meaning of the idiom.

Furthermore, insufficient vocabulary leads to many obstacles in reading comprehension since lexis has a very important role for a successful reading. When the learner has a large vocabulary, he will not face comprehension problems in understanding the whole text, and this comes from habitual reading, i.e whenever the learner reads a lot he will acquire new vocabulary, and then improve his vocabulary knowledge which makes the reading task much easier for him.

2-7 Previous Studies

No previous studies related exactly to the present study “An Investigation into the Shortcomings of Using Translation in Teaching Reading Comprehension”. But, there are some studies which touch the area of “reading” such as reading comprehension difficulties and problems. The first study was by: Nongnat Chawwang.(2008).M .A . An Investigation of English Reading Problems of Thai 12th grade student in Nakornratchasima. Srinakharinwirot University, Bangkok. This study was conducted to investigate the English reading problems related to sentences structure, vocabulary and reading comprehension of Thai 12th. It was also analyzed the difference in English reading ability between students in the
science programme and in the arts programme. The result of the study revealed that both science and arts students had problems in sentence structure, vocabulary and reading comprehension. There were no differences in reading ability between these two group within all three areas. In addition, teachers may be able to find a more effective way of teaching vocabulary and reading comprehension. The study also may help Thai teachers to understand better their students reading problems and to find appropriate methods for teaching reading.

The second study was carried out by Wahiba Babaiba Medjahdi. (2015). M.A. Reading Comprehension Difficulties among EFL learners. University of Tlemcn, Algeria. The study aims at investigating the difficulties that third-year secondary school learners face, and to identify their reading problems and the reasons behind their weakness in performing the reading tests. The main results revealed that secondary school EFL learners have problems in reading comprehension performance at the level of pronunciation and coming-across ambiguous words which prevent them from understanding the passage. The researcher suggested that providing some suggested activities help teachers in teaching such skill, for the sake of improving the learners vocabulary knowledge and better reading comprehension achievement.

Another study highlight “Teaching Techniques” in general and it is similar to the purpose of this study, because it sheds light on the teaching techniques used by teachers at secondary school; presented: by Rasha Ali Mohammed Fadol. (2016). Ph.D. An Evaluation of EFL Teaching Techniques Used by Teachers School. University of Gezira, Hantoub. The study has aimed to investigate the teaching techniques used by EFL teachers at secondary school in the state of Sinnar (2014). The main findings of the study are: the majority of teachers do not use specific teaching techniques when they teach secondary school students, definition and translation are the in dominant English teaching techniques, collaborative learning and role play are not given more consideration and utilization of modern technologies is not satisfactory enough. The study recommends that EFL teachers should adopt the teaching techniques that suit the nature of the lesson in question, collaborative learning and role play should be considered in the teaching process, EFL teachers should not only focus on definition as teaching techniques, and modern technologies should be utilized invariably.

While the fourth one, deals with problem of teaching reading at advanced level. Contrastive study to the present study which deals with teaching reading at secondary level. The following study carried out by: Rabab Elsheikh Idris Musa (2001). M.A. Teaching English reading skill at University level. University of Gezira, Hantoub. The study aims at helping students identify different purposes of reading and master strategies that are suitable to
achieve them. The researcher mentioned that in the reading lessons teachers usually concentrate on teaching vocabulary and structure, neglecting different kinds and purposes of reading. The result of the study indicates that the majority of students read intensively and extensively but they were not able to skim or scan a reading material and they do not prefer to read aloud. The study recommends that students should be taught how to read every passage according to the purpose of reading, EFL teachers should explain few key words during the reading process and leave the rest of unfamiliar words for the students to infer the meaning from contexts. In addition, EFL teachers should not dominate the classroom, because this process devalues the passage and undermines students role as readers. Only he should facilitate the reading process to give students chance to rely on themselves. The teacher should select appropriate reading material in term of difficulty, cultural background and interest.

Finally, the first and the second studies deal with the English reading problems and difficulties which concern learners. Whereas the present study sheds light on the disadvantages of using translation in teaching reading. The third study highlight to teaching techniques used by teachers as the present study. Whilst the fourth one, is deals with the problem of teaching reading at advanced level, so its contrastive to the present study at the level of learners.
CHAPTER THREE
METHODOLOGY

3-0 Introduction

This chapter is intended to explain the procedures undertaken to conduct the study. The questionnaire will be discussed in details besides calculation of its results and the validity and reliability of the tools. And it is identified regarding the respondents opinion about the study.

3-1 Study Design

The researcher has adopted the descriptive analytical method to verify the hypotheses of the study. Therefore a sample randomly has been selected from a target population.

3-2 Sample of the Study

(30) EFL teachers were randomly chosen as subjects of the study from different secondary schools in Southern Gezira locality. Both male and female teachers were involved in the study.

3-3 Tools for Collection Data

Two tools were used for collecting the data concerning this study. The questionnaire was formulated to find out the disadvantages of using translation in teaching reading. The observation checklist was conducted by attending and observing five comprehension lessons.

3-3-1 The Questionnaire

The questionnaire was designed for EFL teachers with the purpose of investigating teachers resort to using translation while teaching reading and the disadvantages behind teachers’ use of it.

3-3-2 The Content of the Questionnaire

The questionnaire was divided into two sections including ten questions which are accompanied by different options (agree-agree to some extent and disagree). Besides, There were some open-ended questions.

The first question was designed to find out whether using translation hinders students understanding. The second question is made to find whether translation delimits students knowledge in learning vocabulary. The third question is also designed to find out whether translation deprives students of understanding comprehension questions. The fourth question is designed to show the impact of translation. Questions five and six are about reasons behind teachers use of translation. Question seventh is designed to reflect non-experienced teachers resort to using translation. Question eight and nine are designed to present the most appropriate technique for teaching reading. The last question is about new-appointed or
untrained teachers who should be trained. There are two open-ended questions. The first question is designed to find out EFL teachers resort to use translation. And the second question is designed to investigate the disadvantages behind the use of translation.

3-3-3 Observation Checklist

The researcher designed a checklist which includes (10) items to observe the teachers while teaching reading comprehension lessons. The checklist aimed to find out EFL teachers resort to using translation and the disadvantages of using it.

3-4 Validity of the Questionnaire

The validity of this questionnaire is confirmed and judged by four expert teachers at Department of English -University of Gezira-the Faculty of Education-Hantoub.

3-5 Reliability of the Questionnaire

It means the consistency of the questionnaire. The results consistency here, is simply used to mean that the same questionnaire gives the same outcome when it is repeated, so it is reliable. A number of methods have been adopted in measuring the reliability, the researcher calculated the questionnaire manually using spearman formula to find the reliability and the results are:

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X=the first Result of the respondents
Y=the second Result of the respondents
D=Rank difference
R=the reliability of the Questionnaire
N=the number of respondent
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R = 1 - \frac{6(\sum D^2)}{n(n^2-1)}
\]

\[
R = 1 - \frac{(6 \times 28)}{10(99)} = 1 - 168.990 = 0.8303030303
\]

\[
R = 0.8
\]
CHAPTER FOUR
RESULTS AND DISCUSSIONS

4-0 Introduction

This chapter is concerned with the presentation and discussion of the results. The questionnaire for EFL teachers and the observation checklist data collected by both tools will be discussed in relation to the hypothesis.

4-1 Analysis of the Questionnaire

The results of the questionnaire will be presented in tables. And each question will be dealt with separately in the following tables.

Table (4-1-0) Using translation in teaching reading comprehension hinders students understanding

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<th>Percent</th>
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<td>70%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>5</td>
<td>16.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>13.3%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

As shown in table (4-1-1) above, (70%) of the respondents agree that "using translation in teaching reading comprehension hinders students understanding. (16.7%) agree to some extent and (13.3%) of them disagree.

Table(4-1-1) Translation in teaching vocabulary items delimit students knowledge

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>24</td>
<td>80%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>1</td>
<td>3.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>16.7%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the table (4-1-2) above, (80%) of the respondents agree that "Teaching vocabulary through translation delimits students knowledge". (16.7%) of the respondents agree to some extent and only (3.3%) of them disagree.
Table (4-1-2) Translation in teaching reading deprives students from understanding comprehension questions

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table (4-1-3) half of the respondents (50%) agree that "Translation deprives students from understanding comprehension questions. (20%) of the respondents agree to some extent and (30%) of them disagree.

Table (4-1-3) Translation makes students tend to use their mother-tongue extensively

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

In table (4-1-4) above more than half of the respondents (60%) agree. That "Translation makes students use their mother-tongue more extensively. (30%) agree to some extent and only (10%) disagree.

Table (4-1-4) Teachers use translation as a result of low standard of students

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>26</td>
<td>86%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

In table (1-4-5) the majority (86.6%) of the respondents agree that teachers use translation as a result of the low standard of students. As (6.7%) agree to some extent, (6.7%) disagree.
Table (1-4-5) Teachers use translation, when students complain that they do not understand the comprehension text.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>22</td>
<td>73.3%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>5</td>
<td>16.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table (1-4-6) above shows that the majority of respondents (73.3%) agree that EFL teachers use translation, because students complain that they do not understand the comprehension text. (16.7%) of the respondents agree to some extent. Only (10%) disagree.

Table (1-4-6) Non-experienced teachers "newly appointed" resort to use translation.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>22</td>
<td>73.3%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>2</td>
<td>6.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table (4-1-7) illustrates that a great number of respondents (73.3%) agree that non-experienced teachers resort to use translation as the easiest way for teaching. (6.7%) agree to some extent and (20%) disagree.

Table (4-1-7) Suitable techniques for teaching reading comprehension.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>28</td>
<td>93.3%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>2</td>
<td>6.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

In the table (4-1-7) above the great majority of respondents (93.3%) agree that the most appropriate technique for teaching reading comprehension is using English in context. (6.7%) agree to some extent, non of the respondents (0%) disagree.

Table (4-1-8 )The appropriate techniques to solve this problem, students should be trained to work out the meaning in context.
<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>23</td>
<td>76.7%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>3.3%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table (4-1-8) above shows that the majority of respondents (76%) agree that the most suitable technique to solve this problem: students should be trained to work out the meaning in context. (20%) of respondents agree to some extent and only (3.3%) disagree.

**Table (4-1-9) New-appointed "untrained" teachers should be trained to reduce using mother-tongue.**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>27</td>
<td>90%</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>1</td>
<td>3.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6.7%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

As it seems in table (4-1-9) above (90%) of the respondents agree that new-appointed teachers should be trained to reduce using mother-tongue. While (3.3%) agree to some extent and only (6.7%) disagree.

**Open-ended questions.**

**Question 4-2-1 teachers resort to use translation in teaching reading comprehension.**

Most of the respondents assert that teachers resort to use translation in teaching reading comprehension as a result of low standards of the students. Also the majority of teachers assert that students complain that they need some Arabic to understand. Others think that they save time.

**Question 4-2-2 Disadvantage behind teachers use of translation**

A large number of the respondents confirm the disadvantage behind teachers use of translation: Translation hinders students understanding. While some reveal that it delimits students knowledge. Others think that it declines English language and lets students use their mother- tongue more extensively i-e using mother-tongue can reduce students opportunity to practice English. On the other hand some teachers mentioned that there is no equivalent meaning for some texts expression i-e not all words or phrases are easily translated from one language into another and often do not have exact equivalent of English words. Otherwise it deprives students from knowing word-formation i-e words can be presented out of context.
4-2 Observation Checklists

The researcher designed a checklist which includes (10) items according to researcher observation related to the teachers while teaching reading comprehension lesson. She observes the following:

At all the lessons the teachers were using translation in teaching reading comprehension texts, presenting new vocabulary items and explaining comprehension questions. Also all teachers use reading aloud.

The result reveals that learners thinks that they understand comprehension texts while explaining them into Arabic. But, the researcher notices that the learners are whether weak or good fail to understand comprehension question. So, translation hinders them from understanding.

All the teachers did not ask students to read silently, model reading, pre-comprehensions question and also no one used English in contexts. The result above show that all teachers use ineffective technique in teaching reading. Pre-comprehension question, and reading silently motivate learners to understand the texts whether they are good or weak learners.

One out five teachers was explaining words in contexts. Also, one out five teachers determined the structural sentences.

The result shows that the majority of EFL teachers neglected explaining words in contexts and structural sentences as a result of using translation.

4-3 Discussion of the hypotheses in relation to the results

Hypotheses one: Using translation in teaching reading comprehension texts: hinders the learners to understand well.

Table (4-1-1) shows that (70%) of the respondents agree that translation hinders student understanding. (16.7%) agree to some extent and (13.3%) of them disagree. Beside the result of observation checklist. This means that the first hypotheses is verified.

Hypotheses two: Teachers who resort to use translation think that they save time and effort. Moreover, the learners themselves think that they grasp the meaning more easily.

In table (4-1-6) a great number of respondents (73.3%) agree that non-experienced teachers resort to use translation as the easiest way for teaching "think they save time". As (6.7%) agree to some extent and (20%) disagree.

And table (1-4-5) shows that (73.3%) agree that teachers use translation, students complain that they do not understand comprehension text. As (6.7%) agree to some extent and only(10%) disagree. Hence hypothesis two is verified.
Hypotheses Three: To train student to work out the meaning in context is one of the technique used to avoid using translation.

In table (4-1-7) the majority of respondents (76.7%) agree that the most appropriate techniques to solve this problem, students should be trained to work out the meaning in context. (20%) agree to some extent and only (3.3%) disagree. So this hypothesis is proved to be valid.

In the next chapter the conclusion and recommendations will be discussed.
5-0 Conclusion

The main objectives of this study is to investigate the shortcomings of the phenomenon of using translation in teaching reading comprehension. It is also intended to suggest some effective techniques for teaching reading comprehension at secondary level, and to find out EFL secondary school teachers who resort to use translation while teaching reading. To carry out this study the researcher has chosen a random sample (30) EFL teachers from Southern Gezira Locality. The questionnaire and observation checklist were used as tools of data collection to conduct the study. The results of the questionnaire are analyzed manually. They are discussed in relation to the hypotheses of the study, by the researcher.

The study reached to the findings below:

5-1 Findings of the Study

1. Translation hinders students understanding when used in teaching reading comprehension.
2. Translation makes students tend to use their mother-tongue more extensively and reduces their opportunity to practice English.
3. EFL teachers use translation as a result of low standard of students.
4. When EFL teachers do not use translation, students complain that they do not understand the comprehension text.
5. There is no equivalent meaning for some text expressions i.e. not all words or phrase have exact equivalent in the target language.
6. Translation deprives students of contextualizing meaning i.e. words are presented out of context in isolation.
7. Non-experienced teachers "beginners" resort to use of translation.
8. EFL teachers do not use effective techniques in teaching reading comprehension.

5-2 Recommendations

1. EFL Teachers should avoid using translation in teaching reading comprehension.
2. EFL Teachers should reduce using translation, it makes students use their mother-tongue.
3. EFL teachers should motivate their students, by writing pre-comprehension questions.
4. EFL teachers should train their students to understand the texts by follow reading silently.
5. EFL teachers should train their students to work out the meaning in context.
6. Non-experience teachers "beginner" should be trained.
7. EFL teachers should use effective techniques for teaching reading comprehension. The researcher thinks that the following is a useful way of teaching a reading text.
   a. At the very beginning the teachers should make warm-up and introduce the text with information related to it.
   b. The teacher presents new vocabulary using the most effective technique and resort to use translation if only all other techniques are proved to be ineffective.
   c. The teacher should give the students a chance to read the text silently.
   d. The teacher should write some question "pre-comprehension question" yes/no true/false. The importance of this point is to motivate students.
   e. The teacher ask students to read comprehension questions and answer them.
   f. The teacher should form question to measure the students comprehension or ask the third class to summarize the text at the end of the lesson.

5-3 Suggestions for Further Studies

1. Merits and shortcomings of using translation in teaching reading comprehension.
2. A contrastive study of teaching reading comprehension at secondary and university levels.
3. Teaching reading comprehension at secondary levels.
REFERENCES

Calderon, M (2007) Teaching Reading to English Language Learner, grades 5-12 Therese O'aks C A. crin press.
Dryer, E, J & Reed, V (1989) “Effects of Sustained Silent Reading on Attitudes toward Reading”, Reading Horizons.29(4),283-293.


Appendix (A)
University of Gezira
Faculty of Education- Hantoub
Department of English

A: Questionnaire

Dear teacher

I would be grateful to receive your responses to the following statements of this questionnaire which aims to collect data for an MA dissertation under the title “An Investigation into the Shortcomings of using Translation in Teaching Reading Comprehension”.

Please put (✓) in the appropriate option.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Agree</th>
<th>Agree to some extent</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Using translation in teaching Reading comprehension hinders students understanding.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- Using translation in teaching vocabulary items delimit students knowledge.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- Using translation deprives students from understanding comprehension questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- Using translation in teaching reading comprehension makes students tend to use their mother-tongue extensively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- EFL teachers use translation as a result of low standard of students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- EFL teachers use translation, because students complain that they do not understand comprehension text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7- Non-experienced teachers (beginners) resort to use translation as the easiest way for teaching reading comprehension i-e think that they save time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8- The suitable techniques for teaching reading comprehension using English in contexts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9- The suitable techniques to solve this problem, students should be trained to work out the meaning in context.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10-"New-appointed" untrained teachers should be trained to reduce using mother-tongue when teaching English reading.

What do you think of the following:

1-Teachers resort to use translation in teaching reading comprehension.

2-Disadvantages behind teachers use of translation.
Appendix (B)

Observation Checks list

The researcher has designed a checklist which includes (10) items. It will be used by the researcher while observing teachers presenting “Reading Comprehension Lesson”, inside the classroom. It contains the following:

<table>
<thead>
<tr>
<th>No</th>
<th>Techniques</th>
<th>Yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using translation in teaching reading comprehension.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Using translation in presenting new vocabulary items.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Using translation in explaining comprehension question,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Explaining words in contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reading silently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Model reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Loud-reading by students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Pre-comprehension questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Using English in contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Presenting and giving practice in sentence structure.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name of school: ........................................

Class ........................................
CHAPTER ONE
INTRODUCTION
CHAPTER TWO
LITERATURE REVIEW
CHAPTER THREE
METHODOLOGY
CHAPTER FOUR
RESULTS AND DISCUSSIONS
CHAPTER FIVE
CONCLUSION AND RECOMMENDATIONS
CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS