

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°:.....



DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION: LINGUISTICS

**The Use of Translation in TEFL
Advantages and Disadvantages
Case of:
Third Year Pupils and English Teachers of Hamidi
Aissa Secondary School – Ouledaradj - M'sila**

**Dissertation Submitted to the Department of English in Partial
Fulfillment of the Requirements for the Degree of Master
Linguistics**

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2017 /2018

Declaration

We hereby solemnly that the work we are going to present in this thesis titled

The Use of Translation in TEFL: Advantages and Disadvantages. Case of Third Year Student of Hamidi Aissa Secondary School- Ouledaradj

Is our own to the limits of our knowledge, has not been submitted before to any other institutions or universities or degree and all sources that we have used and quoted from have been indicated by us of complete references.

This work is to be carried out and completed at Mohamed Boudhief University -M'sila – Algeria.

Signature

Date

Chaima BENSEHIL

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Dedication

We dedicate this work To our mothers , fathers, brothers , friends , teachers ,and all those who contributed to this research without their moral support and help we would never succeed .

Acknowledgements

First of all, we thank Allah the Almighty for giving us the blessings and the strength to do this work.

We would like to express our thanks to our supervisor MISS Sabah Farah for her comments, support and continuous guidance.

We would also like to thank the board of examiners for devoting time to examine our work.

Our deepest respect and gratitude go to all teachers and students for their generous cooperation in the practical part of this work.

We won't forget to gratitude Mrs Hrizi for her kind help and comments.

Abstract:

Translation has long played a controversial role in teaching and learning English. Largely ignored as an effective exercise of language practice and improvement, this issue has been discussed in various applications of educational language methodologies for decades. The aim of the study was to investigate the views of teachers on the use of Arabic as the first language in teaching and learning English. In addition, this study aimed at discovering the similarities and differences in the ways teachers and students perceive the use of Arabic as the first language in the English language classes, and the different situations that led to the use of teachers' mother tongue in the activities of English classes.

A questionnaire was conducted to identify the views of some English teachers at various levels and students on the use of translation as a pedagogical tool for English as a foreign language.

The majority of the results of the questionnaire were positive for both teachers and students. They preferred to use the translation into the mother tongue in teaching and learning English.

Some maintain the legitimacy of their use because they believe that they are harmful to their course in teaching and learning English.

It can be said through the research that the use of translation in teaching English depends on moderate and appropriate use during the course.

List of abbreviations:

TEFL: Teaching English as Foreign Language

EFL: English as Foreign Language

FL: Foreign language

FLT: Foreign Language Teaching

FLL: Foreign Language Learning

ELT: English Language Teaching

L1: First language

L2: Second language

ST: Source Text

TT: Target Text

SLA: Second Language Acquisition

PTF: Pedagogical Translation Framework

GTM: Grammar Translation Method

DM: Direct Method

CLT: Communicative Language Teaching

SLT: Situational Language Teaching

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Arabic Abstract

General Introduction:

English language has been considered as a global language for a long time. However in the 21st century its importance has been rising significantly and English has become a compulsory school subject in many countries. This new position of English in schools leads to an increase of interest in the English teaching methodology and linguists try to discover the best approach towards English Language Teaching ELT.

One of the current discussions deals with the use of the mother tongue in ELT and this issue is the subject of our thesis. The process of translation understanding in the acquisition of a second language has been a field of research during the last years; therefore it has played a controversial role in English teaching ET.

The main motive why we decided to write about this topic was the fact that we-me and my college- as students or any other teacher often had to face the dilemma of the use of mother tongue while teaching EFL. And it was always difficult to decide when the use of the mother tongue was or was not appropriate method to teach EFL.

The study of the problem may help us and also other English teachers to overcome these difficulties and determine the right approach to use.

The study divided in two main theoretical chapters: the first chapter focused on pedagogical translation as an important tool in TEFL process, and its history in the ELT methodology. Also, teacher's perception toward the use of translation in TEFL and the methods used in the teaching EFL. while; the second study consist of the impact of the using translation in teaching EFL and both arguments for and against the use of translation in TEFL process.

A practical part was included to investigate teacher and students perception toward the use of translation in TEFL .

Background of the Study:

Many researchers and teachers began to re-evaluate their negative views towards the use of translation after the emergence of studies supporting the use of translation; these studies have been conducted in different parts of the world to settle the debate of the use of translation in foreign language teaching TEFL. Most of them arrived at that the advantages of using translation can outweigh the disadvantages if it is applied systematically. Moreover, these studies have found that the most teachers and learners are in favor of using translation since they believe in it as natural language facilitator and learning strategy.

Recent studies, Since the late 1800s, the use of the L1 has often been out of favour among second language theorists and practitioners (Cook, 2012)

In other words, the use of mother tongue and translation can serve as a tool for improving language skills.

According to J. Harmer (2001), students use their mother tongue in class if they are linguistically incapable of activating vocabulary for a chosen task. Another reason is that translation is a natural thing to do in language learning, and code-switching between languages is regarded as natural development in learning another language.

Statement of the Problem:

The question whether teachers should use translation in EFL classroom is still unanswered and even controversial. The opponents allege, on the one hand, that translation should be excluded while teaching a foreign language. On the other hand the supporters see that translation should be included and used in EFL classroom systematically.

Research Problem:

- 1- Is using translation in TEFL classroom beneficial or harmful for EF learners?
- 2- What are the attitudes of English teachers toward the use of translation in TEFL?

Hypothesis:

The hypothesis of this study is put forward as follow:

English is best taught through using translation, since it could be utilized as a facilitator tool by the teachers and as a means of developing English language competency within learners.

Aims of the Study:

The nature of first language as an important factor as well as its function in the process of second or foreign language pedagogy was often misunderstood. The present study intended to investigate and analyse the language teachers' perceptions of using mother tongue in their language teaching classes. It hopefully makes them aware of various learning strategies in English teaching ET. As a result, the challenging problem was to consider if the use of learners mother tongue MT in language teaching as a facilitator or debilitating matter.

Methodology:

A quantitative and analytical method will be used within the theoretical and the experimental part; which consist of a questionnaire for both teachers and student.

Chapter One:

The Use of Translation in TEFL

The Use of Translation in TEFL

Introduction:

Translation as the process of conveying messages across linguistic and cultural barriers is an eminently communicative activity, one whose use could well be considered in a wider range of teaching situations that is currently the case of our study.

For the past two decades or more, translation has been generally out of favour with the language teaching community; in other words “sent to Siberia”. For thousands of years this ancient craft had been right at the heart of language teaching. Indeed, of almost learning, for many of the mediaeval universities develop out of what were originally schools of translation.

Translation has long languished as a poor relation in the family of language teaching techniques. It has been denigrated as “uncommunicative”, “boring”, “pointless”, “difficult”, and “irrelevant” and has suffered from too close association with its cousin ‘Grammar’. A long with other traditional cousins such as: literature, dictation, vocabulary, reading...it has been pushed into the methodological approach.

Only recently, as the communicative movement has begun to run short of idea, has there been a resurgence of interest in the traditional practice such us translation.

Today, translation is largely ignored as a valid tool and activity or method for language practice and improvement. And even where it is still retained, it tends to be used not for language teaching but for testing.

That’s why Translation has always been the core of the controversies on whether it should be used in the EFL class room and whether it can be a valid and effective tool in FLT.As it is known, the history of language teaching has witnessed various approaches and language teaching Methods which have regarded the use of translation in the EFL classroom both in favour or disapproval. While the proponents of an English-only policy collectively known as “the Monolingual”. Those advocating the use of translation in the classroom known as “the Bilingual”. Each of them involves some teaching methods having their supporters and which will be discussed in details in this theoretical part of this Dissertation.

The Use of Translation in TEFL

1. Translation and Teaching:

1.1. Definition of Translation:

Translation is a phenomenon that has a huge effect on everyday life.

The concept is so wide and can be understood in many different ways. For example, If we look at Oxford English Dictionary, we find the following definition of the term translation:

A written or spoken expression of the meaning of a word, book...etc in another language.

According to Catford (1965), "translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". (P.20). This definition shows that translation is a process in the sense that is an activity performed by people through time, when expressions are translated into simpler ones in the same language (rewording and paraphrasing). It can be done also from one language into another different language. Translation is, on the other hand, a product since it provides us with others different cultures, customs and traditions in addition to ancient societies and civilization life when translated texts reach us.

Translation, according to Munday (2001), "is the rendering of an original written text (the source text) in the source language into a written text (the target text) in the target language.

Vermeer (1982) looks at translation as: "information about the source text in another language" (cited in Shuttleworth and Cowie, 1997: 182).

Due to its prominence, translation has been viewed differently. According to Ghazala, (1995:1) translation refers to "the processes and methods used to convey the meaning of the source language into the target language." Ghazala's definition focuses on the notion of meaning as an essential element in translation. That is, when translating, understanding the meaning of the source text is vital to have the appropriate equivalent in the target text. Thus, it is meaning that is translated in relation to grammar, style and sounds.

As far as translation is concerned, Newmark (1973), (cited in Al-Hamdalla, 1998) defines translation as the attempt to produce an approximate equivalence between two stretches of different languages on various levels. He also stresses the fact that thought and linguistic forms are the main aspects in this attempt.

Nevertheless, this dissertation focuses on the pedagogical usage of translation.

The Use of Translation in TEFL

1.1.1. Pedagogical Translation:

The process of translation in the acquisition of a second language has been a field of research during the last years; "Translation has impact on how people learn a new language" (Duff.1989). (Cited in Albert Vermes 2010)

Pedagogical translation is an instrumental kind of translation in which the translated text serves as a tool of improving the language learner's foreign language proficiency and requiring flexibility accuracy and clarity.

Furthermore; according to Vermes, Pedagogical translation allows conscious learning and controls the first language knowledge.

The object of pedagogical translation is to inform about learner's level of language proficiency and to develop student's abilities to communicate in the target language. Both Basil and Munday cited that many names have been given to this teaching and learning process such as «School Translation» «Pedagogical translation» and «Academic translation». So; pedagogical translation is based on the use of translation in the classrooms into the student's native language to facilitate his EFL learning. It is a mean to help learners to acquire, develop, and further strength their knowledge and competence in a foreign language that is considered as the fifth skill which support and complement the other four skills and its applications in the EFL classrooms can be useful and effective by involving interaction and cooperation between people.

According to Leonardi: "Translation as a pedagogical tool can be successfully employed at any level of proficiency, at school or at university, as a valuable and creative teaching aid support, integrate and further strengthen the four traditional language skills"

(Cited in Inga Dagiliene.2010)

Translation in foreign language classes is in the process of becoming a form of "pedagogical translation", which is no longer viewed as an ineffective tool in language learning and is evaluated as a way to enrich learners' competences. Students taught by using pedagogical translation are encouraged to practice reading, writing, vocabulary, grammar, speaking. One of the main aims of foreign language teaching is to develop the student's ability to communicate in the target language.

The Use of Translation in TEFL

1.2. The History of Translation in English Language Teaching

Methodology:

The concept of teaching a foreign language is not new. Trade, commerce, higher education in different fields, diplomatic mission all lead to learning a foreign language.

Earlier, Latin was the lingua franca, which was replaced by English. According to the history of language teaching, the first instance of language teaching methodology is seen in the 14th C and the 15th C in Europe to teach the classical languages like Greek and Latin. Latin was taught through the deductive use of grammar and rhetoric. Rules of grammar were memorised following translation. (See appendix 01-02)

According to Kerr; in the sixteenth century, in Western Europe, if someone wanted to learn a language, he had to go to a language school or get a private tutor. Both the Valencian Scholar Juan Luis Vives (1493-1540) and the English Scholar Roger Ascham (1515-1568) were the most influential educators of that period, they both recommended extensive use of reverse translation by giving a translation of a text from source language (SL) to Target language (TL). But their believe wasn't accepted by all educators; one of the opposing of the use of mother tongue in language teaching was the Fleming Nicholas clay Naerts (1495-1542), who taught his students using the direct method where he used only pure Latin to teach Latin. For both Laviosa and Cook; If we consider the history of teaching and learning a language as a second and foreign language, it may be quite beneficial to make a mention of *Grammar Translation Method (GTM)*, for there can be no doubt that the first step to activate mother tongue in ELT classes is to consider the role of GTM in pedagogical methodologies.

In the end of the eighteenth century (18th C), it began in germany, or more accurately Prussia, this method was first known in the United State as“ the Prussian Method ”, derived from the classical method of teaching Greek and Latin. During the nineteen century (19th C), this method was developed and became the dominant method of teaching foreign language in the European Schools (1840-1940). It could even be called «a grammar school method»; since its strengths, weaknesses, and excesses reflect the requirements, aspirations and ambition of the nineteenth century grammar school in its various guises in different countries.

According to Leonardi, Cook, Sara, Howatt, Widdowson, Byram and Hu; an opposite approach, which took its cue from the Berlitz School as a new form of language teaching named *The Direct Method (DM)*.

The Use of Translation in TEFL

Berlitz the founder of the direct method in 1880, totally rejected translation and reacted against the Grammar translation method. This evolutional method focused on the prohibition of using the student's mother tongue language, and the only language should be used within this approach was the target language TL. In such a kind of managing classroom, although, classroom realia and objects were used to accelerate the speed of language learning, mostly, the explanation of abstract terms and complicated grammatical words remained as a difficult job (Cited in Shahla and Zainab). Berlitz believe that the best way to teach a foreign language is through avoiding the use of L1 and maximizes exposure to L. The ultimate goal of Direct Method was learning how to use a foreign language to communicate.

For Pratima, Sara, Cook, Howatt, Widdowson, Byram and Hu; The Direct Method, therefor, began to be gradually replaced by *Oral Structure Approach*.

In 1920s and 1930s, reading considered to be very important skill in learning a foreign language, based on its evolved *Reading approach*. *Oral structural approach* believed in the systematic presentation of grammatical construction following the principle of simple to complex.

This led to *Situational Language Teaching SLT*. This method was developed from 1930 until 1960 in Britain, by some applied linguists. Despite the fact that many people recall, it had merit of providing a more scientific oral approach to the ELT as compared to DM. Speech was considered primary. The emphasis was on oral use of the language in classroom. The teacher presented new language items in situations.

Zainab and Shahla; both confirmed that for the most of educators such as Cook, Kerr, Leonardi, Howatt, Widdowson, Byram and Hu whom agreed that GTM do not help in enhancing student's communicative ability in language acquisition. That s way a new method known as: *the Audio-lingual* method appeared in the 1940s, obligated the total use of L2 to teach L2. This method rejected the GTM and considered it as a negative language transfer.

The Audio-lingual method was best known as *the American Army method* which attempted to develop target language skills without any reference to the mother tongue. This method was considered to be a further development of the direct method.

During the World War II, soldiers were required to have oral proficiency in foreign languages within a short period of time. The use of technology in language teaching started during this time.

The Use of Translation in TEFL

Abdulmoneim believed that among these new methods, perhaps one of the most interesting is *the Total Physical response* in 1965s, introduced by James J. Asher, a Professor of Psychology at San Jose State University in San Jose, California. In his book “Brain switching” he presented an approach to stress-free language learning, in which learning was through taking actions without speaking. These were familiar utterances that were firmly internalized through “language body” conversations. Students could give an appropriate physical response to familiar directions, and they could understand when constituents were recombined to produce a novel, direction.

After that many sub methods appeared as a respond to the previous approach as a reaction to GTM. one of those approaches was called *Suggestopedia* in 1970s or *Suggestive- accelerative Approaches* to learning. Suggestopedya or suggestology in pedagogy accelerates language learning, which appeared the aim of reducing the students stress during the language learning. (Cited in Shahla and Zainab 93-94)

According to many researchers and scholars such as Cook, Laviosa, Kerr, Howatt, Widdowson and Leonardi; in the 1977s; a new teaching method was developed called *the Natural Approach*.

This natural approach aimed at emphasising the role of natural language acquisition and put less emphasis on accuracy and direct repetition, where the core of this approach was the notion of communication, its emphases was laid upon lexis as the first language component to focus on before grammar.

For Sara and Kerr, Byram and Hu; the main following approach showed up as a reaction against the GTM and the DM, in the United Kingdom in the 1970s based on an incorporate of L2 communication, meaningful activities and high motivation reached through the attention to student’s needs. This method called *the Communication Language Teaching Method (CLT)*. Since the advent of this approach, the native language has been excluded from the EFL classrooms and only the monolingual approach should be used and students should be exposed to pure English all the time and the native language should be abandonate.

(See appendix1 and 2)

The Use of Translation in TEFL

1.3. Translation as a Teaching Tool:

Language learning is a process that starts once we are born and continues throughout the rest of our life. Language learning allows students to convey their thoughts and problems. An essential issue that teachers have to consider is that each student learns in a different way. As Newmark (1991:50) remarks, "the place of translation in FLT will always be dependent on the role that the learner and the teacher assign to the native language in the learning process. In this process both members are involved, teachers and learners"

(Cited in Allende Santamaria Izquierdo p 12)

Cook in an interview about Translation in language teaching and learning, he assures that using translation is a natural and obvious means of teaching someone a new language. It has lots of good effects. It can be used to aid learning, practise what has been learned, diagnose problems. In any case, teachers can't stop students translating – it is such a fundamental basis for language learning. Cook adds that translation is a useful skill in teaching EFL, and according to him, this technique allows learners to relate new knowledge to existing knowledge and promotes language awareness. Also translation highlights the differences and similarities between the new and existing language. Furthermore, it helps create and maintain good relations between teachers and students. In addition, Guy declares that translation facilitates classroom management and allows students to control their own sense of first language.

"Students use translation to learn English, vocabulary words, idioms phrases, grammar, to read, write, speak English, to check their reading and listening comprehension"

(Liao 2006)(Cited in RELC Journal)

Therefore; Translation as a didactic tool provides students with an academic metalanguage a deeper understanding of the nature of language and language use. Teacher can focus on highly specific learning aims such as; practice of certain vocabulary, grammar points, styles and registers...etc.

One way of integrate translation in EFL classrooms can be through the use of translation activities. Translation may use as an effective activity to evaluate their learning process; for example: reading and comprehension activities, by asking learners to translate a part of a giving text into their native language to ensure their understanding to the foreign text and grasping the meaning. Also this activity improves their four skills: reading, writing, speaking and listening.

The Use of Translation in TEFL

Atkinson sites: " teacher should use English where possible and L1 when necessary". Therefore; the use of the mother tongue language may fulfil the criteria where translation is considered as a didactic tool.

According to Phillip Kerr; within an interview concerning ' Translation in ELT ';

Intercultural awareness plays an important point in many teaching context, it is a curricular objective where is thought along side a language, therefore not constrained by language limitation, mother tongue will be essential.

Discipline and delicate moments is another criterion where his mother tongue should be used in Kerr point of view, where some important administrative details need to be discussed in the student's own language for better understanding, even for sharing some bad news or problems. Also; Kerr mention an important point which is the disciplinary talk where the teacher uses the student's language for better interaction.

Other researchers; Simon Gill and Abdulmoneim justify the need to use of translation in the process of acquiring the foreign language by mentioning those criteria:

Need Assessment: -how well being able to communicate through the target language?

-what your needs are?

-did you reach your needs through the use of pure L2?

Explaining some difficult concepts and unfamiliar words and expressions: some concepts may be string to some learners and the explanation of those abstract concepts and words wouldn't reach each student comprehension, and the only way is to clarify those aspects in their own mother language.

Presentation of grammar and language rules: the use of L1 in some complex grammar rules can smooth the path and help learners to understand better the rules.

Discussion of cross-cultural issues: sometime to reach the exact meaning of certain expression, both the teacher and learners need to use the mother tongue language to define the real meaning behind the hidden message which would differ with the difference of cultural background; such as: idiomatic expression, gestures, politeness formulas, socio-cultural norms.

Reducing wasting time: instead of wasting time by explaining the difficult terms and by giving misleading or confusing examples to lower-level learners , it would better to explain the term in L1 to reserve the precious class time and to ensure that all understand specially lower-level students.

The Use of Translation in TEFL

As mentioned above, one of the potential ways to integrate L1 in FL classes can be through the use of translation activities. Translation can be a successful bilingual teaching tool based upon the assumption that since it is not possible to force students not to use their L1, then they should learn from early stages how to control it in terms of interference and how to make the best out of it. Even when a course is entirely taught in L2, learners are (un)consciously processing and filtering the information mentally through a series of cognitive processes involving translation into their L1.

Vanessa Leonardi(2011) explained how **Pedagogical translation Framework** can be successfully employed at any level of proficiency and in any educational context, in 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.

In this respect, it is worth applying Leonardi's (2010, 87), recently devised framework, called **PTF** whose application takes into account a variety of factors, such as:

- 1) Students' proficiency level;
- 2) Direction of translation, that is, from L1 into L2 or vice versa;
- 3) Focus on one or more language skills (reading, writing, speaking and listening);
- 4) School vs. University or professional courses teaching requirements;
- 5) General vs. specialised language requirements;
- 6) Time availability;
- 7) Small vs. large classes.

The PTF is made up of three main types of translation activities which are further divided into the pre-translation activity, the translation activity, the post translation activity.

Paul Kay and Philip Kerr argue that there are many aspects to designing and running tasks. And those steps below are some ideas for classroom activities:

Firstly, it is necessary to plan carefully and fully, and to identify the right kinds of aims. Teacher should ensure that his source material really does focus on these, and has not been introduced just because he likes it. He has also to integrate translation with other skills/systems practice where possible. He needs to make sure that he has dictionaries and usage sources available. It is important to recognise the problems associated with traditional approaches to translation (a solitary, difficult and time-consuming activity using literary texts) and to find solutions to these, such as ensuring these tasks are short (not easy), always working in groups, and maintaining the element of a communication gap where possible. Learner perception of this activity is the key.

2. Teachers Perception of Using First Language in Second Language Pedagogy:

2.1. The Monolingual Teaching Approach:

Natalia in her research (EFL teachers perceptions on the use of L1 in a primary and secondary classroom in Belarus, 2014) mentioned that The Monolingual Approach is based on the assumption that English ought to be taught through English, and not by the use of translation, which has to be prohibited and MT should be banned in the classroom, where the “English only policy” is the key factor to successful teaching approach. The dominance of the monolingual position as the effective way of teaching has survived in teaching approaches. Monolingualism as language teaching approach expanded towards the end of the nineteenth century (19th C).

Phillipson (1992: 185) (cited in Hüseyin Mahmutoglu-Zahide Kıcıır, p51) explained that the reasons for using only English in language classrooms by giving the five principles as indicated below:

1. English is the best taught mono- lingual.
2. The ideal teacher of English is a native speaker.
3. The earlier English is taught, the better the result.
4. The more English is taught, the better the result.
5. If other languages are used too much, standards of English will drop.

According to Phillipson (1992), the ultimate goal behind these tenets is to maintain the prevalence, supremacy and dominance of English as an international language with all the “explicit and implicit values, [and] beliefs”.

Also, Auerbach (1993: 5) (cited in Hüseyin Mahmutoglu-Zahide Kıcıır, 51) supports the idea that “the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it”.

And those of Some Contrasting Teaching Methods of Using Translation:

2.1.1. The Direct Method:

Pratima (EFL teachers perceptions on the use of L1 in a primary and secondary classroom in Belarus, 2010, p 37) mentioned that at the beginning of the twentieth century, the ELT profession witnessed a comprehensive change in researchers’ and teachers’ attitudes and

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beliefs toward second language learning. The GTM started to decline as it failed to enhance a student's communicative ability in the target language and gave birth to the "Reform Movement". This paved the way for the Direct Method to emerge.

The direct method appeared under several names such as reform method, new method, and oral method.

The direct method of teaching was developed as a response to the GTM, it sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful language is taught. In this case as the mother tongue was completely excluded from teaching, no translation was used. The meaning of words was explained using direct intuition, representation through drawings, pictures that were associated with the foreign word. Abstract notions were explained by paraphrasing, by synonyms or antonyms or simply by deducing the meaning from the text. Correct pronunciation was very important and grammar rules were secondary.

The main characteristics of the direct method are:

- Oral based methodology: study of spoken language.
- Phonetics training for the correct pronunciation.
- Words should be properly pronounced and presented in meaningful context.
- Use of dialogue in conversational text.
- Use of target language.
- Inductive method of teaching grammar.

Pratima added that the direct method was very successful in private and elite schools; it had the main advantage of developing fluency in speech. Language is not only speech, it has other aspects too. The learner has to learn a language in totality. It is not practical as it can only be practiced in small classes and not in the over-crowded classes in our situations. It depends more on teacher's skill than on the text; hence, it needs a very fluent and efficient teacher. It is difficult to create natural or real life situations in the classroom which can be very expensive.

By 1920s, the importance of DM declined as it lacked a methodological base in applied linguistics. It didn't follow the principles of selection, limitation and gradation.

The weakness in the direct method is its assumption that a second language can be learnt in exactly the same way as the first, when in fact the conditions under which a second language is learnt are very different.

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This method failed to be considered practical in public schools since it did not consider the practical realities of the classroom. Consequently, it was criticized for extensively relying on the teachers skills and for completely avoiding the use of L1. This led to appear new teaching methods.

2.1.2.The Audio-Lingual Method:

For many scholars such as Byram and Hu, Sara, Pratima, Howatt, Widdowson and others...The Audio-lingual method attempts to develop target language skills without any reference to the mother tongue. This method was considered to be a further development of the direct method line. According to this approach, in the process of habits formation via stimulus and response, old habits tend to get in the way of the new ones. Theory predicted that negative transfer from the first to the second language would take place in the learning process. Thus, it was believed that the elimination of the MT from the learning environment would facilitate second or foreign language learning. Translation rejects as the main instrument of the instruction, where activities should be in target language and the use student s native language is entirely minimized.

- Teachers play the main role and presents the L2 using several structures and situations without the use of L1.
- Students learn through repetition and practice until they produce no errors.
- Some of the important characteristics of this method are:
- Structure was the starting .
- Intensive oral drilling if the sentence pattern was given.
- Dialogues were used for repetition and memorisation.
- Stress, rhythm and intonation were emphasised.
- It followed Oral approach where listening and speaking tasks were followed by reading and writing.
- Use of contrastive analysis to judge the interference of mother tongue.
- Accuracy based and errors were not allowed.

Although; the Audio-lingual method was popular for a long time, it was criticized in the 1960s because students were often found to be unable to transfer skills acquired through Audio-lingualism to real communication outside the classroom. Thus, there were needs for methods or approaches that focus on communication rather than structure proficiency. It is mechanical method. The learner is passive and has no control over learning. It follows oral based methodology and no textbook.

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2.1.3: Communicative Language Teaching:

Vanessa, Sara, Kerr, Byram and Hu and Pratima; all touched in their books and research's to this new approach. Since the 1980s, Communicative Language Teaching (CLT) has become common practice for academics in second/foreign language teaching and learning.

Communicative competence became very important:

- Teaching was skill based.
- Fluency was given more importance than accuracy.
- Errors were considered as an integral part of learning a language.
- From this communicative aspect, English for Specific Purpose ESP, an offshoot of communicative approach is introduced to cater to the needs of the learners from different professions. Thus, communicative approach started in seventies was still popular in the nineties and the twenties.

Pratima mentioned some of the important features of CLT approach are:

- It focuses both on form and the meaning and structure and function.
- It follows the cognitive theory of learning with emphasis on learning by doing.
- The tasks and the activities are problem solving in nature. Total participation of the learners in these activities is ensured.
- Contextualisation is basic requirement for learning language items.
- Procedures for teaching of the skills of learning, speaking reading, and writing are developed. Integration of skills is emphasised.
- Teacher's role is that of a guide and facilitator. The teacher should be extra resourceful to develop own material according to the needs of the learners

This approach is still very important and the textbooks are designed for this and different techniques are developed to make it effective.

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2.2. The Bilingual Teaching Approach:

It was during the monolingual period, when monolingual methods were the dominant. Many researchers such as Atkinson and Cook argued what they called “sanctioned role” for L1 in use in the classroom. Such scholars argued the systematic and the judicious use of L1 in language teaching and learning process, where the use of L1 should be limited, controlled, and principled.

Other scholars such as; Macaro (cited in Natalia Blackman) find that excluding L1 is unnecessarily deprives learners and teachers of an important tool for language learning and teaching.

This development is important as a bilingual approach accepts and considers the practical demands of the classroom as well as pedagogical and cognitive benefits, by denying the use of L1 would limit the ability to translate and transform thoughts, ideas, or beliefs to the L2. Supporters of a bilingual approach argue that the ability of memory to think in languages is limited and the use of L1 can enhance metalinguistic awareness.

Macaro (1997) cited that teachers can take three positions when considering the value of their L1 use in the classroom: “the virtual”, “the maximal”, “and the optional position”.

The first position, teachers should exclusively use the TL. While, the second position posits frequent L1 use can aid classroom communication especially where learners have inefficient proficiency. Lastly, the third position acknowledges that targeted L1 use for specific contexts and functions could optimise effective language learning.

Bilingual approach scholars advise to use a balanced approach; where the use of L1 and L2 should be balanced and appropriate.

Bilingualism is used to refer to the ability to communicate in two different languages whereas the notion of a bilingual approach in the classroom refers to the use of two different languages in classroom instruction.

Leonardi claimed that a bilingual approach favors the use of both L1 and translation and their associations with cognitive development shows that although translation is a deliberate teaching choice for language teachers, it's at the same time a naturally accruing and cognitive activity for students where learning a foreign language cannot be stopped or avoided.

Leonardi added that it could be a good idea to teach them how to do it correctly by minimizing interference and making them aware of the fact that there doesn't always exist a one-to-one correspondence between two languages.

Lambert (1990) (cited in Vanessa Leonardi) claimed that bilinguals can remember twice as many items on a list of words if they are presented in the two languages (L1 and L2) and he

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strongly believes that the stored translation equivalents in the brain have a stronger basis in terms of imaginary represent, and thus; they are remembered better.

So, Bilingual approach has some specific characteristics -mentioned below- that allowed it to be a good method in language teaching process:

- Use of contrastive analysis to judge the interference of MT.
- Accuracy based.
- Errors were not allowed.
- It follows oral based methodology and no text book.

The most common method of this approach is Grammar Translation Method.

2.2.1. Grammar Translation Method:

The Grammar Translation Method (GTM) is a method of second language instruction based mostly on the translation of passages from the native language into the target language.

To quote from Richards and Schmidt:

“a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activity”

The Classical or Grammar-Translation method represents the tradition of language teaching adopted in western society and developed over centuries of teaching not only the classical languages such as Latin and Greek, but also foreign languages. It remained popular in modern language pedagogy, even after the introduction of newer methods. Internationally, the Grammar-Translation method is still practised today.

Prator and Celce-Murcia (1979:3) listed the major characteristics of Grammar-Translation:

- Classes are taught in the mother tongue, with little active use of the target language;
- Vocabulary in the target language is learned through direct translation from the native language, it is taught in the form of lists of isolated words.
- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- There was no provision for the oral use of the languages under study.

While using this method; several techniques and exercises are such as:

- Translation of literary passages.
- Reading comprehension., memorization and Composition.
- Questions, antonyms/ synonyms.

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- Deductive application of rules.
- Fill-in-the blanks.

According to Richards and Roudgers, it is widely recognised that the Grammar Translation Method is still one of the most popular and favourite models of language teaching, which has been rather impervious to educational reforms, remaining a standard and an indispensable condition methodology.

Conclusion:

This is an exciting time to be teaching English as a second or foreign language. The spread of English around the world has created a growing need for qualified teachers. In many countries, learners of English language as a foreign language are starting to learn English at an ever-younger age. There is more need than ever for teachers who can deal with English in the workplace. The ever-growing use of English as a lingua franca and the proliferation of varieties of English require careful linguistic description and appropriate pedagogies.

Many different approaches and methods for L2 instruction have been proposed and developed over the centuries. New approaches and methods are often developed in direct response to perceived problems with or inadequacies in an existing popular approach or method and/or to the teaching theory prevalent at that time. Therefore; there has never been and will never be one approach or method that works best in all possible teaching/learning contexts.

Ideally, L2 teachers will develop (with full knowledge of available options and in collaboration with their students) the goals, methods, materials, and activities that work best in their particular contexts.

Chapter Two:

The impact of using translation in TEFL

Advantages and drawbacks

The Impact of Using Translation in TEFL

2-The Impact of Using Translation in TEFL

Introduction:

There has been always a debate on the role of first language L1 in Teaching English Foreign Language, the present study aimed to find the impact of using L1 in EFL.

The use of translation or students' L1 in foreign language teaching has had many ups and downs during the history. From its heydays during the Grammar Translation Method, to its total rejection by the advent of the Direct Method, to its recent revival as a potential pedagogic tool.

So, some teachers have not been certain about the role of MTL on language teaching process; most language educators are completely against the use of native language in EFL classrooms.

However, other teachers, scholars and mostly students hold a different opinion on this issue. Moreover they consider it as a supportive way and got benefits from it in their language teaching and learning classrooms. Although, most language educators and teachers are completely against the use of L1 in TEFL.

The on-going academic debate together will site arguments both for and against the use of mother tongue in teaching English as a foreign language.

On the topic of language learning, there are many stories of students going abroad for a period of time and returning home fluent in the foreign language. The reason for this dramatic change is often attributed to the fact that the student was completely immersed in the culture and the language, and "nobody spoke my language so I had to learn theirs." Because of the seemingly huge success, many language schools and teachers all over the world (in English-speaking countries such as Canada, United States, and England, and non-English-speaking countries such as Costa Rica, Thailand, and France) choose to adopt and enforce an English-only policy to recreate that full immersion experience for their students. But does it really make a difference? And what are the benefits and repercussions?

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2.1. Advantages of Using Translation in TEFL:

Accepting the idea that the mother tongue in the ELT is not just a display of the teacher's or students' failure teachers could use it as a helpful tool in the classroom communication. However, it has to be decided carefully in which part of the teaching process an involvement of the learners' native language could be really beneficial and in which it could work rather disruptively.

In general, students need to practice different strategies which motivate them toward achieving the goal of learning regardless their ability about target language and how much time students dedicate in learning the target language. According to many researchers, Teachers' Code- Switching must necessarily be applied, but in a sufficient extent, in the right place and time especially in cases students necessities. (Cited in Naka, 2014, p 4)

According to Mogahed, Malmkjaer (1998) states other advantages which are:

- It helps learners understand the influence of L1 on L2 and correct errors of misuse of particular words or structures, allowing them to think comparatively.
- Because translation involves contrast, it enables us to explore the potential of both languages – their strengths and weaknesses
- It forces learners to think carefully about meaning, not just too mechanically manipulate forms
- It encourages students to take risks rather than avoid them.
- Outside the classroom translation is going on all the time. Why not inside the classroom?

Moreover, Duff (1989) points out that “many ELT teachers have tried to create English-only classrooms but have found they have failed to get the meaning across, leading to student incomprehension and resentment”. He concludes, therefore, that "translation/transfer is a natural phenomenon and an inevitable part of second language acquisition regardless of whether or not the teacher offers permits of translation.

In their book under the title of Translation in Second Language Learning and Teaching edited by Arnd Witte, Theo Harden, and Alessandra Ramos de Oliveira, (2009), they give some positive advantages against other contra-translation arguments which claims that translation provokes interference mistakes due to negative transfer from the mother tongue, is countered by those who believe that, when used a cognitive tool, translation could potentially counteract learner's tendencies to transfer structures from their mother tongue and thus prevent such mistakes. Another contra-translation argument is that translation is independent

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of the four skills which define language competence: reading, writing, speaking and listening. This argument is based on the traditional assumption that competence in a language is exclusively a matter of the four skills, and has nothing to do with skill in translation. But as modern cognitive theories describe the processes of speaking, listening, reading and writing as all relying on a form of mental translation, the idea that translation as a skill should be regarded as separate from, or subsequent to, the other four skills, does not seem well founded.

According to Mogahed, many studies suggested a positive and facilitative role of translation (Newmark 1991; Husain 1994; Kern 1994; Omura 1996). Recent research in pragmatics also suggests that greater awareness of L1 helps in the more effective communicative use of L2. Translation is a means by which both languages can be assessed. Rather than being seen as an obstacle to real language use, translation might more effectively be viewed as a way of fine-tuning the language to be used in given situations and conditions (Owen, 2003). Newmark 1991(cited in Mogahed) go even further into this point, when stating that translation can be very useful as a class activity “if taken as a tool among others to help in the learning and not as the only possible approach.” They continue giving reasons to support translation validity:

- Students become aware of both L1 and L2 patterns and the correspondence between them.
- Structures are placed within the cognitive frame of L2. So L1 as well as FL structures are studied.
- Problems of transfer may be diminished; mental agility, flexibility and memorization are favoured.
- Translation forms a natural part of the learning process and is something that students probably do often outside the classroom.

According to Shiyab and Abdullateef (2001), translation can be used in language teaching because of the following reasons:

- Translation can be utilized as a method of comparing and contrasting between two languages.
- Translation facilities speed up the learner's comprehension process.

Last but not list, According to Duff (1994), “translation develops three qualities essential to all language learning: accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity).”

Duff (1989, p. 7) adds another advantage. He claims that teachers have a possibility to choose texts for the translation which consist of the grammatical items that need to be

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practised. For example, grammatical items which are now taught in the lessons or the grammar with which learners have difficulties.

Furthermore, in situations where the students' L1 was not even allowed in private spaces, and there were punishments for using the mother tongue, Butzcamm (2009)(cited in Jancova2010) found that students simply did not speak, used their L1 quietly, and felt a sense of shame when they were punished for using their own language.

Learning another language should add richness to students' lives; it should not devalue their own language and culture. By allowing L1 use, students would get the sense that learning another language is a positive experience because they can have access to a valuable resource that supports them, and they do not have to feel guilty for doing what comes naturally.

2.1.1. Argument for using translation:

According to Cook it allows learners to relate new knowledge to existing knowledge (as recommended by many learning theories), promotes noticing and language awareness, and highlights the differences and similarities between the new and existing language. Many people also find the tackling of translation problems intellectually stimulating and aesthetically satisfying. In addition, it helps create and maintain good relations between teacher and student, facilitates classroom management and control, and allows students to maintain their own sense of first language identity, while also building a new bilingual identity. It does not seem to impede efficient language use – many students who began their studies through translation go on to become fluent and accurate users of the new language.

According to Jancova, Jeremy Harmer (2009, p. 130) indicates several reasons for the learner's tendency to use L1 during the English lesson.

Sometimes teachers ask children to do something (e.g. to talk about a difficult topic) which they are not able to manage with their poor knowledge of the target language. In such a case the use of the mother tongue is common. Teachers should think carefully about the activities they choose in order to select tasks corresponding with the learners' linguistic ability. Otherwise the frequent usage of the difficult activities which learners cannot fulfil even with the great effort can bring about a stress which can consecutively cause an aversion to the subject.

The mother tongue is the most natural way of expressing themselves for all the people. It is used in each school subject and in the English lesson children use it automatically and without thinking.

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One of the similar ideas says that

“The mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language”

(Butzkamm, 2003, p. 31)(Cited in Jancova 2010).

According to Randaccio, Kopczynski lists some of the arguments in favour of translation as follows:

- It allows for conscious learning and control of the foreign language and thus for reducing interference.
- Learning must be meaningful and the learner should be an active participant in the process.
- Conscious learning does not preclude automatic habits.
- Learning a foreign language is not like acquiring the native language.
- The use of translation elicits structures that otherwise would be avoided by the learner¹³.

Along the same lines, according to Randaccio, Danchev lists, like others, further arguments in favour of translation, which would help natural and easy comparison between the target and the native language, thus facilitating faster decoding of difficult target language structures and elements; quick and effective comprehension control; to overcome and neutralise native language transfer.

Employing translation in EFL classroom in the past was seen part of the grammar translation method; it was misconceived and overused. The problem was not in the translation as a teaching method, but the approach to teaching it that detached language from its communicative function. Indeed, translation itself as it takes place in the real world is essentially linked to a communicative purpose.

As Duff (1989: 6) recalls: "Translation happens everywhere, all the time, so why not in the classroom?» Meaning that the problem in the past was not the translation as a teaching tool, it is rather the instructors that used it badly. The consequence of the violent use of translation resulted in bad reaction against the grammar-translation method in teaching languages.

Also, learners of a foreign language naturally use their mother tongue in acquisition of L2, they "translate silently" In light of this, translation into L2 can help them structure and rationalize a learning mechanism that is taking place anyway.

As for the argument which states that learners will not need to translate to L2 in practice and everyday life. In many cases this is the expression of an ideal situation rather than a description of actual practice. It is arguably true that one needs native command of the target

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language when translating a text. However, in reality EFL learners need to translate into L2 to prepare them for what they might find outside the classroom.

In a language class motivation is required consistently; therefore many researchers agree that translation is a motivating activity. To prove that Carreres (2006) conducted a questionnaire and came out with the conclusion that learners overwhelmingly found translation exercises useful for language learning. As a result to the questionnaire, he decided to introduce translation more substantially in language classes, as it encourages group discussions in which students are in the centre of the learning process.

Carreres (2006) comments on this stating that: “translation activities as forming a continuum between the extremes of literal, explicative translation and that of communicative translation as it takes place in the professional world”. To help English learners grasp a certain L2 structure, translation into L1 is employed and has proven to be very effective. The way translation is taught makes a difference.

Malmkjaer (1998) argues that translation, if taught in a way that resembles the real life activity of translating, can bring into play the four basic language skills and yield benefits in L2 acquisition. He adds that some recent thinking on language learning has stressed the potential of translation as a means of language learning, if the process is regarded as the development of multi-linguistic competence.

Butzkamm (2003) (cited in Naka2014).summarizes the principles and advantages of using L1 as follows:

- L1 use gives a sense of security and helps learners to be stress-free.
- L1 is the greatest asset people bring to the task of FL learning.
- A foreign language friendly atmosphere is best achieved through selective use of the L1.
- The use of the L1 saves learners from a feeling of frustration they might have within their FL learning.
- L1 techniques allow teachers to use a richer and more authentic text, which means more
- Comprehensible input and faster acquisition. Learners do not appreciate Teachers’ action by speaking only in target language, especially when they need to learn about the meaning of unfamiliar words, any grammar explanation and instructions for activities in the classroom. Therefore, the use of code switching can be said to build a bridge from known to unknown and when used efficiently, can be considered as an important element in ESL/EFL teaching, Skiba (1997)(cited in Naka 2014). When we speak about the connection of native language with target language, it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content

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and meaning is made clear in this way as it is also suggested by Cole: “a teacher can exploit students’ previous L1 learning experience to increase their understanding of L2”,

Cole (1998) (cited in Naka 2014).

According to Wilhelm Viëtor, cited in Peter McKenzie-Brown 2006. Using the mother tongue, we have learned to think, learned to communicate and acquired an intuitive understanding of grammar. The mother tongue opens the door not only to its own grammar, but to all grammars, inasmuch as it awakens the potential for universal grammar that lies within all of us.

For this reason, the mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language. Accepting the idea that the mother tongue in the ELT is not just a display of the teacher’s or students’ failure teachers could use it as a helpful tool in the classroom communication. However, it has to be decided carefully in which part of the teaching process an involvement of the learners’ native language could be really beneficial and in which it could work rather disruptively.

Atkinson (1989, p. 91-95) (Cited Jancova 2010) offers several classroom activities in which it can be useful to take an advantage of the mother tongue:

Checking comprehension: Using the mother tongue for checking comprehension in monolingual classes can be more effective than using techniques typical for multilingual classes. When the comprehension is probe through the typical monolingual techniques teachers have to take into account the fact that learners might not be able to express everything they want or are required. But this is not necessarily the proof of misunderstanding of the text.

Another advantage is again a saving of time because, as well as in the previous point, the use of the mother tongue for checking comprehension can be more economical than the use of the target language. (Atkinson, 1989, p. 91)

Giving instructions: The question of using the target language for giving instructions is probably the crucial one because it gives a chance to practice the foreign language in the real communication. Instructions are one of the natural and everyday ways of interaction between the people and therefore it offers one of the best methods how to train learners to communicate. Leonardi writes that giving instructions in L1 could “deprive them of a crucial opportunity for learning”. For that reason instructions should definitively be given in the target language.

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But this usually does not work effectively with young learners or with total beginners. The whole activity will completely lose its original sense if children do not know what they are supposed to do.

Atkinson (1989, p. 92) cited in Vivian (2001) recommends using the mother tongue in the lower levels and replacing it with the target language gradually. He says that hearing instructions in English can serve as an effective source for learning the target language but, on the other hand, teachers should be aware that some complex tasks require higher level of English which learners in some lower levels might not be able to understand.

Co-operation among learners: Atkinson (1989, p. 92) advises to let learners (especially young learners) discuss some exercises or their answers to questions among themselves in their native language. This can be a useful method as the children can understand better when the problem is explained in the simple way by their classmates while the complex explanation of the teacher can confuse them. The mother tongue is justified here because young learners at the lower levels will hardly be able to discuss the tasks in the target language.

Discussions of classroom methodology: "It's important to explain to students, especially those who come from different learning backgrounds, what lies behind the methods we're using, and this can only be done at this level through the students' own language" (cited by Gill, 2005)

According to Atkinson (1989), it is impossible for teachers to find methods which would suit everyone. All learners should be given a chance to express their opinion about the methodology which is used. This should be done in as clear way as possible. L1 is the best solution here because young learners manage to discuss such a complex task only in the native language. (Jancova 2014)

Gill (2005) lists some other interesting classroom situations in which the use of L1 is justified or even necessary. Here are the most important ones: "...information provision (discussing timetable or room changes, school trips, message to parents,...), classroom management, maintaining discipline, scene setting (explaining the background to, for example, a textbook dialogue, a listening or reading passage), discussion of cross-cultural issues, explanation of errors, using bilingual dictionaries, work with dual language texts,...". (Cited in Lucie Jancova)

It should be noted that the above arguments for using translation have been made by different scholars such as translation practitioners, linguists, psycholinguists, sociolinguists, etc. Those scholars have more likely linguistic and behaviouristic backgrounds.

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However, one attraction towards using translation as a means of teaching foreign language has to do with the teacher, and that is, whether or not the teacher wants language learners to use translation for learning a foreign language. Teachers and, university professors in particular, know this fact very well.

They know, whether they like it or not, that language learners indirectly and unconsciously use the translation method for learning a language. Harris claims that a child is conscious of his bilingualism and freely switches from one language to another while learning a language.

Other studies have touched upon the subject of translation and bilingualism, indicating that from the earliest stages of bilingualism, the two languages are compounded. That is, they are made up from one another. Therefore, avoiding native language interferences while learning a foreign language is almost impossible.

It was already mentioned that there are people who advocates the value of the translation activities and on the other hand there is a similarly big group of those who did not see any asset in the use of the translation in the foreign language teaching. It is not easy to decide which of them is right because both groups have got the meaningful arguments. At the last two decades it was paid only little attention to the translation because people regarded it as an old-fashioned method associated mainly with the Grammar-Translation Method.

The translation activities were really viewed as something boring and useless and were involved in the lessons sporadically. Only in the recent years the opinions has been changing gradually and the translation has been recovering its place in the ELT but according to Duff (1989, p. 5) it is still refused by many teachers or it is used only for testing. But there are, of course, people who are able to see a certain potential in applying the translation activities to the English language classroom. In order to make a complete notion about the problem it is necessary to compare the opinions of different linguists, both the advocates as well as the opponents of this method.

Here is the brief overview of arguments supporting the use of the translation activities presented by Štulajterová (1998/1999, p. 92) (cited in Jancova 2014):

It can help learners see the differences between the mother tongue and the target language. Many mistakes in learners' English have their causes in the L1. It is called 'interference'

Through the translation activities students learn what is possible to express in both languages and what their restrictions are. Comparative thinking has its important role in this point, too. Not always we can find an exact equivalent for some words or phrases whether it is the translation from or into the target language. Translation texts comprising such words or phrases may incite learners to be creative, to try to find unusual solutions of the problem, to

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try to express the idea in their own words. "It also helps learners appreciate the strengths and weaknesses of the L1 and L2, for example in the comparison of idiomatic language such as metaphor.

It is source of a creativity, adventure and excitement. Tim Bowen seems to be in agreement with this opinion and he explains that the creativity of the translation is given by the fact that „it is not only the translation of words from one language to another but the translation of ideas, concepts and images“. As far as the element of the adventure is concern it can be explained through Atkinson`s words who believes that the translation enables learners to take risks in the lesson since they are supposed to express even the ideas whose meanings are not so clear for them. In such case learners cannot do anything else than just take a risk and try. (Atkinson, 1993, p. 54)

It is a suitable opportunity for the pair, group or even team work. Owen (2002) writes that many opponents of the translation state that it is exclusively an individual activity. But Owen argues that no methodological theories dictate to make learners work alone and silently. It means that any creative teachers can prepare various kinds of translation activity, pair work as well as group work.

Duff (1989, p. 7) also maintains the pair and group translation. He claims that translation can often result in the classroom discussion because there is never just one possible answer.

Translator is really an important profession. Duff (1989, p. 6) believes that translators are really important because "without them there would be no summit talks, no glasnost or perestroika, no Cannes Film Festivals, no Nobel Prizes, ..."and in this statement he expresses almost everything what is needed to be said. However, Atkinson (1993, p. 55) explains that the aim of using the translation in the classroom is not to prepare learners for the future carrier as professional translators but to give them chance to compare differences between the two languages. Even if learners do not plan to become professional translators, in many other jobs the use of translation is necessary at least sometimes.

Using the translation activities in language classrooms can be the best preparation for such job.

2.2. Disadvantages of using translation in TEFL:

Despite the positive influence of the mother tongue it is important to be aware of its possible negative impact.

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However, it is just this kind of tendency that could lead to the development of an excessive dependency on the students' mother tongue by both teachers and students. Consequently, students lose confidence in their ability to communicate in English: They may feel that the only way they would understand anything the teacher says is when it has been translated, or they use their mother tongue even when they are perfectly capable of expressing the same idea in English. This can significantly reduce students' opportunities to practice English, and students fail to realise that using English in classroom activities is essential to improve their language skills.

Cook (2001) lists several reasons why translation was rejected: the widespread influence of the Grammar-Translation method which has become stereotypical of the use of translation in language teaching, the difficulty associated with translating from the L1 into the L2, the reinforcement of a reliance on processing the L2 via the L1, L1 interference as learners seemed to be heavily influenced by the L1 and, finally, a detrimental effect on the acquisition of native-like processing skill and speed.

Similarly, Lado (1957) cites in Vivian (2001) who states that the use of translation in the language classroom encourages a word-for-word rendering between the L1 and the L2. Cook (1998) cited in Vivian (2001) supports this criticism, stating that it can lead to a flawed and unidiomatic L2 production.

Newson (1998, p. 64-65) also lists a number of disadvantages of translation as a teaching and testing tool including interference and the implication that word-to-word equivalence between languages exists.

According to Newson, translation:

- encourages thinking in one language and transference into another, with accompanying interference;
- is independent of the four skills which define language competence: reading, writing, speaking, listening.
- deprives teacher and learner of the opportunity to benefit from accruing advantages of working within one language.
 - it gives false credence to the naïve view that there is such a thing as simple word-to-word equivalence between languages.
 - does not allow or facilitate the achievement of such generally accepted foreign language teaching aims as: Translation also regularly creates the problem of oversimplification because many cultural and linguistic nuances cannot be directly translated (Vermees, 2010).

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For example, the sentence, “That’s so cool!” in English means that something is amazing or incredible. This phrase is the product of the continual evolution of the English language that was affected by the specific culture at a certain time. A direct translation of this sentence into Chinese, for example, would not have the same meaning; in fact, it would not make sense at all.

Translation as an activity in EFL classroom is now a feature of many communicative classrooms and successful aids to learning. Newson (1988) highlighted four disadvantages to using translation as a teaching and testing tool and these as follows:

- It encourages thinking in one language and transferring to another, with accompanying interference.
- It deprives teacher and learner of the benefit of working within a single language.
- It gives false belief of the idea that there is a perfect one-to-one correspondence between languages.
- It does not facilitate achievement of generally accepted aims such as emphasis on the spoken language.

While the argument from both sides are equally compelling, it is clear, that despite the numerous advantages of students using their L1 in English-language learning, they do not outweigh the disadvantages. Is it possible to maximize the benefits and minimize the repercussions? Part II will provide suggestions for using the mother tongue judiciously in the English-language classroom.

2.2.1. Argument against using translation:

Much has been written about the disadvantages of using Translation in classroom .We will try to present some contra-translation arguments suggested by some scholars and theorists who called for the exclusion of translation from the FL teaching.

First, Lado (1964) (cited in Vermees) asserts that using Translation in the EFL classroom prevents the students from acquiring the valuable input in the L2.

Then, Vermees (2010) who claims that “English is best taught monolingually” and “The ideal teacher of English is a native English speaker”.

Vivian Cook (2001) also strongly supports the monolingual approach. So she claims that using L2 only creates successful learning, especially if the learners realize that their maximum exposure to English will develop their capabilities in the target language.

In the same view, Carreres (2006) do not support the random use of translation and warn the language teachers of the negative effects of its over-use in the EFL classroom.

The Impact of Using Translation in TEFL

Additionally, put forward some arguments against using translation teaching tool:

- Translation is an artificial exercise that has no place in a communicative methodology.
- Also, it is restrictive in that it confines language practice to two skills only: reading and writing.
- Translation into L2 is counterproductive in that it forces learners always to view the foreign language through their mother tongue; this causes interferences and a dependence on L1 that inhibits free expression in L2.
- Translation into L2 is a purposeless exercise that has no application in the real world, since translators normally operate into and not out of their; other tongue.
- Translation, particularly into L2, is a frustrating and de-motivating exercise in that the student can never attain the level of accuracy or stylistic polish of the version presented to them by their teacher. It seems to be an exercise designed to elicit mistakes, rather than accurate use of language.

Moreover, Alan Duff (1992) explains why translation has been out of favor with the language teaching community since the reform movement. Translation is:

- Text-bound. It only implies two skills: reading and writing.
- Time-consuming.
- Associated with specific types of language, e.g. scientific. Not suited to the general needs.
- Not desirable as it uses the mother tongue.

Last but not least, Malmkjaer (1998:5) cited in Vermees (2010) lists a number of further general objections to translation, which are the following:

- Translation is independent of the four skills which define language competence: reading, writing, speaking and listening.
 - it is radically different from the four skills.
 - it takes up valuable time which could be used to teach these four skills..
 - it is unnatural.
 - it misleads students into thinking that expressions in two languages correspond one-to-one;. it produces interference.
 - it prevents students from thinking in the foreign language.

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Owen (2003) also argues that the rationale against using translation is originated from the fact that learners are obliged to use time assigned to practice L2 in classroom, instead L1 is used which means lack of L2 productivity . Despite of the previous arguments for teaching with translation, there are strong arguments against it. Some of which shall be covered in the following paragraphs.

Atkinson claims that the biggest danger of the use of L1 in the lesson is its overuse. “It’s so easy to start by using the L1 ‘now and again’, because it’s easier or more convenient. But any teacher has to be careful, because ‘now and again’ can quickly become a routine where, before you know it, the L1 becomes the main language of the classroom.” (Atkinson, 1993, p. 12).

In order to illustrate this kind of problem Butzkamm (2003, p. 29) (cited in Jančova2010) presents an opinion of the students from New York who are dissatisfied with their lecturer who wants them to translate everything they learn and to parrot phrases and answers. It is obvious that even this approach cannot work effectively. The overuse of the L1 in the classroom can result in the following problems:

Without the translation learners or even teachers do not understand any simple item.

Learners become lazy and they use their mother tongue even in simple communicative tasks which they are able to discuss in the target language.

Learners do not understand the essential role of the target language in some of the activities. (Atkinson, 1989, p. 97)

Another big disadvantage of the mother tongue in the connection with the foreign language teaching is the interference or so-called negative transfer. The transfer means the influence of learners` native language on the second language.

2.3.The balance between the use of L1 and L2:

Although both opinion groups come with valid arguments it seems that the translation has been achieving stronger position in the classroom methodology in the last years.

Once the mother tongue has completed its role in the lesson it has to stay in the backward and the focus must be moved on to the target language. This statement should warn the teachers that the mother tongue must not be the prevailing one in the English lesson. On the other hand using only the English might not be the best way as well. (Cited in Lucie2010)

The Impact of Using Translation in TEFL

From the previous parts of this chapter it is clear that using a limited amount of the mother tongue in the lesson can be beneficial and but English must necessarily be the dominating teaching language.

But the question is how big should that dominance be and what is the right proportion between L1 and L2.

Nobody is able to give the correct answer because it does not exist, at least not yet. For instance, Atkinson recommends an optimal ratio of 5 per cent to L1 and 95 per cent to L2. But this is highly individual and anybody else can disagree with him. Some opinions say that we are not able to give an exact proportion because it depends on many factors which can change at the different stages of the foreign language teaching. Atkinson presents some of them:

The students' previous experience: Many teachers sometimes have to solve this situation.

The methods and techniques of the foregoing mentor were different and the mother tongue was used a lot, maybe too much (which is not unusual thing nowadays). The new teacher wants to use L2 as much as possible but here comes the problem because children are accustomed to use mainly L1 and also hear it from their teacher in the classroom communication.

Level: Teachers can use a demonstration or they can mime sometimes but this does not work every time so the use of L1 in a greater amount is inevitable.

After reaching higher levels the teacher can use more and more English in the lesson.

Atkinson recommends reducing the mother tongue and using it mainly for class management in higher levels.

All teachers should think about these several points before they go to teach the new class.

Even if it does not help them to find the right proportion between the L1 and L2 at least they will be able to decide whether the use of the mother tongue in the English lesson is justified.

Conclusion:

To sum up it is important to say that there are acceptable reasons for using the mother tongue in English language teaching but some of them might look like excuses. Teachers should carefully think over when the use of L1 is legitimate and when it is not. In short, and to quote from Gill (2005):

“Whenever English is not being used there should be a good reason for this “

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Marton (cited in Shiyab&Abdullateef) suggests that the native language of the learner should be treated as an ally in the process of foreign language teaching.

It should also consciously be used instead of being ignored and avoided at all costs.

Along the same line, Bouton (cited in Shiyab&Abdullateef) argues that by applying translation consciously and systematically, learners can be conditioned to monitor their own code switching.

Practical Part

Practical Part

Practical Part:

3-1.Methodology and research design:

In this part we aim to investigate the advantages and the disadvantages of using translation in EFL classes in the secondary school of Hamidi Aissa in Ouledardj. The part is devoted to the analysis and interpretation of the conducted data from the questionnaires given for teachers and learners. Since their views and opinions are very important to investigate the hypothesis, and the most appropriate tool to answer our research questions.

In this descriptive study, data was collected qualitatively to see their views about the use of translation in EFL classes the benefits and the drawbacks.

We found it relevant to use the descriptive method as it is less time-consuming than quantitative experiments also it gives the opportunity to integrate the qualitative and quantitative methods of data collection in addition to these, the descriptive method may allow a possibility to observe the phenomenon in a completely natural and unchanged natural environment.

3-1-1.Data collection Tools:

Questionnaires are designed as the main of the data collection instruments for this study. The content of the instrument was based on the findings of the questionnaires conducted with the EFL teachers and students at the secondary school of Hamidi Aissa .

Moser and Kalton (1971) state that the questionnaires are easy to analyze and not expensive. . It is a Likert-type questionnaire with five scale responses. Some of these questions had been already piloted by other researchers in their studies, and which had gained valid and reliable respondents.

3-1-2.Data Collection Producers:

The questionnaires have two sections: A, B, “A”, is on personal information of the respondents; section “B”, is on the use of translation in TEFL 10 items (teachers’ questionnaire) by experienced teachers to check if it is appropriate to be used with third year students in terms of difficulty and 20 items (students’ questionnaire).

After the pilot testing and all necessary modifications, the questionnaires were distributed to fifty (50) students of third year in the secondary school of Hamidi Aissa and ten (10) copies were given to teachers. Therefore, in order to collect our data we have attended sessions of English and in the last ten minutes we have handed out the questionnaire, so the

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questionnaires were done during class hours. For teachers we have given them the questionnaire and waited for them to retrieve back the papers. The participants were supervised by their teacher who explained and translated the questionnaire orally into the students' mother tongue (Arabic), in an attempt to ensure their understanding of the questions and therefore the accurateness of their answers. We decided to administer the questionnaire to this stream to make the study reliable. The possibility of retrieving back all the questionnaires were not successfully completed because only (48) copies were given back.

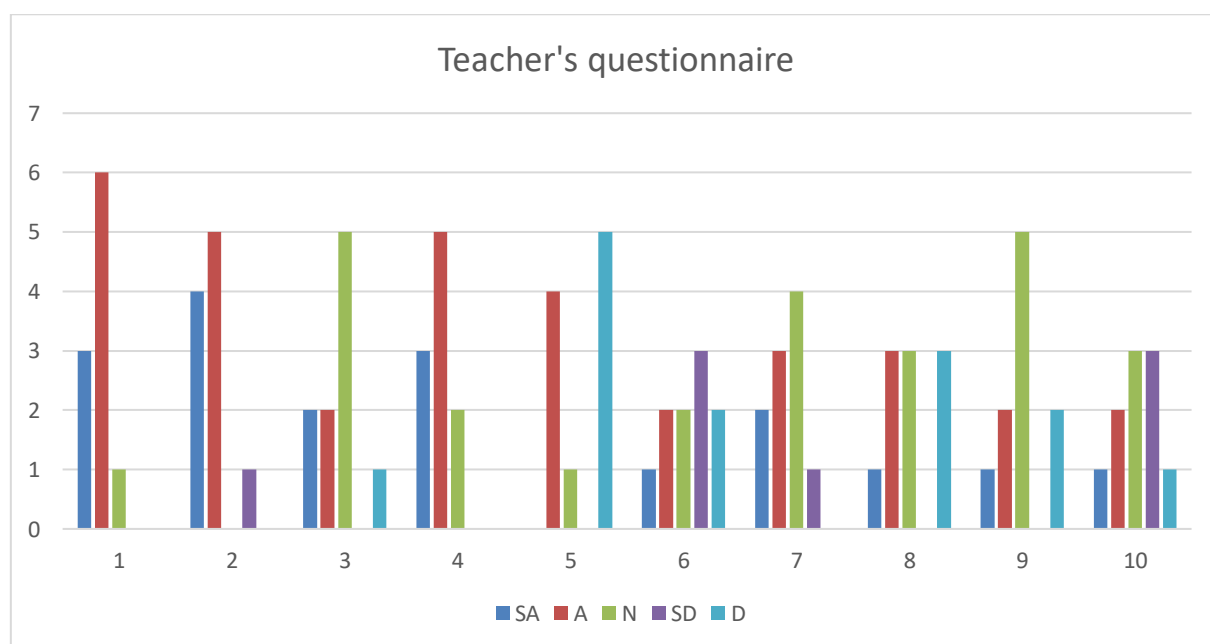
3-1-3. Setting and Participants:

In conducting the research, we noticed that there are a limited number of English teachers in the secondary school. Therefore; we decided to distribute the questionnaire to teachers of all levels to make the study legible and appreciable. The questionnaire was distributed to 10 teachers to gain more opinions concerning the use of translation in EFL classrooms. Furthermore, this study was set for third year students; they were about 48 students from Hamidi Aissa secondary school - Ouledardj during the academic year 2017-2018.

3-2. Questionnaire:

3-2-1. The questionnaire for Teachers :(see appendix 03)

3-2-1-1. Findings:



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QUESTION	1	2	3	4	5	6	7	8	9	10
SA	3	4	2	3	0	1	2	1	1	1
A	6	5	2	5	4	2	3	3	2	2
N	1	0	5	2	1	2	4	3	5	3
SD	0	1	0	0	0	3	1	0	0	3
D	0	0	1	0	5	2	0	3	2	1

Q1: translation should be used in teaching EFL classrooms:

Table1: teachers' view about translation in teaching EFL:

OPTION	NUMBER	PERCENTAGE
SA	3	30%
A	6	60%
N	1	10%
SD	0	00%
D	0	00%
TOTAL	10	100%

According to the table above almost all teachers think that Translation should be used in the classroom Around (30%) of teacher participants strongly agree that translation should be used in the class and (60%) of them agree on its use in class; while (10%) neither agree or disagree with this statement. on the other hand (0%) of them both strongly disagree and disagree on thee of translation in class.

Q2: translation helps student's comprehension:

Table2: teachers' view on how translation helps students' comprehension:

OPTION	NUMBER	PERCENTAGE
SA	4	40%
A	5	50%
N	0	00%
SD	1	10%
D	0	00%
TOTAL	10	100%

It is apparent also from table 02 that teachers think that translation helps student's comprehension (40%) of them strongly agree with this statement and (50%) agree while only (10%) strongly disagree with this statement ; (0%) nor agree or disagree that translation may help student's comprehension .

Q3: translation helps students feel comfortable:

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TABLE3: teachers' view of translation as a helping strategy:

OPTION	NUMBER	PERCENTAGE
SA	2	20%
A	2	20%
N	5	50%
SD	0	00%
D	1	10%
TOTAL	10	100%

Concerning teachers' thoughts on how translation use helps students feel comfortable in the classroom, figure 03 shows that most teachers nor agree or disagree(50%) ,when (20%) strongly agree(20%) agree that it may help them feel comfortable in learning, while(10%)disagreed with this point of view .

Q4: I use translation to explain difficult concepts to my students:

Table 4: teachers' use of translation as a strategy to explain difficult concepts:

OPTION	NUMBER	PERCENTAGE
SA	3	30%
A	5	50%
N	2	20%
SD	0	00%
D	0	00%
TOTAL	10	100%

When teachers were asked if they use translation to explain difficult concepts for their students half of them agreed and (30%) strongly agreed when (20%) of them nor agreed or disagreed while no one disagreed with this statement.

Q5: I use translation to give a feedback to students about their performances:

Table5: teachers' use of translation to give a feedback to students:

OPTION	NUMBER	PERCENTAGE
SA	0	00%
A	4	40%
N	1	10%
SD	0	00%
D	5	50%
TOTAL	10	100%

From table 05; we can see that half of the teachers disagree about using translation to give a feedback to students about their performances when (40%) of them say that they use translation for this purpose while (10%) of the teachers nor agree or disagree.

Q6: I use translation to check student's comprehension:

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Table6: teachers' use of translation to check students' comprehension:

OPTION	NUMBER	PERCENTAGE
SA	1	10%
A	2	20%
N	2	20%
SD	3	30%
D	2	20%
TOTAL	10	100%

According to table 06 the majority of teachers disagreed about their use of translation in order to check students comprehension [(30%) strongly disagree; (20%) disagree and (10%) nor agree or disagree] while the rest agreed that they use translation to check students comprehension [(10%) strongly agree and (20%) agree.

Q7: translation should be often used in teaching EFL:

Table7: teachers' intake how often translation should be used in EFL:

OPTION	NUMBER	PERCENTAGE
SA	2	20%
A	3	30%
N	4	40%
SD	1	10%
D	0	00%
TOTAL	10	100%

Concerning teachers' frequency of translation use in the classroom, table 07 shows that most teachers use translation in their classes but in varying degree: (30%) of teacher participants responded positively when (20%) say that they prefer to use it (30%) of them responded that they nor agree or disagree on the frequent use of translation in EFL classes. (10%) reported that they never use it and they strongly disagree on the frequent use of translation in EFL teaching.

Q8: I use activities involving translation in my classes:

Table8: teachers' view on using translation activities in class:

OPTION	NUMBER	PERCENTAGE
SA	1	10%
A	3	30%
N	3	30%
SD	0	00%
D	3	30%
TOTAL	10	100%

When asked if they do exercises involving translation in their classes

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(10%) of them strongly agreed and (30%) of teacher participants answered positively while (30%) of them answered negatively; the other (30%) did not agree or disagree about their use of activities that involve translation in their classes.

Q9: translation is determinial to language learning:

Table9: teachers' responds on translation as a determinial factor in language learning:

OPTION	NUMBER	PERCENTAGE
SA	1	10%
A	2	20%
N	5	50%
SD	0	00%
D	2	20%
TOTAL	10	100%

When teachers were asked if they thought that translation was determinial in language learning half of them did not agree or disagree with this statement when (10%) strongly agreed that it is and (20%) agreed also that it can be determinial in learning; while (20%) of them thought that it is not determinial in language learning and they disagreed with this point of view.

Q10: translation is a de-motivating factor for students in learning L2:

Table10: teachers' responds on translation as de-motivating factor in learning:

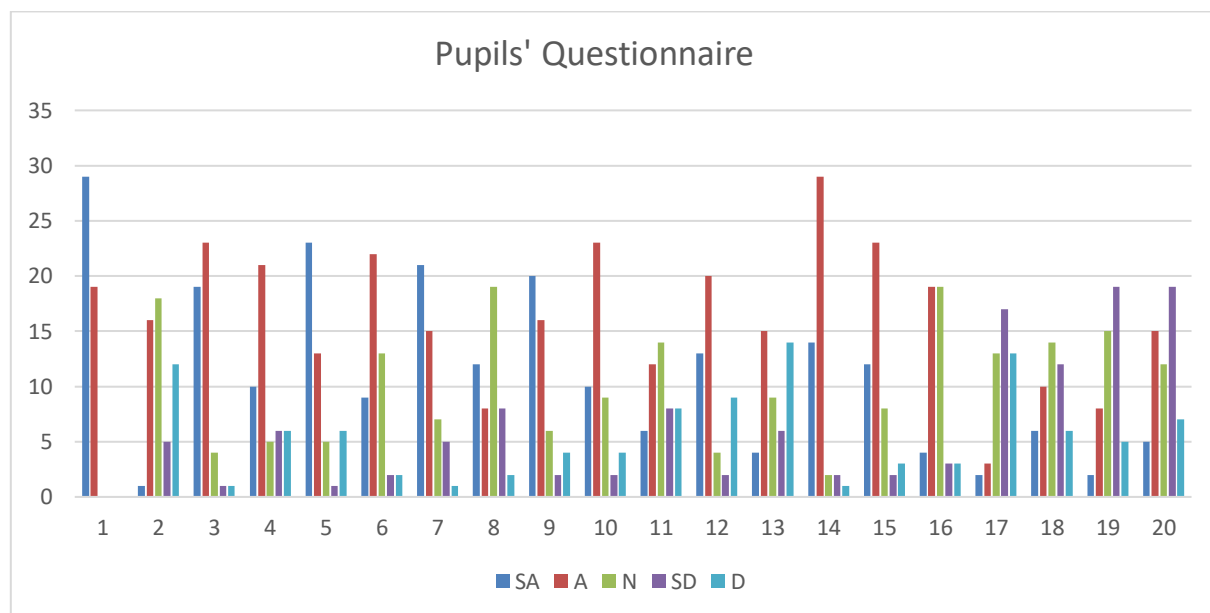
OPTION	NUMBER	PERCENTAGE
SA	1	10%
A	2	20%
N	3	30%
SD	3	30%
D	1	10%
TOTAL	10	100%

According to the table 10 a high percentage of teachers strongly disagree that translation is a de-motivating factor in learning L2. Around (10%) of Teacher participants also disagree with this statement and(30%) of them nor agree or disagree ;in the other hand only (10%) of the teachers strongly agree about the fact that translation can be a de-motivating factor in learning L2 and the other (20%) also agrees with this statement.

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II. 3-2-2. The questionnaire for pupils: (see appendix 04)

3-2-2-1. Findings:



QUESTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
SA	29	1	19	10	23	9	21	12	20	10	6	13	4	14	12	4	2	6	2	5
A	19	16	23	21	13	22	15	8	16	23	12	20	15	29	23	19	3	10	8	15
N	0	18	4	5	5	13	7	19	6	9	14	4	9	2	8	19	13	14	15	12
SD	0	5	1	6	1	2	5	8	2	2	8	2	6	2	2	3	17	12	19	19
D	0	12	1	6	6	2	1	2	4	4	8	9	14	1	3	3	13	6	5	7

Q1: Translation practices help me recognize new vocabulary:

Table 11: students' answers on the role of translation in recognizing vocabulary:

OPTION	NUMBER	PERCENTAGE
SA	29	60%
A	19	40%
N	0	00%
SD	0	00%
D	0	00%
TOTAL	48	100%

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As for students as shown in the table above all of them strongly agree and agree on the fact that translation practices helps them recognize new vocabulary which indicate that translation is very important in understanding and recognizing word in learning EFL .

Q2: I translate mentally and unconsciously words and texts:

Table12: students respond on the unconscious translation of words and texts:

OPTION	NUMBER	PERCENTAGE
SA	1	2%
A	16	34%
N	18	38%
SD	5	11%
D	12	25%
TOTAL	48	100%

When students were asked if they translate words mentally and unconsciously during the EFL classes (33%) agreed while (2%) strongly agreed while the highest percentage nor agrees or disagrees; on the other hand (25%) disagree while the other (10%) strongly disagree and stated that they do not translate words and texts unconsciously during EFL settings.

Q3: Translation helps me to have a better understanding of the language:

Table 13: students view on the usefulness of translation:

OPTION	NUMBER	PERCENTAGE
SA	19	40%
A	23	48%
N	4	8%
SD	1	2%
D	1	2%
TOTAL	48	100%

Table 13 reveals that the majority of students (48%) agree and (40%) strongly agree that translation helps them to have a better understanding of the language ;and only (4%) see that translation is not helpful and disagree with this point of view. while (8%) of them nor agree or disagree .

Q4: I translate vocabulary from L2 to L1:

Table 14: student's answers about translation vocabulary from L2 to L1:

OPTION	NUMBER	PERCENTAGE
SA	10	21%
A	21	44%
N	5	10%
SD	6	12%

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D	6	12%
TOTAL	48	100%

From table 14 we can see that the majority of students agree that they translate vocabulary from L2 to L1 during EFL (21%) strongly agree and (44%) agree; when (10%) nor agree or disagree; on the other hand only 6 of them (12%) disagree and the other 6 (12%) strongly disagree that they translate vocabulary from L2 to L1 during EFL classes.

Q5: translation helps me comprehend the meaning of utterances:

Table15: students answers about translation help in comprehending utterances and meanings:

OPTION	NUMBER	PERCENTAGE
SA	23	48%
A	13	27%
N	5	10%
SD	1	2%
D	6	13%
TOTAL	48	100%

As we can see from table15 (48%) strongly agree and (27%) agree on the fact that translation helps in understanding the meaning of utterances ; while 6 students (13%) do not agree and 5 (10%) nor agree or disagree but only (2%) of them strongly disagree and consider translation not helpful in understanding utterances.

Q6: I use translation to know the differences and similarities between L1 and L2:

Table 16: students respond on how translation helps them know the similarities and the differences between L1 and L2:

OPTION	NUMBER	PERCENTAGE
SA	9	19%
A	22	46%
N	13	27%
SD	2	4%
D	2	4%
TOTAL	48	100%

From the table above we can see that the majority of students' responds were in favour that translation does help them in knowing the similarities and differences between languages (46%) agree and (19%) strongly agree; when (27%) nor agree or disagree with this claim; but only (4%) disagree and (4%) strongly disagree and say that they do not use it to recognize the similarities and differences between L1 and L2.

Q7: translation makes me feel secure in learning L2:

Table 17: Student responds about how translation makes them feel in learning L2:

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OPTION	NUMBER	PERCENTAGE
SA	21	44%
A	15	31%
N	7	14%
SD	5	10%
D	1	2%
TOTAL	48	100%

When students were asked if translation made them secure about learning L2 (44%) of them strongly agreed with this claim and (31%) conformed; while (12%) disagreed and (10%) strongly disagreed; on the other hand the rest choose nor to agree or disagree with the fact that translation make them feel secure in learning L2.

Q8: I prefer when the teacher uses L1 during the course:

Table 18: students' view about teachers' use of L1 during the course:

OPTION	NUMBER	PERCENTAGE
SA	12	25%
A	8	16%
N	19	39%
SD	8	16%
D	2	4%
TOTAL	48	100%

Table 18 show that the highest percentage (39%) could not agree or disagree on the fact that they prefer when the teacher uses L1 during the course; while a total of 20 students both strongly agree (25%) and agree (16%) on the fact that they do prefer when the teacher uses L1 during class; on the other hand only 2(4%) disagree and 8(16%) prefer when the teacher do not use L1 to explain the lesson.

Q9: I keep a notebook where I translate all words I learn during the course:

Table 19: students' responds on having a notebook of translation:

OPTION	NUMBER	PERCENTAGE
SA	20	41%
A	16	33%
N	6	13%
SD	2	4%
D	4	8%
TOTAL	48	100%

When students were asked if they keep a notebook where they translate words they learn during the course the majority of them conformed it (41%) strongly agreed and (33%) agreed; while only (8%) deny the fact that they own a notebook and (4%) strongly disagreed; when

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(16%) could not confirm nor deny the fact that they own a not book where they translation vocabulary during the course.

Q10: When reading a text I underline the difficult words and translate them to L1:

Table 20: students' answers on underling words and translating them to L1:

OPTION	NUMBER	PERCENTAGE
SA	10	21%
A	23	48%
N	9	19%
SD	2	4%
D	4	8%
TOTAL	48	100%

The table show that the majority of students do underline the difficult words and translate them to their mother tongue {(21%) strongly agree and (48%) agree}; when only few students deny the fact that they do so {4(8%) disagree and 2 (4%) strongly disagree} the rest (19%) nor confirm or deny that they underline the difficult words and translate them to L1.

Q11: When the teacher speaks only in L2 I don't understand the course.

Table 21: student's respond on their understanding of the course when the teacher only uses L2 during the course:

OPTION	NUMBER	PERCENTAGE
SA	6	13%
A	12	25%
N	14	30%
SD	8	16%
D	8	16%
TOTAL	48	100%

Table 21 shows that there is huge agreement among students that they cannot understand the course when the teacher only uses L2 during the course {6(13%) strongly agree and 16 (25%) agree} and the highest percentage (30%) nor agree or disagree with this claim; when both 8(16%) strongly disagree and 8(16%) disagree and claim that they understand the course when the teacher uses only L2 during the session.

Q12: I use a dictionary to translate words I don't understand:

Table 22: Students use of dictionaries:

OPTION	NUMBER	PERCENTAGE
SA	13	21%
A	20	41%
N	4	9%

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SD	2	3%
D	9	20%
TOTAL	48	100%

According to the findings in table 22 the majority of students use a dictionary to translate words they can't understand (21%) strongly agreed and (41%) agreed; when (20%) of them deny and (3%) claim that they do not use any dictionaries; the other (9%) nor confirm or deny the fact that use dictionaries to translate words they do not understand.

Q13: I translate words from L1 to L2 while writing:

Table 23: students' responds on translating words from L1 to L2 while writing:

OPTION	NUMBER	PERCENTAGE
SA	4	9%
A	15	31%
N	9	19%
SD	6	11%
D	14	30%
TOTAL	48	100%

From table 23 we can see that the majority of students disagree about the fact that they translate words from L1 to L2 while writing {(30%) disagree and (11%) strongly disagree}; on the other hand 15(31%) agree and 4(9%) confirm that they do translate words from L1 TO L2 while writing; when (19%) could not confirm or deny the fact that they translate vocabulary while writing.

Q14: Translation helps me memorize words:

Table 24: students' respond on translation as a helping tool in memorizing words:

OPTION	NUMBER	PERCENTAGE
SA	14	30%
A	29	60%
N	2	4%
SD	2	4%
D	1	2%
TOTAL	48	100%

As we can see from table 24 almost all students agree that translation helps them memorize new words {(60%) agree and (30%) strongly agree}; when only (2%) disagree and (2%) strongly disagree about this fact; the other (4%) could not agree nor disagree on the effectiveness of translation in memorizing words.

Q15: Translation helps me produce vocabulary in a correct context:

Table25: students' respond on the usefulness of translation in producing vocabulary:

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OPTION	NUMBER	PERCENTAGE
SA	12	25%
A	23	48%
N	8	17%
SD	2	4%
D	3	6%
TOTAL	48	100%

From the findings of table 25 we can see that the majority of students responded that they believe that translation helps them produce vocabulary in a correct context (48%) agree and (25%) strongly agree; when only 3(6%) disagree and another 2(4%) strongly disagree on this fact; the rest (17%) nor agree or disagree about the usefulness of translation in producing vocabulary in a correct context.

Q16: I enjoy translation activities:

Table26: students' responds about translation activities:

OPTION	NUMBER	PERCENTAGE
SA	4	8%
A	19	40%
N	19	40%
SD	3	6%
D	3	6%
TOTAL	48	100%

When students were asked if they enjoy translation activities the majority of them agreed(40%) agreed and (8%) strongly agreed; when 19 students (40%) could not confirm or deny if they like translation activities ;when only 3(6%)strongly disagreed and 3(6%) disagreed on the fact that they enjoy translation activities.

Q17: Translation is harmful for my language acquisition:

Table27: students' respond on the effect of translation on their acquisition:

OPTION	NUMBER	PERCENTAGE
SA	2	4%
A	3	6%
N	13	27%
SD	17	36%
D	13	27%
TOTAL	48	100%

From table 27 we see that the majority of students disagree with the claim that translation can be harmful in language acquisition (36%) strongly disagree and (27%) disagree; when only 2 students (4%) strongly agree and another 3 of them (6%) agree and think that it is harmful for

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their acquisition; while the other (27%) nor agree or disagree with this claim.

Q18: Translation leads to mistakes in L2:

Table28: students' responds about if translation if it leads to mistakes in L2:

OPTION	NUMBER	PERCENTAGE
SA	6	13%
A	10	20%
N	14	30%
SD	12	24%
D	2	4%
TOTAL	48	100%

Table 28 show that (24%) of students strongly disagree that translation may lead to mistakes in L2 and (4%) disagree; when (20%)agree on the fact that translation may lead to mistakes In L2 and another (13%) strongly agree; while about (30%) of them nor agree or disagree with this claim.

Q19: Translation can be a de-motivating factor in L2 learning:

Table 29: students' answers about translation as a de-motivating factor in learning L2:

OPTION	NUMBER	PERCENTAGE
SA	2	4%
A	8	16%
N	15	30%
SD	19	40%
D	5	10%
TOTAL	48	100%

When student were asked if they thought translation can be a de-motivating factor in learning L2 the majority of them strongly disagreed(40%) and another (10%) disagreed ;while only (4%) strongly agreed with this claim and another (16%) thought that it is a de-motivating factor in learning L2;when the rest(30%) nor agreed or disagreed.

Q20: I prefer when the teacher only uses L2 during the course:

Table30: student's intake on the use of only L2 in class:

OPTION	NUMBER	PERCENTAGE
SA	5	10%
A	15	30%
N	12	26%
SD	9	20%
D	7	14%
TOTAL	48	100%

Table 30 show that (30%) of students do prefer when the teacher uses L2 in class and another

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(10%) strongly agree; when (20%) strongly disagree and dislike when the teacher only uses L2 in class followed by (14%) of them who also disagree; and the rest nor agree or disagree on the usage of only L2 by teachers during the course.

3-2-3. Discussion of the Findings:

The current study revealed that the majority of teachers and students had positive views towards the use of translation in EFL classes. After analysing the data obtained from the teacher and student questionnaire, the following conclusions can be drawn:

- The researcher realizes that most teachers believe that using translation in a limited matter is more efficient for achieving understanding of the English language .They believe that translation should be used judiciously. They also should avoid the overuse of translation in EFL. This limited use of translation in the EFL settings can be a contra-argument for people who say that translation reduces the amount of English in the class.
- The researcher come to the conclusion that the majority of students do prefer when teachers use translation in the classroom because it limits anxiety and helps moving forward and fully understanding their teachers.
- The research reveals that teachers prefer to use translation in their classes but few of them do exercises involving translation because they believe that it is The majority of pupils stated that translation helps them recognize new vocabulary;
- they also stated that they translate mentally and unconsciously.
- Translation helps have a better understanding of the language. It helps in understanding the meaning of utterances and in recognizing the differences between the languages.
- Translation helps pupils feel secure about learning L2; and they prefer when the teacher uses L1 during the session.
- Pupils keep notebooks where they translate vocabulary after they underline the difficult words they find in texts.
- Pupils use dictionaries in L2 learning.

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- Pupils cannot follow the session when teachers only use L2 during the session.
- The majority of pupils enjoy translation activities and stated that translation .
- Translation can sometimes be harmful if it is used excessively and it can lead to mistakes in L2.
- Some students enjoy when the teacher uses only L2 during the course.
- Translation is not a de-motivating factor in learning the language.
 - detrimental to language learning.
- Almost all teachers believe that translation should be used in teaching EFL.
- Nearly all teachers think that translation helps students' comprehension.
- Teachers don't really believe that translation can make students feel comfortable in classrooms.
- Teachers use translation as a strategy to explain difficult concepts.
- Some teachers stated that they do use translation to give a feedback while others don't.
- Not all teachers use translation as a way to check their pupil's comprehension.
- Almost all teachers believe that translation should be often used in classrooms.
- The majority of teachers stated that they use translation as an activity in class .while they believe it can be detrimental if it is used excessively, and almost all of them disagree on the fact that translation can be a de-motivating factor in learning the language.

3-3.Recommendations:

There are several ways to make learners use the target language Even if teachers knows that English should be the main language in the classroom and they try to do the best they can and uses English as much as possible very often they have to face a situation when learners keep speaking their mother tongue and refuse to use the L2 all the time. Such a situation has to be solved immediately but it is never easy for teachers to make them speak English and

Practical Part

many of them would certainly be grateful for any kind of advice. Some authors tried to find the best techniques and strategies for solving this problem.

Jeremy Harmer (2009, p. 131) suggests these possibilities:

- Talk to them about the issues:

The reason for permanent refusal of the L2 in the foreign language lessons cannot necessarily mean the learner's display of defiance or even disobedience but it can be connected with some difficulties which learners have to deal with when they use a foreign language (e.g. poor knowledge of the target language, feelings of shame when talking English, etc.).

- Encourage them to use English appropriately:

In the previous parts of this chapter the situations in which the use of the mother tongue is possible or even recommended were discussed. Learners should be informed about these possibilities and teachers should set exact rules when the L1 can or cannot be used.

- Create an English environment:

The more motivation is used in the lesson the more learners speak the target language. Such a motivation can be reached by exposing learners to spoken English as much as possible. Apart from active use of English by the teacher we can use also video records, audio, we can listen to English songs, etc. And also the visual aids can help in creating English atmosphere. We can use pictures of different places in the Great Britain or any other English speaking countries, various English souvenirs, etc.

- Keep reminding them:

Teachers have to pay an attention all the time and still remind children to use the L2. They should go around the class and stop any inappropriate attempt to use the mother tongue, especially when the children are asked to do a pair or group work. "This technique, often repeated, will gradually change most students' behaviour over a period of time".

- Choose appropriate tasks:

The importance of appropriate activities corresponding with the learners' linguistic abilities were mentioned earlier in this chapter. Of course we cannot expect that the learner who is at the lower level of the course will be able to do difficult speaking activities. It is necessary to adapt the tasks to the age or level of learners.

- Use persuasion and other inducements:

This means to remind children to use the target language through simple phrases. For example: 'Please, speak English!' or 'In English, please!' or 'Stop using Arabic,

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Please!' etc. According to Willis (1991, p. 3) the use of an appropriate motivation can be very effective. She suggests praising children and repeating them how clever they are.

Conclusion:

The findings of this study show that translation is a useful tool in teaching EFL. It can be the helpful language practice method for students who want to learn English or any other language. When translation is used into classroom activities, it can help students improve their language skills and facilitate their knowledge and comprehension of vocabulary. Besides, Translation in EFL classroom can enhance the understanding of the two languages .at we end , Most of the Algerian teachers and students believe that Translation is a valid, and effective , and useful pedagogical tool in the EFL classroom to improve knowledge of the English language.

General Conclusion:

Translation as a method of language teaching is still a subject under research and continues to be one of the most frequently discussed topics among linguists and teachers.

The present research attempted to investigate the importance of translation in foreign language teaching and to see to what extent teachers and students are aware of leaning strategies related to translation. It also aimed at finding out teachers' and students' attitudes towards employing this aspect in EFL classes. Besides, the study sought to evaluate all aspects related to translation (translation activities and learning strategies)

Overall though, the findings of our research show that translation have more positive effect then negative which answers our research question and confirm our hypothesis, we came to the conclusion that English is best taught through the use of translation because after collecting most the contra translation arguments we came at the weakness of the reasons of banning translation and the weakness of exclusively monolingual approach in the FFL classroom that is supported only by selective evidence and doubtful reasoning, and that it is opposite to students and teacher's needs. Students need translation to facilitate their understanding of language and also to reduce insecurity that arises from limited language proficiency. Teachers use translation as a way of two consolidating what students have learned about the English language, such as vocabulary and grammar. Moreover, we found that students have a natural tendency to use translation so EFL teachers should help their student benefit from this tool for a better understanding of the English language.

It seems from the above discussion that there are some good reasons in favour of the inclusion of translation exercises in the foreign language syllabus or, at least, that there are no fundamental reasons for its exclusion. The objections to the use of translation in foreign language teaching are all based on a limited view of translation. But translation is not only structure manipulation; it is primarily a form of communication. And as such, it necessarily involves interaction and cooperation between people, which makes it a potentially very useful device in foreign language teaching. Obviously, this answer leads to a number of other questions, concerning the level of language proficiency at which translation may be most useful, the kinds of translation exercises that may be useful, or the purposes which translation may usefully serve in language teaching.

Therefore, translation can be like medicine, which, when administered in the right dose and way, has a curative effect, and otherwise, when used injudiciously, it can also prove harmful. In other words, by using translation, teachers do not invite interference indeed, but is done in

order to overcome it and to create, using medical parlance again, anti-interference immunity and resistance.

It is worth mentioning that the use of translation in classroom was forbidden till 2010 when the ministry of education allowed its use according to the article N 77/0.0.3/10 of the law of orientation seeking for better foreign language learning. (See appendix 05)

In sum, it is worth stressing, at this level, that reconsidering translation and integrating it in teaching should be devoted some importance in the context of foreign language teaching. But this should not be at the expense of the four language skills. It would be beneficial to apply translation as an additional complementary skill provided that it is used purposefully: in the right time, the right way and with the right students. In other words, translation should be used only when necessary.

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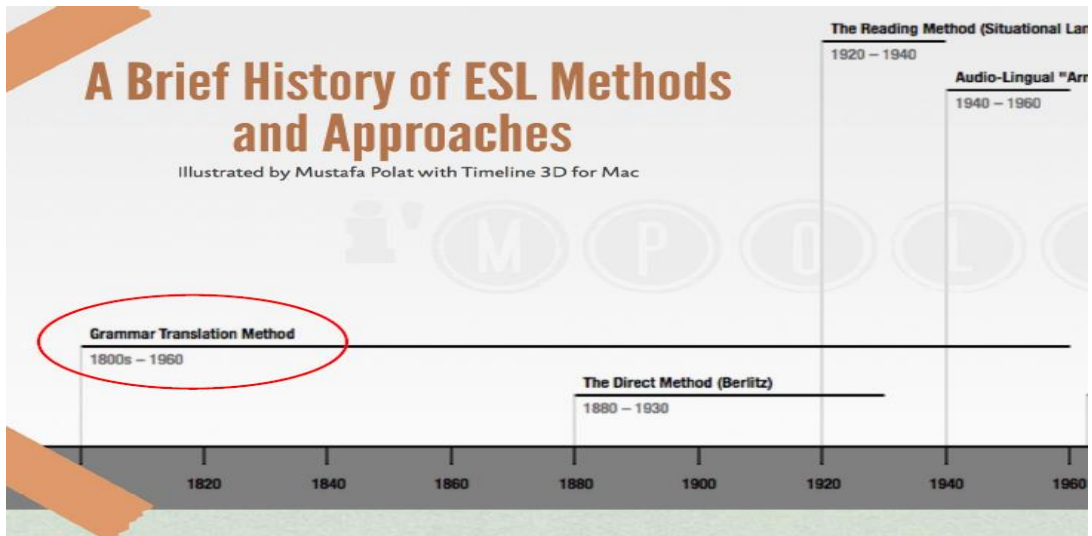
What is the advantage of using translation as a teaching resource? Unit 3. The Knowledge Network for Innovations in Learning and Teaching (KNILT)

[https://tccl.arcc.albany.edu/knilt/index.php/Unit 3: What is the advantage of using translation as a teaching resource](https://tccl.arcc.albany.edu/knilt/index.php/Unit_3:_What_is_the_advantage_of_using_translation_as_a_teaching_resource)

Appendices

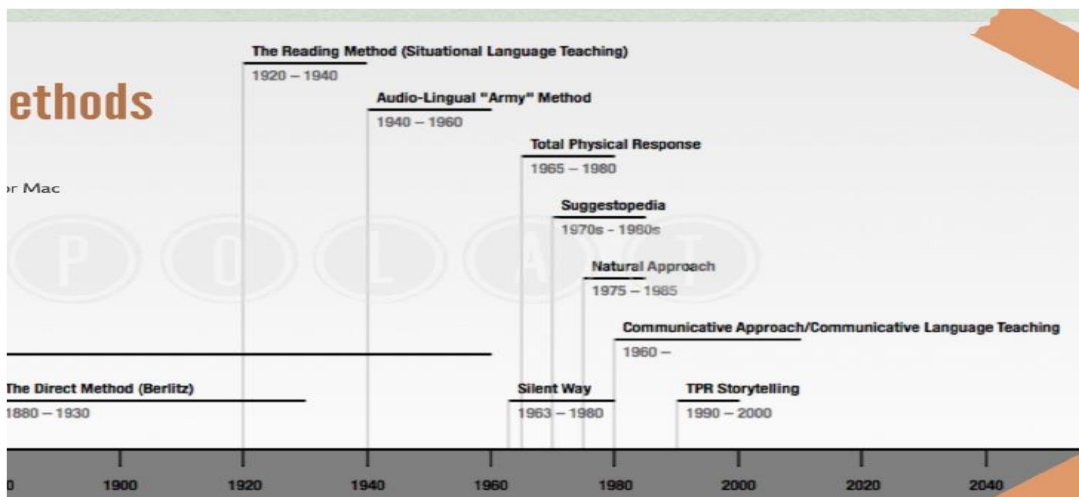
Appendix A:

Illustration about the history of ESL Methods and approaches:



Appendix B:

Illustration about the history of ESL Methods and approaches:



Appendix C:

the use of translation in EFL advantages and drawbacks

Dear teachers:

We are conducting a study about the use of translation in EFL classrooms. we need your valuable information in the subject matter . The purpose of this study is to find the benefits and drawbacks of using translation in EFL settings. Thank you in advance for your cooperation.

Please circle the option that best matches your feeling about each statement .

SA=Strongly Agree , A=Agree , N=Neither agree nor disagree , D=Disagree, SD=Strongly Disagree.

- Translation should be used in teaching EFL classrooms .

SA A N SD D

- Translation helps students' comprehension .

SA A N SD D

Translation helps students feel comfortable.

SA A N SD D

- I use translation to explain difficult concepts to my students .

SA A N SD D

- I use translation to give a feedback to students about their performances.

SA A N SD D

- I use translation to check students' comprehension .

SA A N SD D

- Translation should be often used in teaching EFL.

SA A N SD D

- I use activities involving translation in my classes.

SA A N SD D

- Translation is detrimental to language learning.

SA A N SD D

- Translation is a de-motivating factor for students in learning L2

SA A N SD D

Thank you again for your assistance

Appendix D:

Pupils' questionnaire:

the use of translation in EFL advantages and drawbacks

Licence students of M'aila University

English Department

Level :

First year Second year Third year

Dear Pupils,

We would like you to fill in the following questionnaire that is designed to gather information about the role of translation in foreign language teaching.

Please, be assured that all your responses would remain anonymous and would serve academic purposes only. Thank you for your contribution.

Please circle the option that best matches your feeling about each statement.

SA=Strongly Agree , A=Agree , N=Neither agree nor disagree , D=Disagree, SD=Strongly Disagree.

* Translation practices helps me recognize new vocabulary .

SA A N SD D

* I translate mentally and unconsciously words and texts .

SA A N SD D

translation helps me to have a better understanding of the language

SA A N SD D

- I translate vocabulary and texts from L1 to L2.

SA A N SD D

- Translation helps me comprehend the meaning of utterances.

SA A N SD D

- I use translation to know the differences and similarities between L1 and L2.

SA A N SD D

- Translation helps me feel secure in learning L2.

SA A N SD D

- I prefer when the teacher uses L1 during the course.

SA A N SD D

- I keep a notebook where I translate all the words I learn during the course.

SA A N SD D

- When reading a text I underline the difficult words and translate them to L1.

SA A N SD D

- When the teacher speaks only in L2 I don't understand the course.

SA A N SD D

- I use a dictionary to translate words I don't understand.

- I translate vocabulary and texts from L1 to L2.

SA A N SD D

- Translation helps me comprehend the meaning of utterances.

SA A N SD D

- I use translation to know the differences and similarities between L1 and L2.

SA A N SD D

- Translation helps me feel secure in learning L2.

SA A N SD D

- I prefer when the teacher uses L1 during the course.

SA A N SD D

- I keep a notebook where I translate all the words I learn during the course.

SA A N SD D

- When reading a text I underline the difficult words and translate them to L1.

SA A N SD D

- When the teacher speaks only in L2 I don't understand the course.

SA A N SD D

- I use a dictionary to translate words I don't understand.

Appendix E:

Article N°77/0.0.3/10 of the law of orientation which allow the use of translation in the Algerian EFL classroom



يقصد بـ "الترجمة التعليمية"، استخدام تمارين ترجمة تهدف إلى تعليم لغة أجنبية ما و ذلك عبر ما يترجمه التلميذ من لغته الأم إلى لغة أجنبية أو من اللغة الأجنبية إلى لغته الأم". فهي تمثل نشاطا لا تترتب عنه زيادة في الحجم الزمني للدرس المادة كونها لا تمثل عبورا إضافيا في البرنامج الرسمي الذي يبقى بدون تغيير إلى حين مراحته. كما يجب على أساتذة اللغات الأجنبية السهر على العمل بما يلي:

- ينبغي العمل بتدرج الصعوبات أثناء اختيار أنشطة الترجمة، حتى يعود التلميذ تدريجيا على هذا النشاط الجديد و ذلك انطلاقا من ترجمة الجمل و العبارات القصيرة البسيطة ثم الجمل الطويلة إلى الفقرة القصيرة، حسب مستوى التلميذ.
- يستهدف التوصل بتدريب التلميذ على هذا النشاط إلى مستوى ترجمة نص طوله من عشرة إلى خمسة عشرة سطرا، مع مراعاة توازن الترجمة التعليمية مع المتطلبات الأخرى لتعليم اللغة.
- ألا يسمحوا لأنفسهم و لا للتلميذ بتهمين اللغة و ذلك بتفادي الخلط اللغوي. و يطلب منهم أن يعملوا على المحافظة على انسجام التعبير في اللغة الواحدة.

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية
مديرية التعليم الثانوي العام
والتكنولوجيا
رقم: 10/0.0.3/77.

إلى
السيدات والسادة مديري التربية
(التبليغ والمتابعة)
السيدات و السادة مفتشي التربية
الوطنية (الإعلام و المتابعة)
السيدات و السادة مديري
القنصليات (للتبليغ)

**الموضوع : استعمال الترجمة في
تدريس اللغات الأجنبية.**

ينص القانون التوجيهي للتربية، لا سيما المادة 4 منه، على ضرورة تكوين التلاميذ من التحكم في لغتين أجنبيتين على الأقل لتفتح على العالم، باعتبار اللغات الأجنبية وسيلة للإطلاع على التوثيق والمبادلات مع الثقافات والحضارات الأجنبية، و سعيا منها إلى ترقية تحكم الأساتذة و التلاميذ على حد سواء في تعليم اللغات الأجنبية و تعلمها، تعمل وزارة التربية الوطنية على إدخال الطرائق الفعالة في تعليم اللغات الأجنبية بغية الارتقاء بمستوى التحكم فيها. ومن بين هذه الطرائق التي أثبتت نجاحها الترجمة التعليمية.



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية
مديرية التعليم الثانوي العام
والتكنولوجي
رقم : 10/0.0.3/78.

إلى
السيدات والسادة مديري التربية
(للتبليغ والمتابعة)
السيدات و السادة مفتشي التربية
الوطنية (لإعلام والمتابعة)
السيدات و السادة مديري
الثانويات (للتنفيذ)

الموضوع : استعمال المصطلحات العلمية.

بغية توسيع إمكانيات الإطلاع على
المراجع العلمية المتوفرة باللغات
الأجنبية لأجل رفع المردود التعليمي
للتلاميذ في المواد العلمية
والتكنولوجية، بات من الضروري
إدراج المصطلحات العلمية باللغة
الأجنبية (الفرنسية و/أو الإنجليزية)
في تدريس المواد العلمية
والتكنولوجية خلال مرحلة التعليم
الثانوي.

و تتم هذه العملية باعتبارها نشاطا
مكملا لخصصة الدرس، يستعان بها
عند تناول مفاهيم علمية جديدة



- يكون اختيار موضوع النص من
الكتاب المدرسي أو من ميول
التلاميذ واهتماماتهم، وذلك على
غرار ترجمة نص من نصوص أغانى
مختارة من التراث المحلي أو العالمي
أو من مجال الإعلام الآلي أو من
مجال الرياضة...إلخ.

- يجب مراعاة جانب الإثراء
ضمن نشاط الترجمة مع الاهتمام
بالجانب الجمالي للنص.

- يوصى التلاميذ بإتخاذ معهم
لعوي للمقررات في إطار هذا
النشاط.

- ينظم التنسيق بين أساتذة اللغة
العربية و أساتذة اللغات الأجنبية
(الفرنسية، الإنجليزية، الإسبانية
والألمانية) من أجل ضمان
الانسجام الأمثلي بين هذه المواد
ودعم الجوانب المتكاملة بينها.

هذا و يبقى على أساتذة المواد
المنعنية القيام ببنوات تسييفية داخلية
مشتركة حول موضوع الترجمة
التعليمية و تقييها و دعمه ببنوات
تكوينية يشرف عليها مفتشو التربية
الوطنية.

الجزائر في 04 جويلية 2010

عن وزير التربية الوطنية وبتفويض منه
مدير التعليم الثانوي العام
والتكنولوجي
عبد القادر ميسوم

ملخص الدراسة:

لعبت الترجمة منذ فترة طويلة دورا مثيرا للجدل في تدريس اللغة الإنجليزية وتعلمها. حيث تم تجاهلها إلى حد كبير كتمرين فعال لممارسة اللغة وتحسينها، قد نوقشت هذه القضية على مختلف التطبيقات لمنهجيات اللغة التربوية ليعود كان الهدف من الدراسة هو معرفة آراء المعلمين حول استخدام اللغة العربية كلغة أولى في حصص تعليم وتعلم اللغة الإنجليزية. بالإضافة إلى ذلك ، هدفت هذه الدراسة إلى اكتشاف أوجه التشابه والاختلاف في طرق إدراك المعلمين والطلاب لاستخدام اللغة العربية كلغة أولى في فصول تدريس اللغة الإنجليزية ، وما مختلف الحالات التي أدت إلى استخدام المعلمين للغة العربية في أنشطة فصول اللغة الإنجليزية.

وقد تم إجراء استبيان لمعرفة وجهات نظر بعض معلمي اللغة الإنجليزية والطلاب في مختلف المستويات حول استخدام الترجمة كوسيلة تعليمية للغة الانجليزية كلغة أجنبية.

كانت أغلبية نتائج الاستبيان إيجابية لكل من الأساتذة و التلاميذ حيث استحسنوا استخدام الترجمة الى اللغة الأم في تعليم و تعلم اللغة الانجليزية

و تحفظ البعض على مشروعية استخدامها لاعتقادهم بأنها مضره لمسارهم في تعليم و تعلم اللغة الانجليزية.

يمكن القول و من خلال البحث المطروح بأن استعمال الترجمة في تعليم اللغة الانجليزية متوقف على الاستعمال المعتدل و المناسب خلال المسار الدراسي