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ISSN 1916-4742 1916-4750 Pulse ain etroScee nEcto 90 Exploring th - A Preliminary Step to Teach Translation in EFL Classes Roi Siregar 1 1 a ritas IAarMealnesiaE-il rses_o.co Received: July 3, 2018 d: August Online Pub ://di/1/elt.v11n9 As e e aworld ere ngis danlangue prt f r aily es, ecter nopities at eals Tstuies ninr f trann-bsedlearn ities nlis Foeig Bulittle n onsia.

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2. Literature Review 2.1 Students Perception on Translation designing e model the outco

Students' perceptions of EFL as depicted otherwise, its content and its level of difficulty (p. 149) found similar trends in student learning. also suggest 2.2

Problems in Incorporating Translation into Non-Translation Classrooms
In a non-translation class, and do that benefit translation may be more countervailing if first learning how to translate problems in the same learning environment. However, the condition is that teaching translation should be adopted in line with teaching, Vermeir (2008) argued that the requirement for a didactic approach is a practical real sense of understanding with the actual translation of text in a second language. 2.3

Emphasizing the Benefit of Translation
When students are ill-equipped with the necessary skills, they are perceived as the fifth language. This is a special stage of teaching. Students are not able to communicate. They believe that some talents are not teachable and consequently teachable are craft. Believing translation is teachable, teachers should help their students to find their own solutions. This should be repeated as often as necessary in the classroom. Poole (2002) describes translation teaching in an English class as a good model for translation.

Teachers should not expect to practice translating much. At least, they should have a clear goal in mind. The benefits of translation were investigated in a study by Littlewood (1987) on the use of translation in the classroom. The results show that translation is a useful tool for building a learner's confidence and learning which complements the practical work in the classroom. The analysis of the data shows that translation is a useful tool for building a learner's confidence and learning which complements the practical work in the classroom. (p. 2.4)

Student Motivation
As previously mentioned, the role of the teacher is to create a conducive environment for learning. Littlewood (1987) observed that in FL learning, as in every other field, the critical force which determines whether a learner embarks on a task at all, how successful, the effort of learning is not in itself a matter of ability and student motivation. External factors that can sustain, intensify 3.1

Place and Participants – A survey was conducted to explore the perceptions of English students in translation in general. The participants were undergraduate students learning at various levels of education. The results of the study are discussed in the following section. 2. 3.2

Instruments and Data Collection
The survey was administered by a semi-structured questionnaire, using various methods; students and length of time. The extensive nature of the questionnaire is related to the students' experience in the classroom. 3.3 Administration to Students
The form distributed to the undergraduate students who volunteered for the study was as follows: 59% of the EFL

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Eger Journal of English Studies, 10 , -93 Appendix tters intrann Characteristic Ran k 1) Relev g lish sub j 1 in 38 3 ing 05 1 4 itin48 Questionnaire Items Respons g y 2 1 Ran k 1 ul tranny usingnry/onictio y 2 inslation412 3 slatioice 29 100 Tale 3. Stuenetionn ility oslatioill Questionnaire Items Resps 4bilityf tra 1 e studns fofuthrin rmatio urces inlish6 2 r 05 3 sken n for hu226 Questionnaire Items Ran k 5) Translation methods 1 rrbse dan 86 2 rrrles 20 6) Written material in translatio 3 al and scientific texts.)7 Questionnaire Items Ran k g 1 Learning 73 2 s k - b asedng 11 8 larooinecion – teachr inaction 412 Tale 6.

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