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**The Impact of Identity on EFL Speakers: Using Literal
Translation in the Classroom**
**Case of Study: 3rd Year Students at Ibn Khaldoun University
of Tiaret**

**A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfillment of Master Degree in Linguistics**

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Dedication I

To my beloved mother

For the special little things you do, for all the words that sometimes go unspoken, for your kind support throughout the years, for teaching me the meaning of compassion, and sharing my triumphs and my tears, I truly hope you see that nothing you have done has been forgotten, and day by day you just mean more to me. Thank you for all that you have done and you are still doing for me.

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Thank you for being my whole family!

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Abstract

Identity and its relation to EFL speaking is one of the most debatable topics that have been investigated. Many studies as well have been conducted on Literal Translation as an area of research. The choice of this topic lies on shedding the light on a new topic to explore which gender use LT more. Furthermore, it tries to see whether EFL students use LT consciously or unconsciously while conversing. In order to accomplish this study, a mixed methodology is adopted. Therefore, both a questionnaire and an interview were opted for to elicit 3rd year students' opinions at the English department at Ibn Khaldoun University of Tiaret as well as their teachers who teach different modules. The corollary findings unveiled that EFL learners tend to use LT to signal their personal identity and native socially belonging as Algerian learners with an Arabic background, culture and religion at the first place. Additionally women use LT more than men due to the strong character and language choice men have. Furthermore, the study shows to some extent the positive attitudes of students and teachers have towards the use of LT while conversing in the classroom as being a means of communication of identity and a common key element to contribute in any foreign language speaking.

Keywords: EFL, Speaking, Identity, LT.

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List of Abbreviations and Acronyms

CLI: Cross Linguistic Influence

EFL: English as a Foreign Language

ESL: English as a Second Language

L1: First Language

L2: Second Language

LT: Literal Translation

MT: Mother tongue

SL: Source Language

TL: Target Language

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General Introduction

General introduction

Language and identity are interrelated notions, since language is the carrier that reflects our identity to others and delivers our culture, according to Spolsky (1999), many experts in the field have defined language in his/her gender, educational level, age, profession and place of origin. Beyond this individual matter, language can be regarded as a powerful symbol of national and ethnic identity at the group or collective level. (p.181). Spolsky insists that it is through the means of language that we can presuppose the identity of an individual. Similarly, Wardhaugh (2006) suggests, “*it is a more potent indicator than any cultural artifacts such as dress, food choices, and table manners*” (p.6). Therefore the importance of students’ native identity in the foreign language learning process cannot be overlooked as long as the native identity can have a great impact on this later.

According to Marclean (2010) and Starfield (2002), Research on identity and language learning investigate different issues. One of these issues is the impact of identity on the learning experience of individuals when learning English language. This point is particularly relevant in an EFL classroom when students learn to negotiate their native identities in a new language. Certain students being strongly affected by their identities as Algerian EFL students at the first place and their Arabic background as an integral part of their native identities may have difficulties in speaking in the target language while conversing in the classroom. Instead of thinking directly in the target language, they try hardly to translate their ideas from the mother tongue into English without conveying the sense of the original one, eventually words are translated out of the context paying no attention to their connotative meanings, which is known by “Literal Translation”.

According to Ordudari (2007), literal translation is such a translation in which “the source language grammatical constructions are converted to their nearest translation language equivalents, but the lexical words are again translated singly, out of context”. The literal translation of words, phrases, and sentences from one language to another is effective when

General introduction

the semantics and structure of the two languages are similar. However it becomes a bad practice, when dealing with languages from different cultures that differ in terms of semantics and structure, such as Arabic and English.

The ultimate objective of this study is to investigate the impact of identity on EFL conversation amongst 3rd year EFL students at Ibn Khaldoun University of Tiaret by looking specifically at the way in which the native identity one held affects one's linguistic EFL choices with a particular reference to the use of LT which is itself an expression of identity.

The motivation of this research is to search closely a new area in studying the use of LT. Therefore, we found this topic interesting to make a research on. Our aim in the present research is to investigate the use of LT as a means of communication of identity and to examine the extent in which native identity can affect the linguistic choices an EFL speaker makes. We try to shed light on new topic to see whether EFL students use LT consciously or unconsciously while conversing in the classroom, what are the linguistic, social and psychological factors behind this phenomenon and who use it more males or females.

The present research tries to answer some research questions that are classified as follow:

1. To what extent does the Algerian EFL learners' identity affect the way they think and express themselves in English?
2. Do EFL learners use literal translation (from Arabic to English) while conversing in the classroom?
3. What factors lead EFL learners to use literal translation while conversing in the classroom?

General introduction

To answer the research questions, our hypothesis and suppositions are raised as follow:

1. The Algerian identity has a strong effect as it is reflected in students using literal translation from Arabic language thoughts into English expressions, sometimes making little sense or confused meaning.
2. Yes, a majority of students tend to rely on literal translation as a medium for expression.
3. The students being deeply and strongly affected by their Arabic background is a main reason, also the lack of vocabulary variety and grammar rules.

In order to confirm or disconfirm our hypotheses we followed both quantitative and qualitative methods. Along with an interview, a questionnaire is addressed to 3rd year students in the English department at Ibn Khaldoun University of Tiaret. Additionally an interview is presented to 3rd year EFL teachers of Ibn Khaldoun University. The respondents helped in examining the research problematic.

The current research consists of two chapters. The first chapter provides a review of literature about previous works; it is divided into two sections. The first section is concerned with the relationship between identity and EFL speaking, while the second deals with literal translation and language transfer as outcomes of that relationship.

The second chapter represents a detailed description of the methods used in the current study besides examining the research work to confirm or disconfirm the hypotheses provided, by providing an analysis and discussion of the research findings.

Chapter One

Literature Review about Identity and Literal Translation

Section One

Previous Studies about Identity and EFL Speaking

1.1. Introduction

1.2. Definition of Identity

1.2.1. Personal and Social Identity

1.2.2. The Impact of Personal and Social Identity on EFL Speaking

1.2.3. Learners' Identity and Learners' Investment

1.3. Definition of EFL Speaking

1.3.1. EFL Speaking Difficulties

1.3.2.1. Linguistic Problems

1.3.2.2. Psychological Problems

1.3.3. Competence and Performance

1.3.4. Cognitive Process of Foreign Language

1.4. Conclusion

1.1. Introduction

The present chapter provides an additional awareness to this dissertation as a primary investigation by which the theoretical foundation can be accomplished in line with what we aim to demonstrate upon for the dissertation project's clarity and credibility. In fact this chapter is divided into two sections, the first deals with identity and EFL speaking, while the second part focused on LT and language transfer as outcomes of that significant interrelationship.

Language and identity are highly related notions; language is considered as a means by which a person can express his identity, as an individual as well as a member of a particular social group, particularly if that language is a foreign one and performed in a foreign setting which is the case of EFL learners. Such identity is better communicated in the EFL speaking phase, in which the accents and vocabulary used indicate part of one's personal-identity as well as his social-identity.

Accordingly, because identity and EFL speaking are two different yet related notions that are resided in largely separate literature, the current section attempts to provide an overview of theories and empirical studies on each concept and how they are related to one another ,starting first by providing a definition of identity from different perspectives, then distinguishing between personal and social identity, moving to discussed the impact of them on EFL speaking performance ,besides a particular reference to learner's identity and learner's investment theory. In addition to identity, this section shed the light on a further relative concept which is EFL speaking, starting by its definition, then its importance, moving to discuss psychological and linguistic EFL speaking difficulties, then distinguishing between competence and performance, additionally cognitive speaking process is highlighted.

1.2. Definition of Identity

Identity has always been an ambiguous and slippery term to define, for the reason that it has been used—and even overused—in a variety of contexts and for several different purposes, especially in recent years. According to Holland, Lachicotte, Skinner and Cain (1998) “*Identity is a theoretical concept that is derived from social sciences disciplines such as psychology and anthropology, and also from interdisciplinary studies such as cultural studies...*”. Accordingly, scholars in different disciplines propose diverse assumptions about what identity is. First of all, Identity's fundamental paradox is inherent in term itself. Basically, it is derived from the Latin word *idem*, which means “the same”. However in social sciences, the term implies both similarities and differences. On the one hand, identity regarded as a unique personal possession.

In fact, it is what distinguishes us as individuals from other speech community members as Jenkins (1996) assumes, “*Identity refers to the ways in which individuals and collectivities are distinguished in their social relations with other individuals and collectivities*” (p.4). Yet on the other hand, identity may also imply a broader collective sense to be referred to that relationship with a social group of the same kind. It is about identification with other people whom we assume are similar to us in terms of language, culture religion. Accordingly, Norton (1997) defines the notion identity as people understanding of their “*relationship to the outside world, how that relationship is constructed across time and space, and how people understand their possibilities for the future*” (p.410). Thus, Identity should not only be used to refer to the individual and personal features that each individual has, but also as “*fluid, context-dependent, and context-producing, in particular historical and cultural circumstances...*” (Norton & Toohey, 2011, p.420) .In addition, in psychology, it refers to an individuals' self-esteem or self-image., as Katzenstein (1996) states, “ *The term [identity] (by convention) references mutually constructed and*

evolving images of self and other”(p.59). Moreover, in the field of philosophy, West (1992) claims that, identity relates to human desires for social recognition, affiliation, security, and safety, which cannot be considered in isolation from the distribution of material resources in society.

Comparison to previous works in other fields, social science seems to be not the only field that has examined and attempts to define the concept of identity, other disciplines, most prominently political science has further contributions in defining the concept, though one can find explicit debates in examining its meaning in its various subfields. For instance, in political theory, questions of “identity” mark numerous arguments on gender, sexuality, nationality, ethnicity, and culture in relation to liberalism and its alternatives (Young, 1990; Connolly, 1991; Kymlicka, 1995; Miller, 1995; Taylor, 1989). In comparative politics, “identity” plays a central role in work on nationalism and ethnic conflict (Horowitz, 1985; Smith, 1991; Deng, 1995;Laitin, 1999). And In international relations, the idea of “state identity” is at the heart of constructivist critiques of realism and analyses of state sovereignty (Wendt, 1992; Wendt,1999 ;Katzenstein, 1996, Lapid & Kratochwil, 1996;Biersteker & Weber 1996).

1.2.1. Personal and Social Identity

Scholars defined identity in various contexts, therefore distinctive types of identity can be found according to various disciplines and interdisciplinary fields. As Vignoles, Schwartz, and Lucyck (2011) state, “*Identity has been defined as “unitary or multiple”, “real or constructed”, “stable or fluid”, “personal or social” and in many other ways that often seem to construct each other*”, however we will focus only on personal or social identity as main types.“*Personal and social identities are different subsets of identity content*” (Trafimow, Triandis&Goto, 1995). More specifically, in psychology, Personal identities are the attributes and meanings attributed to oneself by the actor; they are self-designations and

self-attributions regarded as personally distinctive. They are especially likely to be asserted during the course of interaction when other-imputed social identities are regarded as contradictory, as when individuals are cast into social roles or categories that are insulting and demeaning (Snow & Anderson, 1987). In other words, Personal identities refer to the individual self awareness and perception of the self individual attributes which characterize him/her as a unique person. The self according to theorists composed of a group of identities based on occupying a specific role, yet, such role identities are claimed to have an impact on the individual behavior and have a set of associated meanings and expectations for the self.

Social identity in sociology on the other hand is defined by Tajfel (1978) as “*That part of an individual’s self-concept which derives from his knowledge of his membership of a social group (our groups), together with the value and emotional significance attached to that membership*” (p. 63). According to him, social identities are those individual’s awareness and perception and of being a member of a particular social group in which he/she feels her/himself interested.

1.2.2. The Impact of Personal and Social Identity on EFL Speaking

The relationship between identity and EFL learning has been a subject of interest for most of scholars, according to Maclean (2010) and Starfield (2002), Research on identity and language learning investigates different issues. One of these issues is the impact of identity on the learning experience of individuals when learning English language. To understand the process by which identity influences EFL speaking performance .one has to inspect different types of identities learners usually encounter themselves in. these identities such as social and personal identities usually communicated and interpreted through the use of the target language that is particularly shown in learner’s speaking performance.

Personal identity refers to those beliefs, behaviors, and way of thinking an individual held, yet each one of those characteristics may influence EFL speaking performance. For instance most EFL learners if not all, and particularly older learners, have strong beliefs and thoughts regarding the way instructions should be delivered in the classroom. These beliefs and thoughts are frequently based on prior learning experiences as well as the assumptions (right or wrong) that specific teaching method is the most effective way for them to learn. Accordingly, a recent research conducted by Schulz (2001) on learners beliefs about the grammar and corrective feedback role in SL learning indicates that there is frequently a misalignment between students' and learners' perspectives. While most students reported a desire to have their errors corrected, only a few teachers agreed. In addition, while the majority of students stated that formal language learning is necessary for eventual mastery of the language, only around half of the teachers shared this view.

Furthermore, it is believed that success in language learning is correlated with learners types and behaviors in the classroom, however although it is often claimed that a talkative and extroverted individual is better suited to language learning, some studies on the other hand found that many successful language learners do not get good marks in extroversion tests Wong (1979) suggest that, in certain learning situations, the quiet observant learner may have greater success.

In addition to learner's personal identity, a number of social identity classes such as national, ethnic, religious and cultural identities have been proposed as likely to have an impact on EFL speaking performance, Pavlenko (2005) asserts that the people's social, political, and national identity are the major factors which determine his choice to speak or abandon a particular language. (McKay & Hornberger, 2009, p. 168 cited in Pavlenko, 2005). First, "*National identity describes that condition in which a mass of people have made the same identification with national symbols...*" (Bloom, 1990, p.52). In other words national

identity gives you the sense of belonging to a particular nation, yet such strong feeling of belonging may become an obstacle in EFL speaking. Learners who had achieved a high degree of accuracy in performing the foreign language were sometimes perceived as being less loyal to their nation than those whose foreign language speech retained a strong foreign accent. Such perceptions can affect learners' desire to master the target language.

In addition, Cultural identities are based on socially constructed categories that teach us a way of being and include expectations for social behavior or ways of acting (Yep, G. A., 2002). Therefore one can assume that cultural identity refers to the sense of belonging to a particular culture that involves a set of beliefs, values, attitude and art. Bakhtin (1981) adds Language is intrinsically related to culture. It performs the social function of communication of the group values, beliefs and customs, and fosters feelings of group identity. In other words, Language is the means by which speech communities preserve their innate cultures and keep their traditions alive. As a result speaking a foreign language means assuming a totally different and foreign culture, therefore EFL students may feel cultural identity loss when learning a foreign language while others may fail in speaking that language for the reason that it is associated with foreign culture.

Furthermore it is worth to mention that in many countries, in many nations, religion may have an important influence in determining whether or not speaking a particular foreign language is accepted or rejected among the society. people's beliefs and faith in the local society may collide with the foreign language aspects and culture. For instance, Arab societies in general believe that activities such as singing or listening to music, watching movies and videos in order to learn English language may be in violation of their religious belief. Arabs also believe that Arabic is sacred because it is the language of Quran. Therefore, speaking a foreign language among society is regarded as a threat to the status of their language (Sulaiman, 2006 as cited in Yazigy, 1994).

1.2.3. Learner's Identity and Learner's Investment

Identity and investment are two recent topics of interest in EFL education that aim at examining language learning as a social practice. These two concepts can be used to investigate not only how learners' identity and relationships are constructed in the language classroom, but also how social interactions influence learners' academic performance.

Identity is related to the notion of investment (Norton, 2010). Therefore, investment as a notion sheds the light on the socially and historically relationship construction between a learner's identity and the target language. Scholars also attempt to examine the relations of power in different learning conditions and how these conditions influence learners' investment in EFL learning. Starting with Norton (2013) framework, according to her, "investment is influenced by the unequal relations of power experienced by language learners, as well as the contextual, social, and historical nature related to language use. As such, the main reasons for learners to invest in a target language include a goal of acquiring symbolic resources (e.g., language, education, friendship) and material resources (e.g., capital goods, real estate, money)".

Norton defines investment as a language learner's active expenditure of both symbolic and material resources in the language learning process in order to increase the value of his/her cultural capital and material capital. In other words, a learner does not only learn a foreign language for the sake of learning it, but also for the purpose of gaining intellectual prestige and social recognition (symbolic capital). Likewise, a learner may study a foreign language in order to improve his/her living conditions and eventually increase his/her economic status (material capital). The learner invests in a language simply for the reason that he recognizes that it is through increasing his sphere's symbolic and material resources that he/she can gain that social power.

However, such investment in the foreign language learning process and practices in the target language can be significantly affected by relations of power constructed in a foreign language classroom, which influences language learners' identities later on. As Norton (1997) claims, *"the right to speak intersects in important ways with a language learner's identity"*. In other words, if learners are victims of others' oppression and abuse of power in the language classroom, their investment and identity as language learners might be deteriorated. Teng and Bui (2018) share the same idea stating that *"The understanding of investment in language learning illuminates the conditions of how relations of power limit the opportunities for language learners to speak and use the target language"*. This may explain why Benson (2011) claimed that identity can be constructed, fashioned, developed or modified based on an individual's knowledge. Identities become unbounded but related to learners' ideology and are no longer tied to fixed localities, patterns, or cultural traditions. In other words, the construction, development, yet multiplicity and social nature of identity determined by the learners' perceptions of capital resources of learning that target language which leads learners to struggle over time, as examined in Darwin and Norton's (2015) model, investment is located at the intersection of identity, capital, and ideology (Figure 1).



Figure 1.1: Model of Investment (Darvin& Norton, 2015)

Enlightened from the previous model and as stated earlier, the value of learner's economic, cultural or social capital shifts across time and space as they immigrate between communities, therefore it is totally normal for their ideologies to collude and compete, as well as their identities and self-positioning to be shaped in various ways. In addition, learners' symbolic capital including their previous knowledge, mother tongues and home literacy influence their investment in the target language learning practices. This investment is determined by learners' perception of affordances or benefits.

Furthermore, in other frameworks, given the reciprocal relationship between identity and investment, Murray and Kojima (2007) explored the way in which the social environment affects a Japanese female adult student foreign language learning process, and how this later influences her identity development. In many ways, their study reveals that positive/negative experience affects learner's identity development. Similarly, Man, Bui, and Teng (2018) investigation of the relationship between social learning investment and identity construction, suggests that the dynamic and unfixed nature of investment is mainly subject to the changing context.

1.3. Definition of Speaking

It seems that the concept of speaking is quite familiar to everyone; however, not anybody can give an exact definition of speaking. In order to clarify this concept, scholars provide various definitions. According to Burns and Joyce (1997) speaking is "*the verbal side of the language and the less structure one. Its form and meaning are dependent on the context which occurs, the participants, and the purposes of speaking*". That is to say it is the actual use of language; in fact it is the process of producing utterances that depends on the context in which it occurs including the participants themselves, and the purpose of producing that utterance. In addition, Thornsbury (2005) states that "*Speaking is so much part of daily life that we take it for grant the average produces tens of thousands of words a day*". In other

words, speaking is in the heart of communication and occupied the important place in daily life as well as learning and teaching the first, second, or foreign language. Moreover, Bygate (1987) inserts, “*Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer*”. Thus, speaking is an interactive process of meaning construction that is used in order to transmit a message and exchange ideas, thoughts and emotions.

1.3.1. The Importance of Speaking for EFL Students

Speaking is always considered to be on top priority by EFL students, who regard it as the most important skill. They believe that this skill to be the gold standard for mastering the target language. In addition, according to Hedge (2000) speaking is “*a skill by which they [people] are judged while first impressions are being formed*”. He believes that, the ability to speak a language fluently help students in achieving their objectives, especially in performing the necessary functions of language. For instance, they can, negotiate with others, express their feelings, ask, request, and so on, which is a reflection of their thoughts and personalities. Celce-Murcia (2001, p. 103) points out, “*speech is the most basic means of human communication*”. Which means that human beings rely on speech to fulfill their needs. In addition, Nunan (1991) claims that:

Speaking skill is the important aspect of learning a second or a foreign language, and students are required to master this skill in order be able to carry out an effective conversation in the language. In other words, in order for a student to handle a successful conversation in the target language, he must accomplish the speaking skill. (p. 39)

Moreover, mastering the speaking skills implies that the EFL student is also proficient in other skills as what Ur (2000) postulates, *“all the four skills: speaking seems instructively the most important; people who knows a language are referred to 'speaker' of that language, as if speaking included all other kinds of knowing”* (p. 12). According to him, a person’s knowledge about a particular language is measured through the person’s proficiency in speaking that language. Thus, whether it is inside the classroom or out of it, the importance of speaking cannot be denied. The importance of speaking occurs inside the classroom, when teachers encourage their students to interact and exchange their thoughts orally in order to boost their self-esteem and motivate them. That is why, the communicative approach of language teaching and learning concentrates more on speaking than other skills. Speaking has an outstanding value outside the classroom as well since companies that deal with foreign people give jobs opportunities to those who speak fluently a foreign or second language more than the others.

1.3.2. EFL Students’ Speaking Difficulties

EFL students usually find themselves in situations where they are either unprepared or unwilling to speak in the classroom .as a result, students may face various difficulties during their oral performance either in terms of linguistic features of the language such as lack of vocabulary, misuse of grammar and pronunciation mistakes, or in their psychological well being such as having a high self confidence or lack of self-confidence, self esteem and lack of interest in the subject.

1.3.2.1. Linguistic Problems

Linguistic factors are regarded to be main features influencing students speaking proficiency, as what Riadil (2020) propose, *“language problems could affect to the poor academic performance of the students. Students who are deficient in speaking ability tend to lack vocabularies, grammar, and pronunciation in which belong to linguistics problems”*.

This indicates that students' poor speaking performance in the classroom is mainly due to lack of vocabulary, grammar constructions and pronunciation. Thorunbury (2005) share the same idea stating that, "*being skillful assumes having some kinds of knowledge base (...) Knowledge that is relevant to speaking can be categorized either as knowledge of features of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge)*" (p. 11). According to him, if a student does not grasp the linguistic features, he will struggle in speaking, and eventually will confront the following difficulties:

a. Deficient Vocabulary

Learning a foreign language requires amassing a great amount of vocabulary. However, when it comes to communication, EFL students often struggle to find the appropriate words to use due to the limited vocabulary and expressions they possessed, which has a negative impact on their engagement in speaking and expressing opinions.

b. Grammatical Mistakes

Although teaching grammar is usually focused on the process of learning a foreign language, many EFL students do not master all of its knowledge. They give up speaking in many instances because they are afraid of making grammatical errors in front of their partners. In such cases, instead of putting themselves in an odd spot, they would rather keep silent.

c. Pronunciation Mistakes

Good pronunciation is considered as an important element while speaking a language, since it allows the speaker to be understood when articulating words. However, EFL students usually fall in mispronunciation due to the complexity of regulations or to their poor listening skills. Therefore, they do not take the risk of speaking in order to avoid being criticized on their pronunciation.

1.3.2.2. Psychological Problems

There are a variety of psychological issues that stand as an obstacle when it comes to speak a foreign language. The following are various features that are included in these issues:

a. Lack of Self-Confidence

Lack of self-confidence plays an importance role I foreign language communication, according to MacIntyre, Dornyei, Clement, and Noels (as cited in Hysook and Lee, 2004) “*self-confidence significantly contributes to the learner’s willingness to communicate in a foreign language*”. However, certain EFL students feel unwilling to participate and express their thoughts in the classroom due to lack of self confidence. In fact, they find themselves little uncomfortable to be singled out to answer a question and speak aloud in any classroom. In addition, Hale (2004) assumes that “*...the level of confidence is an indicator for the performances’ results of students. For example, a well delivered performance is an indicator of students’ high self-confidence, while, poorly performance is signal of students’ low self-confidence*”. According to him, students’ level of confidence plays an important role in determining students speaking performance level. High Self-confident students often like to present their communicative capacities without caring about situations they put themselves in. low self confident students on the other hand prefer avoiding expressing their thoughts and opinions orally since they do not believe in their speaking abilities, as well as the fear that they may break their good image which will have an impact on their speaking performance.

b. Self Esteem

Self-esteem is regarded as a vital affective element in the educational achievement process. Henceforth, its absence causes learners to doubt their own abilities, leading to poor performance as an outcome of this deficiency.

In addition, Brown (2007) states that:

Self-esteem is probably the most pervasive aspect of human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem and belief in your own capacities to successfully perform that activity. (p. 154)

According to him, self-esteem is an individual's assessment of themselves. It is developed through a variety of experiences with oneself and others in relation to the peripheral world.

c. Lack of Interest in Subject

The subject of communication can have an impact on students' speaking involvement both within and outside the classroom. Insufficient knowledge about the topic or unfamiliarity with it may lead the speaker to lose interest in discussing it. This point has further explained by UR (1981) stating that *“The first thing to do to encourage fluency is to bring interesting subjects of the conversation to classroom (...). This means that, students need a reason to speak more than they need something to speak about.”* (p. 5). That is to say, the topic teachers present determines students speaking performance, the more negative attitude students have towards the topic, the less they will perform in speaking.

d. Language Anxiety

Language anxiety remains an ambiguous term and difficult to define. As Karatas, Alci, Bademcioglu and Ergin (2016) state, *“Language anxiety and its relationship to language learning continues to be a growing topic of investigation, and remains a complex one”*. In the literature, several definitions of FL anxiety have been proposed. According to Ortega (2009), the two prominent definitions that have been enriching our knowledge of language anxiety were proposed by Horwitz et al(1986) and MacIntyre (1999). Horwitz et al(1986) defines language anxiety to be *“a distinct complex of self-perceptions, beliefs,*

feelings, and behaviors which are connected to learners' language learning system."(p.128). MacIntyre (1999) adds that anxiety is "*a feeling of stress, nervousness, emotional reaction, and worry that linked to second/ foreign language learning*". To have a better understanding of the notion of FL anxiety in a broader scope, Horwitz (2001) adds a psychological dimension to language anxiety saying that it "*is a factor that creates a negative effect on learners' psychology.*" (p. 114). In order to give a clear and general definition, it can be said that, language anxiety is a condition of negative feelings, behaviors and worry associated with a second or foreign language learning that may have a negative impact on the learner's psychology as well as his communicative performance.

In addition, As far as foreign language learning is concerned, "*It is also worth noting that foreign language learners often find themselves burdened by language anxiety, which is intensified by various sources*" (Aydin, 2008; Sinnasamy & Karim, 2014).first, speaking, "*when speaking, students are required to process linguistic inputs while producing outputs simultaneously*" (Harmer, 2004 as cited in Cagatay, 2015). *Such skills are considered the most anxiety-provoking part of language education* (Kunt & Tum, 2010). That is to say, the much gap between the input and the output is, the more difficulties the learner faced. Besides that, teachers' role in EFL classrooms can also cause anxiety. Aydin (2008) has further explained this point stating that "*the manner of correcting the mistakes of students by teachers is another source of anxiety*". Moreover , classroom environment its self can be considered as a further source, Luo (2012) believes that "*the main sources that lead to experiencing foreign language anxiety are the classroom atmosphere, attributes of learners, the target language, and the process of foreign language learning itself*". Accordingly, According to Ehrman (1996),

Learners feel anxiety about different things depending on the learning context they are in. For example, in formal learning contexts, learners feel anxious about tests, speaking in class, competition with others etc, while in informal learning contexts, they become anxious when conversing with L2 native speakers and experiencing cultural differences.(p. 184)

In other words, EFL learners feel anxiety under different circumstances, and because of various reasons. In the classroom, tests and competition with peers provoke students 'anxiety. However outside the classroom, holding a conversation with a native speaker that represents a different culture is considered to be the most provoking situation for EFL learners.

1.3.3 Competence and Performance

Many Linguists attempt to distinguish between competence and performance as two different types of linguistic ability in which linguistics is concerned with both of them, as Taha and Reishaan (2008) argues: "linguistics is concerned with the study of competence, and does not restrict itself to performance" (p. 35). In addition, according to Chomsky (1965) "*We thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations).*" (p4). "*Based on Chomsky's theory, our linguistic competence is our unconscious knowledge of languages and the organizing principles of a language. Then, what we actually produce as utterances is called linguistic performance*" (Denham & Lobeck, 2013, p. 21).

Similarly, Fromkin and Rodman (1993) add, "*it is a difference between what you know, which is your linguistic competence and how you use this knowledge in actual speech production and comprehension, which is your linguistic performance.*" (pp. 11-12). Furthermore, according to Chidambaram (2005),

The students can perform their knowledge of language through four language skills especially speaking. Based on Chomsky's theory, the knowledge of language is students' linguistic competence as input in process of knowing language and speaking is output of linguistic performance. (p. 9)

In other words, among the four language skills speaking is regarded as the most important skill, in which linguistic competence stands for the input of the process of acquiring or learning a particular language, however production is the output of the linguistic performance.

In spite of the difference between the two terms, the relationship between them is highly related and both are needed in any given communicative event. Widdowson (1983) states, *"Someone knowing a language knows more than how to understand speak, read, and write sentences. He also knows how sentences are used to communicative effect"* (p.01), moreover, according to Hamerka (2009), *"When a speaker of any language, no matter if the language is their first, or second, speaks the language, their performance results from their competence"* (p. 15). In other words, in order for a person to accomplish a successful speaking performance, an effective competence is needed; such competence governs students' speaking performance.

It is also worth to mention that one cannot neglect the importance of both items in speaking process especially for students. According to Bygate (1987) *"in order to achieve a communicative goal through speaking, there are two aspects to be considered –knowledge of the language, and skill in using this knowledge"* (p. 3).

1.3.4. Cognitive Process of Foreign Language Production

Language production has been defined as the process of creating meaning using language, as stated by Richards and Schmidt (2013) *"Language production can be defined as*

the process of creating and expressing meaning through language either written or spoken, it is abstract and physical". It refers to both speaking and writing form, while speech production refers only to speech form. According to Levelt (2007), "*Speaking process includes conceptualization, formulation, and articulation*". Conceptualization is the first and most abstract stage which concern with kinds of information selected to express meaning. In fact, it involved two parallel modes of thoughts which are: imagistic thinking and syntactic thinking. Imagistic thinking refers to the image that comes to the speaker's mind when he/she hears a familiar concept while syntactic thinking is that decision the speaker makes about how to frame an idea into language. For instance, an imagistic thinking is the image that comes into your mind when you hear the word "phone", while a syntactic thinking is what you determine to say about "a phone".

The second stage is formulation, it involves three phases: lexicalization, which is to select the intended words, for example (you, may, sit). Syntactic planning, in which you combine that words together, for example (you +may +sit), and phonological encoding, to turn that words into sounds, for example (/ ju: / + / mei /+ / sit /).

The third and final stage is articulation, the physical stage where of sounds speech, where words turn into sounds and syllabus, where thoughts are sent from the brain to the speech system in order to produce the desired sounds at the level of the mouth and the vocal cords. If one stage is absent the process of speaking will not be successful as students may face difficulties either slips of tongue or slips of mind. Accordingly, according to Skehan and Foster (1999) "*Briefly, fluency and accuracy of students English speaking can be influenced. But human's mind cannot focus on these three processes at once because they have not enough capacity processor*". In other words, since these three processes occur simultaneously, students sometimes make mistakes in face to face communication. Therefore, students speaking skills can be replaced by "*hesitations, false-starts, grammatical inaccuracies, and limited vocabulary*" (Hughes, 2002, p. 77).

1.4. Conclusion

The aim of this section is to create awareness among researchers that as much as EFL learning can influence and shape learners' identity, learners' identity on the other hand can have a significant impact on EFL learning as well, which is resulted mainly in learner's EFL speaking performance. In order to accomplish that awareness, a definition of identity was highlighted, then its types, moving to the impact of identity on EFL speaking performance. Additionally, learner's identity and learners' investment was highlighted. In addition to identity, we gave some definitions of EFL speaking, and mentioned its importance, we also shed the light on EFL speaking difficulties. Then we tried to give a clear distinction between competence and performance, and in addition to that, we tried to discuss the process of foreign language production.

Section Two:

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2.4. Conclusion

2.1. Introduction

The need for translation develops whenever different languages come into contact with one another. The level of this need relies on the relationship between the languages, specifically on similarities and differences, the case of EFL learners, they tend to rely on the literal translation because of the insufficient knowledge about the English language and its culture, and as a result, language transfer and interference will occur.

In this section we are going to first give the definition of literal translation and how to avoid and overcome this type of translation then, the factors that affect such use of translation, secondly, a definition and types of language transfer are provided, in addition; we mentioned the role of transfer in interlanguage and cross linguistic influence in language and cognition along with cognitive transfer in CLI, furthermore, we show the factors affecting language transfer, moreover, we discussed the concept of language transfer and interference, finally, we explained the phenomenon of transfer in foreign language learning from psycholinguistic view.

2.2. Definition of Literal Translation

A literal translation is a type of translation in which “*the source language grammatical constructions are converted to their nearest translation language equivalents, but the lexical words are again translated singly, out of context*” Ordudari (2007). The literal translation of words, phrases, and sentences in a text entails conveying the denotative meaning of such words, phrases, and sentences from one language to another. Therefore, literal translation is effective when the semantics and structure of the two languages are similar.

Literal translation is a bad practice, especially when dealing with languages from different cultures, such as Arabic and English. Particularly in the case of multi-word units like

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collocations and idioms, literal translation frequently fails. However, it may work in some cases, such as in the case of multi-word units, as 'الحرب و السلام' /alharbwaassalam/– 'war and peace'. Literal translation is typically used in the complete representation of the original when the original almost matches the target language in terms of vocabulary, grammatical structure, and rhetorical device, implying that literal translation preserves the rhetoric, national, and regional characteristics of the target language. This technique can be used in three different ways: Word-for-Word Translation, One-to-One Literal Translation and Literal Translation of Meaning. The ancient Greeks used the literal Word for Word Translation technique to translate books into Latin. Also, one to one basis of literal substitution was preferred. Fluency is more crucial than fidelity for the target readers in this case.

a) Word-for-Word Translation

A word-for-word translation is a method of translating the meaning of each and every word in a source language to its equivalent words in the target language. This means to translate individual words. It's a dangerous strategy because it could change the meaning. So, it is not considered a mature translation process because it ignores structural mismatches such as word order and taken into consideration the differences between languages. It completely disregards the target language and context. Here, every term or item is translated into TL and given a similar and equivalent meaning. e.g. Arabic: ذهب نجين إلى جدة || ḏahabanadżiniladżiddah || English: Went Najin to Jeddah. Here, the correct word order for the translation in English should be 'Najin went to Jeddah'. The verb comes first in Arabic verbal sentences; however the verb comes after a noun or noun equivalent in English sentences. . So, the above English word-for-word translation is incorrect.

b) One-to-One Literal Translation

It is a broader form of translation. Using this strategy, we take into account collocation meanings and translate each SL word or phrase into a TL word or phrase with the

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same number, grammatical class, and language type. That is, a noun is transformed into a noun; an adjective is transformed into an adjective, and so on and so forth. Similarly, an idiom should be translated into an idiom, a collocation should be translated into a collocation, a proverb should be translated into a proverb, and a metaphor should be translated into a metaphor. The following example shows the interpretation of an Arabic idiom into English. E.g. Arabic: 'لسان طويل'/lisantawil English: 'long tongue' (i.e. abusive).

c) Literal Translation of Meaning

It is the closest, most precise, and comprehensive translation of meaning. This is why sometimes it's called Close, or Direct Translation. It takes TL grammar and word order into account. The TL takes into account metaphorical and special uses of language. This strategy provides various meanings in a variety of texts, context, and word combinations. This method is often most acceptable among literal translations. E.g. Arabic: أحبك كثيرا ahibbukakaθiran || English: I love you a lot.

2.2.1. Avoidance of Literal Translation

Literal translation can occasionally fail to convey any meaning at all, or it can convey the wrong meaning. Thus, it doesn't take into consideration differences in culture or background knowledge between readers or speakers of the original in the original language. It also ignores the fact that different languages have various ways of expressing the same concept. Even if the literal translation is sometimes understood, it may not be appropriate. Here's an example, when a person arrives at the destination in Spanish he would say: "Yallegamos/yahemosllegado". Literally this is "Now we (have) arrived." it conveys the meaning in English, but it's not what English speakers say; they would say: "Here we are!". An effective translation should transmit the same meaning taking into consideration the target language culture. However, literal translation often transmits a different meaning.

2.2.2. Overcoming Literal Translation

A literal translation is a kind of translation that follows closely the form of the source language. It is a process of rendering a text from one language to another through “word for-word” translation rather than conveying the sense for sense. Hervey and Higgins (1992) argue that literal translation is the source language oriented style of translation in which the literal meaning of all words in the source text is taken as if straight from the dictionary, but the conversions of the target language grammar are respected. That is the reason why, literal translation is bad. In order to overcome this phenomenon many strategies are suggested for EFL students such as:

- Doing daily activities in English.
- Communicate with friends in English.
- Listen more to native English conversations, podcast and movies without subtitles.
- Avoid learning through translation and use monolingual dictionary.
- Think in English.
- Train responses to common questions.
- Reading English books and listen to English music.
- To learn about culture along with language.

2.2.3. Factors that affect Literal Translation

In EFL speaking, several factors are considered to have an impact on how students translate in their minds from Arabic to English which lead them to fall in literal translation. Among the most important of these factors are: First, cultural differences, an Arabic word cannot always be replaced by a single English term easily, alternatively students may need use one or more sentences in English to explain the meaning of one Arabic word, and eventually they found themselves translating from their mother tongue into the target language without conveying the exact meaning, which is known as literal translation. This is a frequent

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occurrence, when dealing with Islamic terms, for instance “Hoor Al Ayn”, an Arabic EFL student may translate it in his mind as “Virgil woman with beautiful eyes ” however the right equivalent of this term is “Virgins” or “Horis”.

Second, having to shift the way of thinking, Native Arabic translators are more aware of this challenge, they are used to think in their mother tongue but when translating between English and Arabic, they have to switch to the “English way of thinking”. Prepositions are the perfect illustration for this phenomenon. For instance the English sentence “I am thinking of my new wardrobe, I really like it!” Arabic use of prepositions would make this “I am thinking in my new wardrobe, I really like it!”

Moreover, lack of sufficient time can be a factor too for example in the oral session the teacher asks the student to speak about smoking; the student will speak and translate in his mind in parallel, e.g. “مدمن تدخين” will be translated by the student “addictive smoker” however, the right expression is “heavy smoker”. There is no logical explanation why we cannot use “addictive smoker” but we can say “heavy smoker” yet, “heavy” and “addictive” are close in meaning in this specific context of describing a person who becomes usually incapable to give up smoking. Consequently, “heavy smoker” is the right option.

2.3. Definition of Language Transfer

Various definitions of the phenomenon of language transfer have been proposed by linguists. Starting by Selinker, Swan and Dumas, (1975) who claimed that language transfer is “*The application of native language rules to target language forms*” (P.134).

However, Oldin (1989) criticized this definition he criticized the behaviorist position that regarded transfer as a result of habit formation, stating that “*Transfer is not simply a consequence of habit formation*”. Krashen (1982) referred to language transfer as “*Falling back on first language knowledge*”(P. 29). According to Odlin, such a definition of transfer is problematic since it leaves out the advantages that some L2 learners may have over others

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(e.g., Spanish speakers of English acquire English earlier than their Arab counterparts due to similarities between Spanish and English). Krashen in this definition considered language transfer as a production strategy; Transfer, on the other hand, would help with reading and listening comprehension.

Moreover, Kecskes (2000) defined language transfer as “*any kind of movement or influence of concepts, knowledge, skills, or linguistic elements (structures, forms) in either direction between the L1 and the subsequent languages*”. For this definition Odlin stated that “*transfer is not always native language influence*”(P.8). Because if a person speaks three languages, the knowledge of the two previously acquired languages will affect the third, therefore transfer does not always stem from a native language effect.

After providing a brief explanation of some previous definitions, Odlin (1989) defined language transfer as “*the influence ensuing from similarities and differences between the TL and any other language that has been antecedently (and maybe imperfectly) acquired*” (p. 27). It may be argued that the lack of agreement on a comprehensive definition of language transfer is a contributing factor to the debate about the real role of L1 in L2 acquisition.

One of the latest definitions was presented by Gass and Selinker (2008) who argued that language transfer is “*the use of the first language (or other languages known) in a second language context*”(P. 519). Gass restricts the term transfer to positive transfer in this case. Nevertheless, much of the influence of the native language (or of some other previously learned language) can be very helpful, especially when the differences between the two languages are relatively few. Nevertheless, the original language's (or any previously learned language's) influence can be quite beneficial, especially when the distinctions between the two languages are relatively few.

2.3.1. Types of Language Transfer

In the context of non-native language acquisition or use, transfer broadly refers to the influence of the learner's native language. Positive transfer or facilitation occurs when the native language's impact leads to immediate or quick acquisition or usage of the target language. Negative transfer or interference happens when the native language's influence causes errors in the acquisition or usage of the target language.

2.3.1.1. Positive Transfer

In order to learn specific patterns in the TL, learners tend to use their knowledge about the L1; this situation is called positive transfer. It occurs when two languages are similar, in this case learning process is facilitated (Ellis, 2008, p. 355). In other words, learning the TL depend on the previous knowledge of L1 that the learners have will be easy since the L1 and L2 are alike. Dulay, Burt and Krashen (1982) stated that "... *Positive transfer is the automatic use of L1 structure in L2 performance when the structure in both languages is the same resulting in correct utterance*" (p. 97). However, similarities are sometimes ambiguous as in the case of "false cognate" or what is called "Les faux amis" in French. Here Ellis (2008) declared that "*similarities reduce the number of errors*"(P. 355).

2.3.1.2. Negative Transfer

Osgood (1949) as cited in Ellis(1997) defines negative transfer as "*the effect of a specifiable interpolated activity upon the retention of previously learned activity*"(p. 15). Interference or retro-active transfer are other terms for it. Learners will make mistakes and have challenges as a result of this form of transfer. As we have seen previously that positive transfer facilitates the learning process due to the similarities between L1 and L2, yet this type blocks the learning procedure because of the differences existed in the TL and NL.

2.3.2. The Role of Transfer in Interlanguage

The concept of interlanguage was first introduced by Selinker (1972), and then it was

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raised by Carder (1967).

Accordingly, making errors while the EFL student is producing writing or speaking are not seen from negative side, but it can be valuable in the classroom for EFL teachers, the researcher agrees on that, since it helps a lot the teacher to identify the learner's needs and looking for what is important to be taught. Errors can be either written or spoken, and there are many different types of errors, as stated by Dulay and Burt (1974) which are lexical and grammatical ones that are committed at the level of transfer. They use the term Interlanguage interchangeably with the word universal grammar.

There are two approaches to universals: The Chomskyan approach which is concerned with the concept of universal grammar, I.e all the human languages share common rules through which children can guess the rules easily. Whereas, the Greenbergian approach (1966) is concerned with the notion of Language variation, in the sense that all languages are different from each other what leads to misconstruction of grammar rules.

Language transfer is viewed from two perspectives, according to Dulay, Burt and Krashen (1982). The former is the psychological effect in which there is an effect of the L1 when the L2 is learned. Also, the sociolinguistic side deals with the notion that when two speech communities get in touch, language interaction appears for instance borrowing and code switching. These two scholars share the same view with Abu Eid and Al Zoubi.

2.3.3. Cross Linguistic Influence in Language and Cognition

The majority of linguistic theories viewed that languages have homogenous specifications. But all are affected when they get in touch with other languages in a way or another.

Language contact is not precised to one language system contacting other language system but rather with people who have different varieties using their own when communicate to each other. Thus, language contact caused language change. Clyne (1987) spoke about the

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pertinence of structural and typological factors which caused that language change; sociolinguistic factor on the other hand affected contact induced language change. Weinreichn (1966) said that: "*the bilingual brain is the locust of language contact*"(p. 71), in the sense that he made a connection between the cognitive dimension of bilingualism and language contact.

However, there were other theories such as monolingualism that rejected the notion of language change, it highlighted the idea of the sameness of all languages; from linguistic point of view, this perception of all language systems are alike in all speech communities is false, the more we deal with multilingual speaker, the more it becomes difficult to know what is the mother tongue. Heine and Kuteva (2005) refer to contact-induced change as "*language transfer of morpho-syntactic equivalence between the model and the replica languages*". Jarvis and Pavlenko (2008, p. 605), they agreed on upon one idea with Whinney (1992) brought a model entitles the completion model, which is concerned with generating new words with matching them to the old lexical units and phonological ones.

2.3.4. Cognitive Transfer in CLI

Transfer has traditionally been viewed as a process by which mental representations from one linguistic system, such as the L1, are transferred over to another linguistic system, such as the L2.

Corder (1983), for example, claimed that "*if anything which can be appropriately called transfer occurs, it is from the mental structure which is the implicit knowledge of the mother tongue to the separate and independently developing knowledge of the target language*" (p. 92). It is still unclear if CLI truly entails the mental transference of information from one linguistic system to another, or whether it more simply involves the formation of mental links between the two, is still not clear. However, what is becoming obvious is that there may be a number of cognitive levels at which two or more languages that a language

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user knows can exert an influence on one another. Slobin (1996), for example, proposes an implicit distinction between the following levels: thought, thinking for speaking, and speaking. Based on the view of Slobin, CLI effects can occur at both of the latter two levels.

A number of other researchers, representing a variety of complex theoretical perspectives, have converged on a framework for understanding language and cognition that distinguishes between the levels of concepts, lemmas, and lexemes, or more typically between the levels of conceptual representations, semantic representations, and linguistic representations proper e.g. Pavlenko(1999). CLI can occur at any or all of the three levels, according to this latter framework.

Additionally, CLI can occur at many levels at the same time, such as when a Swedish-speaking learner of English refers to only human collisions but not to vehicular collisions with the calque phrasal verb run on (= Sw. springa pa)(Jarvis, 2000a, p. 291); The phrasal verb's form appears to represent CLI at the linguistic level, whereas the meaning ascribed to the phrasal verb by the language learner appears to reflect CLI at the conceptual level.

2.3.5. Factors Affecting Language Transfer

Weinreich (1979) stated that, there are many factors that create interference which are:

1/Speaker Bilingual or multilingual background: The principal reason of interference is Bilingualism or Multilingualism. Since the speaker is influenced by both languages (NL and TL).

2/Disloyalty to TL: It leads to negative attitude; it causes disrespect the structure of the TL and therefore forces the bilingual to set unplanned patterns of his first language elements.

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When learners tend to have limited knowledge about TL, they put words in sentences or orally in the structures and the sense of the native language.

3/The limited vocabularies of TL mastered by a learner: When the learner is willing to master another language, he will face new words that are different from his native words. Vocabularies play a big role when the person wants to speak as target language natives. The more vocabulary someone possesses, the better he masters the TL.

4/Needs of synonyms: People use synonyms in order to avoid redundancy. Implementing synonym in a language contact will contribute to interference in the form of adoption and borrowing of new words from SL to TL.

5/Prestige and Style: Usually when people communicate, they tend to use foreign words. The main aim of using those unfamiliar words is to get pride. So when the receiver cannot catch the real meaning of the speech, interference appears.

2.3.6 Language Transfer and Language Interference

Foreign language acquisition has advanced greatly in recent years as a result of research into many dimensions of language and behavior that were previously unexplored. The scopes of research into the acquisition of language learning and teaching have been broadened. The term "language transfer" was derived from Lado's remarkable claim concerning second language acquisition in (1957), he stated that:

Individuals tend to transfer the forms and meaning, and the distribution of forms and the meanings of their native language and culture to the foreign language and culture both productively when attempting to speak the language and to act in the culture, and respectively when attempting to grasp and understand the language and the cultures as practiced by the native. (p.2)

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This quotation and the associated research have been a well-known source for hundreds of bodies of empirical studies related to the field of second language acquisition in contact situations and the phenomena of language transfer. In, *Language Transfer and Language Learning*, Gass and Selinker (1983) explain the development of the language transfer concept, while Fries (1945) emphasizes the importance of contrastive analysis in language learning by observing learners' errors and how they relate to the differences and similarities between the two languages

Harris (1954) suggested a model of "Transfer Grammar", basing his views on the translation type model as language learning founded upon a purely structural comparison of the two languages. Thus, the early concept of language transfer covered a variety of points of view on the necessity of knowing how a second language is learned.

Transfer is a nebulous notion that has been studied extensively by a number of researchers. Dechert and Raupach (1989) mention Weinerich (1953) and Juhasz (1970), who argued that "*transfer in production...is found not only in second language productions in that they resemble the primary language, but also in the absence of appropriate target language structures as a result of an interaction from L1 to L2.*" (P.14). This indicates that the target language is facilitated by the native language's structure, and that transfer typically occurs in a target language contact situation.

The idea of transfer was first considered as a main source of learner error before follow-up studies provided further evidence of transfer as a learning process rather than focusing on the negative role of the first language in understanding second language learners' errors. However, after the 1960s, the role of the native language in the learning of the target language started to be considered as facilitative rather than as a source of errors resulting from the underlying similarities between languages.

Section Two Previous Studies about Literal Translation and Language Transfer

Selinker (1966) was the first to discuss language transfer from one's native tongue to a second or foreign tongue by giving further evidence of transfer as a major process of language learning and by researching the link between transfer and interlanguage, which was always his primary area of focus. Though Selinker (1972) did not characterize what the learner's interlanguage should look like (Corder, 1981), he did repeatedly imply that transfer was one of the factors associated with the unique system of the learner language (Lui, 2001). It is essential to acknowledge that after Selinker's revolution in the field of linguistics and his controversial theory about language transfer, there were other views that argued that language transfer in language learning was relatively unimportant. Krashen (1981), Burt and Dulay (1974), for example, believed that learning a second language was based on habit formation and that the first language played only a minimal role in learners' acquisition of the second language.

Nevertheless, Gass and Selinker (1983) stated that *“there is overwhelming evidence that language transfer is indeed a real and central phenomenon that must be considered in any full account of the second language acquisition process.”*(p.7)

Language transfer has also raised various questions in the field of language learning; these include what language transfer needs, what is actually transferred, how language transfer occurs, and what type of language transfer has been demonstrated to be accurate. The main concern of language transfer is associated with second language learning and the level of language performance. Based on Gass and Selinker's (2008) findings on Theories of second-language acquisition, the identification of transfer was also discussed by Corder (1981), who remarked that it is the duty of both teachers of languages and native speakers of the language to point out the transfer according to the rules of language.

At the same time, Corder implies that *“the source of data for transfer research lies in the learners' production or utterances”* (Lui, 2001, p. 4). This means that it is important to

Section Two Previous Studies about Literal Translation and Language Transfer

notice second language learners' production of the target language in order to recognize which area is being transferred from the native language. In this light, the concept of transfer has been subjected to a host of studies that discuss the role of the first language in second language learning. The role of the first language is illustrated by Ringbom(1988) as follows: "*We are naturally inclined to assume that the nearer the foreign language is to our own, the easier it is*" (p. 44).

Nevertheless, until the 1990s, relevant data and research demonstrated that the issue of transfer is still undecided as to whether linguistic elements in the native language facilitate or hinder second language learning. Kasper (1996) identifies the notion of transfer in second language acquisition by examining the contrast and similarities between the native and the foreign language. This information can then be utilized to determine whether transfer has a positive or negative impact.

Taking into consideration of the arguments concerning the concept of transfer and, more precisely, whether it should be considered a key stage in the language learning process or merely a non-essential concept in the acquisition of a second language, researchers are increasingly focusing their attention on this issue; it is clear that there is a need to explore deeper into the concept of language transfer and its impacts in light of the utterances produced by second language learners, particularly those who are new to the subject.

Gass and Selinker (1983) presume that, at some point of their learning process, most second language learners have seen the influence of language transfer on their level of language proficiency and that serious treatment of this issue should refrain from examining diverse language learning and teaching methodologies. Language transfer is a tough notion to define. As stated by Ellis (1997), language transfer refers to what can be used from the native language, 'the linguistics information' to use in a context of a second language. In terms of language training and learning, Osgood (1953) defines transfer in the field as follows "*the*

Section Two Previous Studies about Literal Translation and Language Transfer

effect of a preceding activity upon the learning of a given task” (p. 520). Ausubel (1963) provides yet another definition of language transfer, which is “*the impact of prior experience upon current learning*” (p. 28).

According to these authors, an accurate definition cannot be given as the “preceding activity” or “prior experience” is related to the native language, while the “given task” or “current learning” is related to the foreign language. Moreover, Kellerman (1986) tries to distinguish between influence and transfer. Influence is not the same as transfer. Influence refers to those first-language effects, such as avoidance and other speech aspects of the first language, that act as constraints on second language learning and performance, whereas transfer, on the other hand refers to those linguistic behaviours that are incorporated from the first language into the target language without capturing other elements of the effects of the second language. The term transfer has also been contested by theorists and language teachers as to whether it is still a valid concept in second language acquisition. Such as, Corder(1981), Selinker(1972), Lado(1957), and Ellis(1997) propose that second language learners, at least at one stage of the learning process, rely substantially on the patterns of their native language when communicating in the target language, usually they do at the first level of learning a foreign language.

2.3.7. Transfer in FL from Psycholinguistic View

Nagy (1995) conducted research on Spanish-English bilinguals, concluding that Spanish-English bilinguals make more errors than monolingual English students, they divided these errors into different categories: Non transfer errors that have a relation with reading skill or proficiency in both languages (English and Spanish). Unlike, transfer errors have no link with reading, but they are related with Spanish proficiency.

As stated by Al Zoubi and Abu-Eid (2014) “*transfer is psycholinguistic process in which L2 learners activate their previous linguistic knowledge to develop and use their*

Section Two Previous Studies about Literal Translation and Language Transfer

Interlingua”(p, 357), i.e., the emergence of transfer refers to the influence of earlier L1 information on L2 learning. The most common grammatical errors have become a key indicator of a learner's interlanguage system.

Foreign language learners, according to Lightbown and Spada (2006), make errors in unconscious way; they believe they are true cannot correct them by their own. Smith (1979) distinguished three periods in L1 and L2 learning: First, the influence of structural linguistics and behaviorist psychology, at that period, transfer from the mother tongue to the foreign language is a matter of a custom. Negative transfer would occur if there is a difference between students' language and the foreign one. Eisouh (2011) investigated the concept of the English negation on Jordan University students to determine if these negative sentences are influenced by Arabic syntactic structures, and he concluded that Arabic had an impact on their English writing performance.

The second period is characterized by cognitivism in psychology and language acquirement as well; L1 plays a strong role in L2 learning, the former is regarded as a creative process called creative construction hypothesis.

The third one is the corrective movement within the cognitive approach to language learning, i.e., the mother tongue function in theory building has been revived, the concepts of creativity in learning have enlarged include inter lingual transfer. According to Odlen (1989), the student is a part taker in the learning process. (as stated in Al zoubi and Abu Eid, 2014)

2.4 Conclusion

Literal translation is a bad practice, when the EFL students think in Arabic and speak in English they will be translating literally, and in the most of situations they will not reach the target meaning and a negative transfer will occur due to interference, cultural differences and distance between the two languages.

Section Two Previous Studies about Literal Translation and Language Transfer

Throughout this section, we defined literal translation and how to avoid and overcome this type of translation then, the factors that affect such use of translation, secondly, we defined language transfer and we provided the types of language transfer, in addition; we mentioned the role of transfer in interlanguage and cross linguistic influence in language and cognition along with the cognitive level, furthermore, we showed the factors affecting language transfer, moreover, we have tackled the concept of language transfer and interference, finally, we explained the phenomenon of transfer in foreign language learning from psycholinguistic view.

Chapter two:

Data Collection and Analysis of the Findings

3.1 Introduction

3.2 Procedures

3.3 Research Design and Instruments

3.3.1 Questionnaire

3.3.2 Interview

3.4 The Sample Population

3.4.1 The teachers' Profile

3.4.2 The students' Profile

3.5 The Interpretation of Students' Questionnaire

3.6 The interpretation of students' interview

3.7 The Interpretation of Teachers' Interview

3.8 General Discussions and Findings

3.9 Implications for Future Researches

3.10 Conclusion

3.1. Introduction

This chapter is intended for presenting the methodological part of this dissertation as well as the research tools in which both of a questionnaire and an interview were designed for students, besides an interview was addressed for the teachers, in order to know teachers and students' views concerning the use of LT by students as well as the extent in which native identity can affect the linguistic choices an EFL speaker makes. Then, it will tackle the analysis of the questions, through which the results of the questionnaire are presented and interpreted through statistics illustrated by tables and graphic columns, whereas; both of teachers and students interviews analysis is presented through stating comments. At last, some suggestions and recommendations will be provided.

3.2. Procedures

Based on the feedback received from the participants and from the results of the questionnaire pilot phase of the study .some slight changes in the questionnaire were made. After the preparation of the final draft of the questionnaires, 5 classes were identified and targeted for the actual administration. With 80 learners as a total number of the participants, who were selected based on stratified sampling, the questionnaires were distributed in three days from 22th February until 24th February 2021. Learners were informed in the general purpose of the study and it was also explained that their participation was on a voluntary basis. As for the qualitative phase of the study, 10 informants were selected for the interview, with one male and one female from each class, the informants were informed clearly about the topic investigated as well as the conditions and the procedures of the interview through which they were given 15 minutes time budget for discussion on LT usage and native identity impact based on a structured interview protocol , the interview sessions took place at Ibn Khaldoun University Tiaret in the English department classrooms from 25th to 27th February 2021. Each session took place with only one informant and one interviewer, first the

interviewee discussion was recorded using voice recorder by phone and then all the recordings were transcribed in order to make them ready for analyzing. In addition to the students' interview, an interview was conducted with 9 3rd year teachers from different modules that were informed earlier about the topic investigated; procedures, as well as the conditions of the interview, the interview sessions took place at Ibn khaldoun University Tiaret in the English department classrooms from the 4th mars until the 7th April 2021. Each interview session took place only with one teacher and one interviewer using voice recorder by phone.

3.3. Research Design and Instruments

The present study used a mixed study design which included both quantitative and qualitative approaches; the quantitative approach was adopted to measure the correlation of variables under study and a qualitative approach was used as a means for a more detailed analysis of the main variables, and to present a clear picture of contextual factors related to the main variables. Additionally, the tools used to collect data about the present research are a questionnaire and an interview designed for 3rd year students at Ibn Khaldoun University in the English department as well as an interview is presented to 3rd year EFL teachers of Ibn Khaldoun University. The students' questionnaire and interview helped us to answer the research questions. Additionally, the teachers Interview seeks to gather answers that help in finding a solution to the research.

3.3.1. Questionnaire

A questionnaire is a set of standard printed or written questions that are designed to collect data about certain research topic. It was defined by Seliger and Shonamy (1989) as *“Printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously”* (p. 172). There are two sorts of questions on the questionnaire: open-ended questions, this sort allows the respondent to freely answer the

questions, resulting in qualitative data. The second sort is closed-ended questions, in which the respondent is given a choice of answers. This latter is simple for the surveyor to examine and obtain quantitative data from.

Both types of questions are included in our questionnaire, each type is selected for an objective to allow the students give their answers. It starts with the students' personal information (gender and age) as a first part. Next, as a third question, more specifically a close-ended question is asked to rate the student's proficiency level in English speaking. Moving to the fourth question, which was associated with the psychological part, we asking them about their feelings while conversing in English in the classroom. Additionally, the fifth question aimed to know whether EFL students think in Arabic while conversing in the classroom or not. Next, the sixth question sought to measure the extent to which EFL students rely on LT (from Arabic to English) while conversing in the classroom .As a next step, by answering the sixth research question, we asked a question about the factors that lead students to rely on LT at the first place. And a further related question was asked to know whether students make errors while using such LT or not, besides that the next question was asked to spotlight the types of errors students make while using LT, then another related question was asked in order to know EFL students' intention when they use LT, then the eleventh question aimed to know to what extent the Algerian EFL learners are effected by their identities. As a conclusion of the questionnaire, an open-ended question was asked in order to allow the respondents to freely provide their opinions by suggesting solutions to overcome using the literal translation, and eventually gathering qualitative data which is essentially for our research study.

3.3.2. Interview

One of the primary tools used to acquire data face-to-face is the interview. Our interviews are addressed to the teachers and students of 3rd year at Ibn Khaldoun University

of Tiaret in English department .

The interview is classified into three main types. The structured interview includes questions that have been prepared and ordered. The second type of interview is a semi-structured interview, in which the researcher prepares the questions during the interview. The final type of interview is the unstructured interview, in which the interviewer asks the question and then allows the interviewee to speak freely. Accordingly, our interviews are set to be structured interviews, in which the two different types of questions have been asked in order to gather more credible yet authentic data about the student's use of LT (from Arabic to English) and the impact of identity on their EFL speaking proficiency as well as the teachers attitudes towards such usage and such impact. Both teachers and students interviews were a structured face-to-face interviews using voice recorder by phone.

As a matter of a fact, the students' interview consisted of ten questions. the questions where designed in a systematic way so that students will not face neither psychological nor linguistic difficulties while answering, and even if they faced such difficulties it will be reduced through using complements such as "you have a pretty good accent" or "you have a beautiful eyes". In order to prepare students psychologically to answer , the first question was an easy yet emotional question, since it sought to discover students' attitude towards EFL learning by knowing whether studying English was their own choice or not, the second question goes in a way that put the students in a realistic situation in order to know whether they think in Arabic first or in English when they are called to respond in a question in the classroom , the next three questions were aimed to know whether students use LT and what are the reasons that stands behind that , while the seventh and eighth questions took another dimensions since it seeks to know the teachers attitude about LT usage , finally In the ninth question the informants were provided by expressions in Arabic in order to translate them into English to see whether students use LT or not. Finally, we shed light on students' attitude about the interview as well as the topic investigated.

Second, the teachers' interview consists of ten questions; the first question was about their teaching experiences concerning the modules of 3rd year EFL students of the current year 2021. the second question was intended to know the teachers attitude concerning their students speaking performance I the classroom, additionally the third question goes in pursuit for knowing the factors that stand behind such performance, while the fourth, fifth and sixth questions were about the use of LT by students in the classroom, the reasons behind , and the teachers feedback about it, then ,the seventh and eight questions were asked to know to which extent the students' native identity can affect the way they converse in English, the ninth and the tenth questions were about suggestions and solution to avoid this use of LT, finally we shed light on teachers' attitude about the interview as well as the topic investigated.

3.4. The Sample Population

The sample population of the present research governs both 3rd year teachers and learners from Ibn Khaldoun University, English department in order to facilitate the work.

2.4.1. The Teachers' Profile

Nine teachers teaching different modules from Ibn Khaldoun University of Tiaret, English department have been chosen to answer the interview in the aim of helping conducting this study. The teachers are from both genders males and females, each teacher teaches a specific module .The modules were: Oral expression, written expression, linguistics, translation, didactics, literature, research methodology, grammar and ESP. And the teaching experiences differs from one teacher to another.

3.4.2. The Students' Profile

The sample of the research comprises 80 3rd year EFL students at Ibn Khaldoun University of Tiaret, English department. The respondents were chosen using stratified sampling method in which 8 males and 8 females from 5 different classes were chosen to

filling the questionnaire. Their ages are between 20 and 25 years old. Among them, only 10 respondents, 5 males and 5 females were chosen to conduct the interview with.

2.3 . The Interpretation of Students’ Questionnaire

Gender		Age			Total
		Under 20	20-25	Above 25	
Male	Number	3	33	4	40
	Percentage	4%	41%	5%	50%
Female	Number	5	34	1	40
	Percentage	6%	43%	1%	50%
Total	Numbers	8	67	5	80
	Percentage	10%	84%	6%	100%

Table 3.1: Students’ Personal Information

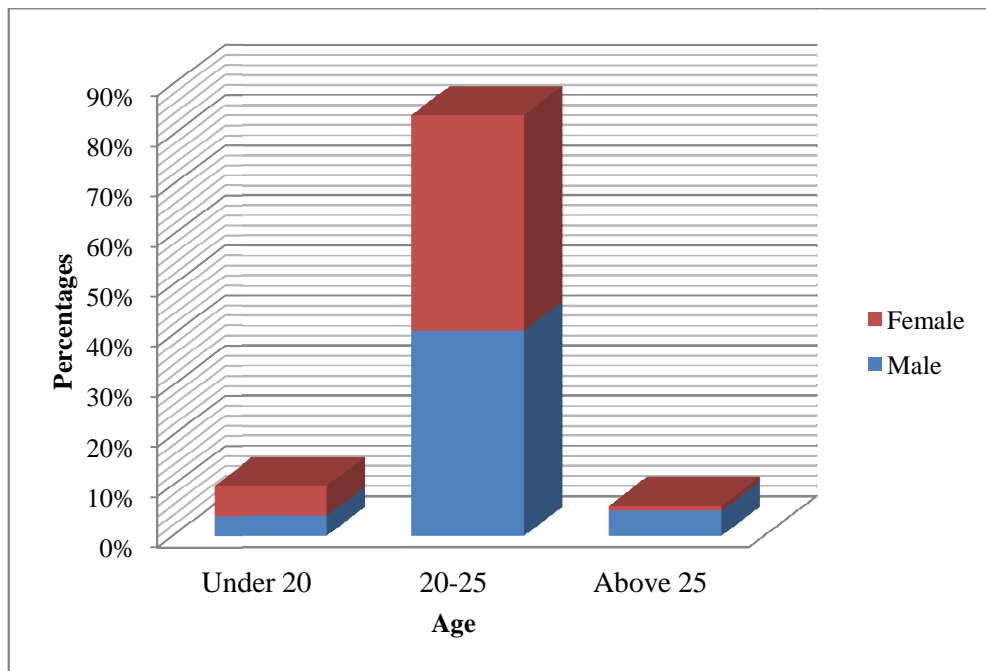


Figure 3.1: Students’ Age

Comment:

The previous table (2.1) covers our informants personal information (gender and age) while figure (2.1) reveals only the respondents' age in both genders.

The total number of the respondents included within this questionnaire is 80 students, who belong to different sexes and ages. There are 40 males and 40 females with an average rate of 50 % for each of them. The number of informants is equal in both genders due to the type of sampling we adopted in this research which was a stratified sampling.

In addition, the previous table and figure clearly clarify the age of students, accordingly the results show that the majority of informants 67 (84%) are aged between (20-25) years . besides that, the majority of males 33 (41%) are between (20-25), while 4 (5%) are above 25 and just 3 (4%) are under 20 .similarly the majority of females 34 (43%) are between (20-25) years, 5 (6%) are under 20, whereas just (1%) represents 1 respondent the older student.

Q3: how do you rate your proficiency level in English speaking?

		Level				Total
		Basic	Conversational	Fluent	Proficient	
Male	Number	4	21	15	0	40
	Percentage	5%	26%	18%	0%	50%
Female	Number	11	20	7	2	40
	Percentage	14%	25%	9%	2%	50%
Total	Numbers	15	41	22	2	80
	Percentages	19%	51%	28%	2%	100%

Table 3.2: Students' Proficiency Level

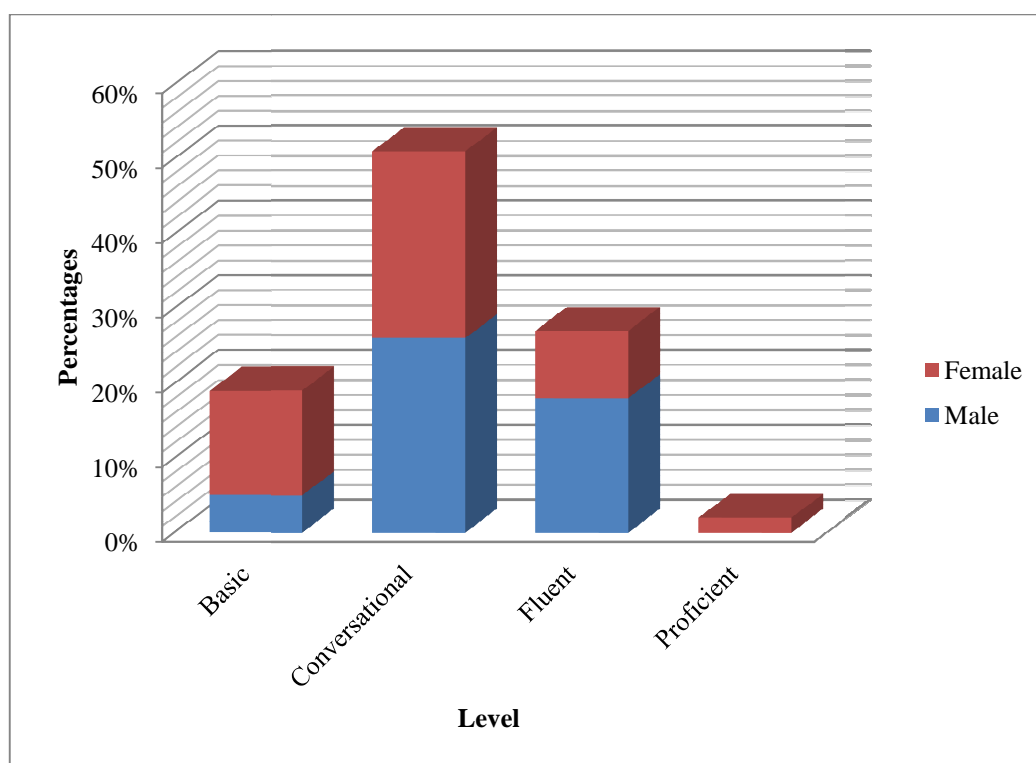


Figure 3.2: Student's Proficiency Level

Comment:

The table (2.2) above indicates that a great number of informants 41(51%) rated their proficiency level as a conversational one, among them, and with a very close rate, 21 (26%) are males while 20 (25%) are females, while 22 (28%) stated that they are fluent, amongst them 15 (18%) are males and 7(9%) are females, however 2 (2 %) stated that they are proficient who belong to only females.

In many ways the medium rate of students who rated their proficiency level as conversational reveals students average level, yet the close rate between both genders suggests that there is a balance between males and females' speaking competences, however the lower rate of students who stated that they are proficient reveals the credibility of the present study, as well as the respondents' honesty.

Q4: how do you feel while conversing in the classroom?

Feeling \ Gender		Relaxed	Heart Beating	Too scared	Total
		Male	Number 27	9	4
	Percentage 44%	11%	5%	50%	
Female	Number 9	23	8	40	
	Percentage 11%	29%	10%	50%	
Total	Numbers 36	32	12	80	
	Percentages 45%	40%	15%	100 %	

Table 3.3: Students' Feelings while Conversing in the Classroom

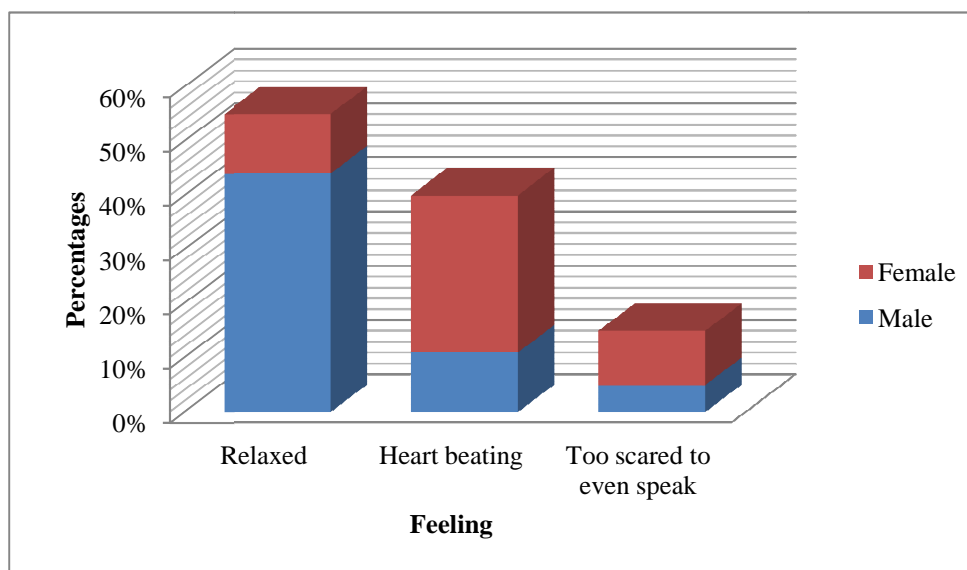


Figure 3.3: Students' Feelings While Conversing in the Classroom

Comment:

The aim of this question was to shed the light on the psychological state of students while conversing in the classroom as it has an effective impact on their speaking performance. From the table above it is noticed that the majority of students 36 (45%) feel relaxed while conversing in the classroom since they are extroverted students , competent or have a self

confidence however with an unbalanced rate between males who are 27 (44%) and females who are 9 (11%) , Similarly, with an unbalanced rate between the 2 genders, 9 (11%) males, whereas 23 (29%) females feel heart beating with an overall range of (40%) in both genders which reveals that males tend to have more self confidence than females do. However only 12 (15%) feel too scared to even speak due to the fact that they are introverted students or they are not competent enough to participate. Among them 4 (5%) are males, while 8 (10%) due to the fact that females tend to avoid putting themselves in a risk.

Q5: Do you find yourself thinking in Arabic while conversing in English in the classroom?

Gender		Yes	No	Total
Male	Number	22	18	40
	Percentage	27%	23%	50%
Female	Number	35	5	40
	Percentage	44%	6%	50%
Total	Numbers	57	23	80
	Percentages	71%	29%	100%

Table 3.4: Students' Thinking in Arabic

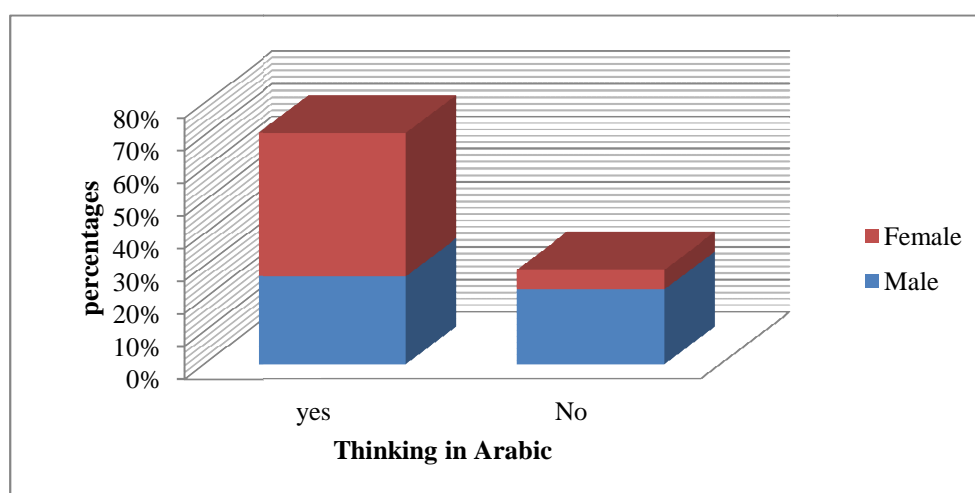


Figure 3.4: Students' Thinking in Arabic

Comment:

The results obtained in the table above (2.4) show that, from one hand, the majority of students 57 (71%) respond by "yes" they think in Arabic first because they are affected by their mother tongue, among them 22 (27%) are males while 35 (44%) are females. Regardless the slight differences between the two genders, one can go further and confirm that the great overall rate may reflect the speakers' loyalty and allegiance to their mother tongue owing to its Islamic cultural values.

On the other hand, the minority of them 23 (29%) said "no" for the reason that they are not affected by their mother tongue, in fact they are more affected by English language, we notice that 18 (23%) of them are males, while only 5 (6%) of them are females, due to the strong character males have as well as the linguistic choices they made.

Q 5.1 how often do you think in Arabic?

		Frequency				Total
		Always	Sometimes	Very often	Rarely	
Male	Number	6	12	2	2	22
	Percentage	7%	14%	3%	3%	27%
Female	Number	8	17	9	1	35
	Percentage	10%	21%	12%	1%	44%
Total	Numbers	14	29	11	3	57
	Percentages	17%	35%	15%	4%	71%

Table 3.5: Students' Frequency of Thinking in Arabic

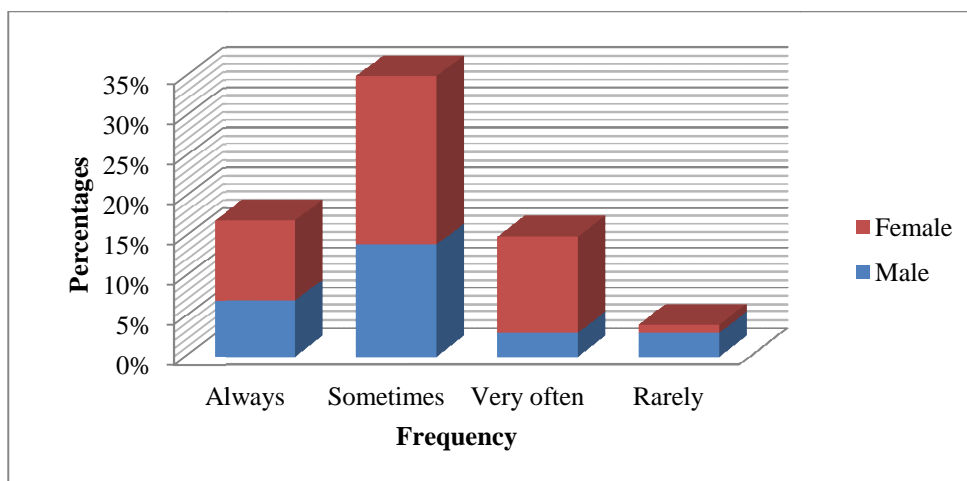


Figure 3.5: Students' Frequency of Thinking in Arabic

Comment:

The graph above shows that most of students (35%) sometimes think in Arabic first since they used to do it, such rate reveals once more the Algerian EFL students' strong belonging and loyalty to their MT, however (17 %) sometimes think in Arabic, since they are less affected by their mother tongue, in addition, (15%) think in Arabic very often, in contrast only (4%) of them rarely do so since they are affected more by the target language.

Q 6: do you rely on literal translation?

Gender		Yes	No	Total
Male	Number	19	21	40
	Percentage	24%	26%	50%
Female	Number	33	7	40
	Percentage	41%	9%	50%
Total	Numbers	52	28	80
	Percentages	65%	35%	100%

Table 3.6: Students' use of LT

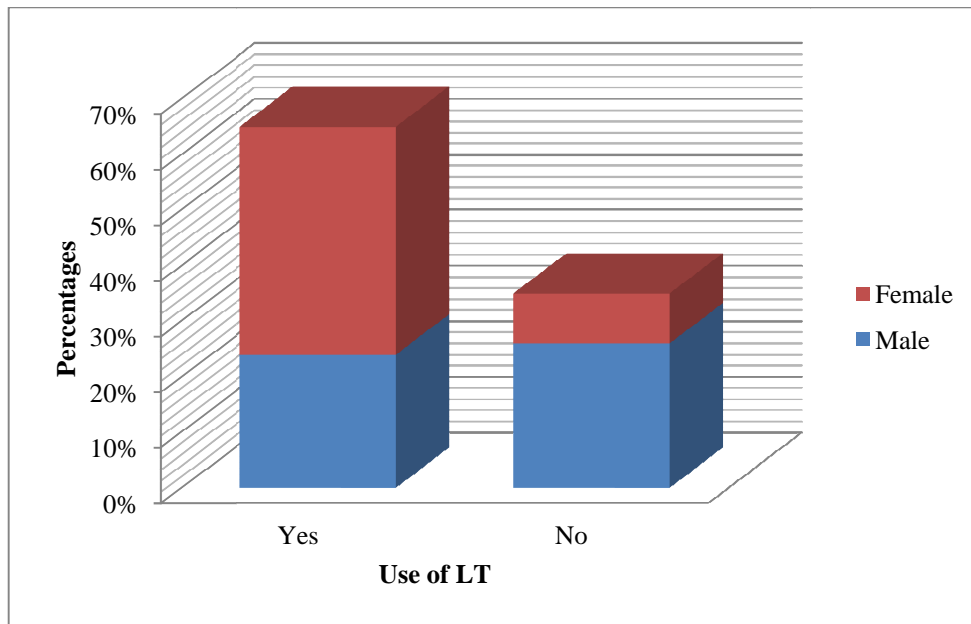


Figure 3.6: Students' use of LT

Comment:

Overtly, the table above demonstrates that the large majority of our informants 52 (65%) respond by "yes" because they tend to rely on LT while conversing in the classroom. Most of them are females with a score of about (41%), while males are (24%) which is due to the independent character males have. On the other hand, the minority of them 28 (35%) said "no" for the reason that they do not rely on LT, we notice that 21 (26%) of them are males, while only 7 (9%) of them are females.

At one extreme, in spite of the slight differences between males and females scores in using LT. The total score of the respondents who respond by "yes" indicates that they tend to rely on LT consciously, and it indicated as well the students' positive attitude towards the LT occurrence, which has become a means of communication when conversing in the target language.

However, at the other extreme, the feeble score within students who respond by "no" reveals to a certain extent students' negative attitude towards LT usage .this later can be

interpreted by the fact that our respondents consider LT usage as a threat to the master of the target language if not they use it unconsciously.

Q 6: How often do you rely on literal translation?

		Frequency				Total
		Always	Sometimes	Very often	Rarely	
Male	Number	6	10	2	1	19
	Percentage	8%	13%	2%	1%	24%
Female	Number	8	19	4	2	33
	Percentage	10%	24%	5%	2%	41%
Total	Numbers	14	29	6	3	52
	Percentages	18%	36%	7%	4%	65%

Table 3.7: Students' Frequency of LT usage

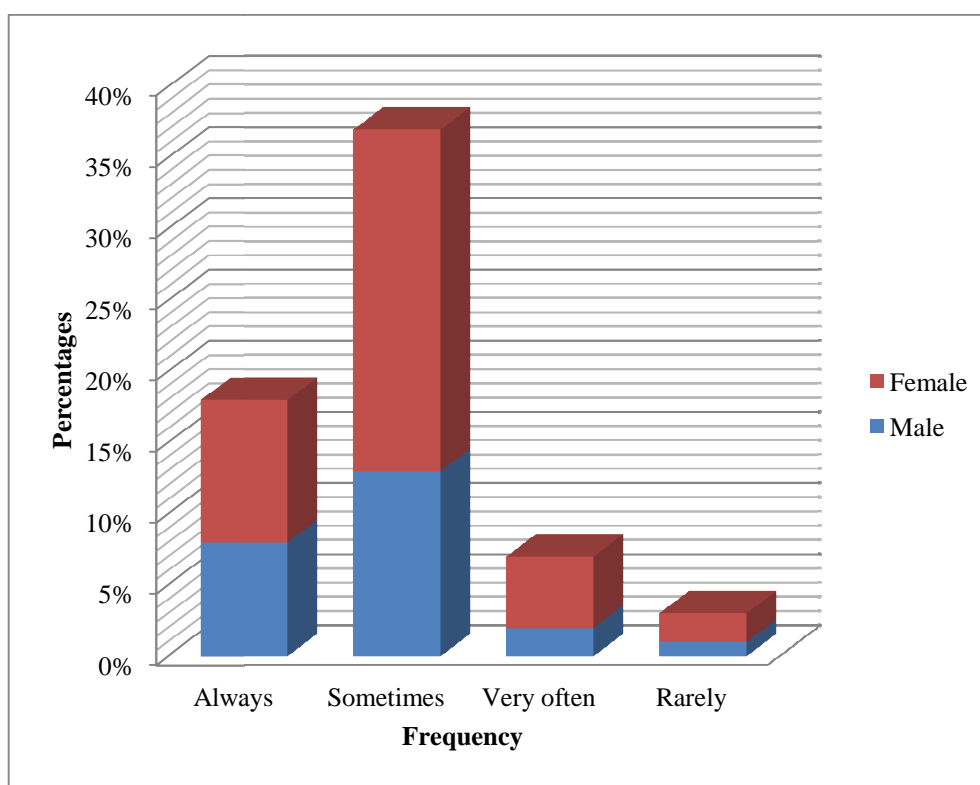


Figure 3.7: Students' Frequency of LT usage

Comment:

From the graph (2.7) it is noticed that most of students (36%) tend to use LT sometimes, (18%) tend to use it always, while (7%) tend to use it very often, and in contrast, only (4%) stated that they rarely use LT.

In spite of the great differences in terms of rates amongst the frequency of LT usage , the total sum give the impression of being a strong argument that LT has become a prominent communicative device in the target language speech of our informants.

Q 7: what factor(s) lead(s) you to rely on literal translation?

Gender		Factors	Mother Tongue	Lack of Vocabulary	Lack of practicing	Lack of self confidence	Total
		Male	Number	6	5	6	2
Percentage	8%	6%	8%	2%	24%		
Female	Number	15	5	10	3	33	
	Percentage	19%	6%	12%	4%	41%	
Total	Numbers	21	10	16	5	52	
	Percentages	27%	12%	20%	6%	65%	

Table 3.8: Factors Leading Students to use LT

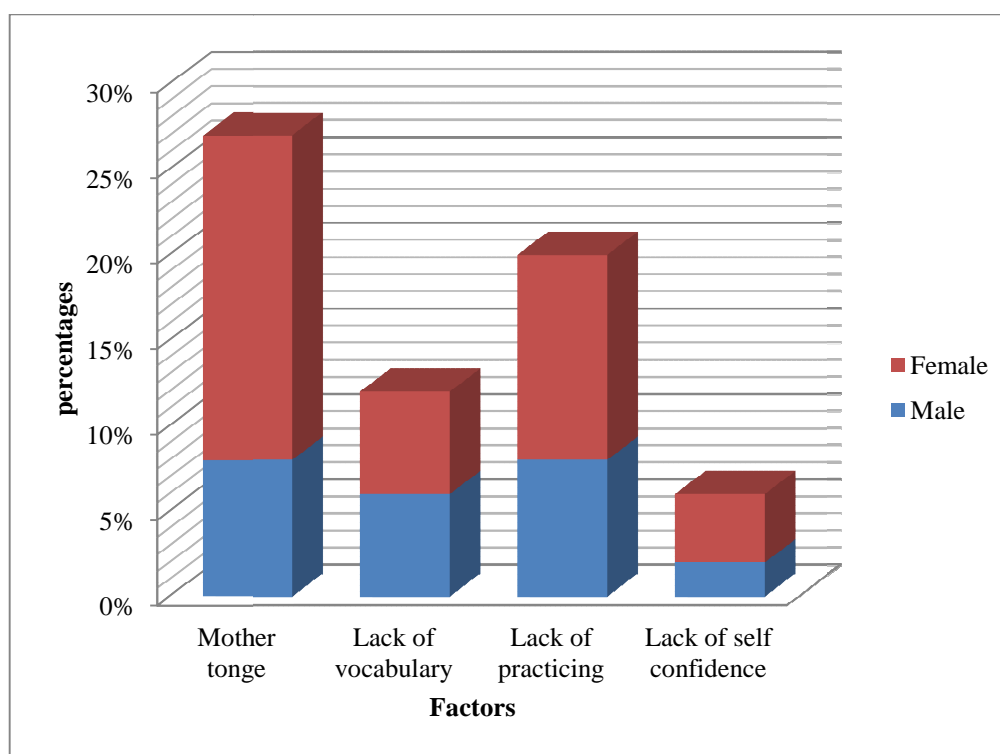


Figure 3.8: Factors Leading Students to use LT

Comment:

Looking at the results presented in the previous table and diagram, the students' viewpoints about the factors that push them to use LT differentiated between linguistics, social, and psychological factors. Most of students 27 % believe that they use LT because of their mother tongue influence as a single feature of their identity .While (20%) students stated that it is due to the lack of vocabulary that they tend to use LT. Others and specifically 2 % of them see that it is because of the lack of practicing, which suggest that their social environment plays a great role in their linguistic choices. In contrast, only (6%) of students stated that it is due of their lack of confidence.

In support of that, the current examination shows that LT usage is not a random phenomenon and it is rather natural and even unconscious phenomenon that due to various reasons.

Q 8: do you make errors while using literal translation in conversing in the classroom?

Gender		Yes	No	Total
Male	Number	16	3	19
	Percentage	20%	4%	24%
Female	Number	30	3	33
	Percentage	37%	4%	41%
Total	Numbers	46	6	52
	Percentages	57%	8%	65%

Table 3.9: Students' making Errors while using LT

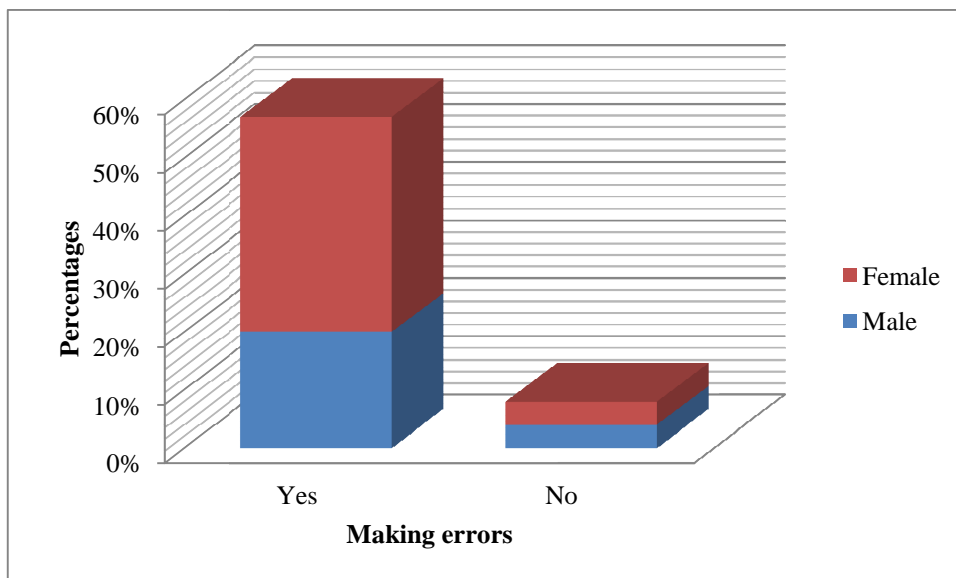


Figure 3.9: Students' making Errors while using LT

Comment:

The results of this question reveal that most of the respondents 46 (57%) said "yes", they make errors while using LT, which reveals that students are aware of the mistakes they make which is an important step in any foreign language learning, among them 16 males and 30 females, which may indicate that females do make mistakes while conversing more than males do which is due mainly to the talkative womankind. However only 6 (8 %) of students

said "no" with a similar rate of 4% for each gender, simply for the reason that they are more competent.

Q 9: what types of errors do you make while using literal translation?

Errors		Grammatical	Lexical	Phonological	Cultural	Total
Male	Number	8	4	3	1	16
	Percentage	10%	5%	4%	1%	20%
Female	Number	14	11	3	2	30
	Percentage	17%	14%	4%	2%	37%
Total	Numbers	22	15	6	3	46
	Percentages	27%	19%	8%	3%	57%

Table 3.10: Types of Students' Errors while using LT

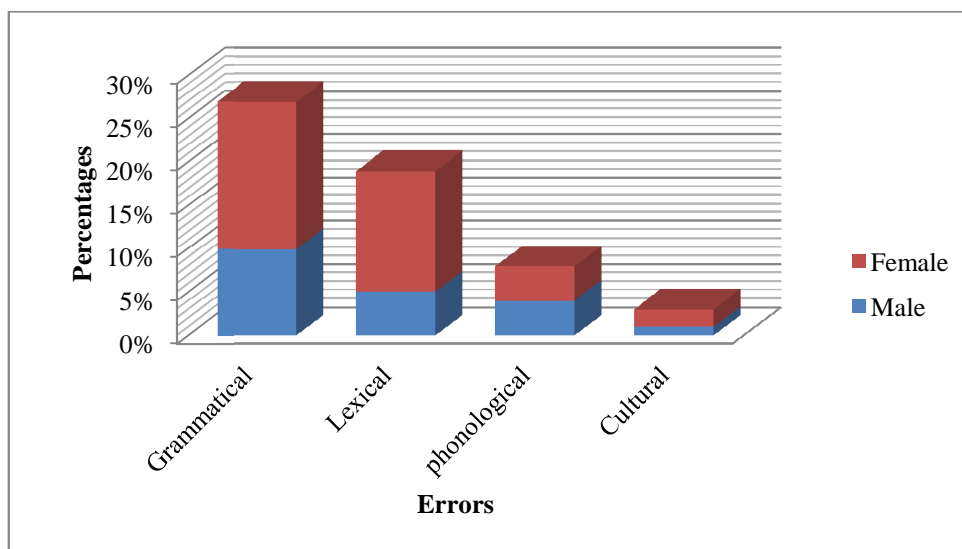


Figure 3.10: Types of Students' Errors while using LT

Comment:

From the graph above it is noticed that most of students (27 %) tend to make grammatical mistakes when they use LT, since they lack grammar constructions knowledge,

whereas (19%) make lexical mistakes because they do not have vocabulary baggage, however (8%) of students stated that they tend to make phonological mistakes. While only (3%) of them make cultural mistakes since they are not aware of the target culture.

Overall, the linguistic (grammatical, lexical, phonological) errors students make suggest that students' linguistic competences, which is due mainly to the huge linguistic difference between the first language and the target language has a great impact on the way they converse in English. Similarly the cultural mistakes students make are due to the cultural differences between the two languages.

Q 10: What is your intention when you use literal translation?

Gender		Intention	Express	Feel	It just	Total
			my self	comfortable	happens	
Male	Number		12	4	3	19
	Percentage		15%	5%	4%	24%
Female	Number		14	5	14	33
	Percentage		17%	7%	17%	41%
Total	Numbers		26	9	17	52
	Percentages		33%	11%	21%	65%

Table 3.11: Students' Intention when they use LT

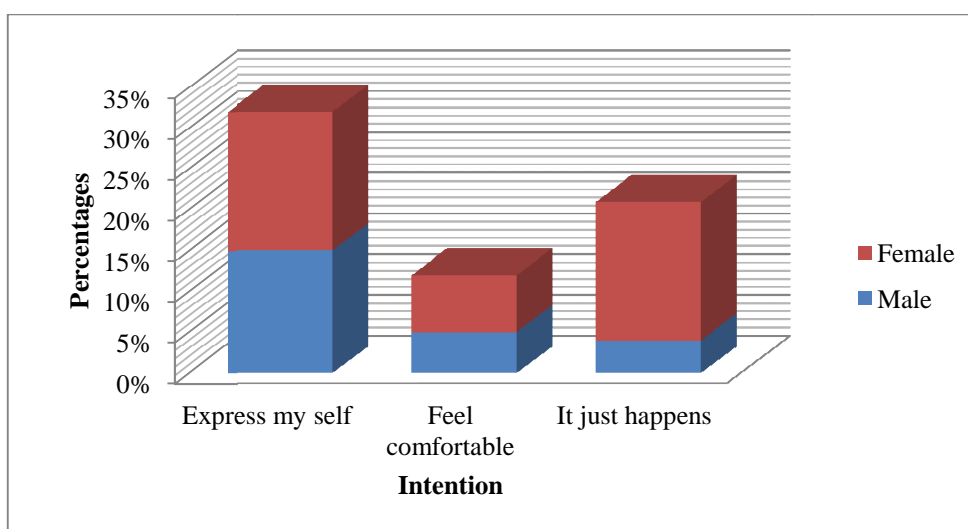


Figure 3.11: Students' Intention when they use LT

Comment:

Overall, from the table above (2.11), it is clear that the majority of students 26 (33%) tend to use LT as a strategy whereby they can '*express themselves better*', among them 12 (15%) are males, and 14 (17%) are females. However, 17 (21%) students stated that it just happens, which suggest that they use it unconsciously among them 3 (4%) males and 14 (17%) females. Yet the remaining respondents in our sampling , specifically 9 (11%) students from both genders, 5 (7%) females and 4 (5%) males are likely to use LT in order to '*feel comfortable*' , which suggest that students' fear and anxiety prevent them from performing well in the target language , as a result they rely on LT to feel comfortable.

In view of that, LT then is seen as an effective device EFL students use to achieve the target language's communicative intents and serve certain functions in the conversation.

Q 11: does your identity as an Algerian EFL learner affects the way you think and converse in English?

Gender		Yes	No	Total
Male	Number	31	9	40
	Percentage	39%	11%	50%
Female	Number	32	8	40
	Percentage	40%	10%	50%
Total	Numbers	63	17	80
	Percentages	79%	21%	100%

Table 3.12: Identity Impact on Students

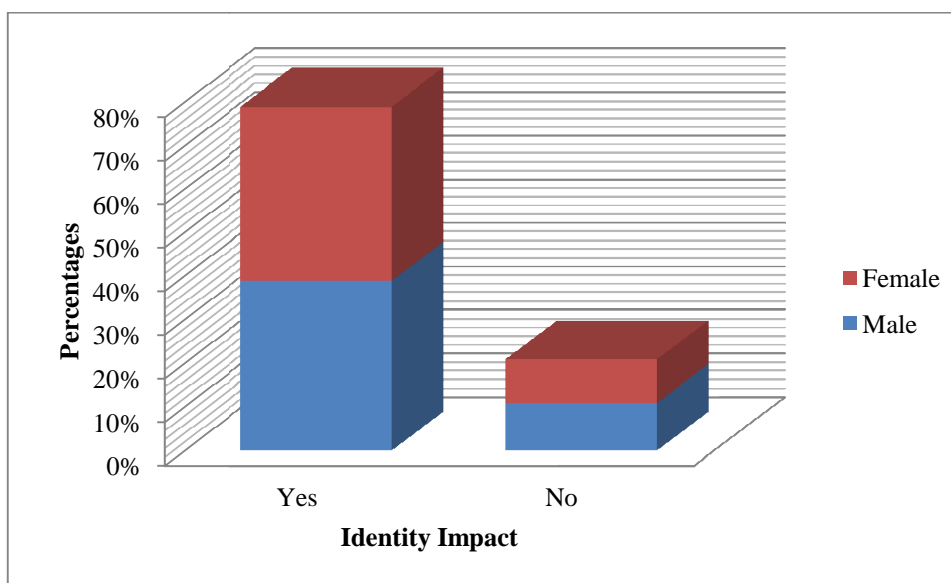


Figure 3.12: Identity Impact on Students

Comment:

According to table (2.12) there is a clear difference between students' responds, the majority of students 31 (79%) respond by "yes" because they were affected by their native identity, among them 31 (39%) are males while 32 (40%) are females, In many ways, the balanced rate between males and females reveals that whether the Algerian EFL learner is a

male or a female in a way or another he get influenced by his native identity while conversing in English. This indicates once more their common sense of National identity and gratification belonging to the Algerian Ethnicity, as well as their strong believes as individuals at the first place.

By contrast, the minority of them 17 (21%) said "**no**" for the reason that they believe that their speaking performance in the classroom is not affected by their native identity, we notice that 9 (10%) of them are males, while only 8 (11%) of them are females.

Q 11.1: justify your answer please:

In this question students justify on two ways: on one hand, those who answered by “No”, they believe that English language remains a foreign language due to cultural and religious differences between the two languages, supporting that view, others think that the nature of the Algerian social environment prevent them from speaking the English language frequently, and enhance their speaking performance competence.

On the other hand, those who agreed that their native identities affect the way they think and converse in English, they justified by saying that by experience they become competent in English in a way that they can converse in English fluently, without getting influenced by their identities.

Q 12: according to you, how can learners overcome using literal translation?

This question was an open-ended question so that the respondents feel free in giving their opinions. Surprisingly, the respondents’ suggestions cover all social, political, and academic aspects we needed for this research. Through which; most of students agreed that practicing English outside the classroom and being exposed to the target culture by interacting with natives, and watching movies help them converse in English fluently and avoid using LT. Others stated that reading books and articles enhance students’ speaking performance

competences, so that even when they translate in their minds they would produce correct translated statements. However, some of them suggest that promoting English as a second language in Algeria is the best solution.

3.6 The Interpretation of Students' Interview

Q1: was studying English your own choice?

The present question aimed at preparing the students psychologically for the interview and build a relationship between the students and the interviewer by asking them an emotional yet still easy question related to the students' attitude towards English language. Surprisingly, all the ten interviewees answered (yes), studying English was their own choice. This reveals that all the interviewees have a positive attitude towards English language learning.

Q2: now imagine that you are in the classroom; the teacher asked a question, you raise your hand. Before answering are you going to think in Arabic first or think directly in English?

The aim of this question is to put the students in a realistic situation in order to know whether they think in Arabic first or in English when they are asked to answer a question in the classroom. Half of the students (5) said that they think directly in English, while two students said that they think in Arabic, besides one student said that she thinks in French first, and the last two students said that it depends on the context and on the question itself.

Q3: Based on your own experience as an Algerian EFL learner, how your identity (personal and social) can affects the way you think and converse in English.

This question aims to measure the impact of identity on EFL students. 7 students agree while the remaining students disagree with that idea, and since it is an open-ended question we are going to provide the answers of three randomly selected participants from each category in the following table:

Agree	Disagree
“ yes, because we have different culture and traditions” /s1/	” I don’t think it has an impact I think I have a problem with French”/s3/
“Well (hum) of course yes. I mean everyone has the same idea because our native language even not the second language”/s2/	“ I don’t think it does because (hum) as soon as we get in the classroom (hum) teachers illuminate the use of Arabic teachers said you not to think in Arabic so you have forget all of your identity as soon as you enter the classroom”/s7/
“yes I think it’s (hum) disagree with some facts (hum) with my beliefs, and sometimes you have to know the culture of English to know what they are meaning”/s4/	“No it doesn’t have an impact”/s10/

Table 3.13: Identity Effect on English Language Usage.

From the table above, it is clear that students who agree that they were affected by their identities while conversing in the target language, believe that it is due to the linguistic and cultural differences between the two languages. On the other hand, students who disagree, mentioning /s3/ who believes that it is due to the L2 influence, while /s7/ believes that it is due to the teachers role in the classroom by getting the students involved within the lesson and forget about their identities.

Q4: have you ever been in a situation where you tried to explain yourself in English, yet you do not find the equivalent expression to use?

The aim of this question is to know whether the students find difficulties explaining their selves in English. Eight of the participants answered (yes), while two of the participants said '*sometimes*'. Overall, the answers indicate that all the interviewees faced the same obstacle when conversing in the target language.

Q5: do you rely on literal translation (from Arabic to English) when you do not find the equivalent expression to use?

This question is intended to explore whether students rely on LT while conversing in the classroom or not. Eight participants said (yes), while two participants answered "sometimes". This proves our point of view once again that students rely on LT while conversing.

Q6: besides that you do not find the equivalent expression to use, what are the other reasons that lead you to rely on LT?

By this question we wanted to know the factors that lead the students to use LT. the participants answered by giving various factors, most of them believe that it is a habit that they used to do it. Others relate that to their lack of translation strategies, while the remaining students see that is due to the pressure they have while conversing in the classroom in front of teachers.

Q7: did your teachers notice when you used literal translation in the classroom?

This question goes in pursuit for knowing whether the teachers notice the use of LT in the classroom or not. The majority of the participants (6) answered (Yes) while, two participants said (No) and two said sometimes. This indicates that most of the teachers are aware of this phenomenon.

Q8: how did they react? (Did they correct your mistake?)

This question aims to shed light on the teachers' attitude toward the use of LT in the classroom. The majority of the students (6) said "yes they correct us". However, four students said "they don't correct us". Which is mainly due to the diversity of techniques used by teachers, some teachers believe that it is necessary that they correct their students' mistakes in order for students to not make the same mistake once again, however other teachers believe that by doing so, they will affect their learners' willingness to participate. This reveals to certain extent that personal identity has an impact on teachers too.

Q9: Translation task

In order to confirm the use of LT by EFL students we asked them to translate four expressions from Arabic to English. Yet we have chosen only three participants among the ten participants who did use the LT more.

Interviewees	Source text	LT
1	<ul style="list-style-type: none"> - إنها تمطر بغزارة. - خرجت الأمور عن السيطرة . - إن إمكانية تحقيق الحلم هو ما يجعل الحياة مثيرة للاهتمام . - بل الصلاة هي مصدر للطاقة قيامك للصلاة سوف يجدد طاقتك و نشاطك . 	<ul style="list-style-type: none"> - "(hum) It's raining heavily". - "Things (hum) are out of control". - "Realizing dreams make life (hum) worthy". - "praying is a source of (hum) energy and when you pray you (hum) renew your energy".
2	<ul style="list-style-type: none"> - إنها تمطر بغزارة. 	<ul style="list-style-type: none"> - "It's raining so much". - "its (hum) out of control".

	<p>- خرجت الأمور عن السيطرة .</p> <p>- إن إمكانية تحقيق الحلم هو ما يجعل الحياة مثيرة للاهتمام.</p> <p>- بل الصلاة هي مصدر للطاقة قيامك للصلاة سوف يجدد طاقتك و نشاطك .</p>	<p>- “The ability to achieve the dream is what makes our life (hum) impressive”.</p> <p>- “Praying is the root of hum energy going to pray will renaissance your energy and your (hum) active”.</p>
3	<p>- إنها تمطر بغزارة.</p> <p>- خرجت الأمور عن السيطرة .</p> <p>- إن إمكانية تحقيق الحلم هو ما يجعل الحياة مثيرة للاهتمام .</p> <p>- بل الصلاة هي مصدر للطاقة قيامك للصلاة سوف يجدد طاقتك و نشاطك .</p>	<p>-“It’s raining cats and dogs”.</p> <p>- “Stuffs (hum) run away from control”.</p> <p>- “The ability to achieve the dream is what makes life interesting”.</p> <p>- “Prayer is a source of energy when you come praying (hum) that will renew your energy”.</p>

Table 3.14: Students’ Translation Task

Comment:

What is noticeable for the first expression which is normally an English idiom, once translated, only one of the three students translated it correctly. However, the other two interviewees translated it literally relying on LT by giving a correct meaning but not the exact one. The second expression which is itself also an English idiom, the three interviewees

answered by giving expressions that are mainly close to the meaning but not the exact meaning which is “things got out of hand”.

The next expression was a quote taken from Paulo Coelho's book in Arabic version; the first interviewee translated the expression by denying some words so, the meaning was correct but it does not give the equivalent to the expression while, the two other students translated the first part of the expression correctly but, they did not convey the correct meaning in the last part of the expression.

The last part was also taken from a book of Islam Jamal concerning prayers yet, the students does not have the exact equivalents so, they translated what seems easy for them. Maybe they have an insufficient linguistic background, even if they have seen these expressions before, but they did not seek to know its meaning in English. Furthermore the irrelevant filler (hum) suggest that students are thinking and translating in their minds which confirm our view that this is the main reason of literal translation occurrence.

Obviously, the students' level of translation is average. In addition, they need to develop their ways of translation avoiding literal translation. They are also required to read a lot to gain, to build up a sound linguistic basis because linguistic knowledge is the most needed in the translations task, rather than any other aspect.

3.7 The Interpretation of Teachers' Interview

Gender	Teaching experience		
	3m -1y	1-2y	6-12y
Male	1	2	4
Femelle	1	1	0
Total	2	3	4

Table 3.15: Teachers' Gender and Experience.

Comment:

The table above represents the gender and teaching experiences of each teacher, it shows that (7) teachers are males while just (2) of them are females. Besides that, the teaching experiences differ from one teacher to another (2) teachers one male and one female their teaching experience is between (3m-1y), while (3) teachers (2) male and (1) female their teaching experience is between (2-2y), and (4) teachers male their teaching experience is between (6-12y). This indicates that most of teachers have a great level in the teaching experience which plays an important role concerning students' learning process.

Q1: from 1 to 10 how would you rate your 3rd year students' speaking performance?

By this question we wanted to know teachers' attitude towards their students and specifically their speaking performance. According to them there are different kinds of students, there are some students who are competent and there are who are not. Three teachers said that they give them 6 out of 10; besides, two teachers gave them 5 out of 10, which reveals the positive attitude and the other teachers (4) said that they would give them less than the average from 3 to 4. Overall, it is clear that most of teachers have positive attitude towards their learners, since their performance is at the average, however others who have negative attitudes is due to the negative speaking performance of students. This later can be interpreted by the fact that students face difficulties while conversing in the classroom which is due mainly to the limited time of the course which is associated with what the country have been through because of 'Covid 19', the teachers must be forced to deprive their learners from the opportunity to speak creating a negative classroom atmosphere that affect students' speaking performance and their willingness to speak at the first place.

Q2: in your opinion, what are the main factors that affect your students' speaking performance in the classroom?

This question aimed to know the factors that affect the students' speaking performance according to teachers. In the opinion of teachers, there are many factors that can affect the students speaking performance we can classify them into four points:

a. Psychological factors: five teachers mentioned some psychological factors that affect the students speaking performance which are hesitation, fear, shame, anxiety, and lack of confidence.

b. Personality: three teachers mentioned that there are two types of students' extrovert and introvert, extrovert students does not have problems within communicating in the classroom. However, introvert students have problems contacting people; they are always isolated from the society.

c. Linguistic factors: two teachers mentioned the lack of vocabulary and phonetics (problems in pronunciation).

d. Classroom management: three teachers mentioned that the huge number of the student is one of the factors, not all the students will have the chance to participate.

Also, other factors was mentioned such as the lack of reading, lack of listening, the time is insufficient, the habit to rely on teachers and there are some teachers that do not give a chance to the student to engage in the lesson.

Regardless the great differences among the factors, one can confirm that most of the teachers are aware that the psychological difficulties along with students' personality may be the main factors that affect students speaking performance.

Q3: do you notice that your students use literal translation (Arabic-English) while conversing in the classroom?

By this question we wanted to know whether the teachers notice students' use of LT or not. Seven teachers said (yes), four of them said that the majority use the literal translation most of the time, while three of them said it happens sometimes but with not all students, and the last two teachers answer that they don't notice it, one of them said they don't use the literal translation because the way of teaching is based on critical thinking, and the last teacher said that noticing the use of literal translation in the classroom is difficult because most of the students are silent.

In the light of the teachers' answers concerning this question it is clear that the majority of them noticed their students' LT usage. Herein, it is an optimistic step in overcoming such phenomenon. Yet such prove attest our hypotheses that students do use LT while conversing in the classroom.

Q4: do your students convey a correct target meaning when they use such kind of translation (LT)?

This question goes in pursuit for knowing whether the EFL students convey a correct meaning while using LT or not. Seven teachers answered (yes), most of the time they understand them because they share the same identity and the same NL, this may reveals that LT usage is regarded by most of teachers as a positive phenomenon in fact it is a means of identity communication that linked students with their teachers. On the other hand , one teacher said sometimes he understand them and sometimes he do not, and the last teacher said that direct translation always gives false meaning that the teacher will not be able understand them, which indicate his negative attitude about such phenomenon.

Q5: according to you what are the main factors that lead your students to use literal translation while conversing in the classroom?

The aim of this question is to illustrate the main factors that may lead the student to rely on LT. The teachers cited some factors that lead the student to use LT which are:

- The ignorance of the target language culture.
- The predominance of the native language (Arabic).
- They get used to LT.
- Lack of discovery.
- Lack of knowledge about the target language.
- Lack of vocabulary.
- The student does not know how to transmit the idea from Arabic to English.
- The students are not enough competent.

Q6: do you think that students' Algerian identity is one of those factors?

This question aims to recognize to which extent the EFL students are affected by their native identity. The majority of teachers (eight) answered (yes), students' speaking performance is affected by their native identity as a natural phenomenon that can occur in any foreign language learning in any given country. While the last teacher answered "not necessarily why because they can overcome that obstacle". This later sees that the impact of identity is related to the students willingness in overcoming that obstacle.

Q7: how do you think students' native identity can affect the way they think and converse in English in the classroom?

By this question we wanted to know the way in which the native identity an EFL student hold can affect the way they think and converse in English in the classroom. The teachers answered by:

- They use the mother tongue most of the time.
- The environment and the society do not facilitate speaking English outside.
- Lack of practice.
- They believe that they cannot be like the native speakers.
- When they do not find the equivalent term they go back to the NL.
- Every gap whether it is stylistic or semantic is filled by the NL.
- They feel that English does not belong to us.

Q8: now imagine that you are in the classroom conversing with one of your students.

While conversing, you noticed that he is relying on literal translation, how would you react? (Do you correct him?)

This question intended to know the teachers reaction toward students' use of LT while conversing in the classroom. The majority of teachers (seven) said that they would correct them, since they believe that this is the best way by which students learn from their mistakes which help them in overcoming such phenomenon. Six of them said that they would correct them indirectly not in an embarrassing way by giving examples, show the equivalent use of the expression, advise them to use English-English dictionary, and tell them when and where these expressions are used. Additionally, one of them sees that the correction should be direct because when giving the remark it is not meant only for that student but, for the whole class. Finally, the last two teachers see that one of the teaching techniques is that the teacher should not correct the students because it affects the learners' willingness to participate especially when the student makes efforts and the teacher stops him to correct him, they will not speak once again.

Q9: What solutions or strategies would you suggest so that students avoid using literal translation?

This question was designed to allow the teachers to suggest solution or strategies in order to overcome the use of LT. The teachers answered by giving various solutions we can mention:

- Students have to be aware of the TL and read more about culture of the TL.
- Improving speaking and reading skills.
- Strengthen the translation learning specifically at the first and second year.
- Provide laboratories for phonetics and phonology at the universities.
- Using modulation and transposition.
- Think in English.
- Communicate with native speakers.
- Watch English movies and listen to English songs.

3.8 General Discussion and Findings

This section discusses and interprets the respondents' answers of the questionnaire and interviews.

Starting by the students' questionnaire, among the results, most of the students are between 22-25 years old, and few from the other provided ages. While the number of males and females is equal due to the stratified sampling we adopted. As a start of our investigation students were asked to rate of their proficiency level. In which most of students stated that they have a conversational level. Responding to our research question, we intentionally asked students a closed-ended question about the LT usage while conversing in the classroom we noticed from, that the majority of students use LT, which suggest that they are using LT consciously, and in many ways this reveals students' positive attitude towards LT usage. In

addition, it was found that the majority of them were females, which is due mainly to the dependent character females have. As for the seventh question which was associated with the factors that lead students to use LT most of students agree that it is because of the MT influence.

What has also revealed from the analysis of some answers, the views of some students on whether their native identities affects the way they think and converse in English large number of students agree and justified by saying that due to cultural and religious differences between the two languages, supporting that view, others think that the nature of the Algerian social environment prevent them from speaking the English language frequently, and enhance their speaking performance competence. On the other hand, students who disagree justified by stating that by experience they become competent in English in a way that they can converse in English fluently, without getting influenced by their native identities.

Finally, as a conclusion of our questionnaire we noticed that a large number of students agreed that LT usage has become an effective device EFL students use to achieve the target language's communicative intents and serve certain functions in the conversation, in fact it is not a random phenomenon and it is rather natural and even unconscious phenomenon that due to various reasons. And as for identity impact most of students regard it as a common phenomenon in any foreign language learning, which indicates once more their common sense of National identity and gratification belonging to the Algerian Ethnicity, as well as their strong believes as individuals at the first place.

The findings above from the teachers' perspective show that the majority of the respondents are males; in addition, they have a great level in the teaching experience which plays an important role concerning students' learning process; further the teachers argued that students face difficulties while conversing in the classroom which is due mainly to the limited

time of the course which is associated with what the country have been through because of 'Covid 19'.

Moreover, from the results, we noticed that there are different views to the same question; all the teachers mentioned various factors that affect the students' speaking performance, so that confirms that most of the teachers are aware that the psychological difficulties along with students' personality may be the main factors that affect students speaking performance.

Furthermore, the majority of the teachers noticed their students' LT usage. Yet, it is an optimistic step in overcoming such phenomenon. It was indicated that the most of teachers understand their students when they use LT, while the last teachers' answer indicate their negative attitude about such phenomenon. Besides this, different factors were illustrated by the teachers that lead the students to use LT in the classroom.

Additionally, it was noticed that most of the teachers agreed that the Algerian identity is one of the factors that affect the students' speaking performance as a natural phenomenon that can occur in any foreign language learning in any given country. In this vein, teachers mentioned different ways that identity affects the students' way of thinking. It was illustrated that the majority of teachers tend to correct students since they believe that this is the best way by which students learn from their mistakes which help them in overcoming such phenomenon, on the other hand two teachers see that one of the teaching techniques is that the teacher should not correct the students because it affects the learners' willingness to participate especially when the student makes efforts and the teacher stops him to correct him, they will not speak once again.

Finally, the general aim behind asking the last question was to allow the teachers to suggest solutions or strategies for students in order to overcome the use of LT, the teachers proposed various solutions that are needed to be taken into consideration.

The findings above from the students' interview show that all the students have a positive attitude towards English language learning since it was their own choice, further we noticed that half of the students tend to think in Arabic before speaking which reflects their identity and mother tongue impact. Yet, the majority of the students agreed that their Algerian identity affect the way they think and converse in the classroom, these students believe that it is due to the linguistic and cultural differences between the two languages. On the other hand, students who disagreed believed that it is due to the teachers role in the classroom by getting the students involved within the lesson and forget about their identities.

Moreover, it was noticed that most of the students have been in a situation where they could not express themselves in English which means that all of them face difficulties explaining their selves in English. it is seen that the majority of students answered that they use LT. This proves our point of view once again that students rely on LT while conversing.

Furthermore, it is seen that the majority of students answered that they use LT. This proves our point of view once again that students rely on LT while conversing, the students mentioned other factors that lead the them to use such translation and that they need to overcome this factors.

Additionally, most of the students answered that the teachers notice the use of LT by the students; this indicates that the majority of teachers are aware of this phenomenon, it was noticed that the majority of teachers do correct the students fault, however others do not, that is mainly due to the diversity of techniques used by teachers, some teachers believe that it is necessary that they correct their students' mistakes in order for students to not make the same

mistake once again, however other teachers believe that by doing so, they will affect their learners' willingness to participate. This reveals to certain extent that personal identity has an impact on teachers too.

Finally, the general aim of the translation task is confirm the use of LT by EFL students, what is seen from the translated expressions by students is that they tend to rely on LT when they don't have the right equivalence maybe they have an insufficient linguistic background, even if they have seen these expressions before, but they did not seek to know its meaning in English.

3.9. Implications for Future Research

After conducting a study on the use of LT by students while conversing in the classroom as a result of their identity impact, some suggestions that may be addressed for further research within the same topic are:

1. Since the present research focuses on two topics at the same time (the impact of identity on EFL speakers, and the use of LT while conversing in the classroom), a researcher can consider only one of them in order to have a clear image about the topic investigated.
2. The idea needs more studies; a future research could be conducted using classroom observation as a tool in order to provide a further validity concerning the present research.
3. As long as we reach the idea that, females tend to use LT more than males do within the present research; another idea needs more research to uncover the ambiguity towards this subject, using focus group from both genders. This later helps to answer another research questions that has a particular relationship with which gender use LT more.

3.10. Conclusion

Throughout this chapter, we have dealt with the results of our research using the selected procedures. We gathered our data by a questionnaire distributed to 80 students, 40 of them were from both genders, in addition, an interview in which 10 students were chosen to answer in order to collect qualitative data, and an interview in which 09 teachers answered its questions and gave us their views concerning the topic. Because of their contribution we tried to prove the validity of the previous hypotheses.

General Conclusion

General Conclusion

Several researches defined identity as the “who you are”. While others related this concept to language learning, this later became a subject matter, since several scholars shed the light on, mentioning Maclean (2010), Starfield (2002) and Norton (2010). In addition, the use of LT has been also a debatable topic among scholars and translators, through which some scholars regard it as a type of translation such as Ordudari (2007) while others believe that it is a bad practice such as Hervey (2005). However the present research is among the first researches who relate that impact with the use of literal translation while conversing in the classroom.

In order to identify the use of LT as a means of communication of students’ native identity and to examine the extent in which this later can affect the linguistic choices an EFL speaker can make, our objectives behind the current research are to answer some research questions were asked; the first question is to what extent does the Algerian EFL learners’ identity affects the way they think and express themselves in English?. The Second question is ,do EFL learners use literal translation (from Arabic to English) while conversing in the classroom? .And the third question is , what factors lead EFL learners to use literal translation while conversing in the classroom? .accordingly we proposed a hypothesis for each question. For the first question we propose that, the Algerian identity has a strong effect as it is reflected in students using literal translation from Arabic language thoughts into English expressions, sometimes making little sense or confused meaning. As for the second one we proposed that, yes, a majority of students tend to rely on literal translation as a medium for expression. And for the last question we proposed that, the students being deeply and strongly affected by their Arabic background is a main reason, also the lack of vocabulary variety and grammar rules.

The dissertation includes two chapters, the first deals with the literature review and discusses the previous works done about the topic in hands. This later is divided into two

General Conclusion

sections, the first section *identity and EFL speaking*; however the second deals with *Literal translation and language transfer*, whereas the second chapter is devoted for the research findings and data analysis in order to answer the research questions asked.

Both quantitative and qualitative methods have been conducted to answer our research questions, a questionnaire and an interview were addressed to students and for further prove ,an interview was conducted with teachers at Ibn Khaldoun University.

The data obtained from both teachers and students confirmed our first hypothesis that the Algerian identity has a strong effect on students' speaking performance, due to the cultural and religious differences between the two languages and the Algerian social environment prevent them from speaking the English language frequently, however this point reveals the Algerian learners' strong sense of National identity and their gratification belonging to their ethnicity, as well as their strong believes as individuals.

In addition, the results confirmed the other hypothesis that majority of students tend to rely on LT as a medium for expression, since it serve certain functions in the conversation. As well as the third hypothesis that students' Arabic background along with the lack of vocabulary variety and grammar rules are the main reasons that lead EFL students to use LT, which is due to the MT influence as well as the linguistic differences between the MT and the target language, this reveals once more the Algerian loyalty to their mother tongue as a component of their identity.

In order to get precise data, we have encountered some limitations. Since our research is associated with the speaking phase, our purpose was to use a classroom observation as a tool to clearly seen the LT usage by students and record their spontaneous speeches. But within the reason of Corona-virus disease, we were obliged to change the tool.

General Conclusion

Additionally, it was hard to deliver the questionnaire to students because they had only two weeks to study. Finally, since the work has not been studied yet in the country, we faced some problems with collecting the references.

In spite of everything, native identity impact remains a common phenomenon in any foreign language learning, which indicates in certain extent the learners' sense of National identity and gratification belonging to their Ethnicity. As for the use of LT we find out that it is not a random phenomenon and it is rather natural and even unconscious phenomenon that is due mainly to the influence of native (social and personal) identity as well as the influence of the mother tongue as a signal component of that identity.

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Appendices

Appendix 1: Students' Questionnaire

We would like to kindly ask you to answer our humble questionnaire concerning foreign language learning. This research is conducted by Master two students at the University of Tiaret to better understand the effect of identity on English conversation in the classroom using literal translation. We are interested in your personal opinion as it will be of great value to our research. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you in advance.

NB: Please, carefully answer the questions bellow either by:

- Ticking (√) the right box (es) that fit (s) your opinion.
- Writing in the given space.

1. Gender

Male Female

2. Age :

Under 20 20-25 above 25

3. How do you rate your proficiency level in English speaking?

- Basic** – you can communicate on simple topics or know some phrases.
- Conversational** – you can communicate on everyday topics with minor grammar or vocabulary mistakes.
- Fluent** – you have the ability to express any idea without hesitation, with good vocabulary and grammar.

Proficient –You can use idiomatic language and understand local accents.

4. How do you feel while conversing in the classroom?

Relaxed heart beating too scared to speak even

5. Do you find yourself thinking in Arabic while conversing in English in the classroom?

Yes No

If yes: how often always sometimes very often rarely

6. Do you rely on literal translation (from Arabic to English) while conversing in the classroom?

Yes No

If yes: how often: always sometimes very often rarely

7. What factor(s) lead(s) you to use literal translation?

Mother tongue (Arabic) influence

Lack of vocabulary

Lack of practicing English outside classroom

Lack of self confidence

Other(s): -----

8. Do you make errors while using literal translation in conversing in the classroom?

Yes No

9. What types of errors do you make while using literal translation?

Grammatical lexical (vocabulary) phonological cultural

10. What is your intention when you use literal translation?

- To express myself better
- To feel comfortable
- It just happens, I don't notice it

Other(s): _____

11. Does your identity as an Algerian EFL learner affects the way you think and converse in English?

Yes No

Justify your answer please: _____

12. According to you how can learners overcome using literal translation?

☺ Thank you for your collaboration ☺

Appendix 2: Students ' Interview

We are master two students at the University of Tiaret, We would like to ask you some questions concerning foreign language learning. The aim of this interview is to better understand the impact of identity on English conversation in the classroom using literal translation. The interview should take about 10 minutes, divided on 10 questions, using voice recorder by phone. Shall we begin?

- 1) Was studying English your own choice?
- 2) Now Imagine that you are in the classroom; the teacher asked a question, you raise your hand. Before answering, are you going to think in Arabic first or think directly in English?
- 3) Based on your own experience as an Algerian EFL learner, how can your identity (Arabic language, believes, way of thinking) affects the way you think and converse in English?
- 4) Have you ever been in a situation where you tried to explain yourself in English, yet you don't find the equivalent expression to use?

Follow up Questions

- 5) Do you rely on literal translation (from Arabic to English) when you do not find the equivalent expression to use?
- 6) Besides that you do not find the equivalent expression to use, what are the other reasons that lead you to rely on literal translation?
- 7) Did your teachers notice when you used literal translation while conversing in the classroom?

Follow up Question

- 8) How did they react? (Did they correct your mistake?)

9) The following are sentences in Arabic could you please translate them into English?

➤ إنها تمطر بغزارة .

➤ خرجت الأمور عن السيطرة .

➤ 'إن إمكانية تحقيق الحلم هو ما يجعل الحياة مثيرة للاهتمام' (Coelho, 1988,p23) .

➤ '...بل الصلاة هي مصدر للطاقة قيامك للصلاة سوف يجدد طاقتك و نشاطك...' (جمال، 2018، ص 180) .

10) We appreciate the time you took for this interview. Is there anything you want to add concerning our research topic (the impact of identity on EFL speakers using literal translation)?

Thank you for your help and support.

Appendix 3: Teachers' Interview

We are master two students at the University of Tiaret, We would like to ask you some questions concerning foreign language teaching. The aim of this interview is to better understand the impact of identity on EFL learners' conversation in the classroom using literal translation. The interview should take about 10 minutes, divided on 10 questions, using voice recorder by phone. Shall we begin?

1) How long have you been teaching (module)?

2) From 1 to 10 how would you rate your 3rd year students speaking performance in your section?

3) In your opinion what are the main factors that affect your students speaking performance in the classroom?

4) Do you notice that your students use literal translation while conversing in the classroom?

Follow up Questions

5) According to you what are the main factors that lead your students to use literal translation while conversing in the classroom?

6) Do they convey the target meaning in the target language when they use LT?

7) Now imagine that you are in the classroom conversing with one of your students.

While converse you noticed that he is relying on literal translation, how would you react? (Do you correct him?)

8) Do you think that students' native (personal and social) identity is one of those factors?

Follow up Question

9) How do you think students' native identity can affect the way they think and converse in English in the classroom?

10) What solutions or strategies would you suggest so that students avoid using literal translation?

11) We appreciate the time you took for this interview sir/miss. Is there anything you want to add concerning our research topic (the impact of identity on EFL speakers using literal translation)?

Thank you for your help and support.

Summary:

The present work is a linking bridge between two interesting concepts: identity and literal translation. The objective of this research aims at exploring how native identity affects the speaking performance in the target language. More specifically, we try to shed the light on the use of literal translation as a means of identity's communication. Additionally, we attempt to know which gender use it more and what are the factors stand behind. Both a questionnaire and an interview are used to elicit views of students and teachers at Ibn Khaldoun University of Tiaret. Results unveiled that the native identity affects the students' speaking performance in the target language. It was found also that students use LT as a means of communication. In addition, Arabic background as a signal component of identity, lack of vocabulary variety and grammar rules are the main factors that lead to such phenomenon.

Résumé :

Le présent travail constitue une passerelle entre deux concepts intéressants : l'identité et la traduction littérale. L'objectif de cette recherche est d'explorer la manière dont l'identité native influence la performance orale dans la langue étrangère. Plus spécifiquement, nous essayons de faire la lumière sur l'utilisation de la traduction littérale comme moyen de communication de l'identité. De plus, nous essayons de savoir quel sexe l'utilise le plus et quels sont les facteurs qui le justifient. Tout es deux un questionnaire et une interview sont utilisés pour obtenir les points de vue des étudiants et des enseignants à Ibn Khaldoun Université de Tiaret. Les résultats ont dévoilé que l'identité maternelle influence la performance orale des étudiants dans la langue étrangère. Il a également été constaté que les étudiants utilisent la traduction littérale comme moyen de communication. En outre, l'origine arabe en tant que composante de l'identité, le manque de variété du vocabulaire et de règles de grammaire sont les principaux facteurs qui conduisent à ce phénomène.

الملخص :

العمل الحالي هو جسر يربط بين مفهومين مهمين: الهوية والترجمة الحرفية. يهدف هذا البحث إلى استكشاف كيفية تأثير الهوية الأصلية على أداء التحدث باللغة المستهدفة. وبشكل أكثر تحديداً، نحاول تسليط الضوء على استخدام الترجمة الحرفية كوسيلة لإيصال هوية المتحدث. إضافة إلى ذلك، نحاول معرفة الجنس الذي يستخدمها أكثر وما هي العوامل التي تقف وراء هذا الاستخدام. يتم استخدام كل من الاستبيان والمقابلة لاستنباط آراء الطلاب والأساتذة في جامعة ابن خلدون في تيارت. كشفت النتائج أن الهوية الأصلية تؤثر على أداء الطلاب في التحدث باللغة المستهدفة. وجد أيضاً أن الطلاب يستخدمون الترجمة الحرفية كوسيلة للتواصل. بالإضافة إلى ذلك، فإن الخلفية العربية كعنصر إشارة للهوية، ونقص تنوع المفردات والقواعد النحوية تعد من بين العوامل الرئيسية التي تؤدي إلى هذه الظاهرة.