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Degree in Linguistics.

**Investigating the Benefits of Integrating Translation
in Learning English as a Foreign Language**

*A Case of Study Master One Linguistics Students of English at university of Ibn
khaldoun*

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DEDICATION

This work is dedicated to

*Firstly and for most, our thanks are to the Almighty Allah for providing us with blessings and
patience to finish this work,*

To our lovely parents

To our lovely sisters

To our lovely brothers

*To our lovely friends we will never forget you. Those who sincerely supported us
with their prayer, kindness, and efforts*

*To all of you, I gladly dedicate this work and
these words*



Thank You





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us in one way or another to realize this work,

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ABSTRACT

Translation has a controversial status in teaching and learning foreign language, where it has been ignored as an effective activity for language practice and improvement. This question has been discussed in various applications of educational language methodologies. This study aims to delve into the interaction between language learning and translation, exploring the reasons behind using translation as a tool of learning EFL for both teachers and students, along with highlighting the advantages of incorporating translation into foreign language curricula, the research attempts to refine teaching methods in language education. The population of this study is Master 1 students of the department of English at Ibn Khaldoun University which consists of (120) students. The sample of this research consists of (61) students selected randomly from the general population to answer the questionnaire. The findings reveal significant support for the use of translation in EFL classrooms, with students emphasizing its importance in enhancing language understanding and positively impacting language skills and cultural awareness. Additionally, students definitely perceive the incorporation of translation as beneficial for language proficiency, accuracy, and fluency, highlighting its instrumental role of (L1) in improving various language skills and enhancing their comprehension of the second language (L2). These findings underscore the pivotal role of translation in language education, emphasizing the need to integrate translation practices to facilitate comprehensive language acquisition and cultural awareness among students.

Keywords Translation, Language learning, EFL classrooms, Language proficiency, Cultural awareness

LIST OF ABBREVIATIONS AND ACRONYMS

EFL	English as a Foreign Language
FL	Foreign Language
SL	Source Language
TL	Target Language
L1	First Language
L2	Second Language
ST	source Text
TT	Target Text
GTM	Grammar-Translation Method
TEFL	Teaching English as foreign Language
LLM	Large Language Model

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General Introduction

In the past few years, there has been a lot of talk and discussion among teachers and researchers about the role of translation in learning foreign languages. With our world becoming more connected, being good at several languages are really important. So, figuring out how translation fits into learning and teaching these languages has become a big deal. This study is all about digging into how translation influences the way we learn a new language. We want to understand the good things it brings and the challenges it might pose for students. By understanding the intricate dynamics between translation and language learning, we aim to contribute on optimizing language education methodologies.

The specific focus of this study centers on discerning the benefits of translation within the context of foreign language classrooms. Investigating the practices, attitudes, and outcomes associated with the use of translation in pedagogical settings will be essential. Exploring the extent to which learners rely on translation to comprehend and produce target language content.

Statement of the Problem

In the process of learning foreign languages, there is an ongoing debate about using translation as a teaching method. Some say it helps understand language and culture better, while others worry it might make learners too reliant on their native language. Despite this debate, we lack a detailed look into how translation really affects language learning. This research addresses this by looking at its benefits, how it affects learners' linguistic skills and cultural understanding, or i.e. how does it impact language proficiency, accuracy and fluency and what students think about it. By exploring these aspects, the study aims to give a clear picture of how translation fits into the world of learning foreign languages, providing useful insights for

students.

Research Questions

The present study raises three main questions:

Q1. What are the perceived benefits of using translation in learning English as foreign language?

Q2. How does incorporating translation impact language proficiency, accuracy and fluency?

Q3. What are the main reasons behind using translation in EFL class for both teachers and students?

Research Hypotheses

H1: The use of translation enhances vocabulary retention and understanding of the linguistics nuances.

H2: Integrate translation positively impacts both written and spoken language proficiency.

H3: By using translation, teachers and students can enhance the teaching and learning process.

The Significance of the Study

This study holds significance for several reasons. It sheds light on the benefits of translation in foreign language learning. By delving into the positive impacts of translation on language proficiency and cultural understanding, it fills a notable research gap, offering a comprehensive analysis that informs learners. This study aims to explore how the use of translation impacts the learning of new languages. With our world getting more connected, knowing multiple languages is becoming very important. This research focuses on understanding the effects of translation on language learning outcomes like proficiency, accuracy, and fluency. By uncovering

these effects, the study seeks to illustrate the role of translation in language education and its significance for students.

Research Design

This dissertation follows a structured organization aiming at comprehensively exploring the dynamics between learning translation and learning English as foreign language. The dissertation is divided into three chapters. The first and the second chapters represent the theoretical background, and the third chapter represents the practical part.

The first chapter is focuses on the definition of translation, types, strategies, and the main reasons for using the first language in EFL class for students and teachers. We also discuss in this part translation as a fifth language skill, and the objective of the use of translation in EFL class.

While the second chapter is about learning process, definitions, types, the benefits of learning foreign language, and mechanisms.

The third chapter includes the practical part "Findings and Analysis," in which we present the gathered data, introducing the results obtained from the questionnaires. Then, a discussion and analysis of the collected information were conducted in order to answer the research questions and discover the possible issues that may result from using translation as a tool for learning EFL.

Chapter I

What is Translation ?

Chapter I: What is translation

Introduction

Within the huge field of language, translation is seen as a creative process that facilitates communication and enables ideas to cross linguistic barriers. This chapter takes readers on an interesting exploration of the core of translation, starting from its basic definition to the wide range of forms it might take. Some teachers support students who use translation when learning other languages, while others do not. Cook (2001) thought that this conflicting approach to mother tongue (L1) was clearly a prevailing component in the twentieth century of language teaching methods. In addition to highlighting the importance of translation in the study of second and foreign languages, practitioners believe that translating is a suitable sort of exercise for students studying these languages (Laviosa, 2011; Zanettin, 2009).

The purpose of this study is to provide a comprehensive understanding of the complicated field of translation. By delving into the definition of translation, examining various types, and assessing its role in language learning, through this comprehensive analysis, the research aims to enhance comprehension of the complexity and diversity of the translation process, emphasizing its importance in promoting successful cross communication and comprehension.

1.1. The Definition of translation

Translation aims to convey a text's meaning in a second language with similar accuracy. We give significant attention to maintaining similar meanings in translation, as it is crucial to accurately convey the intended message from the source language to the target language. As far as translation is concerned, many definitions have been explored to clearly demonstrate its meanings. According to Ghazala (1995:1) translation refers to *“the processes and methods used to convey the meaning of the source language into the target language.”* Translation is

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viewed, then, as the transmission of messages from one language to another. He considers that the process of transmission is done through equivalents unavailable in the target language, completely foreign words written in Arabic letters and other foreign words changed to suit the target language pronunciation, spelling and grammar. The following words exemplify this classification in the same order

Teach → **يدرس**

Television → **تلفاز**

Sandwich → **ساندويتش**

Philosophy → **فلسفة**

Catford, (1965 p 20, 21): “the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)”. He explains this definition as follows: “it is intentionally wide not; though it may appear so at first sight .two lexical items in it call for comment.

These are ‘textual material’ and ‘equivalent’. On the other hand, translating, as defined by Nida and Taber (1982), argue that: “*translating consists in reproducing in the receptor language (the target language); the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.*” Which means translating is the process of closely and naturally reproducing messages in the target language (TL) those are consistent with the meaning and style of the original language (SL).

In an attempt to explain translation, Bassnett (2002, p. 83) stated that the translation is, after all, first a reader and then a writer and in the process of reading he or she must take a position. Jacobson (1966:233) claims that translation is the “interpretation of verbal signs by means of some other languages.” We infer from this quotation that translation is the act of transferring the linguistic carrier of meaning of

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the source language to another language. He adds that to translate means to replace whole messages of the source language in the target language.

1.2. Types of Translation

Translation has been divided into different types by different scholars. As far as Jacobson 1896 –1982 classified translation into three types in his seminal paper "**On linguistic aspects of translation 1959**": "A verbal sign may be translated into other signs of the same language (intralingual translation), into another language (interlingual translation), or into another, non verbal system of symbols (intersemiotic translation) "

(**Jakobson 1959: 233**). Intralingual translation, or 'rewording' – 'an interpretation of verbal signs by means of other signs of the same language' one can either use "another, more or less synonymous, word or resort to a Circumlocution" (233). This type of translation contains dictionaries, reformulations of sentences, paraphrases, etc. Interlingual translation, or 'proper translation' – 'an interpretation of verbal signs by means of some other language' (233). In this category falls the type of translation most usually thought of (translation between languages), but bilingual and trilingual dictionaries can also be included .The third type is Intersemiotic translation, or 'transmutation' .which is 'an interpretation of verbal signs by means of signs of non-verbal sign systems'(Jacobson 1959:233) This category includes all kinds of translations of any particular work (a book, a movie, a video game) to another form of textuality or media platform, which can be a movie translated into a book, a book translated into comics, a video game translated into TV series, among several other possibilities and their respective "vice-versa."

On the other hand , Ghazala (1995) classified translation into two types literal and

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free translation However, if we consider only the different methods of translation, there are several types of translation as he states: “*It is sufficient to point out that the pair ‘literal translation versus free translation’ explains more or less the remaining pairs in general terms.*” That is, we can deal with the mentioned pair and generalize it to the other types.

1.2.1 Literal Translation

1.2.1.1 Literal Translation of Words

In this type of translation, the word serves as the main translation unit. Every word in the source language is replaced with an equivalent word from the target language, while the word order stays the same for example:

That	Child	is	intelligent
ذاك	الطفل	يكون	ذكيا

Grammar, word order and context in this type are completely ignored. Concerning grammar, “is” in English can be translated into ‘يكون’ in Arabic, but omitting it is better (ذاك الطفل ذكي). Concerning word order, the intensifier in Arabic usually comes after the adjective. Context in this case has no role to play in translation.

1.2.1.2 One to One literal Translation

This subtype of translation means to translate each SL word or phrase into an identical word or phrase in the TL, with the same number, grammatical class and type of language. That is, noun is translated into a noun, two nouns into two nouns; one adjective into one adjective and also an idiom should be translated into an idiom, a collocation into a collocation, a proverb into a proverb and so forth. All this translation are done in context, not out of context For example:

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My neighbors are good → جيرانى يكونون طبيين

All that glitters is not gold → ليس كل ما يلمع ذهب

Ghazala 1995 argues, then, that even the second subtype of literal translation is more acceptable than the first one; it is inefficient because we should examine both SL's and TL's word order and grammar, not only those of the SL, and we are not supposed to retain the same number and types of the SL item in the sentence. We will illustrate that through thus examples:

1- Most students revise a lot. → يراجع معظم الطلبة كثيرا

As a rule, the English sentence begins with a subject (noun, pronoun, and phrase) while the Arabic one begins with a verb. Additionally, In English the adjective comes before the noun while in Arabic it comes after noun. So, we cannot retain the same word order of the English translation.

2- The following English words can be translated into Arabic in two words

Racism → تمييز عنصري

Skeleton → عمود فقري

Similarly, some Arabic words can be translated into English in two words or more.

مسحاة → Prayer beads

مخز → Sewing machine

From these words, we can notice that we cannot always retain the same number and types of the SL item.

1.2.2. Direct Translation or translation in meaning:

We are supposed to consider both meaning and context of the SL. that is, TL is concerned with both areas: grammar and word order (metaphor, idiom) not like the previous types. So, the expression, "full translation of meaning" suits this type to a large extent, and it precisely explains what this type aims at. For example; the word

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“run”, When it is alone, it is translated in Arabic as يجري .But, when it is combined with other words in context, the meaning and translation will be greatly different.

1. To run in the race → يجري في السباق
2. To run a company → يدير الشركة
3. To run short of money → ينفد ماله
4. To run across/into → يصادف

So, it is important to understand how to use both the literal meaning and other potential equivalents of the same word properly. The same applies to metaphors and idioms since they have the same meaning and the other translations are inaccurate.

1.2.3. Free Translation

The implication of its name is clear. In this type the translator is free to select the method that is most appealing to them, that is, “*the way he understands it.*” (Ghazala, 1995). He suggested two types:

1.2.3.1 Bound Free Translation

We derived this type of free translation from the context directly even if it exceeds it in some way, merely the way of expressing, exaggeration and emphatic language. Consider the following examples: (Ghazala, 1995, p.14)

1. She had a new baby. → رزقها الله مولودا جديدا
2. She was sad deep down → تظفر قلبها من الحزن/أصبح فؤادها فارغا

1.2.3.2 Loose Free Translation

This type of translation is not directly related to the original, which means to say something but mean something else is done on purpose. In this case, the translator should consider this point which is a matter of pragmatics; the contextual meaning of sentences. For example:

1. Thank you Mr. Wilson .Next please. → تفضل بالانصراف يا سيد ويلسون ، عندنا

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غيرك

2. Thank you, thank you ladies and gentlemen. → هذوء أئها السادة

1.3. Translation Strategies

Translation strategies are methods applied by translators when they formulate equivalence for the purpose of transferring elements of meaning from the Source Text (ST) to the Target Text (TT). **Vinay & Darbelnet** classified seven main categories, of which the first three fall into direct translation and the other four falls into oblique translation.

1.3.1. Borrowing:

It is the basic fundamental of translation strategies. It is the one when a translator truly opts for a non-translation technique! With borrowing, a translator just inserts the foreign term as is. For example, when translating words like software or shampoo from English to Arabic, we leave them unchanged. Borrowing is sometimes incredibly useful and even vital. For example, when introducing a new notion, new terms must be introduced, regardless of whether they will be translated later on. For example, if we mention "high school" in a book, the reader will immediately think of an American-style school. Borrowing helps to reduce unnecessary redundancy and explanation.

1. 3.2. Calque:

Is defined by V&D (1958: 85) as "a special kind of borrowing where the SL expression or structure is transferred in a literal translation". V&D point out that some calques after a certain period of time have become an integral part of the TL, turning them into "faux amis". For instance, the French calques "les quatre Grands" or "thérapie occupationnelle" for the English "the four great powers" and "occupational therapy" respectively.

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1. 3. 3. Literal translation:

Is a direct transfer of the source text into grammatical and idiomatically appropriate target text. According to V& D, literal translation is most common when translating between two languages of the same family and even more so, of the same culture.

V& D contend that if literal translation distorts the meaning of the ST, then translators must turn to their methods of oblique translation which are transposition, modulation, equivalence and adaptation.

1. 3.4. Transposition:

It is the replacement of one grammatical unit by another without any change in the meaning of an SL element by structures which have the same meaning but belong to different word classes. The phrase “il rend délicat^l identification” is translated as “it makes it difficult to identify” where the noun “identification” has been transposed.

1. 3.5. Modulation:

Is the varying of the language, obtained by a change in the point of view, this change can be justified, although literal even transposed. There are two types of modulation, namely free or optional is generally adopted because of nonlinguistic reason. It is mostly used to stress the meaning, to affect coherence or to find out natural form in the TL.

For example:

You take over → تركت لك الأمر

The subject here shifted. In Arabic, someone gives control to another. While, in English; the other person claims it him/herself, rather than receiving it.

1. 3.6. Equivalent:

It is often desirable for the translator to use an entirely different structure with

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different meaning from that of the source language text so long as it is considered appropriate in the communicative situational equivalent to that of the source language text. For example, equivalence would always be the safest choice when conveying cultural-specific responses in different social situations. If someone thanks you in English, you could answer: “don’t mention it”. But in Arabic, you would say “عفوا” instead.

1. 3.7. Adaptation:

It is the extreme limit of translation which is used in cases the translator has to create a new situation that can be considered equivalent. For example, a person would measure their height in feet if they were in the USA but in centimeters in Arabic-speaking countries.

1.4 Translations as a Strategy and Activity in EFL Class

In FL classrooms, teachers may employ several ways to translate messages in different languages for their students. So that, they can participate in communicative activities such as dubbing and simultaneous interpretation. As a result, it is critical to note that the introduction of an activity in which students must listen to what others say in one language and write it in their mother tongue is an entertaining activity that helps students improve their ability to interpret messages in different languages, their listening skills, and their ability to think in both the FL (English) and the MT (Arabic). Thus, speaking can be a beneficial method for improvement. The FL classrooms can develop any other types of simultaneous interpretation such as such as interpreting an advertisement, a scene from a film, or a conversation. These activities have a lot of benefits enable students to learn skill that help them stay focused on their work.

EFL courses require the use of L1 in translation from two different languages,

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either as a strategy employed by students or as an activity suggested by the teacher during the course. The Grammar-Translation method (GTM) stresses the importance of translation when teaching a foreign language, but it has been criticized by many individuals, including Gonzalez's (1992) who see that translation is useful for two reasons:

1. It reflects the mind operation of foreign language learners; so that it becomes a strategy helping the student in learning. Thus, it has a role in the process of acquiring a language.
2. It is a concrete activity carried out in the class, as has been described above. Sometimes, quick translation is employed even in direct methods, mainly in the first stages or with beginners. Therefore, from my viewpoint we should consider the L1 as a means more than an obstacle (p.167).

Also, message interpretation can be improved through dubbing or interpretation activities. This type of activity should be developed from FL to L1, depending on the level, due to the difficulty of inverse interpretation. In FL classrooms, it was evident that students spoke freely in FL (English), but other students had to speak in their native language. The rest of the class has the opportunity to evaluate the student's interpretation in L1 and pose questions. In the foreign language classroom, there are many other ways to develop simultaneous interpretation, such as interpreting an advertisement, a scene from a film, or a

conversation. So, Students are able to acquire skills for being focused on their work through the many benefits of these activities.

So translation in both keys as an activity or as a strategy has a great impact on the learners' achievement and their learning process in FL classroom

1.5. The Significance of Cultural Knowledge in Translation studies

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In today's increasingly interconnected world, translation is vital for facilitating effective communication between cultures. It facilitates the exchange of ideas, promotes international cooperation, and provides access to global opportunities. However, correctly translating a text takes more than just word-for-word transfer; it also necessitates an extensive understanding of cultural nuances. Cultural knowledge is essential for overcoming language barriers and conveying messages accurately. Snell-Hornby (1988) writes that the translation process can be envisaged between two cultures involving "cross-cultural transfer" rather than between two languages (p.39). For House (2002)¹³, 'meaning' is really important in translation and translation can be understood within a cultural frame of reference (p.92-109).

Additionally, Mona Baker gives a detailed analysis on Translation Studies in different perspectives. As the present paper deals with culture and translation, the following definition becomes important. She identifies it as a 'process of inter-cultural communication': " Translation is here conceived primarily as a process of intercultural communication, whose end product is a text which is capable of functioning appropriately in specific situation and context of use "

However, one cannot say that the translation merely involves the two languages. It always includes the people and culture of both languages. When one sees the original book and the translation, he might think that the process of translation involves only languages, words, grammar etc. Though physically invisible, one must not forget that the people and culture are automatically involved in the text which is subjected to be translated.

Moreover, Robinson (1997) said that readers as a part of a community who certainly speak their native language and also perceived their culture will be unaware of fact that there are also some other communities who speak different language and

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share different culture. Therefore both cultural knowledge and cultural differences have been a major focus of translator training and translation theory for as long as either has been in Existences. Mizani (2009:49) supported this idea where he stated that cultural knowledge is very essential to considering the implications for translation, and language is a part of culture so that it is impossible to separate them. On the other hand, (Larson, 1984), claims that Translation is study about lexicon, grammatical, communicative situation, cultural context from source language. Thus, it also analyzes source texts to find out its meaning, finally to reveal its similar meaning by using lexicon and grammatical structures that is matched to both target language and cultural context.

In short, Translation is a process that goes beyond transferring words from one language to another. Cultural knowledge forms the foundation of effective translation, ensuring that messages are accurately conveyed while considering the cultural nuances.

1.6. Professional Translation VS Pedagogical Translation

In the Field of translation, it is important to realize that there are two significant types of translation: professional and pedagogical. Professional translation is a translator who translates the meaning of one text into another language to give learners the same feeling as the original text gives them to learners of the source language. Therefore, Professional translation is concerned with maintaining the feeling of the original text, so it must take into account the context in which it takes place.

According to Witte et al (2009, p.33) claims that “Nowadays the widespread rejection against translation in education is due to the assumption that it is completely disconnected from communication. Nevertheless, translation could be considered as

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yet another skill along with those of speaking, listening, reading and writing.” A person who masters a foreign language has the capability to interpret messages in this language and to produce them into his/her mother tongue, to understand and to adopt them depending on the context. All in all, this person disposes of primary skills to translate.

Following the same path Arriba (1996), claim that “professional translation is focused on the transmission of one message from the source language to the target language, pedagogical translation is based on the comprehension of the students, and the improvement of the foreign language. Therefore, the purpose of pedagogical translation consists in making the students understand rather than making a reader or listener understands which would be the objective of professional translation.” (P: 275-276). It is worth noting that when we speak about translation in language teaching, we are not thinking about professional translation, but pedagogical translation, which differs significantly from the former. Pedagogical translation is the translation that takes place in the language classrooms, and it has specific characteristics that are inherent to it. The goal of this type of translation is mainly didactic, and it is primarily intended for the students and the teacher.

Whereas professional translation is focused on the transmission of one message from the source language to the target language, pedagogical translation is based on the students’ comprehension, and the improvement of the foreign language. Therefore, the purpose of pedagogical translation consists in making the students understand rather than making a reader or listener understand, which would be the objective of professional translation (De Arriba, 1996, p.275-276).

In addition, both methods of translation differ greatly in context. Pedagogical translation does not take into account the situation or environment in which

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translation occurs; instead, it focuses on informing the teacher to what extent their student has understood the lesson; while it is important to consider the context in which the text occurs in order to understand it, it is not as important as professional translation. While, Professional translation aims to have the same impact on the audience as the original material. For that, it must be integrally tied to the criteria of the circumstance in which it arises, such as the type of receiver, vocabulary, or text type. A professional translator is also needed to properly understand the text in order to produce a high-quality outcome. Finally, pedagogical translation is simply a way of transmitting the language, regardless of the quality of the translation, whereas professional translation is concerned with the product that will be delivered to the recipients. To summarize all of these notions, the following table contrasts the two types of translation.

	Pedagogical Translation	Professional Translation
Objectives	It is a means to learn the language, to control comprehension and to explain words or structures that may be difficult for the students	It is an end in itself; purpose is that of transmitting one message which has to be understood by its audience.
Situation of communication	Translation takes place of the teacher. It is all possible to translate a produced text, 'neutralized ', without context.	It only takes place when the parameters of the situation are known: where should the text appear? For which type of readers?
	Sometimes we translate without	Translation is not possible if the

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Nature of the translated text	understanding at all since the purpose of the exercise partly consists in checking this understanding	text is not perfectly understood
Sense of translation	Version or theme	It only occurs in the sense language 2 language 1

Table 1: Pedagogical versus professional translation. (Grellet 1991, p.13)
(De Arriba, 1996, p.276.translation by author).

Furthermore, Arriba (1996) offers different types of translation that can be exploited in the classroom as a means to facilitate foreign language learning. We include them below, in the order in which they typically take place:

- Explanatory translation: used by the teacher in order to make students understand meanings, instructions or explanations and whose main objective is pedagogical. Occasionally, the teacher can demand its use from the students in order to check their understanding.
- Interiorized translation: students understand the FL by translating into their L1, either consciously or unconsciously. Especially in the early stages of learning new languages, learners tend to translate instantaneously in their minds to interiorize new knowledge and associate it with previous one.
- Translation of texts: this third type of translation is based on providing students with reading and writing skills, by translating different texts into the L1. This type of translation offers learners the possibility of working with essential aspects of language such as grammar, structures or even vocabulary.

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1.7. The Role of Translation in Teaching and Learning foreign languages:

The involvement of translation in the language learning process has been neglected for decades even though its utilization may assist learners in mastering a new language. Many language researchers and teachers have considered translation as an inappropriate association in a classroom situation, and it is considered as the major cause of students' problem in learning a new language. The reason is that teaching and learning of target language like English are suggested to only be focused on the target language, avoiding involvement of learners' native languages.

In the other hand, there are other researchers emphasize the role of translation in FL teaching; it is used to convey and teach a foreign language; thus, teachers can use translation during FL courses to explain new materials and assess their students' knowledge of the subject. Furthermore, teachers use a variety of translation techniques in FL instruction that take into account the relationship between mother tongue and EFL, such as having students translate from FL into their mother tongue and then back into EFL. So translation is the transmission of idioms and information from the source language to the target language.

Hatim and Munday (2004, p 6) define translation as "the process of transferring a written text from source language (SL) to target language (TL)". Additionally, Lan (2008), translating from one language to another gives students the chance to put their prior knowledge such as vocabulary and sentence structure to practical use. However, learners can communicate the writer's original meanings through the use of words, phrases, collocations, and syntax. Translation is a process, it involves speaking and listening abilities because students and teachers interact and converse. According to Leonardi (2010), sight translation and practice interpreting may also be

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included in the translation task.

Translation can also play a role in the development of communicative abilities since speakers are often engaged in the work of sharing and negotiating meaning depending on the interpretative community and context. Thus, through translation activities, teachers can promote interaction among learners (Koppe and Kremer 2007:2). Also Translation helps learners interacting with individuals from different cultural groups, understanding and respecting their beliefs, values, and norms, and translation in this case is a means of not only interlingual, but also intercultural communication.

In the other side, there are some scholars oppose the use of translation in EFL classrooms. Andrzej summarized these and say that translation should not be used in foreign language teaching because it causes language interference. Translation can inhibit thinking in the foreign language and can be produce compound bilingualism rather than coordinate bilingualism. Besides, using translation in foreign language teaching can interfere in attaining automatic habits and it also makes the learner assume that there is one-to-one-correspondence of meaning between L1 and L2. Using translation directs the learner's attention to the formal properties of foreign language items rather than their communicative functions.

1.8. Translation as Fifth Skill in Language Learning

There have been many studies on the role of translation in second and foreign language learning which confirm its effectiveness as a language learning method and its importance in the language learning process. Translation can be utilized to improve accuracy, clarity, and flexibility as well as the four skills of reading, writing, speaking, and listening provided it is done correctly (Duff, 1994).Furthermore, Saricoban (2012: 2960), also says that Translation can be considered the fifth skill "since the translator

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contributes his/her creativity, productivity and knowledge of the target and mother tongues into his/her work and since translation requires a collective mixture of the related four skills, and it is still not enough for translation”. Additionally, Stibbard (1998: 71) stresses the usefulness of translation in language learning and argues that “this aspect of linguistic ability can be included as an ongoing element in a teaching program as a fifth skill alongside the four other skills, reading, writing, speaking, and understanding speech”.

Translation involves the use of four fundamental language skills. When conducting a written translation, the translator first reads the source text before writing the translation in the target language. In addition, the interpreter listens to the original spoken material before speaking the translation in the target language. As a result, translation cannot be considered independently of other language skills.

1.9. Objectives of Translation Process

According to Arriba there are various objectives for which translation should be incorporated in foreign classrooms. The objectives are as follows: Foreign classroom. These objectives include the following:

1. To improve comprehension: translation is a means to enhance comprehension, since by means of translation the teacher and even students can check if they have understood an utterance, either written or oral.
2. To enhance the FL: as long as the FL deals with the previous knowledge of the L1, translation may help the teacher to take advantage of both languages to improve the learning of the new language.
3. To cope with difficulties of interference: translation can be exploited in order to overcome problems of interference between languages, since it provides the students

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with different strategies for dealing with expressions, structures or words that do not work in the FL in the same way than in the L1.

4. To reflect upon the L1: as we have mentioned before, the FL shares space with the L1; therefore, when translating, not only do students learn about the FL, but they also reflect upon their own language. Translation opens up doors to the functioning of the L1 and consequently, the improvement of the mother-tongue results in the mastering of the FL.

5. To acquire the skills of translation: the introduction of translation within the classroom also offers the students the opportunity to learn how to translate. Nowadays, translation takes place in almost every daily situation. For this reason, more and more students think about it as a possibility to earn a living. Teaching them how they can translate messages or texts, will give them insight into how professional translation works (1996, p. 281).

Furthermore, translation can bring a variety of benefits in the language school. Neglecting these benefits would do nothing except limit the possibilities that translation bring to language acquisition.

To summarize, translation is seen as a means by which students can master their foreign language in the classroom; it occurs outside of educational environments and enables learners all over the world to speak with one another. Translation cannot be divorced from communication; it is an inherent element of it.

1.10. The Use of Translation as Teaching Method

Nowadays, translation is connected with form rather than meaning; precision, artificiality of language, and the primary emphasis are on teacher-centered instruction. These relationships are related to the impact of the Grammar-Translation Method on foreign language instruction. As a result, translation is a resource that can

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provide numerous benefits in the foreign language classroom while also facilitating the process of acquiring a new language and making the student feel connected with it. Teachers must adjust translation methods in the classroom based on students' level of the EFL and L1. Teachers might utilize translation to clarify grammar, issue instructions, assess students' comprehension, break up the routine, or allow pupils to express their thoughts and emotions. However, students at higher levels typically like translation exercises and are motivated when dealing with cultural challenges, which may help them develop skills for paraphrasing and broadening their expression in both the L1 and FL.

According to Machida, (2008) we must bear in mind that translation is just a task not only for learning the FL but also to know the differences between one language and another, for acquiring reflection upon one's language and for mastering the L1.

Additionally, teachers find that translation can give students with benefits that are lacking in other methods through a variety of activities.

1.11. Reasons for Using First language in EFL classrooms for Teachers and Students:

Both students and teachers rely on the use of the first language in EFL classes because only English will not benefit the learning process. However, many studies have been conducted on how to use L1 in the EFL classroom, so teachers may advise against using L1 in their education. However, both teachers and students employ their first language for reasons related to their ideas, assumptions, needs, and desires.

1.11.1 Teachers' reasons

Teachers at certain levels may feel guilty about using their first language during EFL class more than it is necessary as Atkinson cites "teacher should use English where possible and L1 when necessary. To Polio and Duff (1994, as cited in Edstrom,

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2006, p. 278) provides eight categories that may push the teacher to use the mother language in teaching process " Classroom, administrative vocabulary, grammar instruction, classroom management, empathy/solidarity, practicing English, unknown vocabulary/translation, lack of comprehension and an interactive effect in which students' use of the L1"

Based on this perspective, it is clear that the reasons that motivate teachers to use L1 differ depending on the students' level of language proficiency, the institutional curriculum, and the student's needs. As a result, several particular circumstances have been recommended to teachers in which L1 is acceptable to employ. According to Cook (2013) mother language is permitted in conveying and checking the meaning of difficult and abstract words, explaining some grammar points, organizing the class, organizing tasks, and maintaining discipline. In the same context, Atkinson (1987, p. 243) proposed giving instructions and helping learners cooperate with each other in order to facilitate tasks through discussing them with their mother tongue and weak student have a chance to participate on the task.

Following the previous points, teachers use their first language in a variety of ways, including translating difficult words, giving classroom instructions, explaining an activity, and clarifying the ambiguities of their teaching purposes in the classroom. Furthermore, some teachers are unsure of their linguistic abilities, therefore they tend to use L1 in order to avoid humiliating situations caused by making mistakes when speaking in the target language.

1.11.2 Students' reasons:

Students advocate using their first language in FL class for many reasons, Jeremy Harmer (2009, p. 130) indicates several reasons for the learner`s tendency to use L1 during the English lesson. Sometimes teachers ask children to do something (e.g. to

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talk about a difficult topic) which they are not able to manage with their poor knowledge of the target language. In such a case the use of the mother tongue is common.

Teachers should think carefully about the activities they choose in order to select tasks corresponding with the learners` linguistic ability. Otherwise the frequent usage of the difficult activities which learners cannot fulfill even with the great effort can bring about a stress which can consecutively cause an aversion to the subject. The mother tongue is the most natural way of expressing themselves for all the people. It is used in each school subject and in the English lesson children use it automatically and without thinking.

In addition Butzkamm (2003, p. 29) expresses that "the mother tongue is generally regarded as being an evasive manoeuvre, which is to be used only in emergencies i.e., mother language can be used but as the last solution. In addition, students are able to use code switching if they lose one word or find difficulties to complete their ideas, it is important to give them the chance to speak in order to encourage them participating. In the same context, Paul Nation (2001) claims that learners often avoid using the target language because they do not want to feel embarrassed about the mistakes they make. It can be useful to assure the students that mistakes are an essential part of learning and that there is no need to feel embarrassed (Atkinson, 1993, p. 17).

To sum up it is important to say that there are some acceptable reasons for using the mother tongue in EFL classroom by both teachers and students, but Teachers should carefully consider when the usage of L1 is legitimate or not. In short "whenever English is not being used there should be a good reason for this"(Gill, 2005).

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In conclusion, our exploration into translation reveals its intricate nature, involving a delicate balance between linguistic accuracy and cultural adaptation. The various types of translation, from word-for-word precision to free translation, showcase the versatility required of translators. The impact of technology prompts contemplation on the evolving role of translators in an automated era. Notably, translation is recognized not solely as a linguistic activity but as a cultural influence, shaping narratives and perceptions. In language learning, opinions on the efficacy of translation vary, highlighting an ongoing discourse in educational settings. When we consider learning in translation as a multifaceted process involving linguistic competence, cultural awareness, research skills, and ethical considerations, our comprehension is expanded. To put it simply, translation actively contributes to the wider field of human expression and serves as a crucial link that fosters international conversation.

Chapter II

Language Learning

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2.1. A basic definition of the learning process

Learning is the process of acquiring new knowledge, skills, or behaviors. It is a complex process that is influenced by a variety of factors, including the learner's motivation, prior knowledge, and the environment. Learning can be formal or informal, and it can take place in a variety of settings, such as schools, workplaces, and homes (Boers et al, 2008).

According to Paulo freiro smith learning is a process where knowledge is presented to us, then shaped through understanding, discussion, and reflection.

2.1.1 Key characteristics of the learning process:

2.1.1.1. Acquisition:

Learning involves the acquisition of new knowledge, skills, or behaviors. This can be done through a variety of means, such as instruction, observation, and practice.

The word educational in language is an artificial source the word education, which is derived from knowledge, means placing a mark or characteristic to indicate something without Bring it is a dialectical relationship in which judgment is due to the distinction between the essence of education and psychological activities As well as the nature of other aspects of the arts of education. They are guiding models that lead to practical actions To reach specific educational products that achieve the educational goal in light of the conditions of use standards, The standards for the validity of the educational concept itself are an entity of each learner's achievement pattern that accompanies him at every stage Of the phases of his life, its meaning is only revealed by placing it within its practice, and these practices represent The main means through which experiences, knowledge, and cultural achievements in their various forms are transmitted. Therefore Smith Up states "Education is a branch of education, the subject of which is a summary of the components And the relationships

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between educational situations, their subjects and media, all within the framework of planning the situation Pedagogical As for Brosseau-Ferre: Education is the scientific study of organizing the learning situations in which the student falls To achieve cognitive, emotional, or psychomotor goals, the term educational has been used in the sense of art For his part, Millari defined it as: “a set of methods, methods and techniques 1 of education in 1613.” Rising. Education, according to Brosseau, “is the scientific study of organizing the learning situations in which the student falls “Like any social system, there is typical development two to achieve cognitive, mental, emotional, or psychomotor goals.” Therefore, educational concepts were divided into general educational 3, which tended to formulate its dynamic balance, and special education.

General education provides the basic principles, general laws, and theoretical data that control, in the educational process. From the curriculum, teaching methods, pedagogical methods, evaluation methods, and their exploitation While planning any educational work, regardless of the academic content. Based on the three dimensions for the educational process: learning, knowledge, the learner.

From there, education was a science of education that has its own rules and theories that address related issues Educational 4 considers the reality of the educational-learning process, and provides information and all necessary data Private education is part of general education, as it has been represented by laws, data, and principles, but on A narrower scope, not related to one academic subject. It was done with a special educational sample and special means, in the words In addition to another fertile field, special education represents the applied aspect of Education or field works and research that prove what each activity brings, for example, as bridges between educational And linguistics through the law of effect and

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effect.

2.1.2. Its functions:

2.1.2.1. Educational functions: The formulation of the material related to the job, its functional system, position, and context is Multi-dimensional components and assets that provide opportunities for learners to compare what they contain and They have them. Of the functional approaches and their role in the presence of communication and in determining the characteristics of patterns Educational and functional significance for the learner.

It has become necessary for the men of the Prophet to face the challenges of the times using different methods and means Modern, GH overcome the problems they face and push education to fulfill its responsibility Developing society.

A – Diagnostic function: It is done by providing the necessary knowledge about the facts related to all the components of the process Educational, by collecting and analyzing facts and trying to reach general provisions and laws that explain those Facts and phenomena and explains the relationships and mutual influences between them.

B- The speculative function: It is achieved through: - Understanding the relationships and mutual influences between various educational facts and phenomena - Understanding the factors and consequences of educational activities by formulating the general directions of the activity to determine The necessary formulas that lead to the desired results of the educational process in the future, if this is achieved For example, the mental and intellectual processes in the field of use include “abstraction, perception, analysis, deduction, and linking.” Phenomenology does not suggest that the speaking self invents its language in terms of relationships and awareness of them between phenomena.” faces the more they express themselves.

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C - Technical position: The teacher's relationship with knowledge is one of exploration and investigation of its concepts, characteristics, how to construct it and its validity. Its connection to the curricula, and the extent to which it is compatible with the mental and cognitive abilities and aptitudes of the learners, and then research About the mechanisms adapted to be at the level of learners, interesting, and saturated with cognitive needs And emotionality, and this relationship is not limited to what was mentioned, but rather extends to diligence and striving to find The best means and methods to activate it and translate it into abilities and competencies among learners, because it is a goal Education is the achievement of the sum score of an individual's positive or negative responses associated with some topic Or the psychological and educational situations that were presented to him verbally (stimuli) Education and its theoretical and practical characteristics : It makes the learner the focus of the educational process.

- a) Working to develop the learner's abilities in analysis, thinking, creativity...etc
- b) It starts from the learner's prior gains to build new learning. What we are really asking for is that. Students tend to relate the limited information they acquire to other life activities.
- c) Learning difficulties are diagnosed in order to achieve the greatest success in learning and achievement.
- d) The teacher is considered a partner in decision-making between him and the learners, so he does not control his opinions, and gives a prominent place to evaluation, especially formative evaluation, to ensure the effectiveness of educational activity.

Retention Learning is not complete until the new knowledge, skills, or behaviors have been retained. This means that the learner must be able to remember and access

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the information they have learned.

Learning theories offer:

The development of research in the field of psychology has led to the emergence of many theories of SH It studies the psychology of learning in terms of how to learn and its conditions. The factors affecting it, the cognitive and mental processes that control it, the innate motivations, their acquisition, and the extent of their influence.

On learning. Likewise, the psychology of learning itself and its psychological characteristics may affect success Learning, teaching styles, and interaction patterns between science and learning within the classroom environment, And the problems and difficulties of learning, and other psychological foundations of the process of teaching and learning.

The importance of educational media:

Educational media play an essential role in the teaching and learning processes that take place in institutions Educational, such as schools, institutes, universities, or other educational institutions. There are all kinds of means The various methods and methods used by the OE/U are necessary for the success of communication operations, as happens in the present Seminars, etc. The use of teaching-learning methods in the teaching process benefits science it helps him and improves his performance in managing the education endowment through the following services:

- It helps him to raise the degree of adequacy of his professional knowledge and his readiness.
- The roles of a person who conveys information and indoctrinates to the role of plan, implement, and perform Learning.
- Knowledge of Q helps in presenting the study well, evaluating it, and controlling the Q&A

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- I am able to make better use of all the time I have
- It helps science overcome the limits of time and space in the academic section

2.1.3. What are educational media and their definition?

Scientists gradually began naming educational means, and they had multiple names, including: means of explaining, Visual aids, audio aids, sample media, educational aids, and the latest its name is Technology Education.

2.1.3.1 Application: Learning is not just about acquiring new knowledge; it is also about being able to apply that knowledge to new situations. Learners must be able to use what they have learned to solve problems, make decisions, and perform tasks.

The primary education stage is of special importance, as it is the foundation and mainstay on which the rest of the world is based the stages of education. If this stage performs its mission properly, it will be a sound and strong foundation that enables the stages The other is able to achieve its goals, as it thus becomes a strong support that can be relied upon, so that the educational process takes place Education as a whole is in the best possible way, hence the interest in primary education and solving its problems to raise its level to The required limit as a first step towards educational reform.

The classroom teacher system provides the teacher with sufficient time to study his students and know their characteristics and needs the requirements of their normal growth and the problems or obstacles they encounter in order to reach integrated growth.

The teacher of a single subject, whether he teaches it to one class or to several classes, cannot do this The task is only within a limited scope of one class time spent with them, and is often limited to giving information, and following up on the completion of the prescribed curriculum. Rather, his care for his students' decreases, especially if

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there are more than forty in each class. As a student, he just doesn't have the opportunity to memorize their names.

2.1.3.2. Motivation: Motivation is a key factor in learning. Learners who are motivated are more likely to be engaged in the learning process and to achieve success.

The concept of motivation is used to describe what motivates an individual and directs his activity. It is also used In general, to explain what is going on inside the individual that cannot be observed directly, but it can Its conclusion and inference are the dynamics that drive the individual's behavior and direction. Motivation combines... My job is to stimulate and direct behavior.

In one of its meanings, motivation means: the factors that motivate an individual and direct his behavior toward Goal. It is also known as the intrinsic force that drives an individual's behavior and directs him to achieve a goal A certain thing that he feels the need for or its material or moral (psychological) importance to him. And get aroused this driving force is driven by factors that stem from the individual himself (his needs, characteristics, inclinations, his interests) or from the physical or psychological environment surrounding him (things, people, Topics, ideas, tools) .

Motivation is defined as an energy latent in an organism that stimulates it to behave A specific behavior in the outside world, and this is done by choosing a functional response He is in the process of adapting to his external environment and putting this response in a place of precedence over Other possible responses resulting in the satisfaction of a specific need or obtaining specific goal.

2.1.3.3. Prior knowledge: Learners prior knowledge can also influence their learning. Learners who have a strong foundation of knowledge in a particular area are more likely to be able to learn new things in that area

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What is meant by the term competence in the language is ability and competence, so we say a person who is competent in His work means he is able to perform his work competently.

The word competence comes in linguistic dictionaries in the sense of equality and similarity, which is It is taken from the verb kafa, including kafa', mithal and nazir. Based on this, the term competence in marriage, competence in money, etc. is used.

As for the term competence, which is often used as a synonym for efficiency, it means:

The language is sufficiency and dispensation with others.

After we have presented these definitions, we should point out that the term efficiency may... It was used in many fields and in different fields. It was initially associated with the medium Professionalism, in this field, meant the worker's completion of the activity he was assigned to, and hence The term "professional competence" appeared, which means ability A person is entitled to use his earnings in order to practice a job, craft, or task as appropriate Specific and recognized requirements in the field of employment.

2.1.3.4. Environment: The environment can also play a role in learning. Learners who are in a supportive and stimulating environment are more likely to be successful learners.

Education is the default E-learning is one of the modern methods of education. It is an educational method that provides its services via the Internet, that is, it is based By employing information and communications technology in the educational process to deliver educational content to the learner Accurately and with the least effort in order to raise the learner's efficiency, and this is according to a set of different techniques and means Such as virtual halls, virtual lessons, virtual campuses, virtual bookshops,

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and others From electronic media.

Learning methods are one of the most important basic pillars on which effective learning is based, and it is an important element in the educational process In learning , the teacher usually uses one method in giving information to learners without taking into account the individual differences that exist between them Learners inside the classroom, which prevents them from giving real opportunities to learners in the diversity of methods that it requires Practicing it in a way that suits his cognitive, emotional, and performance abilities, and thus affects the learner in his academic product. Therefore, “learners There is an urgent need to learn the methods, methods, and techniques that help them better absorb and quickly understand information And to benefit from it better, this can only be done by providing learners with effective learning methods that help them in focused reading and listen carefully and effectively apply the information they gain.”

2.2. Learning foreign languages

Learning a foreign language is the process of acquiring the ability to communicate in a language that is not one's native language. This can be done through formal instruction, such as taking classes or using language learning apps, or through informal methods, such as immersion in a language-speaking environment or self-study.

According to Frank smith “languages is not a genetic gift, it is a social gift learning a new language is becoming a member of the club-the community of speakers of that language”.

2.2.1 Key components of foreign language learning

There are four key components to foreign language learning:

- **Listening:** This involves understanding spoken language.

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- **Speaking:** This involves producing spoken language.
- **Reading:** This involves understanding written language
- **Writing:** This involves producing written language.

2.2.2 The Benefits of learning foreign languages:

There are many benefits to learning foreign languages, including:

- **Increased job opportunities:** Foreign language skills are in high demand in the global marketplace.
- **Improved communication skills:** Learning a foreign language can improve your overall communication skills, both in your native language and in the foreign language.
- **Enhanced cognitive abilities:** Studies have shown that learning a foreign language can improve your memory, attention span, and problem-solving skills.
- **Greater cultural understanding:** Learning a foreign language can give you a deeper understanding of the culture of the people who speak it.
- **Personal satisfaction:** Learning a foreign language can be a rewarding and enriching experience. Explain the benefits.
- **Developing mental abilities:** Learning another language allows individuals of all ages to develop their mental abilities. As it contributes to activating the brain and strengthening memory. Foreign languages have complex systems that contain many rules and new vocabulary, and learning those mean that the mind must deal with this complexity properly and become familiar with it. The more the brain is occupied, the more its functions will work better than before. People who have

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more than one language have a strong memory through which they can remember names and numbers very quickly.

- **Enhancing self-confidence Increasing:** self-confidence is one of the benefits resulting from learning a new language and mastering it, as the individual can then get to know himself better, and know his strength and the achievements that he can achieve, whether in his work or in his life, as people who enjoy high self-confidence have a mental openness that distinguishes them. It makes them think better, and they are considered more interesting than those people who could not define their goals or know themselves and their strengths, without which they would not be able to succeed in their lives.

- **Developing mathematical solving skills:** Some studies confirm that people who speak two or more languages are superior to their monolingual peers in mathematics. Given that language learning is a structural and logical process and is somewhat similar to the type of thinking used to solve mathematical problems, in a study conducted in Massachusetts, children who learn a new language are more advanced in mathematics than children who do not study a foreign language, and in another study published in One of the University of Michigan's journals proved that students who learned another language for only an hour and a half per week scored higher in mathematics.

2.2.3. How does language enhance local and global job opportunities for graduates?

Some believe that the importance of language in the history of human communication goes beyond the fact that it is merely letters scattered next to each other to form sentences, and then those sentences become governed by linguistic and grammatical structures to ultimately give an understandable meaning. But the

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importance of language extends to a broader and more comprehensive concept than just this, as it is a transmitter of cultures, and a historian of events, victories, and setbacks of peoples.

You can determine whether this people are rude or not through their use of vocabulary, and you can tell whether they are a people who sanctify or despise women through the words they assign to them. As for the culture of this people, the eloquence of the language and its simplicity despite its complexity are enough to determine whether it is a rich language or just a means of communication that only fulfills its purpose.

A simple reason for learning a language is the ability to express different feelings, create communities, and conduct discussions and debates. On the other hand, ignorance of the most widespread foreign languages in the world, such as English, Chinese, and Spanish, for example, confines the ignorant person to his world only, preventing It offers development opportunities, job opportunities, and even the ability to taste and immerse yourself in different cultures.

2.3. Mechanisms of Learning a Foreign Language:

Learning a foreign language is a complex process that involves a variety of cognitive and social factors. While there is no single theory that can fully explain how humans learn languages, a number of different mechanisms have been proposed to account for different aspects of the learning process.

According Frank Smith “Learning a new language is like assembling a puzzle each piece represents a cognitive, cultural and social aspect that contributes to the whole picture of linguistic competence”.

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2.3.1 Exposure and Input:

One of the most important factors in foreign language learning is exposure to the language. Learners need to hear and see the language being used in order to acquire its grammar, vocabulary, and pronunciation. The quality of the input is also important: learners who are exposed to clear, natural language are more likely to learn effectively than those who are exposed to distorted or ungrammatical input.

2.3.2 Attention and Focus:

Learners also need to pay attention to the language in order to learn it. This means focusing on the sounds, words, and grammar of the language, and trying to understand how they work together. There are a number of different ways to focus on language input, such as listening to audio books or podcasts, watching movies or TV shows in the target language, and reading books or articles.

2.3.3 Processing and Storage:

Once learners have been exposed to language input, they need to process and store it in their memory. This involves a number of different cognitive processes, such as segmentation, categorization, and association. Learners need to be able to segment the language into individual sounds and words, and then categorize these sounds and words into meaningful units. They also need to be able to associate these units with their meanings, and to store these associations in their long-term memory.

2.3.4 Practice and Output:

In order to learn a foreign language fluently, learners need to practice using it. This means speaking, writing, and listening to the language on a regular basis. Practice helps learners to solidify their knowledge of the language and to develop their

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fluency. There are a number of different ways to practice a foreign language, such as taking classes, finding a conversation partner, or traveling to a country where the language is spoken.

2.3.5 Motivation and Affect:

Motivation is also an important factor in foreign language learning. Learners who are motivated to learn a language are more likely to put in the time and effort required to succeed. There are a number of different factors that can motivate learners, such as personal interest, cultural curiosity, and the desire to travel or work in a foreign country.

Affect also plays a role in foreign language learning. Learners who have positive affective experiences with the language are more likely to enjoy learning it and to be successful in their studies. There are a number of different ways to create positive affective experiences, such as using games, music, and other activities that make learning fun.

2.4. Advantages of Learning English:

English is the most widely spoken language in the world, with an estimated 1.5 billion speakers. It is the official language of 53 countries and is spoken in many more as a second or third language. There are many advantages to learning English, both personal and professional.

2.4.1 Personal Advantages:

- **Improved communication skills:** Learning English can help you improve your communication skills, both written and verbal. This can be beneficial in all areas of your life, from personal relationships to your career.

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- **Access to a wider range of information:** English is the language of the internet, so learning English will give you access to a wider range of information and resources. You will be able to read news articles, watch videos, and listen to podcasts from all over the world.
- **Enhanced travel experiences:** English is spoken in many popular tourist destinations, so learning English can make your travel experiences more enjoyable and rewarding. You will be able to communicate with locals, ask for directions, and understand signs and menus.
- **Greater cultural understanding:** Learning English can help you gain a better understanding of different cultures. By reading English literature and watching English movies and TV shows, you can learn about different ways of life and perspectives.

2.4.2 Professional Advantages:

- **Increased job opportunities:** English is the language of business, so learning English can increase your job opportunities. Many companies require their employees to be proficient in English, and you will be more competitive in the job market if you have English language skills.
- **Higher earning potential:** Employees who are proficient in English often earn higher salaries than those who are not. This is because English is so widely spoken and is in high demand in the business world.
- **Advancement opportunities:** English is often a requirement for advancement in the workplace. If you are fluent in English, you will be more likely to be promoted to leadership positions.

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- **Networking opportunities:** English is the language of international business, so learning English can help you network with people from all over the world. This can lead to new business opportunities and career advancement.

2.5. The Importance of Learning Foreign Languages:

Learning a foreign language is an invaluable skill that can enrich your life in many ways. It can open up new opportunities for travel, work, and study, and it can also help you to better understand different cultures and perspectives. In addition, learning a foreign language can improve your cognitive abilities, boost your self-confidence, and make you a better-rounded individual.

2.5.1 Personal Benefits:

- **Enhanced communication skills:** Learning a foreign language allows you to communicate with people from all over the world, expanding your social circle and giving you a deeper understanding of different cultures.
- **Cognitive benefits:** Studies have shown that bilingualism can improve memory, attention, and problem-solving skills. It can also delay the onset of age-related cognitive decline.
- **Career advancement:** In today's globalized economy, multilingualism is a highly sought-after skill by employers. Being able to speak multiple languages can give you a competitive edge in the job market and open up new career opportunities.
- **Personal satisfaction:** Learning a new language can be a challenging but rewarding experience. It can boost your self-confidence and give you a sense of accomplishment.

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2.5.2 Cultural Benefits

- **Appreciation of different cultures:** Learning a foreign language gives you a window into the culture of the people who speak it. You can gain a deeper understanding of their values, customs, and traditions.
- **Cross-cultural communication:** Knowing a foreign language allows you to communicate with people from different cultures more effectively. This can help to avoid misunderstandings and build stronger relationships.
- **Global citizenship:** In an increasingly interconnected world, learning a foreign language can help you to become a more informed and engaged global citizen.

Learning a foreign language is an investment in your future. It can open up new opportunities, enhance your cognitive abilities, and broaden your understanding of the world. If you are considering learning a foreign language, I encourage you to take the plunge. You won't regret it

2.6. The Benefits of Learning a Foreign Language:

Learning a foreign language is a valuable skill that can have many benefits for both your personal and professional life. Here are just a few of the reasons why you should consider learning a new language:

- **Improved cognitive function:** Studies have shown that learning a foreign language can improve your cognitive function, including your memory, attention span, and problem-solving skills. This is because learning a new language requires you to use different parts of your brain than you do when you speak your native language.

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- **Enhanced communication skills:** Learning a foreign language can also improve your communication skills, both verbal and nonverbal. This is because you will be exposed to a new way of thinking and expressing yourself. You will also learn to be more aware of cultural differences, which can help you to communicate more effectively with people from other cultures.
- **Increased career opportunities:** In today's globalized economy, being multilingual can give you a significant advantage in the job market. Employers are increasingly looking for employees who can speak multiple languages, especially those who are fluent in languages spoken by key trading partners or customers.
- **Greater travel enjoyment:** Learning the language of a country you are visiting can make your trip much more enjoyable. You will be able to communicate with the locals more easily, and you will gain a deeper understanding of their culture. You may also be able to find more off-the-beaten-path experiences that are not available to tourists who do not speak the language.
- **Personal enrichment:** Learning a foreign language can be a very rewarding experience. It can help you to connect with people from other cultures, learn about new things, and expand your horizons. It can also be a great way to challenge yourself and boost your self-confidence.

2.7. Learning Styles in Language Learning:

Learning a language is a complex process that involves a variety of cognitive skills and strategies. Different people have different learning styles, which mean that they prefer to learn in different ways. Some people are visual learners, while others are

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auditory or kinesthetic learners. There are also many different cognitive learning styles, such as reflective learners and impulsive learners.

It is important to understand your own learning style in order to learn a language effectively. There are many different resources available to help you identify your learning style. Once you know your learning style, you can choose teaching methods and materials that are most likely to be effective for you.

Here are some of the most common learning styles in language learning:

- **Visual learners:** Visual learners prefer to learn by seeing things. They often benefit from using flashcards, diagrams, and other visual aids.
- **Auditory learners:** Auditory learners prefer to learn by hearing things. They often benefit from listening to podcasts, audio books, and music.
- **Kinesthetic learners:** Kinesthetic learners prefer to learn by doing things. They often benefit from activities such as role-playing, games, and simulations.
- **Reflective learners:** Reflective learners prefer to think about what they are learning before they take action. They often benefit from activities such as journaling and discussion.
- **Impulsive learners:** Impulsive learners prefer to learn by doing things and making mistakes. They often benefit from activities such as trial and error and experimentation.

In addition to these general learning styles, there are also many other factors that can affect how people learn languages. These factors include:

- **Motivation:** People who are motivated to learn a language are more likely to be successful.

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- **Attitude:** People who have a positive attitude towards learning a language are more likely to be successful.
- **Aptitude:** Some people have a natural aptitude for learning languages.
- **Prior language experience:** People who have already learned other languages are often more successful at learning new languages.
- **Cultural background:** People who come from cultures that are similar to the target culture may find it easier to learn the language.

It is important to remember that everyone learns differently. There is no one-size-fits-all approach to language learning. The best way to learn a language is to find a method that works for you and to stick with it.

2.8. Factors Influencing Language Learning:

Language learning is a complex process that is influenced by a multitude of factors. While some individuals seem to acquire new languages with ease, others struggle to even grasp the basics. Understanding the factors that influence language learning can help educators and learners develop more effective strategies for language acquisition¹.

2.8.1. Motivation:

Motivation is perhaps the most important factor in language learning. Learners who are highly motivated are more likely to persist in the face of challenges and achieve their language goals. There are two main types of motivation: **intrinsic motivation** and **extrinsic motivation**. Intrinsic motivation is driven by a personal desire to learn, while extrinsic motivation is driven by external factors such as rewards or grades. Research has shown that both types of motivation can be effective

¹ - Improved communication skills through learning a foreign language

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in language learning, but intrinsic motivation is generally considered to be more powerful.

2.8.2. Age:

Age is another factor that can influence language learning. Children are generally better at acquiring new languages than adults. This is because their brains are more plastic and adaptable. However, adults can still learn languages effectively, especially if they are highly motivated and have access to quality instruction.

2.8.3. Aptitude:

Aptitude is a measure of a person's natural ability to learn languages. Some people seem to have a natural aptitude for languages, while others struggle more. However, aptitude is not the only factor that determines success in language learning. Motivation, effort, and access to quality instruction can all play a role.

2.8.4. Learning Strategies:

Learning strategies are the techniques that learners use to learn a language. Effective learning strategies can include things like **repetition**, **memorization**, **practice**, and **seeking feedback**. Different learners have different learning styles, so it is important to find strategies that work best for you.

2.8.5. Input and Interaction:

Input is the language that learners are exposed to. Interaction is the opportunity to use the language with others. Both input and interaction are essential for language learning. Learners need to be exposed to a sufficient amount of input in order to acquire the language's grammar and vocabulary. They also need opportunities to interact with others in order to practice using the language and develop their fluency.

2.8.6. Cultural Awareness:

Cultural awareness is an understanding of the culture of the people who speak the

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language. Cultural awareness can help learners to better understand the language and its nuances. It can also help them to avoid misunderstandings and build rapport with native speakers.

2.8.7. Affective Factors:

Affective factors are the emotions and attitudes that learners have about language learning. These factors can include things like **anxiety**, **confidence**, and **self-esteem**. Positive affective factors can promote language learning, while negative affective factors can hinder it.

Language learning is a complex process that is influenced by a multitude of factors. Understanding these factors can help educators and learners develop more effective strategies for language acquisition. By creating a supportive learning environment and providing learners with opportunities for input, interaction, and cultural awareness, it is possible to help learners of all ages and abilities achieve their language goals

Chapter III

Practical Part

Chapter III: practical part

3.1. Introduction

This chapter is devoted to the practical part of the conducted work. It is designed to provide the description of the results that were obtained through the collected data about the handled study this work aims to spot the light on the benefits of using translation as learning tool in EFL classrooms, based on the analysis and the discussion of the gathered data results. Furthermore, this study is conducted to check the formulated hypothesis through investigating a sample among Master one linguistics students of English at university of Tiaret, as well as sample of teachers of English at the same university.

3.2. Description of the participants

The target population of this study is Master one linguistics students and teachers of English at the department of foreign language in the university of Ibn Khaldoun Tiaret for the academic year 2023-2024 which consist of (120) students and six (6) teachers. While the students participants are a sample of sixty one (61) students selected randomly from the general population (120) to answer the questionnaire. The purpose of these questionnaires is to gather data about students and teachers' attitude towards the use of translation, their preferences, experiences, and perceived effectiveness of translation in language classes.

3.3. Research Method and Data Collection Tools

In order to achieve our aims, two questionnaires were used to accomplish the research's objectives. The purpose of these questionnaires is to gather data about students and teachers' attitude towards the use of translation, their preferences, experiences, and perceived benefits.

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3.3.1. Students' Questionnaire

The questionnaire is divided into three sections as follows;

Section one: involves two questions were designed to determine students' demographic information like age and gender

Section two: consists six questions were designed to identify students' opinions about the translation learning experiences and it benefits.

Section three: involves three questions were designed to identify learning preferences, by gathering insights into whether students prefer the use of the native language (L1) or only the target language (L2) by teachers during English as a Foreign Language (EFL) classes, and understanding students' preferences regarding the methods or approaches they prefer for learning translation skills.

3.3.1.1. The analysis of students' questionnaire

The questionnaire involves 11 questions in general. The following figures show the results of these questions.

Question 1: Students' Gender

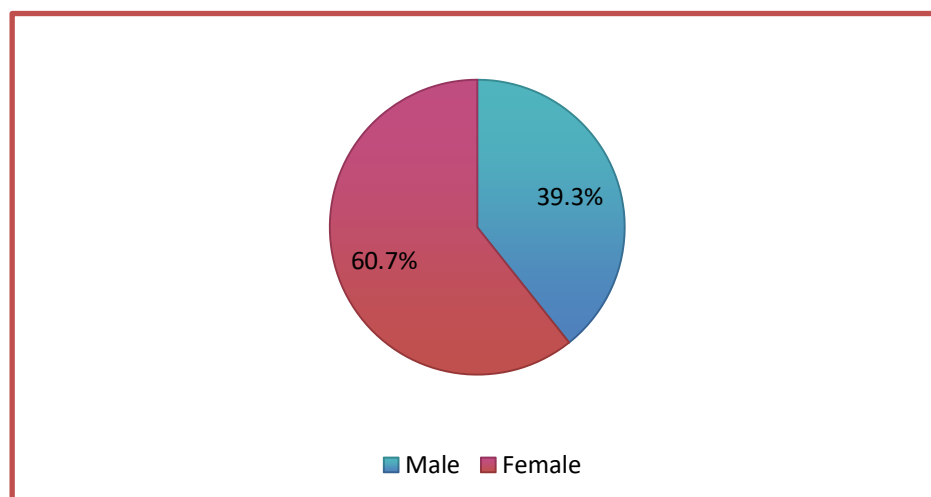


Figure 1: Students' Gender

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Figure 1 provides data on the gender distribution of students, revealing that out of a total of 61 students surveyed, 24 are male and 37 are female. This translates to 39.3% of the students being male and 60.7% being female. The data indicates that female students are in the majority, outnumbering male students by 13.

Question 2: Students' Age

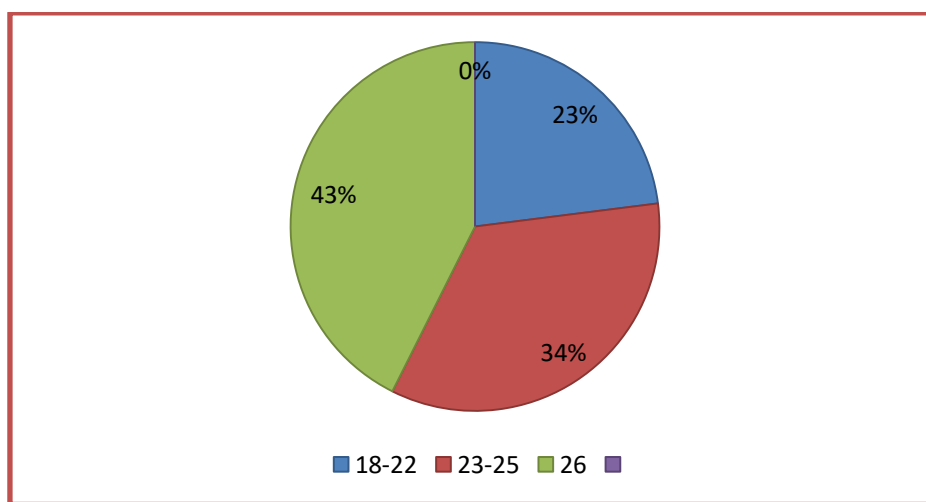


Figure 2: Students' Age

Figure 2 provides data on students' age. 14 students are aged between 18-22 years, 21 are aged between 23-25 years, and 26 are aged 26 years and above. This translates to 23% of the students being in the 18-22 age range, 34.4% in the 23-25 age range, and 42.6% being 26 years and older. The largest age group is the 26 and above category, indicating a significant presence of older students. The 23-25 age groups also form a substantial portion of the population, while the 18-22 age groups have the smallest representation. The data highlights a diverse age range among students.

Question 3: Is it important to use translation process during EFL classrooms?

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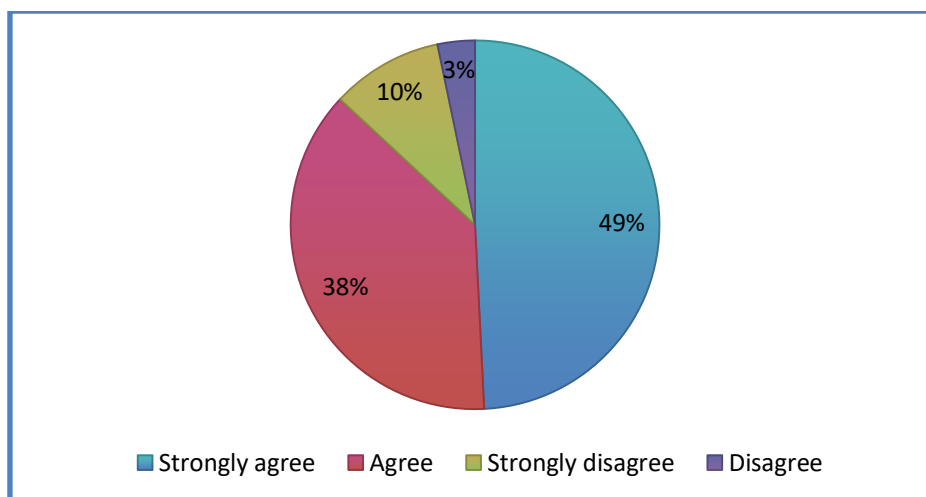


Figure 3: The importance of using translation process during EFL classrooms

Figure 3 present students' perspectives on the significance of employing the translation process within English as a Foreign Language (EFL) classrooms. Out of the 61 responses collected, a substantial majority, comprising 49.2% of students, strongly agree with the importance of translation, while an additional 37.7% express agreement. In contrast, only a minority, consisting of 9.8% of students who strongly disagree and 3.27% who disagree, hold opposing views. Collectively, these findings indicate widespread support for the integration of translation in EFL instruction, with a dominant perspective favoring its use.

Question 4: Rate the importance of translation learning in enhancing your understanding of L2?

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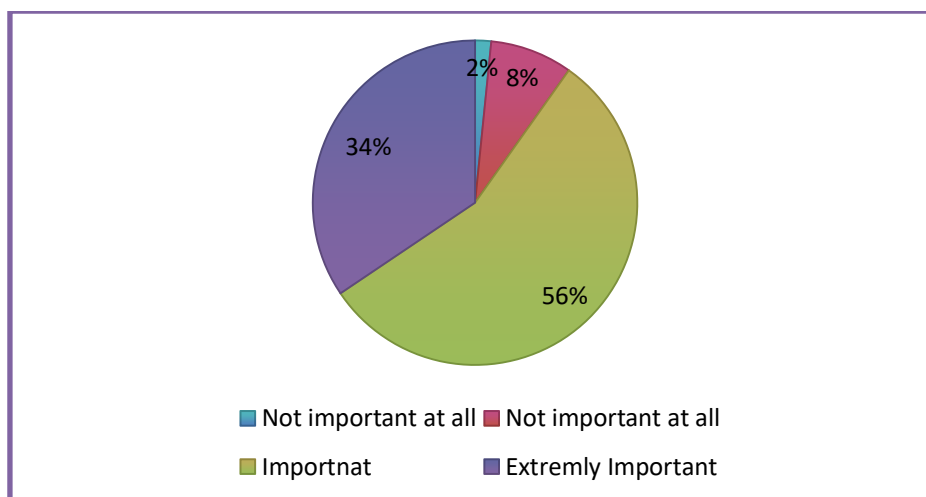


Figure 4: Students' rate on the importance of translation learning in enhancing your understanding of L2

The figure offers insights into students' perceptions of the role of translation learning in improving their understanding of their second language (L2). Among the 61 responses gathered, a significant majority of students, comprising 55.7% who rated it as important and 34.4% who deemed it extremely important, acknowledge the significance of translation learning in enhancing L2 comprehension. Conversely, only a small proportion, consisting of 8.2% who consider it not important and 1.6% who regard it as not important at all, hold contrary views. This distribution underscores the widespread recognition of translation as a valuable tool for language acquisition among students. The findings suggest a nuanced understanding of the importance of translation learning, with varying degrees of emphasis placed on its role in L2 understanding.

Question 5: Is it possible for translation to make learning meaningful when the learner is an active participant in the process?

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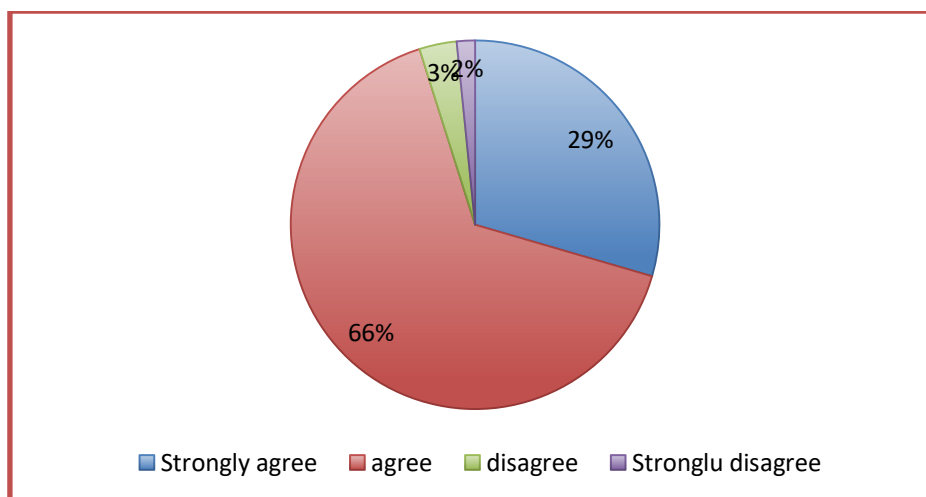


Figure 5: Students' Perceptions on the Role of Translation in Enhancing Active Learning in Language Acquisition

The figure presents students' responses to the statement asserting that translation can enhance learning by involving learners actively in the process. Among the 61 responses collected, a vast majority of students, constituting 95.1% of the total, either strongly agree or agree with this assertion. Specifically, 29.5% of students strongly agree, while 65.6% express agreement. Conversely, only a small minority, comprising 3.27% who disagree and 1.6% who strongly disagree, hold contrary views. These findings indicate a widespread consensus among students regarding the importance of translation in promoting active participation and meaningful learning experiences. While a minority expresses dissenting opinions, the overwhelming agreement suggests a prevailing recognition of translation's role in engaging learners actively in the learning process.

Question 6: Do you believe that learning translation has helped you to improve your:

a) **Vocabulary Acquisition?**

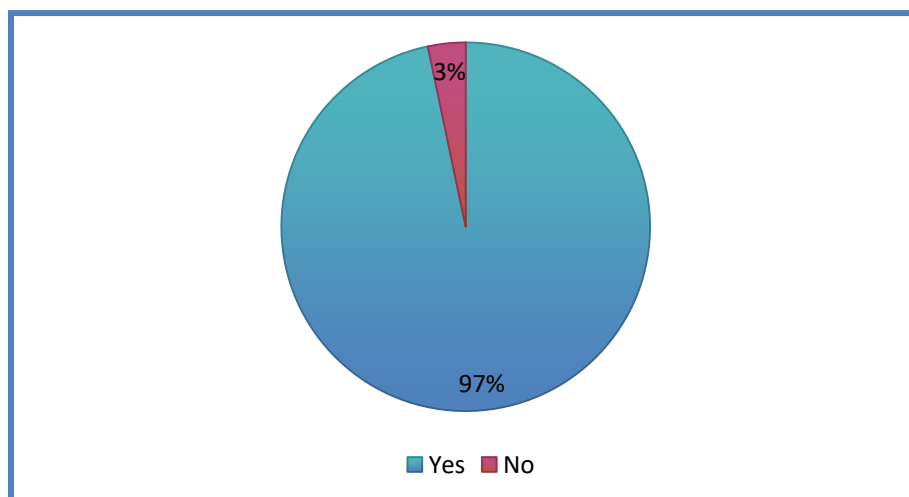


Figure 6: Students' Beliefs on the Impact of Translation Learning on Vocabulary Acquisition

Figure 6 indicates that an overwhelming majority of students, 96.7%, believe that learning translation has significantly helped them improve their vocabulary acquisition, while only small minorities of 3.3% do not share this view. This strong agreement highlights the perceived effectiveness of translation exercises in enhancing vocabulary development among learners. The minimal disagreement opinion suggests that almost all students find value in the practice of translation for expanding their vocabulary, underscoring the importance of incorporating translation activities into language learning curricula.

b) Grammar Skills?

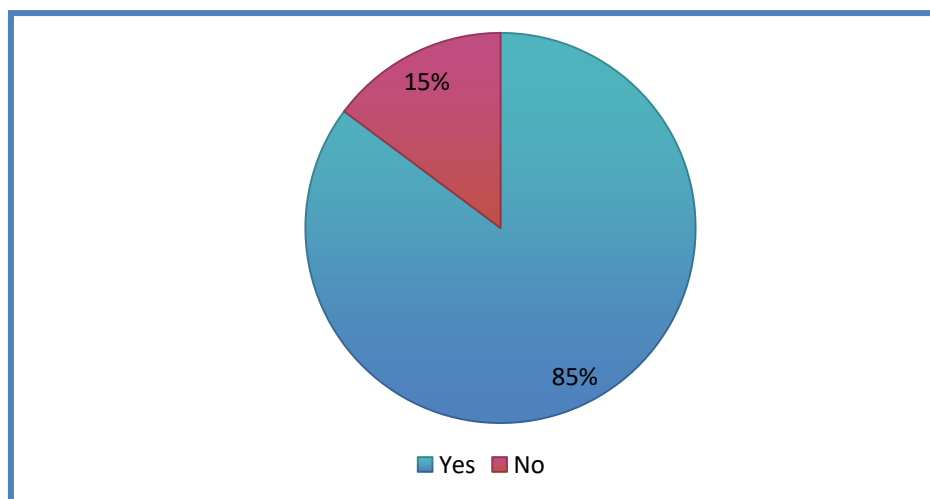
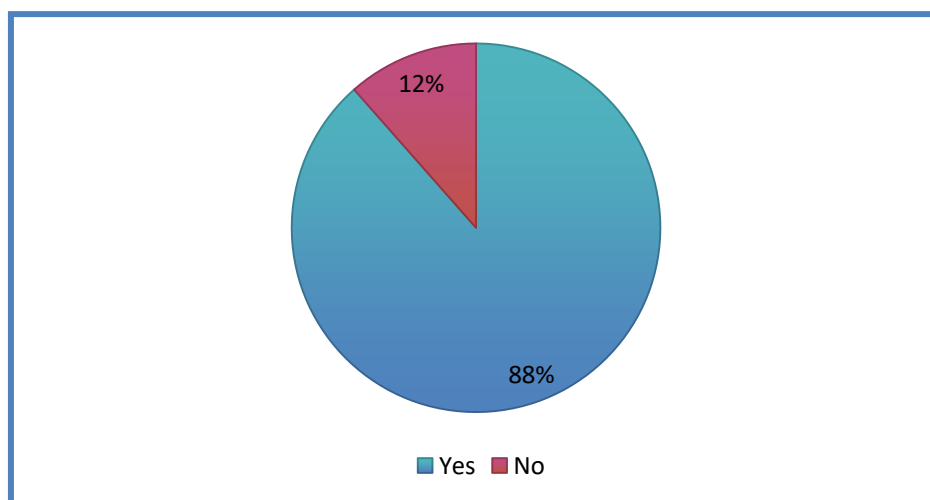


Figure 7: Students' Beliefs on the Impact of Translation Learning on Grammar Skills

The data from figure 7 reveals that a substantial majority of students, 85.2%, believe that learning translation has significantly helped them improve their grammar skills, while minorities of 14.8% do not share this view. This strong affirmative response underscores the perceived effectiveness of translation exercises in enhancing grammatical understanding among most learners. However, the presence of a notable minority who do not perceive the same benefit suggests that while translation is generally effective, it may not be equally beneficial for everyone.

c) Writing Skills?



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Figure 8: Students' Beliefs on the Impact of Translation Learning on Writing Skills

The data from figure 8 reveals that a substantial majority of students, 88.5%, believe that learning translation has significantly helped them improve their writing skills, while a minority of 11.5% does not share this view. This strong affirmative response underscores the perceived effectiveness of translation exercises in enhancing writing abilities among most learners. However, the presence of a minority who do not perceive the same benefit suggests that while translation is generally effective, it may not be equally beneficial for everyone.

d) Reading Comprehension ?

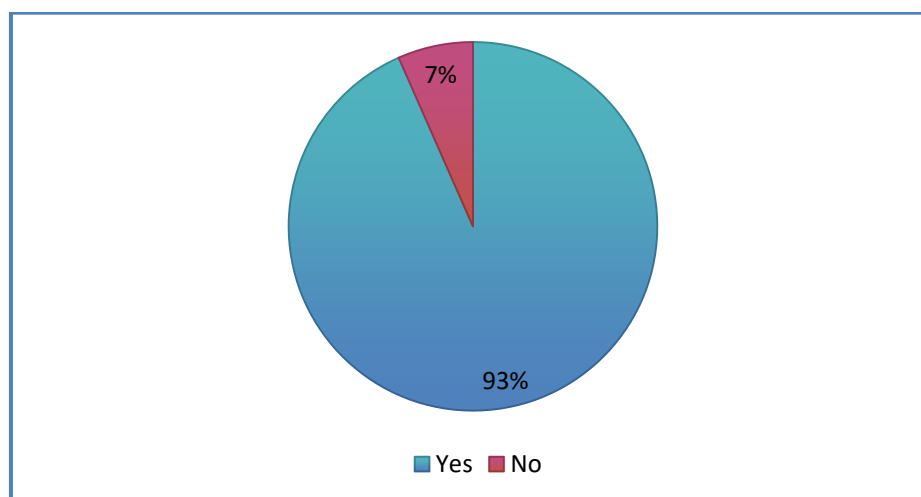


Figure 9: Students' Beliefs on the Impact of Translation Learning on Reading Comprehension

The data from figure 9 reveals that an overwhelming majority of students, 93.4%, believe that learning translation has significantly helped them improve their reading comprehension, while a small minority of 6.6% does not share this view. This strong affirmative response underscores the perceived effectiveness of translation exercises in enhancing reading skills among most learners. However, the presence of a minority who do not perceive the same benefit suggests that while translation is generally effective, it may not be equally beneficial for everyone.

e) Speaking Skills?

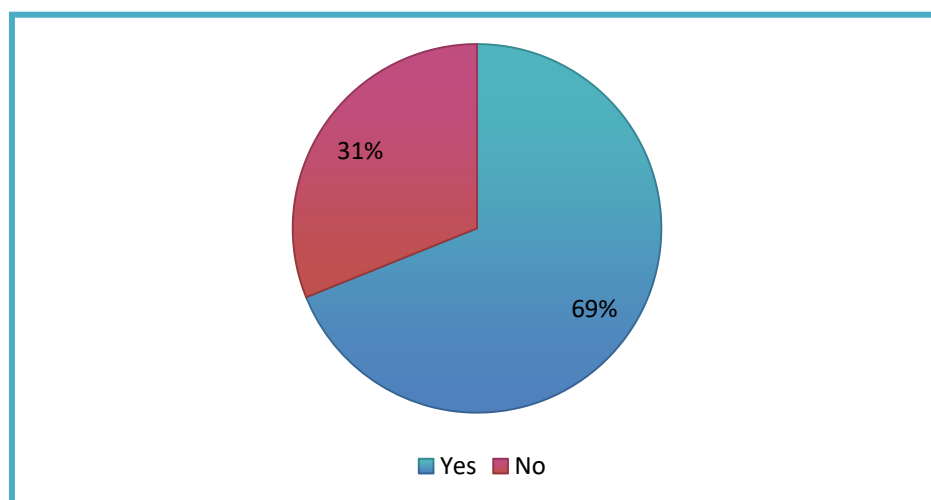


Figure 10: Students' Beliefs on the Impact of Translation Learning on Speaking Skills

The data from figure 10 indicates that a majority of students, 68.9%, believe that learning translation has positively impacted their speaking skills, while significant minorities of 31.1% do not share this sentiment. This reveals a mixed response regarding the effectiveness of translation learning in improving speaking abilities. While a substantial portion of students perceive translation as beneficial for speaking skills development, the sizable minority suggests that translation may not be equally effective for everyone in this aspect of language learning. This underscores the importance of employing diverse instructional methods to address the varying needs and preferences of learners.

Question 7: Is Translation a communicative act?

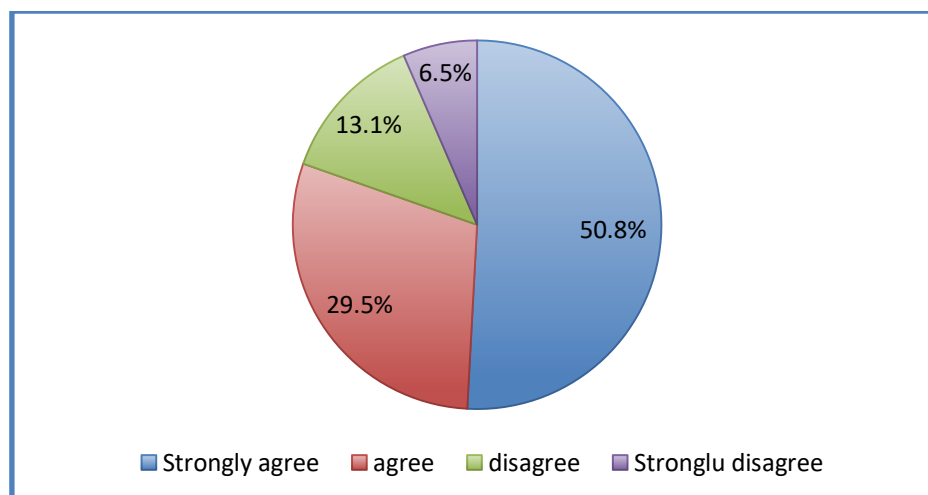


Figure 11: students' perceptions regarding translation as a communicative act

Figure 11 presents insights into students' perceptions regarding translation as a communicative act. A significant majority, comprising 80.3% of respondents, either strongly agree (50.8%) or agree (29.5%) that translation involves communication. This indicates widespread acknowledgment among students of the communicative nature of translation. However, there is a notable minority, totaling 19.7% of students, who express disagreement views, with 13.1% strongly disagreeing and 6.5% disagreeing that translation is a communicative act. This suggests a divergence in understanding among students regarding the role of translation in communication.

Question 8 In your opinion, what are the main benefits of incorporating translation learning into foreign language education?

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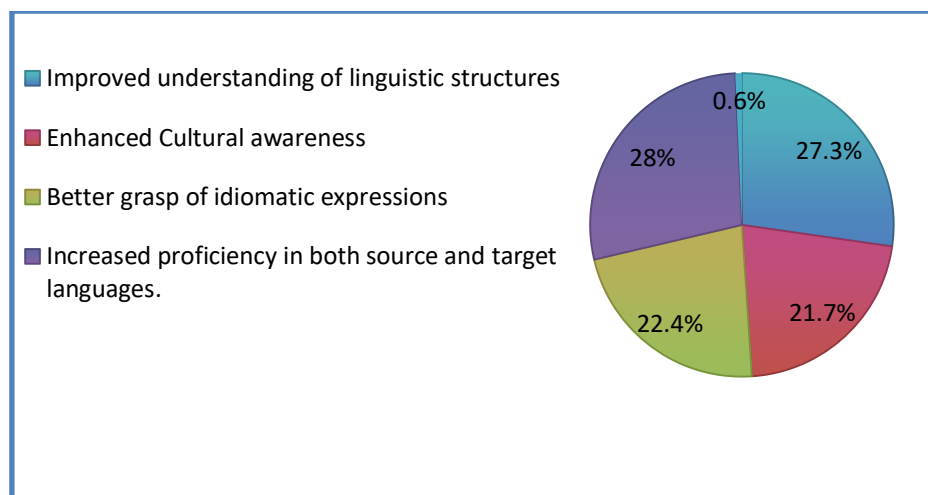


Figure 12: Students' Perceptions Regarding the Main Benefits of Integrating Translation Learning into Foreign Language Education

Figure 12 provides insights into students' perceptions regarding the main benefits of integrating translation learning into foreign language education. Students identify several advantages, including improved understanding of linguistic structures, enhanced cultural awareness, better grasp of idiomatic expressions, and increased proficiency in both source and target languages. Notably, the most commonly cited benefit is increased proficiency in both languages, emphasizing the instrumental role of translation in language acquisition. Additionally, a significant proportion of students recognize the importance of understanding linguistic structures, cultural awareness, and idiomatic expressions, highlighting the diverse benefits of translation learning. These findings underscore the value of incorporating translation practices into language education to facilitate comprehensive language proficiency and cultural competence among students.

Question 9 Do you prefer teachers using: L1 during EFL class or only L2 during EFL class?

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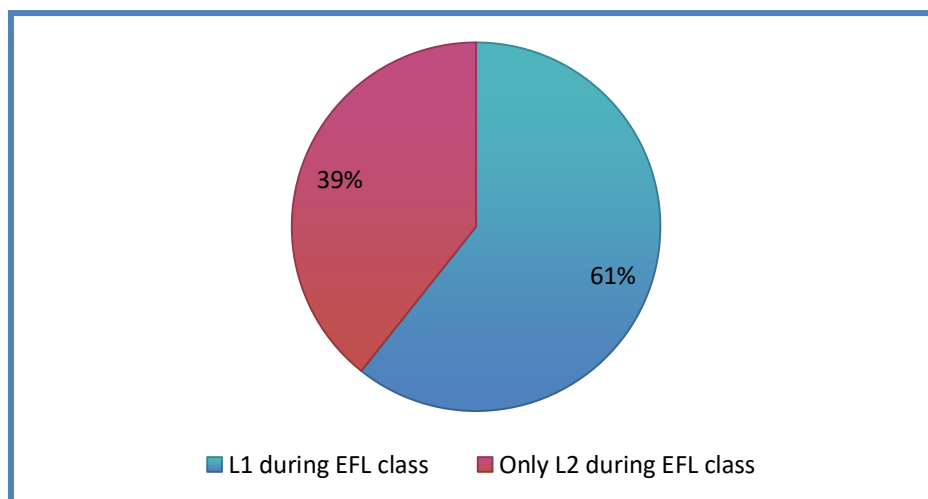
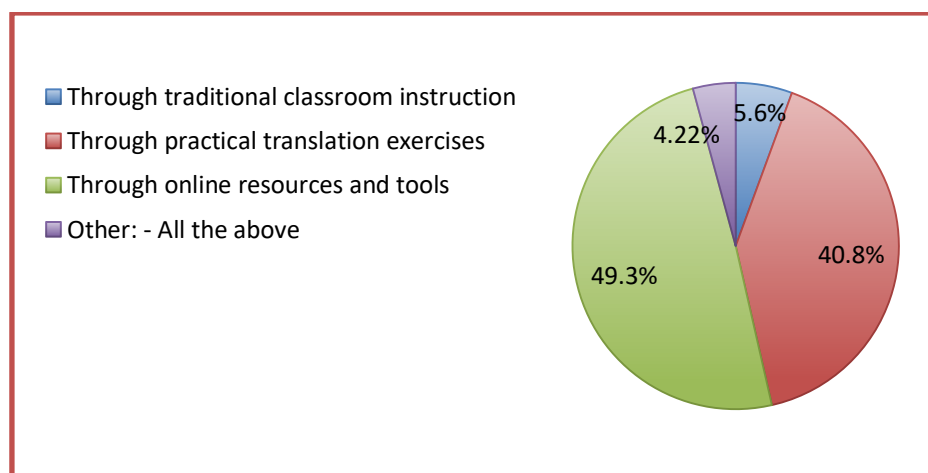


Figure 11: Students' Preferences for Language Use during EFL Classes

The data from figure 11 reveals that a majority of students, 60.7%, prefer teachers using L1 during EFL classes, indicating that many students feel more comfortable or find it more effective when their first language is incorporated into the learning process. Conversely, a significant minority of 39.3% prefer that teachers use only L2 during EFL classes, suggesting that these students believe immersion in the second language without recourse to the first language is more beneficial for learning. This highlights differing views on the most effective language instruction methods, suggesting that educators might consider a balanced approach to accommodate both preferences and enhance learning outcomes in EFL education.

Question 10: How do you prefer to learn translation skills?



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Figure 14: Students' preferences for learning translation skills

The data reveals that students have diverse preferences for learning translation skills, with the highest preference being for online resources and tools, favored by thirty five (49.3%) of respondents. This indicates a strong inclination towards digital and self-directed learning methods. A significant proportion, twenty nine (40.8%), prefer practical translation exercises, highlighting the importance of hands-on, applied learning experiences. Only a small minority four students (5.6%) prefer traditional classroom instruction, reflecting a lower interest in conventional teaching methods. Additionally, three (4.22%) of students indicated other preferences, including a combination of all methods or specifically online resources. This suggests a need for varied and adaptable teaching strategies to effectively meet students' learning preferences and enhance their translation skills.

Question 11 Please share any additional comments or insights regarding your experiences with translation learning and its impact on learning a foreign language

Some Students' Answers

- ❖ It boosts knowledge of both your mother language and the one you are learning

Translation learning can be a valuable tool in language acquisition and can greatly enhance our language

- ❖ Learning I believe that LLM tools (like ChatGPT, for example) perform better than traditional translation tools (like Google Translate, DeepL, etc.) in text translation. In my personal experience, I've only used LLMs for translating texts.
- ❖ I use translation to analyze complex grammar structures or tricky vocabulary

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in the target language. I break down a sentence, I understand its mechanics in both languages, and then rebuild it in my own words.

3.3.1.2 Discussion of the students' questionnaire

The responses highlight various points of views regarding the role of translation in language learning. Many students recognize the bilingual competence that comes from understanding both their mother language and the target language. Translation is seen as having cultural and artistic value, allowing learners to look at the world from different perspectives and conveying deep meanings. The educational utility of translation is also emphasized, with students noting its role in enhancing language proficiency and comprehension. Some responses point out the reliability of translation in language learning and its value in language acquisition, particularly with the use of modern tools like LLMs. Others focus on cultural and linguistic understanding, explaining how translation helps explore cultural nuances and language structures. The necessity of translation in learning a second language is asserted by some, while others discuss the challenges and depth of translation classes. Translation is also viewed as an analytical tool for breaking down complex structures, a life-changing experience that enhances cultural awareness, and a means of structural and cultural insight. It facilitates cultural exchange and communication, and when balanced with other methods, it supports fluency and natural expression. Students appreciate its role in developing linguistic and cultural skills, though some critique its importance, suggesting alternative methods. Translation is credited with vocabulary development and improving comprehension of the target language. Finally, it is seen as a core learning tool that enhances language skills and cognitive abilities, but its use should be strategic to avoid over-reliance and ensure a balanced approach to language learning.

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3.3.2 Teachers' Questionnaire

3.3.2.1. Description of the teachers' questionnaire

The teacher's questionnaire endeavors to explore the use of translation in learning the English language. Hence, the questionnaire was addressed to six teachers from university; the teachers who participated in this study have at least five years of experience in the field of teaching translation for EFL students. It consists of three sections: the first section is about personal information and proficiency level; the second section is about the use of translation in TEFL by experienced teachers to check if it is appropriate to be used with students, and if translation helps in increasing learning vocabulary and grammar; the third section is about the ways teachers use translation as a method of teaching English as a second language and how they applied it in EFL classes.

3.3.2.2 Analysis of the teachers' questionnaire

The questionnaire involves 13 questions in general. The following figures show the results of these questions.

Question 1: teachers' gender

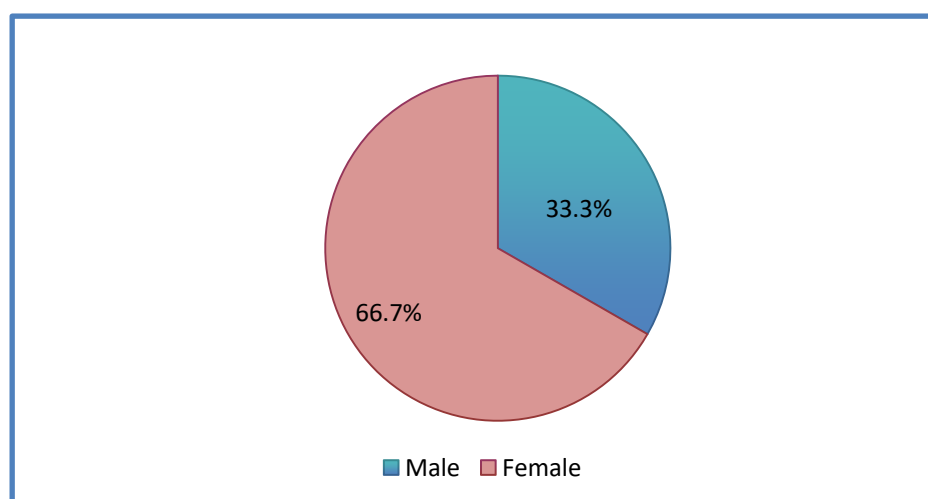


Figure 15: teachers' gender

Figure 15 provide data on the gender distribution of teachers, revealing that out of

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a total of 5 teachers surveyed, 2 are male and 3 are female. This translates to 33.3% of the teachers being male and 66.7% being female.

Question 2: What is your professional degree?

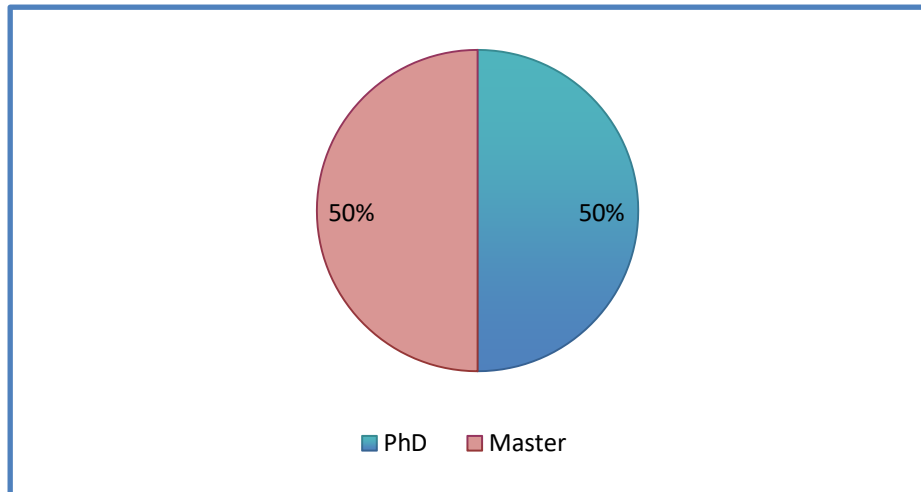


Figure 16: teachers' professional degree

In an attempt to know the professional degree of teachers and their credentials. This introductory question was raised. As figure 16 shows, a half of the informants' (50%, constituting three teachers out of six) hold a master's degree, and three teachers (50%) are PhD holders

Question 3: How long have you been teaching at university?

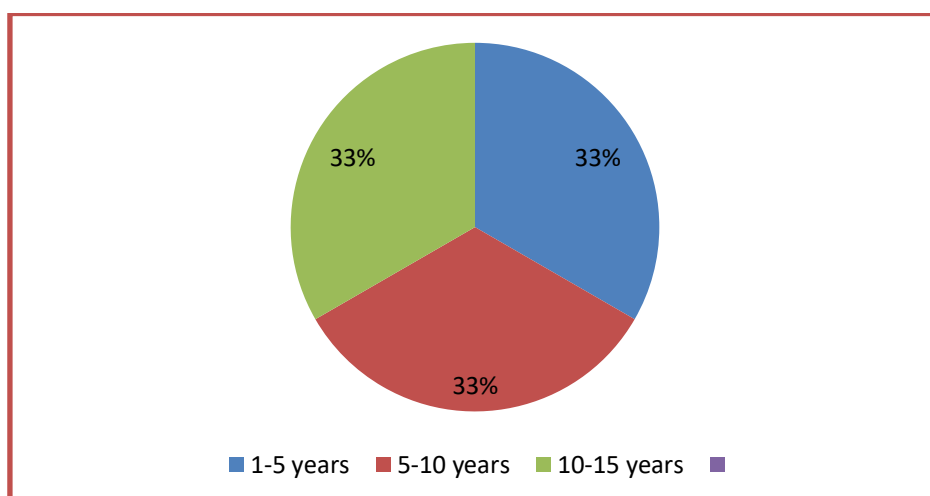


Figure 17: Teachers years of experience in teaching at university

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This question attempts to reveal university teachers' experience in teaching at the university. As teachers were asked how long they had been teaching at the university, it was indicated that two teachers (33%) had been teaching at the university for more than five years, and two teachers (33%) had been teaching at the university for more than 10 years. While the rest of two teachers (33%) stated that they have taught at university for less than five years. From this, the majority of teachers in this study have a long history of experience at the university.

Question 4: Translation should be used in teaching EFL classrooms?

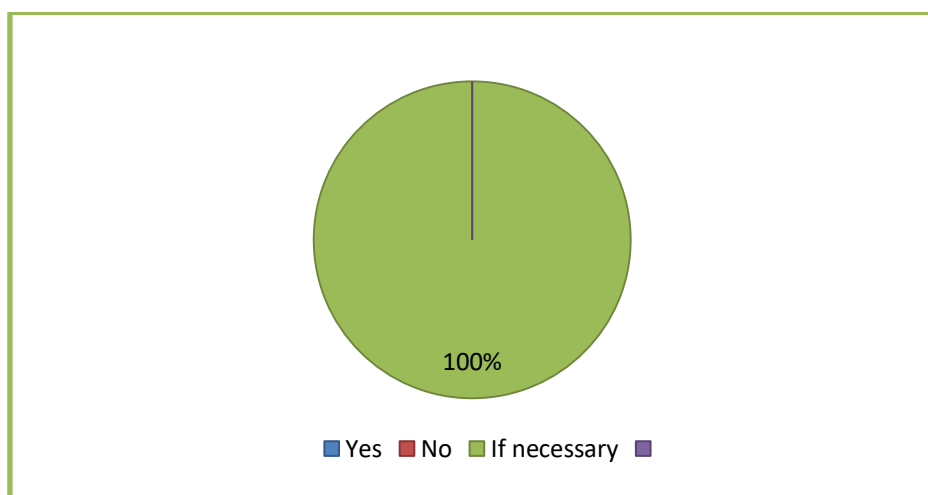


Figure 18: Teachers' views about using translation in teaching EFL classrooms

According to the answers all teachers (100%) think that Translation should be used in the classroom if necessary.

Question 5: Is translation helps students' increasing their vocabulary and improves their comprehension?

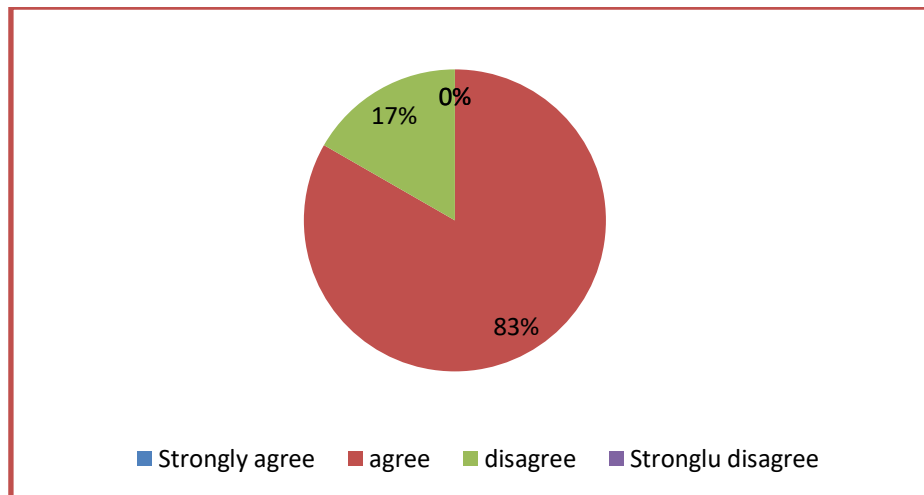


Figure 19: Teachers views on how translation helps students boost their vocabulary and comprehension

According to the figure, the above results show that the vast majority of teachers' (83%) think that translation really helps students increase their vocabulary and improve their comprehension. On the other hand, only one teacher out of six (17%) thinks that translation does not help them increase their vocabulary or improve their comprehension.

Question 6: Is translation helps students feel comfortable?

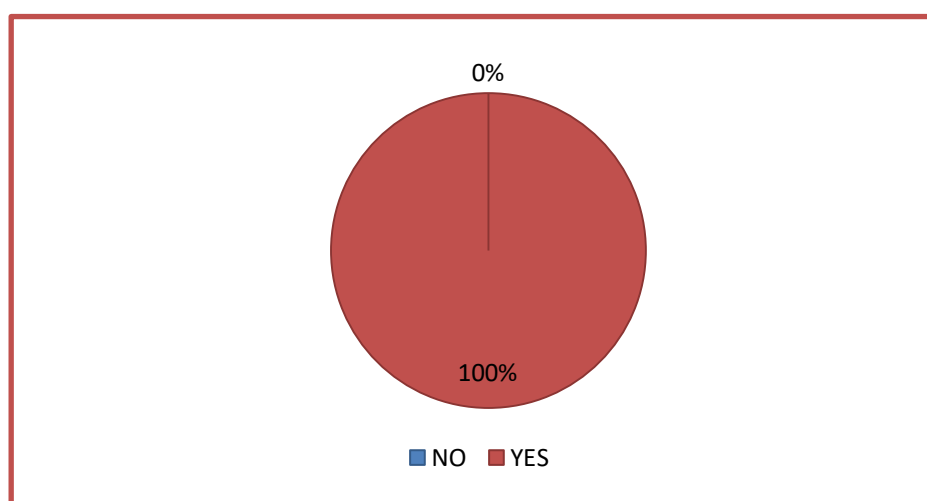


Figure 20: teachers' thoughts on how translation use helps students feel comfortable in the classroom

Chapter III: practical part

Figure 03 shows that all teachers agree (100%) that translation help them feel comfortable in learning because:

- It makes it easy to understand meaning.
- Using L1 in EFL classroom helps students understand what the teacher is saying and it may help them retain some vocabulary terms.
- For comprehension it ensures they understand the content fully reducing frustration and boosting their confidence.
- More inclusion. There is a category of learners that follows only when teachers translate what they say.
- Translation can indeed help students feel more comfortable, especially when learning a new language. It can provide a bridge between their native language and the language they are learning, making concepts easier to understand.
- Participating in discussion, asking questions and expressing thoughts.

Question 7: How often do you use translation as a teaching method in your English classes?

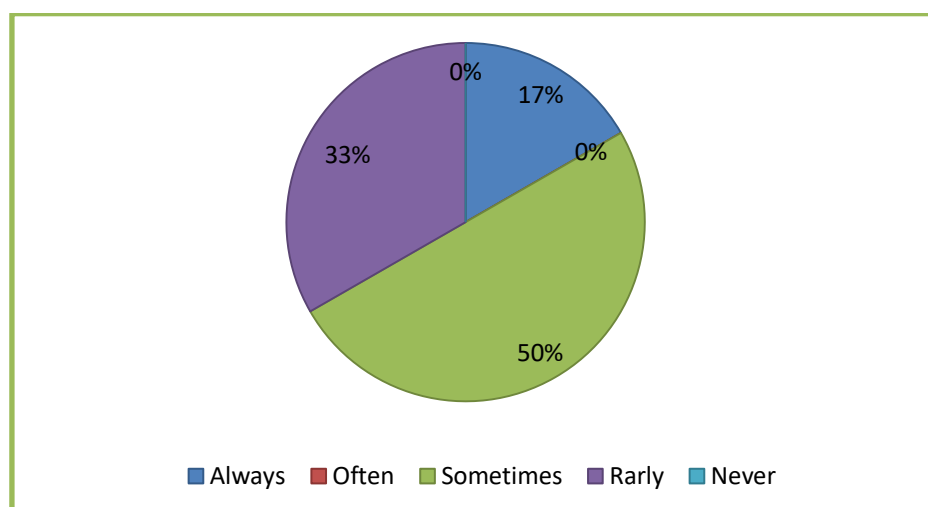


Figure 21: Teachers frequency of using translation in English classes

Chapter III: practical part

This question is devised to figure out teachers' frequency of using translation in EFL classes. Figure 251 shows that three participants out of six, or 50%, declared that they always use translation in teaching. While two teachers out of six reported that they rarely use it in their teaching classes, another one (17%) claimed that he sometimes uses it. Whereas, none of them ever or often use it daily.

Question 8: Do you believe in the use of translating words for presenting new language?

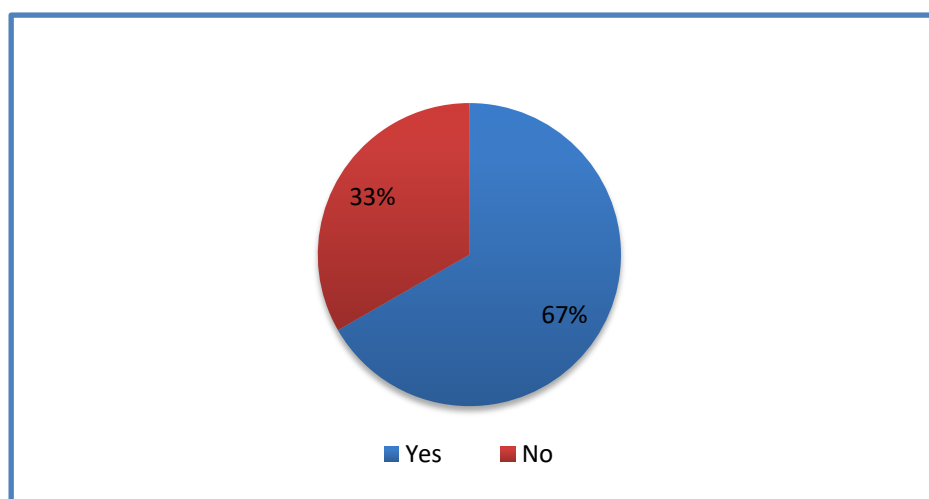


Figure 22: Teachers views about the using translation words for presenting new language

Figure 03 show that four teachers agree (67%) with the using translation words for presenting new language and the rest of teachers (33%) disagree.

Question 9: Do you think that the use of translation is a motivational factor for students' in learning L2?

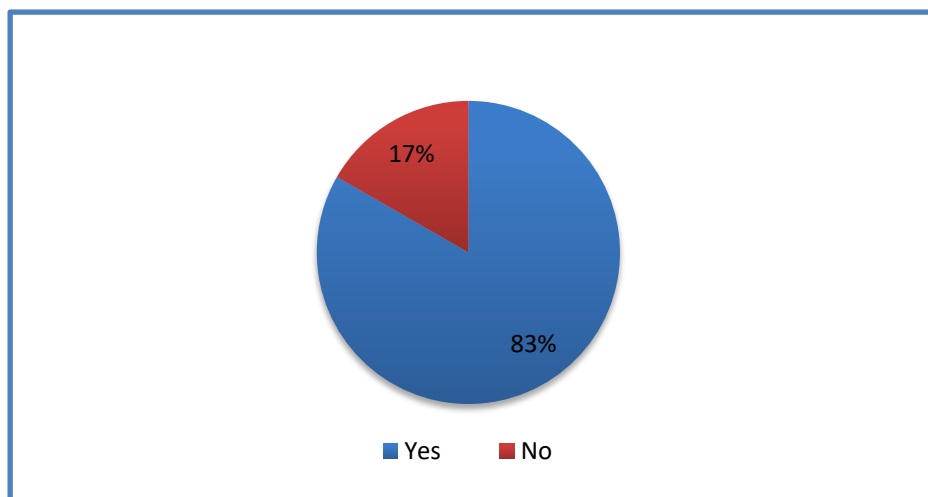


Figure 23: teachers' views about the use of translation if it is motivational factor for students in learning

Based on the data above, the majority of them (83%) said that translation can be a motivational and detrimental factor for students in learning L2, while one teacher out of six picked a yes answer.

Question 10: Which one from the four skills of language is more affected by translation?

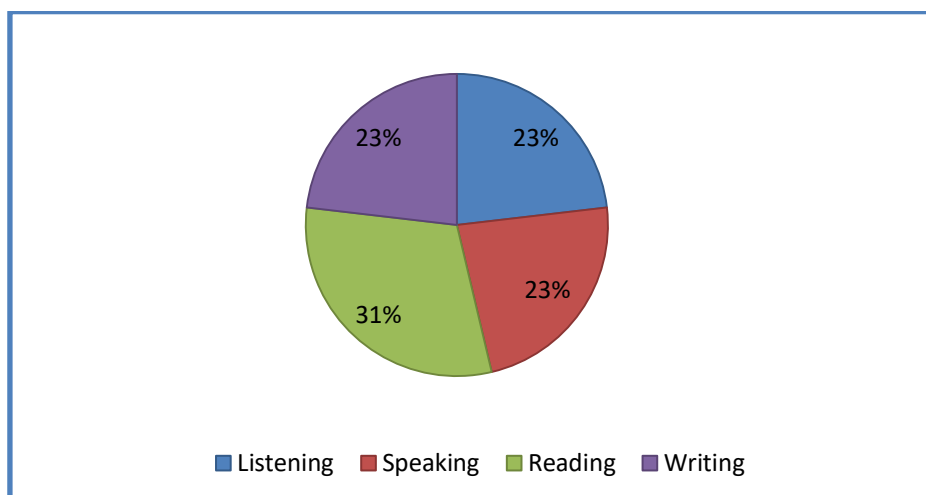


Figure 24: Teachers' views about the most language skill affected by translation

Figure shows that three teachers 23% affirm that listening skill is more affected by translation. (23%) state that speaking skill is more affected by translation, and also

Chapter III: practical part

(23%) mention that writing skill is more affected by translation. While, four teachers (31%) affirm that reading skill is more affected by translation.

Question 11: Can L1 be a valuable method for giving feedback to students in language teaching?

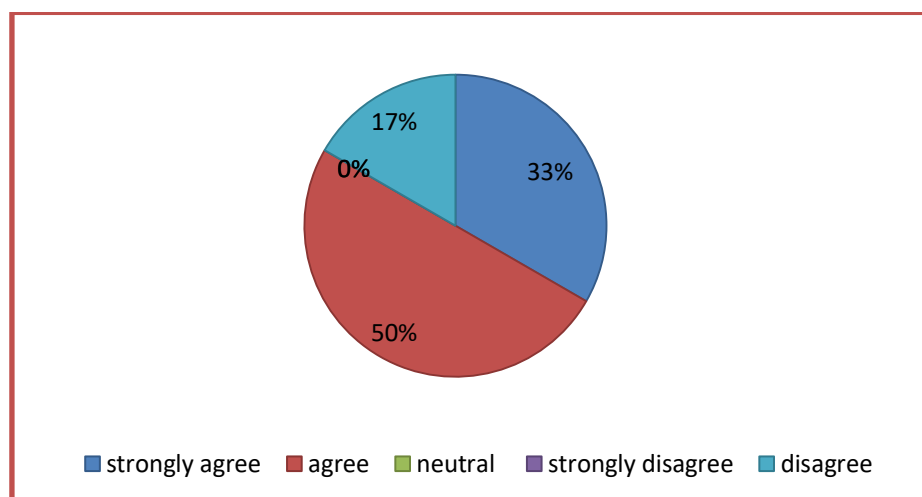


Figure 25: Teachers' view of the use of L1 as valuable method in language teaching in giving students feedback

From figure 25, when teachers were asked if L1 can be a valuable method in giving students feedback in language teaching, three participants out of six (50%) agreed, and two strongly agreed (33%). While, one teacher out of six (17%) disagree.

Question 12: When teaching a second language, it is useful when teachers use L1 in:

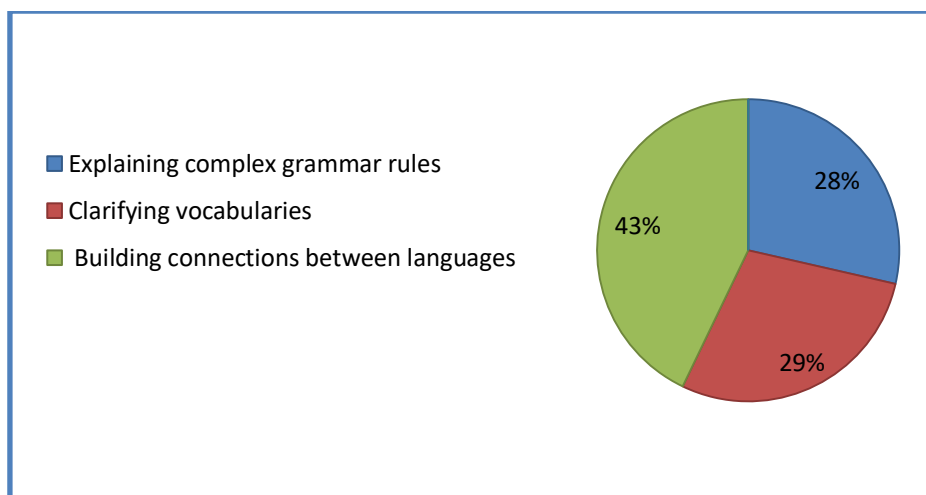


Figure 26: Teachers' view on how they should use L1

From figure 26, we can see that 43% of teachers said that when teaching a second language, it is useful when they use L1 to build connections between languages. Additionally, 29% of them declared that when teaching a second language, it is useful when they use L1 to explain complex grammar rules. Where, 28% said that they use it to clarify vocabulary.

3.3.2.3. Discussion of the teachers' questionnaire

Upon careful analysis of the results of the teachers prove again that the use of translation is undoubtedly important in reaching English; just like the students' questionnaire, the answers to the teachers' questionnaire prove that teachers found that the use of translation helps effectively in teaching English as a foreign language. And it helps students increase their vocabulary and improve their comprehension. Furthermore, all teachers admit that translation can be used as a tool for contrasting and comparing two languages; they also admit that they consider translation an inevitable method in L1 teaching. While the vast majority of them declared that the use of L2 is giving students feedback can be a valuable method in language teaching and that they would be interested in using translation as a learning method in teaching English language.

Chapter III: practical part

3.5. Recommendations

3.5.1 Recommendations For teachers'

- Incorporate translation exercises regularly into the curriculum. These exercises should target various aspects of language learning, including vocabulary, grammar, reading comprehension, and writing skills.
- Encourage students to use translation as a way to help clarify complex concepts and facilitate better understanding, not as a crutch. Students should be able to read and comprehend English without relying solely on their native language.
- Employ a bilingual approach can be beneficial to help clarify complex concepts and facilitate better understanding, especially for beginners. However, balancing L1 use with sufficient L2 exposure is crucial to avoid over-reliance on the native language.
- Practical application of translation skills through exercises that mimic real-world tasks can make learning more relevant and effective. These exercises can include translating advertisements, instructions, or cultural texts, which can also improve students' understanding of different contexts.

3.5.2 Recommendations for Students'

- Use translation as a tool, not a crutch. It is acceptable to use translation to confirm your knowledge or to assist you with difficult words or phrases, but try to rely on it as little as possible.
- Practice reading and listening in English as much as possible. Immerse yourself in the language, and it will become simpler to grasp without relying on translation.
- Do not be frightened to make mistakes. Translation is not always perfect, and sometimes a direct translation is not possible. If you're unsure about something,

Chapter III: practical part

consult your teacher or a native English speaker for clarification.

This chapter has provided an in-depth analysis of students and teachers perspectives on the role of translation in English as Foreign Language (EFL) classrooms. The data indicates a strong agreement among students and teachers regarding the importance of translation in language learning. A significant majority of students and teachers recognize the value of translation in improving various language skills, including vocabulary acquisition, grammar, writing, reading comprehension, and cultural understanding. The findings highlight the perceived effectiveness of translation exercises in enhancing linguistic proficiency and cultural competence

General conclusion

The use of translation as a learning method in English language teaching continue to be a topic under research and still to be one of the most commonly discussed topics among linguists and teachers. The present research aimed to investigate the benefits of translation in foreign language (EFL) teaching and learning to see to what extent teachers and students are aware of leaning strategies related to translation. It also aimed at finding out teachers' and students' attitudes towards employing this aspect in EFL classes.

This study holds significance for several reasons. It sheds light on the benefits of translation in foreign language learning. By delving into the positive impacts of translation on language proficiency and cultural understanding, it fills a notable research gap, offering a comprehensive analysis that informs learners.

The target population of this study is Master one linguistics students and teachers of English at the department of foreign language at the university of Ibn Khaldoun Tiaret which consist of (120) students and six (6) teachers. While the students participants are a sample of sixty one (61) students selected randomly from the general population (120) to answer the questionnaire. The purpose of these questionnaires is to gather data about students and teachers' attitude towards the use of translation.

Furthermore, the study sought to evaluate all aspects related to translation activities and learning strategies. The findings of this research show that translation have more positive effect then negative which answers our research question and confirm our hypothesis, we came to the conclusion that English is best taught through the use of translation because after collecting most translation arguments we have reached the conclusion that the reasons of banning translation and the exclusively monolingual approach in the FFL classroom are weak. Students need translation to facilitate their

understanding of language and also to reduce insecurity that arises from limited language proficiency. Teachers use translation as a way of two consolidating what students have learned about the English language, such as vocabulary and grammar. For the students we found that they have to use translation so teachers should help them to benefit from this tool for a better understanding of the English language or any other new language.

From the above discussion that there are some good motives in favor of the translation exercises in the foreign language .Translation as an additional complementary skill whenever it is used purposely: in the right time, the right way and with the right students. In other words, translation should be used only when necessary.

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- The National Foreign Language Resource Center

Apendix

Students' Questionnaire

Dear master one linguistics students.

The following questionnaire is a part of our research that investigates the benefits of using translation as a tool for learning foreign language. We will be very grateful if you could answer since your answers will provide great help for the validity of this work.

You are kindly asked to tick the appropriate box and make statements whenever required. Thank you for your cooperation.

Section one: Basic details

Q1. Gender:

- Male
- female

Q2: Age

- 18-22
- 23-25
- +26

Section two: Translation learning Experience and benefits

Q3: Is it important to use translation process during EFL classrooms?

- Strongly disagree
- Disagree
- Strongly agree
- Agree

Q4. Rate the importance of translation learning in enhancing your understanding of L2

- Not important at all
- Not important
- Important
- Extremely important

Q5: Is it possible for translation to make learning meaningful when the learner is an active participant in the process?

Strongly disagree

- Disagree
- Strongly agree
- Agree

Q6: Do you believe that learning translation has helped you to improve your:

a) Vocabulary Acquisition

- Yes
- No

b) Grammar skills

- Yes
- No

c) Writing skills

- Yes
- No

d) Reading comprehension

- Yes
- No

e) Speaking skills

- Yes
- No

Q 7: Is Translation a communicative act?

- Strongly disagree
- Disagree
- Strongly agree
- Agree

Q 8: In your opinion, what are the main benefits of incorporating translation learning into foreign language education? (Check that all apply)

- Improved understanding of linguistic structures
- Enhanced Cultural awareness
- Better grasp of idiomatic expressions
- Increased proficiency in both source and target languages.

Section three: Learning Preferences.

Q 9: Do you prefer teachers using?

- L1 during EFL class
- Only L2 during EFL class

Q10: How do you prefer to learn translation skills?

- Through traditional classroom instruction
- Through practical translation exercises
- Through online resources and tools
- Other

Q11: Please share any additional comments or insights regarding your experiences with translation learning and its impact on learning a foreign language

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.....

.....

Thank you for your cooperation

Teachers' Questionnaire

Dear teacher, the following questionnaire is a part of my research that investigates the benefits of using translation as a tool for learning foreign language. We will be very grateful if you could answer since your answers will provide great help for the validity of this work.

You are kindly asked to tick the appropriate box and make statements whenever required. Thank you for your cooperation.

Section one: Basic details

Q1. Gender:

- Male
- female

Q2: Professional degree

- PhD
- Master

Q3: How long have you been teaching English?

- 1-5 years
- 5-10 years
- 10-15 years

Section two: An Overview on Translation in foreign language

Q4: Translation should be used in teaching EFL classrooms?

- Yes
- No
- If necessary

Q5. Translation helps students' increasing their vocabulary and improves their comprehension.

- Strongly disagree
- Disagree
- Strongly agree
- Agree

Q6: Do you see that translation make students feel comfortable?

- Yes
- No

If yes, could you explain how?

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.....
.....
.....
.....
.....

Q7: How often do you use translation as a teaching method in your English classes?

- Always
- Often
- Sometimes
- Rarely
- Never

Section three: an Overview on Using Translation in language Learning.

Q 8: Do you believe in the use of translating words for presenting new language?

- Yes

- No

Q9: Do you think that the use of translation is a motivational factor for students' in learning L2?

- Yes
- No

Q10: Which one from the four skills of language is more affected by translation?

- Speaking
- Listening
- Reading
- Writing
- All of them

Q11: In language teaching, L1 can be a valuable method for giving feedback to students

- Strongly disagree
- Disagree
- Neutral
- Strongly agree
- Agree

Q12: When teaching a second language, it is useful when teachers use L1 in:

- Explaining complex grammar rules
- Clarifying vocabularies
- Building connections between languages

Q13: if you have any comment or suggestion, be free to add it here

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Thank you for your cooperation.

Resume

Translation has long played a controversial role in teaching and learning English. It has largely been ignored as an effective means of practicing and improving foreign language, and this issue has been discussed on various applications within the framework of the language pedagogical methodology. The aim of this study was to discover the benefits of translation in foreign language learning and teachers' opinions about the use of mother tongue in English classes. In addition to the reasons why teachers and students use Arabic as a first language in teaching and learning English. A questionnaire was conducted to ascertain the views of some of Master one Linguistics students and some English teachers on the use of translation as teaching and learning tool for English as a foreign language. The majority of the results of the questionnaire were largely positive, as they preferred to use translation in teaching and learning English. Through the foregoing we can say that the use of translation in teaching and learning English is dependent on moderate and appropriate use during classrooms.

Résumé

La traduction a longtemps joué un rôle controversé dans l'enseignement et l'apprentissage de l'anglais. Il a été largement ignoré comme un moyen efficace de pratiquer et d'améliorer la langue étrangère, et cette question a été discuté sur diverses applications dans le cadre de la méthodologie pédagogique de la langue. L'objectif de cette étude était de découvrir les avantages de la traduction dans l'apprentissage des langues étrangères et les opinions des enseignants sur l'utilisation de la langue maternelle dans les cours d'anglais. En plus des raisons pour lesquelles les enseignants et les élèves utilisent l'arabe comme première langue dans l'enseignement et l'apprentissage de l'anglais. Un questionnaire a été réalisé pour connaître le point de vue de certains étudiants de Master 1 Linguistique et de certains professeurs d'anglais sur l'utilisation de la traduction comme outil d'enseignement et d'apprentissage de l'anglais comme langue étrangère. La majorité des résultats du questionnaire étaient largement positifs, car ils

préfèrent utiliser la traduction dans l'enseignement et l'apprentissage de l'anglais. Par ce qui précède, nous pouvons dire que l'utilisation de la traduction dans l'enseignement et l'apprentissage de l'anglais dépend d'une utilisation modérée et appropriée en classe.

ملخص

لعبت الترجمة منذ زمن بعيد دورا مثيرا للجدل في تدريس و تعلم اللغة الانجليزية . حيث تم تجاهلها بشكل كبير كوسيلة فعالة لممارسة وتحسين اللغة الأجنبية، و قد ناقشت هذه القضية على مختلف التطبيقات في إطار المنهجية التربوية للغة. كان الهدف من هذه الدراسة هو اكتشاف فوائد الترجمة في تعلم اللغة الأجنبية و معرفة آراء الأساتذة حول استخدام اللغة الأم في حصص تعليم و تعلم اللغة الانجليزية. بالإضافة إلى الأسباب التي من خلالها يستخدم الأساتذة والطلاب اللغة العربية كلغة أولى في تدريس وتعلم اللغة الانجليزية. و قد تم إجراء استبيان لمعرفة وجهات نظر بعض طلاب السنة أولى ماستر لغة انجليزية تخصص لسانيات و بعض أساتذة اللغة الانجليزية بجامعة تيارت حول استخدام الترجمة كوسيلة تعليمية للغة الانجليزية كلغة أجنبية و كانت أغلبية نتائج الاستبيان ايجابية إلى حد كبير حيث استحسنوا استخدام الترجمة في تعليم و تعلم اللغة الانجليزية. من خلال ما سبق يمكننا القول أن استعمال الترجمة في تعليم وتعلم اللغة الانجليزية متوقف على الاستعمال المعتدل و المناسب خلال

الفصول الدراسية