CHAPTER - FIVE

FIELD STUDY, METHODOLOGY
What has been discussed so far in Chapter Two, Three and part of Chapter Four, was directly concerned with the theoretical level of the study. It is true that part of the literature covered the development resulting from, or discussed in experimental applications of translation in foreign language education made by practitioners in entirely different contexts, but one cannot be sure about their suitability to the Yemeni context. Although the contrastive study and text translation gave evidence that translation is to our learners an essential part of learning English and showed how it can be a tool to error analysis and an effective means for a better learning of L2, perception of teachers and students in the field on the employment of translation is still required. Therefore, we now turn to the practical level as a natural extension of this work on the theoretical level because only very little is known about this unlighted region of the field of ELT/ELL in Yemen. Self-perceptions of teachers and students about the use of translation can give stronger support and further justification for its rationale (5.1).

Data collection is essentially an important part of this research process so that inferences, hypotheses or generalizations tentatively held (1.6), may be identified as valid, verified as correct, or rejected as unattainable. It is
not known for sure what things and obstacles might be found. We, however, must find a way of clearing this dark region, and we have chosen to do it by way of teachers’ and students’ questionnaires because factual information from the people concerned is desired.

This chapter describes the procedures and methodology followed in designing, testing and administering the two instruments used in the research.

5.1. TEACHERS’ AND STUDENTS’ QUESTIONNAIRES

The two questionnaires were basically designed to collect explicit information about:

(i) the teachers’ and students’ perception of employing translation in ELT and ELL as a foreign language.

(ii) their awareness and understanding of the need for translation in the teaching and learning processes of English.

(iii) their awareness of translation-effectiveness as a means of facilitating and improving the English language education in this specific context.

(iv) their understanding of the problematic areas of translation.

(v) the teachers’ actual use of translation in their job and the learners’ actual use of it during their learning of English.

(vi) the teachers’ and students’ ability to assess the suitability of the use of translation in ELT/ELL.

(vii) the relation between different faculties or different levels of the students (1st, 2nd, 3rd and 4th year) and the use of translation.

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The items of both questionnaires were constructed on the basis of the theoretical discussion in the review of literature chapters, focusing on the three categories, the need for translation, the effectiveness of translation and the problems of applying it.

5.2. THE PREPARATION OF THE QUESTIONNAIRES

Two separate questionnaires were designed, one for the teachers and one for the students, (see Appendices-2 T-Questionnaire and S-Questionnaire). The initial number of items for each questionnaire was 60. But by revising the questionnaires on the basis of consultation with ELT professionals in order to determine the content validity of the questionnaires by means of judgements about the relevance of the items to the purpose for which they were defined, the number of items was reduced to 31 in each questionnaire. The unrelated statements were dropped, whereas complicated or ambiguous ones were reworded and simplified in order to make them clearer. Besides, the length of the questionnaires and the time needed for administration were taken into consideration. The statements were stated in a manner amenable to rapid and unambiguous coding and processing.

The items in each questionnaire were grouped in three categories.

(i) The first category (1-10 in the teachers' questionnaire (T-Q) and 1-11 in students' questionnaire (S-Q) concentrates on the need for translation.
(ii) The second category (11-21 in T-Q and 12-23 in S-Q) focuses on the effectiveness of translation.

(iii) The third category (22-31 in T-Q and 24-31 in S-Q) investigates the problems of the use of translation in ELT/ELL.

All the items have a list of response alternatives scaling system, i.e. (a) strongly agree (SA), (b) agree (A), (c) undecided (U), (d) disagree (D), and (e) strongly disagree (SD). The respondent had to tick mark the appropriate alternative which was applicable to her/him. An item was added, to both questionnaires, item No. 32, as a restricted open-ended one requiring the respondents to give their individual reaction to the issues covered and provide their possible comments and suggestions.

The items listed in each category cover the most apparent aspects which seem to the researcher of close relevancy to the current practice of using translation in the context under consideration.

5.3. PILOT TESTING

Before administrating the final instrument, a pilot test for each questionnaire was conducted. The participants were asked to criticize the questionnaires in terms of clarity and validity of the items and their relevancy to the issues that were being examined. The questionnaires were also tried to specify the time needed for answering them and to elicit preliminary clues to the result or problems that may exist in the actual administration.
The pilot tests contributed to the refinement of the tool in both content and design. For instance, certain defects were detected and corrected before the final form, and a definition of the term "translation" used in the questionnaires was added to the cover letter.

The composition of the sample of teachers for the pilot study was 10 teachers of English with teaching experience between 3-15 years. All of them were pursuing their higher studies at the University of Pune and Deccan College with qualification of B. Ed. English (5), M.Ed. English (1) and M.A. English (4). Two were from Iraq, one from Bangladesh and seven from Yemen. Their ages were between 28-40 years.

As for the composition of the students' sample, it was 24 English language course learners in the Foreign Students Cell at Pune University. They were undergraduates females (5) and males (19) ranging between 17-22 years of age. They had been studying English as a subject in their countries (Yemen, Oman, UAE) for 8-9 years but their level of achievement could be considered to be near intermediate. Therefore, an Arabic version of the students' questionnaire was used to ensure that the participants would not have language difficulty when responding to it.

The approach used for the determination of the reliability of the measure was internal consistency which was determined by calculating the Cronbach Alpha Coefficient (cited in Awodah, 1993, p. 355). The reliability of the tool for the teachers' questionnaire was 97% which means that it was quite suitable for
conducting the study. The students' questionnaire reliability was 84%.

5.4. THE POPULATION OF THE STUDY

The population for the study consisted of all the four years of Arts and Education in the English Departments at (i) Sana'a University, the Faculty of Arts (SU : Arts), (ii) Sana'a University, the Faculty of Education (SU : Edu.), (iii) Ibb University, the Faculty of Education and Arts (IU : Edu +A) and (iv) Taiz University, the Faculty of Arts and Education (TU : A+Edu.). These four institutions were deliberately chosen among the seven established universities and the existing faculties in Yemen. The number of the students in each year was between 70 - 100 which means the total number of the population of the study was approximately 1400 students.

The exact number of the English teachers in each institutions was not known. However, an estimation of the total number in each faculty is seven to fifteen teachers. Ten copies of the teachers' questionnaire were sent to each faculty regardless of the exact total number of the teachers in those faculties. As for the sample of the students, forty copies of the students' questionnaire were sent to each institution in order to be distributed randomly in every single year of the sixteen classes (ten copies per class). That means that the students' sample represents nearly 11.6% of the total population.
5.5. PROCEDURE FOR GATHERING DATA

It was assumed that the respondent teachers and students possessed the desired information and were likely to be sufficiently interested to respond conscientiously and objectively to the questionnaires. Therefore, cover letters were attached to the copies of the two questionnaires explaining the purpose of the questionnaires and how they were to be responded, (See Appendix 2). An Arabic version of the S-Q was prepared for distribution to the samples of students in both the first and the second year in each faculty. The reason was that the students at those two levels were expected to have problems with understanding the English version which may affect their responses to the questionnaire negatively or incorrectly.

To avoid a rigorous follow-up for getting the questionnaires back, it was decided that they should be given to the participant teachers and students to be completed while in class as it would take only 30-45 minutes. Therefore, the questionnaires were prepared and sent to the administrative heads of the selected faculties along with letters explaining the purpose of the questionnaires, how they were to be administered and asking for necessary permission for administration. The questionnaires were administered during the academic year of 1996-97 in January and February.
5.6. QUESTIONNAIRES RETURNED

Twenty-seven valid teachers' questionnaires were returned from the 40 copies sent. The respondent teachers were an Iraqi Professor, a Yemeni assistant professor, 9 Ph.D. holders, (4 Indians, 3 Yemenies and 1 Iraqi), 11 M.A. (assistant teachers), and 5 B.A. graduates of English. The respondents' experience of teaching ranged between 1-25 years.

As for the respondent students, one hundred fifty six valid students questionnaires were returned from the 160 copies sent. The students were all undergraduates (girls and boys) 18-25 years of age and with 4-6 years of learning English as a subject in Pre-University education and 1-3 years in the English Department at the University (see Table No. 1).

Table No. 1: Status of Students and Teachers

<table>
<thead>
<tr>
<th>Institutes</th>
<th>Students</th>
<th>Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Year</td>
<td>2nd Year</td>
<td>3rd Year</td>
</tr>
<tr>
<td>SU (A)</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>SU (Edu.)</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>IU (Edu.+A)</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>TU (A+Edu.)</td>
<td>10</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>40</td>
<td>39</td>
</tr>
</tbody>
</table>

SU (A) : Sana'a University (Faculty of Arts)
SU (Edu.) : Sana'a University (Faculty of Education)
IU (Edu.+A) : Ibb University (Faculty of Education + Arts)
TU (A+Edu.) : Taiz University (Faculty of Arts + Education)

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Table No. 1 shows the distribution of the samples of the study. As seen from the table that the number of students is 156 distributed among four levels, (1-4), (40, 40, 39 and 37 respectively), whereas the sample of teachers consists of 27 teachers distributed in the four institutions, SU : Arts, 10, SU : Edu. 5, IU : Edu. + Arts, 6 and TU : Arts + Edu. 6).