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Investigating the Importance of Translation Technical Abilities in  
Teaching English as a Foreign Language to BA Students. Case Study: 3<sup>rd</sup> Year  
EFL Students at Ibn Khaldoun University of Tiaret.

A dissertation submitted in partial fulfillment of the  
Requirement for Master degree in linguistics

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## **Abstract**

The current research aims at investigating the importance of translation technical abilities in teaching foreign languages. Its main objective is to examine the extent to which translation techniques improve the foreign language teaching and learning process. To that end the current study explores the aforementioned topic through two investigative tools for two targets: a questionnaire for 35 teachers and a questionnaire administered to 54 third year BA students of English language at Ibn Khaldoun University of Tiaret. The findings reveal clearly that the foreign language teachers prefer to use translation in their teaching courses due to its positive outcomes on students. They agreed that translation enhances the language skills particularly vocabulary, style, and proficiency, it is considered as a successful technique. Hence, translation is still a teaching approach privileged by those foreign language teachers, who manifestly hold a positive attitude to the arguments in favor of using it as a technique in foreign language teaching.

**Keywords:** Translation, Technical Abilities, Foreign Language Teaching, Foreign Language Learning

## **DEDICATION**

This thesis is dedicated to some special people in my heart.

To my beloved little family,

My dear mother "Zahra Morkane" who believed even when I did not, thank you for being always next to me, for your endless support, countless efforts, and unconditional love. How lucky I am being your daughter.

My lovely father "Ahmed" thank you for your encouragements, every day prayer, and support thank you for everything.

My forever buddy, my sister "Moufida", the person with whom I share every time and moment thank you for your help and support during my whole life. May Allah bless you all.

In the memory of my unforgettable grandfather "Mohamed" who passed away may Allah have mercy on him, I did it.

Finally to you, dearest reader.

**Chaimaa**

## **DEDICATION**

I dedicate this humble work to my lovely family, to my beloved parents Meriem and Mohamed.

To my sister, Razika, Dania, Amel, and Khaira.

To my beloved brothers, Khaled, Issa, and Jalol.

To my nephews and nieces, Ranim, Ratil, Israa, and Nadir.

And to all people who have ever stood next to me and gave me support.

**Asmaa**

## ACKNOWLEDGMENTS

First and foremost, we owe particular thanks to Allah, the Almighty for giving us strength, energy, and blessing to achieve this work.

A special thanks to our teacher and supervisor Dr. Allel Bilel Fasla for his scientific guidance, corrections, and encouragement. Without his assistance and support, this work would not have reached its final form.

Our sincere acknowledgments go to the member of the jury including Dr. Sahli Naima and Dr. Boughena Khaldia who have accepted to read our work. We thank all of them for their corrections and comments.

We would like to thank all teachers and students for their participation, cooperation, and their time to answer our questionnaires.

We want to thank by name all our master classmates, the staff members of the department of English, and the foreign language teachers.

**List of Acronyms:**

**ALA:** Audio Lingual Approach

**FL:** Foreign language

**FLT:** Foreign language Teaching

**GTM:** Grammar Translation Method

**PCA:** Post Communicative Approach

**SL:** Source Language

**TL:** Target Language

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# **General Introduction**

Translation has been practiced for a long period of time as a relevant discipline that helps people from different linguistic background to communicate and understand each other in an easy way concerning language and cultural differences. It plays a symbolic and important role in which it breaks down the language barriers. Also, in this globalized world it encourages the international trade and business cooperation and contribution.

Translation can be presented in several fields, such as teaching, politics, business and other domains. It requires a careful consideration of various factors such as words, contexts, grammar rules, culture and idioms. In foreign language teaching domain particularly, using Translation as a valuable tool can greatly enhance teachers' professionalism and effectiveness in the classroom, leading to improved communication with students.

Many techniques are used in translation in which they have been developed over time to facilitate the transfer of meaning between languages. Four key approaches including the grammar translation method, the audio-lingual approach, the communicative approach, and the post communicative approach. Each of these techniques offers a distinct framework for understanding and practicing translation, influencing the way in which language is interpreted and conveyed.

Therefore, the incentive behind this research work comes from our curiosity and desire to clarify the importance of translation technical abilities in teaching foreign languages, it is worth mentioning the multifacetedness and the flexibility of this field of study were key factors that motivated our exploration of this subject, and led us to ask the following research questions:

1. To what extent do translation technical abilities contribute to the development of EFL teaching in bachelor students?



2. What is the most effective way to integrate translation activities into EFL translation for bachelor students?
3. To what extent do translation technical abilities improve teaching foreign languages process?

**Research hypotheses:**

1. The teacher who has translation abilities is likely to demonstrate superior skill in teaching foreign languages compared to others.
2. Several translation methods are used in teaching and we assume one of them is the grammar translation.
3. Translation technical abilities contribute in enhancing the good quality of foreign languages learning by using excellent methods that give a positive outcome.

**Research methodology:**

In order to confirm or infirm the abovementioned hypotheses, we base the study on one research instrument for two targets: a students' questionnaire and a teachers' questionnaire in order to collect reliable data. These research samples were randomly chosen from the English department at the University of Tiaret.

**Research design:**

The research work involves a general introduction and three chapters:

The general introduction is concerned with the general overview about the subject and the aim of this research. The present work consists of three chapters: the first is a theoretical review. It clears up the two terms of translation and translation technical abilities with some scholars' perception. In addition, it explores the translation methods in teaching foreign

languages and its importance. Also, it discusses the link between translation and teaching. Finally it provides some modern methods and strategies of translation used by teacher to develop the foreign language learning process.

The second chapter deals with the teaching foreign languages through translation. It tackles the concepts of teaching and the foreign language. Also, it examines the foreign languages/teaching relationship. Furthermore, it discusses the role of teachers in developing teaching foreign languages. Moreover, it mentions the situation of English teaching at the English department of Tiaret concerning third year BA degree students.

The third chapter, is about practical framework of the present research. It portrays the research tools and data analysis: The first part is caring the description of research design, case study, participants and population, research methodology, and the data gathering tools. The second part represents the data analysis and explanation of the results. At the end, the results of the investigation are discussed to confirm or reject the research hypotheses. Finally, give some recommendations and suggestions for both teachers and students.

### **Research aims:**

The present research work aims first at investigating the importance of translation technical abilities in teaching foreign languages, it also has other aims as follows:

1. To highlight the impact of translation technical abilities in improving foreign languages.
2. To explore the major translation methods in teaching foreign languages.
3. To investigate the extent to which teachers use these abilities in their EFL teaching.

## **Chapter 1**

### **Translation: An overview on the Field**

## **Introduction :**

The use of translation as a teaching tool has been exiled for too long, in this chapter shall give multiple definitions of translation relying on scholar's view, and discusses the translation technical abilities, in addition. The main strategies and techniques of translation, also we deal with methods and approaches according to some scholar's and the importance of translation technical abilities.

### **1. Definition of Translation:**

The English word translation has been derived from the Latin word *translatio*, which itself comes from *trans*-and-*latum*- together meaning "a carrying across" or "a bringing across". In other words, it is the business of carrying across a message/written content from one text to another, from one person to another, and from one language (source language) to a comprehensive version of target language (TL) without causing any loss to the original message which means, it is an effort of finding the equivalent meaning of the text.

According to Foster (1958), translation is an act through which the concept of a text is transferred from the source language into the target language, the language to be translated is called the source language (SL), whereas the language to be translated into or arrived at is called the target language (TL), the translator needs to have good knowledge of both the source and the target language. In addition to a high linguistic sensitivity as he should transmit the writer's intention, original thoughts and opinions in the translated version as precisely and faithfully as possible.

Translation is a process and a product, according to Catford (1995, p.20), translation is the replacement of textual material in one language (SL) by equivalent textual material in one language (TL). According to (Yowell and Muftah, 1999), translation on the other hand, "a product since it provides us with other different cultures, to ancient societies and civilization

life when the translated texts reaches us". Hatim and Munday (2004,6) define translation as "the process of transferring a written text from a source language (SL) to a target language (TL)".

On the other hand, Venuti (1991,1) saw translation as "an operation to produce a text so transparent that it does not seem to be translated ". Robin (1958) declared that "translation is process by which a spoken or written utterances take place in one language which is intended or presumed to convey the same meaning as previously existing utterance in another language".

### **1.1 what do we mean by translation technical abilities ?**

The technical translation is generally defined as a sub\_ category of specialized translation, studied in opposition to general translation , differences between the categories of translators and translations are based on three dimensions; the technicality of the materials to be translated , the Specialities and markets and the status of translators (GOUADEC,2009).

The translator is the one who performs the translation process, the word translator or "tradecteur " is used in French to refer to the one who performs written translation.

The translator's conditions are as follow :

1. Mastering the source language.
2. Proficiency in the target language .
3. Mastery of the subject of the text to be translated, in addition to control over techniques.

However, the translator must acquire some skills during his training the most important of which are:

- **linguistic skills:** in depth linguistic knowledge and the ability to formulate and master it .
- **translation skills:** Proficiency in translating various texts.
- **methodological skills:** the ability to use basic equipment such as computers, the internet ,and everything that helps the information processing of texts .

Daniel Gouadec summarized the competencies of the specialized translator:

1. **Primary competencies:** include mastering business languages and searching techniques: information ,documentation,expression , and writing techniques, as well as the ability to evaluate .
2. **Self technical competencies:** familiarity with specialized fields and their concepts and its principles .

Daniel Gouadec summarized the technical abilities and competencies of the translator's as follow:

1. **Primary competencies:** control of the working languages, techniques for searching for information and documentation , transportation, techniques ,expression and writing ,as well as terminological competencies and control of technical means of translation such as translation notes and documentary research cards and terminology .technical competencies related to familiarity with specialized areas and their concept ,principles, laws, standards ,thinking patterns and value systems, as well as .
2. **Audit competencies:** which fall within the framework of the quality control of work and control the audit techniques and strategies .
3. **Information competencies:** related to the basic skills of using various automated media programs that facilitated the interpreter 's work as terminological databases and engines .

- 4. Personal skills:** are the interpreter's relationships with the writers and designers of the texts to be translated , the translator the coworkers and the reviewer.

As for the translator's success factors, they involve:

- 1. Competence:** the specialized bilingual interpreter should at least master the source and purpose languages in terms of understanding and ability to express ,and control translation techniques and methods ,which is ensured by his good composition as an interpreter .it is also necessary to control it in the field of specialization subject to translation and this can only be done by acquiring the necessary knowledge to understand the text through extensive documentation and terminology research and hard and trying to keep abreast of everything that is emerging in field of specialization and translation through continuous reading and attendance conferences.
- 2. Creativity:** which is no less important than the first condition ,contrary to what some think is not the exclusivity of the translator of literary texts ,but may make a clear differences in a particular translation .creativity in a specialized translator lies in the good choice of word and choice of term ,enabling it to match the original text in terms of style and effect in reader .the translator's creativity is evident in his good behavior when he has difficulties in style and effect in the reader .there is no doubt that the degree of creativity varies from one translator to another ,and this is what we note in the different translations of the same text. We find a disparity even among translation students who have received the same composition ,which is due to the degree of creativity that each translator enjoys .Creativity is known to be a natural and mental willingness that varies from person to person and if translated from translator to translator .
- 3. Intelligence:** is also a factor in translation success .It helps the translator understand the thumb and ambiguity that may appear in the original text and clarify it to the recipient .It

also helps him to adapt to all types of texts despite their different methods and degree her difficulty and specialization.

4. **Fluent in his language:** a good translator must master the language he is translating from and into, in addition to having a good linguistic knowledge, so that he can complete the translation process quickly and with high quality. The translator should also master his mother tongue, i.e. the Arabic language, in a proficient manner, because it is the first step towards mastering translation and its quality.
5. **Passionate about translation:** love what you do until you do what you love. This proverb completely applies to the translation process. Before the translator decides to become a professional translator, he must first and foremost love translation and be passionate about it, so that the translation process does not become like the rest of the things he does. And you become a burden on him.
6. **Honest and professional:** the translation process is essentially based on honesty and professionalism, and these are among the qualities that a successful translator must possess. Without them, the translator loses his credibility and reputation, which are among the most important things that a translator must strive to build throughout his career.
7. **Educated and knowledgeable:** it is true that translation has different specializations, and in the current era, the age of open electronic space, there is no such thing as an encyclopedic translator who is good at everything, but the translator must be knowledgeable and cultured, as without a doubt, culture greatly helps the translator in his work.
8. **Organized and saves his time:** there is no successful translator whose time slips away from his hands without organization, arrangement, and knowledge of the priorities that he must do. Organizing time is one of the most important components of success, especially for a translator. Always be careful to organize your time and arrange your prior.



**9. Confident in him\her self:** the translator must be confident, not hesitant; Confidence is one of the biggest and widest doors to success, as the poet says:

If you have an opinion, be determined

**10. Extremely precise:** the translation process also requires honesty. One of the requirements for that honesty is that the translator be extremely accurate in what he conveys and translates. The translator's negligence and leniency in the accuracy process makes the quality of the service he provides weak, weak, and unacceptable, especially since accuracy is one of the most important quality standards that must be followed in the translation process.

To summarize, the specialized translator is able to translate multiple types of texts that correspond to the original in the target language in form and satisfy the meaning .

The conditions and factors that make the translator in general and the specialized translator in particular successful and one of his distinctive work is his innate and mental preparations, such as creativity and intelligence, as well as the competencies and qualifications it acquire through its compositions , namely its control of the languages of origins and purpose ,translation techniques and the field of specialization ,the personal effort that may make the difference in translation alone is documentation and terminology research that helps the interpreter to uncover the ambiguity of the specialized fields and to detect their terms, including the most modern and less common , as well as his relentless and enduring endeavor to familiarize himself with all the invisibility of the field of specialization and the most important .

## **1.2 Strategies and techniques of translation:**

### **1.2.1 Language proficiency:**

language proficiency is a term used to refer to the skills that can be realized by a student , It refers to how well learner , master the four language skills that are writing , reading ,listening ,speaking .The reason why people learn foreign language is to be able to communicate effectively and appropriately in a variety of situations with various social groups from different cultural backgrounds ; However ,it is not as easy as it seems especially if the goal is to be competent in the language one is learning .

Harsch (2016,p 250),states that “language proficiency encompasses a language learner’s or user’s communicative abilities , knowledge, systems, and skills “.

Taylor (1988) cited in ( Redaui, 2016 ,p32) asserts that “ proficiency is a dynamic concept ,having to do with process and function , it is the ability to make use of competence .performance is what is done when proficiency is put to use .to put it differently , it is the ability of the learner to use language with a level of accuracy and fluency which allows him to transfer messages in a comprehensive manner .proficiency demands mastering the four basic skills , and a good command of manner such as linguistic competence and cultural competence etc...

- **Your language proficiency:**

In order to be a translator , you have to be highly proficient in two languages: the language you translate from , and the language you translate to .Usually ,translators translate into their main language ,and the language they translate from is their foreign languages .But what sort of level of language proficiency do you need in order to be a translator ?

In the language proficiency scales, the CEFR describes six levels of language proficiency:

A1 and A2 , B2 ,C1 and C2 .The A levels indicate basic proficiency, the B levels describe independent users , and the C levels correspond to a proficient user .

The six proficiency levels can be summarized as follows:

<b>Table 1 Common Reference Levels, Global scale</b>		
Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### 1.2.2 Writing skills :

Writing is one important skill that must be learned and mastered by the teachers and students .However, writing is still considered as the most difficult skill compared to the other three skills , speaking ,listening , and reading .furthermore ,translators who work with

technical texts need to master not only the linguistic and cultural aspects, but also the technical writing skills that ensure the quality, usability, and consistency of their translations.

According to (Richards & Renandya, 2002, p.303) as cited by Novi Yulianti, 2014, writing is the most difficult among the four language skills in learning foreign language. The act of writing involves the generation of ideas and critical thinking, yet it also necessitates careful consideration of elements like vocabulary, grammar, and punctuation in order to effectively convey these ideas. In line with Richards & Renandya (2002), Carroll (1990) states that the important invention in human history is writing since it provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. To master the writing, it needs to master vocabulary, knowledge of grammar and mechanics of writing (Bitchener, 2008).

The technical aspects of writing are essential for effective communication and are often considered the building blocks of good writing such as grammar, punctuation, vocabulary, and spelling:

- Grammar: it refers to the rules of governing the structure of language, including how words are arranged in sentence, the proper use of tenses, and the correct use of modifiers.
- Punctuation: it refers to the use of marks such as commas, periods, and punctuation marks to clarify meaning, indicate pauses, and indicate emphasis.
- Vocabulary: it refers to the correct words used to convey the intended meaning.
- Spelling: it refers to the correct arrangement of letters in a word. It is essential to ensure that words are spelled correctly to avoid misunderstandings and misinterpretations.

### 1.2.3 Research skills:

Teachers, both in general and specifically in the field of translation, are constantly engaged in research to enhance their understanding of language, meaning, vocabulary, specialized terminology, and relevant background information. It is essential for them to possess proficient research skills to effectively navigate these areas of knowledge. According to Willison and O'Regan (2007), research skill is one of the important skills for teachers. There are advanced skills to find a solution. A review of studies on research skills developing researchers has revealed some major research skills that are important as an example: information seeking, writing skills, methodological expertise, and data analysis proficiency. One approach to improving teacher's research skills is through the use of dyadic discussions, teacher reflection, and practical experiences following Woldkowski's motivational approach (collect, 2015; Laoreandee, 2013; Woldkowski, 1997). Moreover, Erba (2013) stated that "teachers must have the interest, enough knowledge and skill", (time, financial, and other resources), and context (availability of training, principal's support, and officers involvement), for them to prosper in action research making. Furthermore, Demin (2015) added that teachers must have comprehensive understanding and knowledge in conducting research to deal with the challenges that happen during the investigation. Likewise, Nugent et al. (2012), as reiterated by Marso (2017), stated that teachers who engage in action research must tend to be more willing to self-assess and reflect on their practice and action research is a viable tool for improving teaching. In addition, conducting action research can help teachers discover new techniques and strategies, choose which suits them, and make effective instruction that could enhance student's learning.

### 1.2.4 Cultural knowledge:

In teaching profession, cultural knowledge is a significant skill in comprehending and translating the texts loaded with cultural references. Incorporation of culture in teaching foreign

language has always been essential , but unfortunately neglected . learning a language requires learning its culture too .Mc kay as cited in ( Chauhdrey ,2013 , p,22)claims that culture influences language teaching in two way linguistically and pedagogically . At the linguistic level , culture effects the semantic , pragmatic and discourse level of language .At the pedagogical level, it influences the choice of language materials.

Similarly,Brown (1941,p.05) added that “ language teaching has therefore always and inevitably meant in fact language and culture teaching “. Language without culture is unthinkable , the two are strongly tied to gather .....learning a language can not be only learning the formal aspects , but also the socio-cultural ones so that students are able to use language appropriately in a different range of situations and contexts . culture is a crucial facets in teaching any language not just English for the reason that foreign language studying does not mean only language learning , but one should also known the culture of the foreign country in which language is spoken , conventions ,living style , habits and cultural backgrounds of its people.

Olk(2003,p.167) states that little is known about how students solve the problems they experience in translation activities and how their level of cultural knowledge affect the translation the make from the target language into their language .

Snell Hornby(1988,p.39-64) writes that the translation process can be envisaged between two cultures involving “cross-cultural transfer “rather than between two languages .

( Hause,2002,p.92-109) . ‘meaning ‘ is really important in translation and translation can be understood within a cultural frame or reference .

Peterson and Coltrance(2003,p.2) note that using authentic sources “helps to engage students authentic cultural experiences “.

According to Peterson and Coltrance , language reflected culture and hence cultural knowledge is a must in learning a foreign language

### **3. Methods and approaches of translation:**

There are many methods and approaches of translation each one offers a distinct framework for practicing translation, they are as follows:

#### **2.1 Grammar translation method:**

It is a method of teaching foreign languages derived from the classical (sometimes called traditional )method of teaching Greek and Latin .in grammar translation classes , students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language , advanced students may be required to translate whole texts word for word , the method has two main goals:

To enable students to read and translate literature written in the source language ,and to further students ‘general intellectual development .it originated from the practice of teaching Latin ;in the early 16<sup>th</sup> century ,students learned Latin for communication ,but after the language died out it was studied purely as an a academic discipline .

When teachers started teaching other foreign languages in the 19<sup>th</sup> century , the used the same translation \_based approach as had been used for teaching Latin .

These are major characteristics of the grammar translation method according to Murcia and Prator, listed as follow :

- classes are taught in the mother tongue, with little active use of the target language :

Vocabulary in the target language is learned through direct translation from the native language , it is taught in the form of lists of isolated words .



Grammar provides the rules of putting words together , and instruction often focuses on the form and inflection of words .

There was no provision for the oral use of the language under study.

- while using this method: several techniques and exercise are as:
  - Translation of literary passages.
  - Reading comprehension , memorization and composition.
  - Questions, antonyms / synonyms.
  - Deductive application of rules.
  - Fill-in- the blanks .

The grammar translation method still offers great advantages to learners where it has a impervious role in the educational reforms , using this classic method in a conscientious way can be hugely beneficial .

### **2.2 Audio lingual approach:**

Or army method is a method used in teaching foreign languages ,it is based on behaviorist theory , which postulates that certain traits of living things , and in this case humans ,could be trained through a system of reinforcement , the concept use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback .

This approach to language learning was similar to another , earlier method called the direct method .like the direct method .

The audio\_ lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in target

language .However ,unlike the direct method ,the audio lingual method did not focus on teaching vocabulary .Rather ,the teacher drilled students in the use of grammar .

**An illustration for the main features of this approach:**

- teachers play the main role and presents the L2 using several structures and situations without the use of L1.
- students learn through repetition and practice until they produce no errors .
- structure was the starting .
- intensive oral drilling if the sentence pattern was given .
- Dialogues were used for repetition and memorization .
- stress , rhythm and intonation were emphasized .
- it followed oral approach where listening and speaking tasks were followed by reading and writing .
- use of contrastive analysis to judge the interference of mother tongue .
- Accuracy based and errors were not allowed.

The Audio -lingual method, also known as the oral approach ,structural approach, and pattern method ,Certainly has its own peculiar charm ,it was a widely spread method in teaching foreign ,and second languages Bach in the 1960s .however after prevailing for about two decades ,lots of criticism arose :because students were often found to be unable to transfer skills acquired through - lingualism to real communication outside the classroom.

The theory of the Audio\_ lingual method main drawback was that it exceedingly concentrated on the teaching of linguistic elements , ignoring the factor of society , culture and communication (Yang mei,2018).thus , there were needs for methods or approaches that focus on communication rather than structure proficiency.

### **2.3 The communicative approach:**

Is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study .learners in environments using communication to learn and practice the target language by interactions with one another and the instructor ,the study of “authentic texts “(those written in the target language for purposes other than language learning ) ,and the use of the language both in class and out side of class .

Learners converse about personal experiences with partners , and instructors teach topics outside of the realm of traditional grammar to promote language skills in all types of situations .that method also claims to encourage learners to incorporate their personal experiences into their language learning environment and to focus on the learning experience, in addition to the learning of the target language .

According to CLT , the goal of language education is the ability to communicate in the target language .this is in contrast to previous views in which grammatical competence was commonly given to priority .

CLT also positions the teacher as a facilitator , rather than an instructor . Furthermore, the approach is non \_methodical system that does not use a text book series to teach the target language but works on developing sound oral and verbal skills prior to reading and writing .

There are some of the principles of the communicative language teaching according to Bruns (1990,p104):

- language is seen as a communicating social tool that speakers use to deliver a meaning : they communicate about something to someone for some purpose , either orally or writing

- Diversity is recognized and accepted as part of language development and use in second language learners and users as it is with first language users .
- A learner's competence is considered in relative , not in absolute , terms of correctness .
- culture is recognized as instrumental in shaping speaker's communicative competence is considered in relative , not in absolute , terms .
- more than one variety of a language is recognized as a viable model for learning and teaching .
- culture is recognized as serving the ideational ,the inter personal and the textual functions and related to the development of learners competence in each .
- it is essential that learners be engaged in doing things with language ,that is ,that they use language for variety of purposes in all phases of learning .
- teacher's role is that of a guide and facilitator , the teacher should be extra resourceful to develop own material according to the needs of the learners .

This approach is still very important and texts books are designed for this and different techniques are developed to make is affective .

#### **2.4 Post communicative approach:**

It is a theoretical approach that tries to apply a communicative view of a language in language pedagogy , starting from syllabus design to classroom activities and behavioral patterns of learners and teachers , it ought to be noted that from the very beginning it aspired to comprise an array of ideas ,concepts and techniques as well as elements of language teaching and learning ,i.e. seemingly it ventured to become an ideal model which could suit all circumstances and cover all areas in language pedagogy .

It is worth mentioning that the obvious contrast between previous methods and approaches, such as favoring productive skills over receptive , extensive theoretical background ,the over

whelming importance of real \_life communication practice, innovation in syllabus content and classroom interaction made CLT highly competitive . Nevertheless , some of these benefits are rather questionable and inconsistent ,and they could be regarded as the weakness of the approach rather than strengths .

For instance , theories and concepts underlying CLT ,in fact , have never come to agree on some fundamental issues , the most vivid illustration would be defining communicative competence .As can be seen from Canale & Swain and Celce \_Murcia et al .fifteen years of studies have produced three different models of the competence ,but whether such elaborations have made CLT more manageable in classroom application seems doubtful .one possible reason may be that CLT attempted to embrace so many language \_related disciplines at once .

As it has been mentioned in the previous section , even CLT proponents question the novelty of the principles , methods and practices of the approach ,something that Kumaravadivelu .refers to as acceptability of CLT .what he means is that ,a part from a few theories ,the suggested practices ,methods and concepts hardly differ from those applied by the CLT predecessors .

#### **4. Translation as a fifth skill:**

Translation and interpreting are essential social skills and useful language learning tools preparing learners for real \_life situations in their jobs and studies .However ,Dr Boris Naimushin discusses the need to recognize translation and interpreting skills as an important element of communicative and linguistic competence alongside the other four skills .

“Many fluent speakers of a foreign language fail miserably when they attempt translation“.  
Charles Fries .

It is most important for a science to generate new ideas ,approaches and methods and to respond to changes in society , culture ,and peoples. this is especially true with linguistics \_the science of language\_ because language is not only used to measure and understand the world: it is ,itself , the bearer of culture , However .translation is also argued to be the fifth language skills by some researchers (Brown ,2007,p137):

“someone who can understand with ease virtually everything heard or read (.....), express him /herself spontaneously, very fluently and precisely“.

Stibbard (1998,p71) notes that usefulness of translation in a language learning process 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 is considered to be a skill that helps to improve other language skills , particularly writing and speaking .

## **5. Translation in language teaching:**

Using translation is surely a natural and obvious means of teaching someone a new language ,it has lots of good effects .it can be used to aid learning , practice whereas been learned ,diagnose problems ,and test proficiency , in any case.Teachers cannot prevent students from translating,as it is a crucial foundation for language learning.

Translation is also useful skill in itself , And not just for professional translators and interpreters .

Since the present study is concerned with the status and role of translation in the teaching of a foreign language ,it is important to distinguish between translating into the native

language and translating into the second language ,i.e, the foreign language .According to Barhoudarouv(1983) ,there is an important difference between translating into the native (mother tongue) language and translating into the second or foreign ,in translating into the native language ,the foreign text to be translated is the point of departure .

The issue of using translation as a means of teaching as a means of teaching a foreign language remains a controversy ,some believe that translation could be utilized as a means of developing language competency within learners ,others have some suspicion about this .

Andrzej (1983) summarizes these for and against arguments on the use of translation should not be used in foreign language teaching because it causes language interferences , using translation in foreign language teaching can interfere in attaining habits .

From an opposite perspectives , translation is extremely important for foreign language teaching simply because it allows conscious learning and control of the foreign language ,and as a result , it reduces native language interference .using translation can make learning meaningful because the learner is an active participant in the process learning a foreign language is not like acquiring the native language .

It should be noted that the above pro or against arguments for using translation have been made by different scholars such as translation practitioners ,linguists , psycholinguists , sociolinguists ,etc .those scholars have more likely linguistic and behavioristic backgrounds. However, one attraction towards using translation as a means of teaching foreign language has to do with the teacher ,and that is , whether or not the teacher wants language learners to use translation for learning a foreign language .Harris(1998) claims that a child is conscious of his bilingualism and freely switches from one language to another while learning a language .

Translation is an important technique on learning or teaching language a foreign language. Marton ,Cited in Fisiak(1981) , suggests that the native language of the learner should be treated as an ally in the process of foreign language teaching .

Translation is not a learning-teaching method itself ,it is usually combined and implicated with other teaching methods ,serving a vital helping tool for teaching foreign languages ,Each of these approaches was distinct by its own and unique set of strategies and specifically designed activities ,also each one of these methods its supporters and ploys .

- **Translation activities:**

Since translation has been always more likely to be a text-bound phenomenon , EFL teachers and learners could benefit the maximum from this pedagogical tool and use it to develop communicative competencies and foreign language use.The use of a authentic texts can be a motivating move for students to learn the grammar and vocabulary of the language.

Nolasco and Arthur (1995) suggests that translation activities should meet the following criteria :

- 1) Language is used for a purpose .
- 2) Translation activities encourage effective communication .
- 3) Translation activities encourage students creativity .
- 4) Students should focus on what they are saying , rather than on how they are saying it .
- 5) The teacher only supervises learners .
- 6) Students have the freedom to explain themselves through the different kinds of classroom interactions .



- **Pre translation activities:**

Strategies mainly applied to make the students familiar with the translation process they are going to deal with , and avoid translation difficulties , most of the time based on post-reading ,grammar , vocabulary practical tasks , For presenting new lessons or a task to do .the teacher would better implement some strategies like brainstorming topics this kind of activity also supplements students with the necessary vocabulary and practical or difficult words that they may face during the task (Richards &Rodgers ,1986 ).

- **Post translation activities:**

Post translation activities are designed for measurement so after translating the text ,the teacher can test his learners 'acquirement orally , like to ask them general questions about what was the text about , these questions may also be in a written form , post-translation activities enable both the teacher and students to correct mistakes , solve problems with the comprehension of the text , they also show the teacher if he accomplished the objectives of the translating task and help the students to keep in mind what they have learned

## **6. The importance of translation technical abilities:**

Many English teachers and theorists have begun to view the value and importance of translation as a linguistic activity within the communicative class despite the paucity of methodological books providing ideas and materials in this context .In the below we touch on some of the ways in which translation can be positive effect :

- Through translation activities , learners can practice the four language skills , with these activities being elaborately enumerated .In the context of communicative sufficiency , such activities require accuracy .

- Clarity and flexibility .In light of this , translation is inherently a communication activity to the extent that great with content to be relevant and deliberately invest all possibilities of communication during the implementation of the activity .
- Practice translation in groups that can encourage learners to discussing the meaning and use of language at high levels of being they work through the process of understanding synonyms and then looking for them in another language .
- Translation is an increasingly genuine , natural and necessary activity in today's global environment , many learners living in their own countries or migrating to new countries need to practice translation on official or formal basis .
- Discussing differences and similarities during the translation process helps learners understand the interaction between the two languages as well as the problems caused by the mother tongue .It also helps learners to explore strengths and weaknesses in both languages translated and translated , for example by comparing terminological languages , especially metaphors .
- Teachers can focus translation activities on objectives , very specific teaching such as training in the use of linguistic vocabulary , grammatical aspects ,methods ,etc. other tools such as e-mail and accessible websites can be utilized study .
- Translation can be used as an aid of teaching ,practice what has been learned , diagnose problems and many more .

Since time immemorial teachers , linguists and scholars have agreed that translation is a way of learning any foreign language .They considered it to be useful because-

- It enhance vocabulary of students

- Improves verbal skills
- To get an idea as to how languages work
- Known the proper usage of that language
- The motive of translation is not only to produce professional translators but also to help learners enrich their knowledge on foreign language .

Finally the development of translation technical abilities by many teachers is a natural and logical aspects of reaching high levels, but should kept in mind that translation should not be overused .It should be used at the correct times with the right kind of students

## **7. Conclusion**

To summarize, translation technical abilities in teaching foreign languages provide the fundamental methods and approaches with techniques and strategies not only to prepare future translators, but to facilitate foreign language learning also. As we have observed throughout the present chapter, there have been different issues at the level of approaches and methods for second language instruction. Therefore, teachers should known how to choose the methods and techniques that meet the students' needs and learning situations to achieve their goals. If the teacher knows how to exploit his abilities and competencies for a particular group, the concerned students are likely to learn more quickly and more engaged .

**Chapter 2**  
**Teaching Foreign Languages Through**  
**Translation**

### **Introduction:**

The present chapter is devoted to explore the concept of teaching and teaching foreign languages, it also deals with translation as a technique in FLT, and highlights the reasons behind its use in this field. Furthermore, it presents the main arguments in favor and against using translation in FLT, and clarifies the major benefits, goals and objectives of using it in FLT.

### **1. Definition of Teaching:**

Teaching is an organized process that aims at acquiring a person's knowledge, It is done in orderly manner and with specific objectives. Teaching helps the recipient to achieve different goals through their knowledge. It is a process by which the teacher seeks to guide learners to achieve different goals and accomplish learner's work and responsibilities. Teaching is also a process in which an effort is made by the teacher to interact with his students in order to provide a productive and effective science, It is a shared commitment between the teacher and his learners that aims to prepare them to educate themselves throughout their lives and have the capacity to do many different things since teaching develops capacities and enable individuals to think intensively (Hamza Hashem Mohamed Al Sultani2011). Teaching is defined by so many Scholars such as Gage (1963,p.121) teaching is a "form of interpersonal influence aimed at changing the behavior potential of another person . From this definition teaching is an activity that connects to students in order to create an organized learning atmosphere, teaching has a significant impact on the child personality.

Morse and Wingo (1968,p.70) consider teaching as "understanding and guiding of children as individual and as a group it means the providing of learning experiences that will enable each learner to grow continuously and sequentially towards his delt role in society" .

As for Joyce and Weil (1985,p.86) define teaching as “a process by which teacher and student create shared environment including sets of values and beliefs which in turn colour their view of reality”.

### **1.1 characteristics of teaching:**

A combination of characteristics of teaching affect the over-all teaching efficiency. These characteristics are as follows:

- Teaching is an effective interaction between teacher and students.
- Teaching is both arts as well as science. Teaching is an art as it calls for the exercise of talent and creativity. Teaching as science involves a repertoire of techniques, procedures and skills, that can be systematically studied, described and improved. A good teacher is one who adds creativity and inspiration to the Basic repertoire.
- Teaching has various forms, like formal and informal raining, conditioning or indoctrination, etc...
- Teaching is dominated by the skill of communication.
- Teaching is a tripolar process; the three poles are, educational objectives, learning experiences and change in behavior.
- Teaching should be well planned, and the teacher should decide the objectives, methods of teaching and evaluation techniques.
- Teaching is suggesting and not dictating.
- Teaching is a professional activity that helps to bring about harmonious development of children.
- Teaching provides guidance, direction and encouragement to the students.

## Chapter 2 Teaching Foreign Languages Through Translation

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- Teaching is a cooperative activity and teacher should involve students in different classroom activities, such as organization, management, discussion, recitation and evaluation of results.
- Teaching is kind and sympathetic, and a good teacher develops emotional stability among children.
- Teaching is remedial, and the teacher must solve the learning problems of students.
- Teaching is a specialized task and may be taken as a set of component skills for the realization of a specified set of instructional objectives.

### **1.2 Principles of Teaching :**

A principle of teaching is a basic idea or rule that explains how teaching is done or conducted. In this section, the following teaching principles given by Tamakloe (2005) are presented. These include the teacher must:

- Time the various stages of a lesson so that each stage receives the desired attention without exceeding the time limit of the lesson.
- Detect when his/her pupils/students are getting bored or restless so that s/he can vary his/her approach or the stimulus
- Use the experiences of his/her pupils/students to initiate as well as generate further learning.
- Make judicious use of available resources in the teaching-learning process.
- Present what s/he teaches in an interesting way.
- Write orderly layout of summaries on the chalk/whiteboard.
- Express him/herself and illustrate his/her points clearly in the lesson particularly in his/her explanation of content.

## Chapter 2 Teaching Foreign Languages Through Translation

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- Design suitable and adequate quantity of exercises and assignments for his/her pupils, and insist on prompt tackling and submission.
- Use good or correct language in the teaching process.
- Correct and direct his/her pupils/students without making them feel embarrassed or frustrated.
- Learning situations that will serve as challenges to his/her pupils/students.
- Select appropriate learning experiences of his/her pupils/students.
- Employ a variety of teaching methods and techniques within a lesson.
- Generate divergent thinking and creativity in his/her pupils/students
- Be able to achieve the objectives of his/her lessons.
- Use praise to urge his/her pupils to become eager to participate more in a lesson.
- Study and become aware of the need of the individual pupils/students in his/her class.
- Be able to assist his pupils/students to able to assess their own performances.
- Maintain a reasonable balance between pupil-activity and teacher-activity as dictated by the nature of the lesson.

To conclude, it may be said that, Teaching should not only aim at encouraging beliefs which are supported by the evidence but also at developing the power of students to gather the evidence, A program of education may include the acquisition of the most reliable methods humans have developed for discovering the truth about themselves and the world when teaching skills.

### **2. Definition of foreign language:**

The term foreign language is employed to refer to an L2 which does not play a



social role in the community of the learner. That is, when there is little, or no opportunity to use it, since there is no social need to do so in the community where it is learned. This is the case of learning French in the United States or Britain, German or Russian, Or English by Arabs living in Arab countries. English does not have an institutional role inside any Arab country.

According to an article entitled “Foreign Language”, the term foreign language used to describe the study of English by non-native speakers in countries where English is not the dominant language. Longman dictionary (2010, p.224) defines foreign language as” Also non-native language. A language which is not the native language of a large numbers of people in a particular county or region, it is not used as a medium of instruction in school, and it is not widely used as medium of communication in government, media”. Foreign languages are typically taught as a school subject for the purpose of communication with or for reading printed materials in the language.

Troike (2006) states that “foreign language is a language that had no more chances to be used in, but it may be used for cross cultural communication, travel, or in study”.

Moreover, Richards, C. John Platt and H. Platt (1992, p.54) claim that: “Foreign language is a language which is not a native language in a country. A foreign language is usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language and native language (usually the language which a person acquires in early childhood because it is spoken in the family and/or it is the language of the country where he or she is living. The native language is often the first language the child acquires”.

### **3. Teaching foreign languages in specific:**

## Chapter 2 Teaching Foreign Languages Through Translation

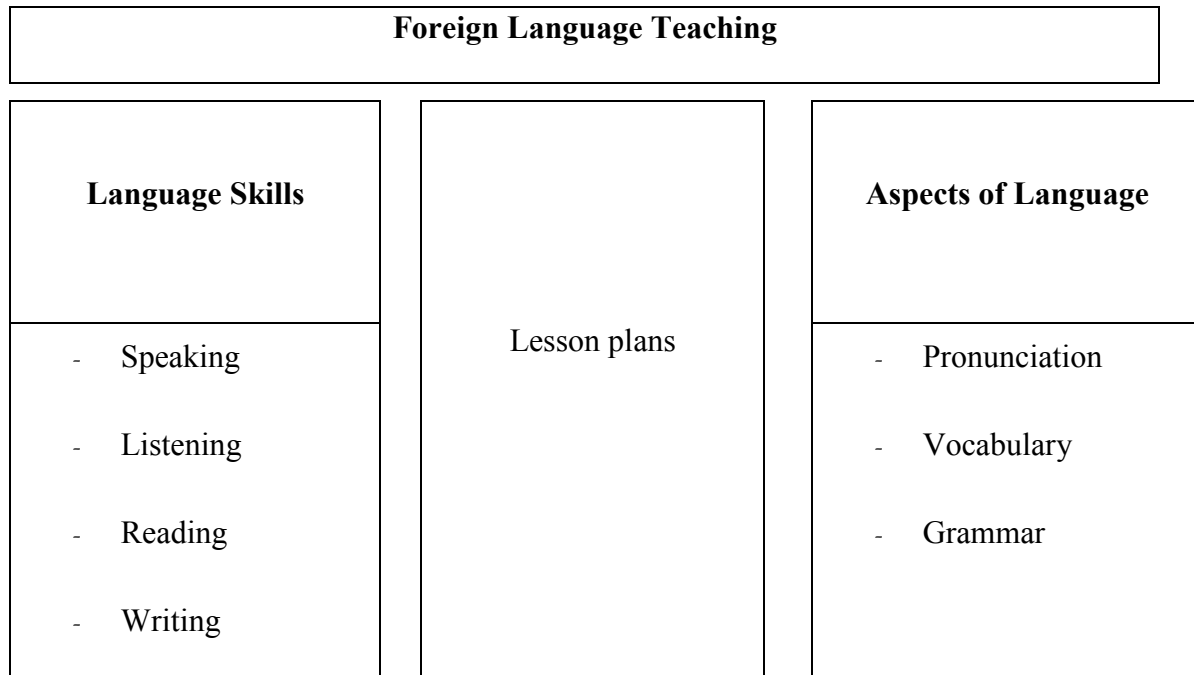
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In the recent years, teachers of English as a foreign language (EFL), or English as a second language (ESL), have been increasing attention on identifying the needs of their students, to students' attitudes towards English and their reasons for learning it. This attention to learners' needs can be seen in countries such as Zaire or Peru where English is regarded as foreign language and is largely treated as an academic subject in the school system and is not widely used outside of the classroom. The same attention to learner's needs can also be seen in countries such as Malawi and Sri Lanka where English is thought as a second language, where English is widely used and is preserved as essential to success.

When entering a new educational system as a teacher, understanding the students' needs and attitudes towards learning English is crucial. By conducting a needs assessment, even informally, can help establish the teacher's role in the classroom from the outset. This initial step is essential for success in the teaching position.

Adamson (2004) states that the work of teaching is simultaneously mental and social. It is also physical, emotional, practical, behavioral, political, experiential, historical, cultural, spiritual, and personal. In short, teaching is very complex, influenced not only by these 12 dimensions and perhaps others, but also requiring their contingent orchestration in support of students' learning. When language teaching in particular is in focus, the complexity is even greater, shaped by teachers' view of the nature of language, of language teaching and learning in general, and by their knowledge of the particular socio-cultural setting in which the teaching and learning take place.

When teachers teach foreign languages in specific instead of other fields they should focus on language skills teaching and aspects of language. As this table show:



**4. Teaching English as a foreign language in Algeria:**

English is mandatory subject taught in Algerian middle and secondary schools as well as universities, and even in certain military, security, economic, and cultural institutions. Despite being considered the second foreign language after French, English does not hold a significant role in the national and social life of Algerian people. It is not a historical component of Algerian cultural identity, and people do not necessarily rely on it for their social, intellectual, and economic activities. Additionally, English is not the natural communicative environment for students in Algeria. More than that, and as stated by Hayenne (1989: 43), English is considered by some Algerians as “ a language of an ex-colonial and imperialist country”.

*"In spite of all these challenges encountered by the English language, the Algerian political and educational authorities have managed to undertake the rehabilitation of the status of this language. Because of the technical and economic exchanges all over the world, English is now occupying a better position in the Algerian educational system. Hence, most of the*

*Algerian students and even their parents are becoming more conscious of its importance as an international language par excellence"*

According to Slimani (2016) the entire cultural context in Algeria is different from lifestyle in Great Britain, or any other English-speaking country for that matter. In spite of the dramatic spread of English in media and social networks as a medium of communication, it is amazingly true to say that only the teachers of English or the textbooks and the reading documents they provide the learners with are considered to be the only source that can inform them (to some extent, however) about the way of thinking and living of the English speaking peoples.

### **5. Translation as a technique in FLT:**

The role of translation in foreign language teaching has provoked considerable controversy, and the topic is being widely debated in the current literature. The lack of consensus is also evidenced by divergent practices across Europe and the world, Differences in the conceptualizations of translation and language mediation in various disciplines and educational policy documents further contribute to the confusion. Furthermore, it is a common belief, particularly among those without direct translation experience, that successful translation only requires multilingualism (02 languages). Although translation is undoubtedly a linguistic activity, this simplistic view ignores the wide range of nonlinguistic factors on the basis of which translators need to make decisions in a given communicative situation. Those decisions are also strongly influenced by the translator's competence, experience, routine and creativity.

The theory of translation and translation as a teaching methodology are discussed by many authors, such as: Scrivener (2011), Harmer (2001), Baker (2018 ), Jakobson (2013), Randaccio (2012), Lightbon and Spada (2013 ) ,among others, such as basis is used to

## Chapter 2 Teaching Foreign Languages Through Translation

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comprehend some of these theorists' concepts to apply them to the foreign language teaching context in Brazil to integrate them, with the purpose of using translation interconnected to writing, speaking, listening, and reading, as a fifth ability. To execute such a purpose, the definition of translation was investigated, as well as its types and how they are used pragmatically, the divergences in the use of translation within teaching contexts, the methods that teachers and students develop linguistically conscious to deal with transition from the source language (SL) to the target language (TL) were also analyzed, with emphasis on Portuguese as SL and English as TL.

When examining the profiles of language learners across different age groups, such as young learners, pre-teens, teenagers, adults, and elders, it is important to note that despite their differences, they all possess a shared ability to acquire or learn a second language. Lightbown and Spada (2013) mention another common characteristic among these groups: they all have already acquired a first language, the mother language, which may be advantageous or not, depending on the point of view.

These also are, as Scrivener (2011) comments, multiple aspects which reflect on learning – teaching dynamics, for instance the gender differences, the classroom size, the number of students in classroom, the social reality and the context of each student. The latter may affect the process due to, for example, having the possibility or not of owing courseware.

According to Harmer (2001), appropriate contact with a foreign language in a prolonged period of time outside the classroom is fundamental to enable linguistic competence development in foreign language learners, there can be a multilingual group (speakers of different mother languages) and a monolingual group (in which learners' mother tongues are the same).

It is important to emphasize. However, that integrating translation more systematically into foreign language teaching does not diminish the significance of professional translator training. On the contrary, it can shed light on the essential differences between professional and non-professional translation as well as between the main objectives of these two pedagogical contexts. Most importantly, professional translator training programs are longer, more vocationally-oriented and prepare students specifically for the translation market by awarding a professional degree.

### **6. The need to Incorporate translation into FLT:**

#### **6.1 Humanistic reason:**

It seems obvious that learning is facilitated when learners feel relaxed and free, this means that having many prohibitions in the classroom is likely to affect the learning process negatively. One of the most frequently observed restrictions in the classroom is the amount of L1 use. Although it is admittedly useful to encourage learner to communicate in L2, and reduce anxiety and create a more relaxed and inclusive learning environment, teachers can support shy or hesitant learners who may struggle to express themselves solely in the target language. By incorporating translation as a tool for communication and understanding, teachers can address the diverse learning needs and preferences of their students. Rather than considering translation a barrier to language acquisition, it can be seen as a beneficial tool for improving language skills and fostering a supportive and inclusive learning environment. The teachers can assist reserved or hesitant learners who may find it challenging to communicate exclusively in the target language. Harmer (2007:133-134) thus considers that “students (and their teachers) can use the L1 to keep the social atmosphere of the class in good repair”.

Encouraging translation activities, whether individually or collectively, can enhance learners' communication and understanding by promoting discussion, decision \_making, and considering alternative perspectives. As Stibbard (1998:71) notes: "justification for the use of translation is also found in the role assigned to it in affective \_humanistic approaches in TEFL, which emphasize the need to reduce anxiety in the early stages of language learning by allowing some use of the mother tongue ".

### **6.2 Practical Reason:**

Using translation in the classroom can be practical for efficiency purposes. It saves time as teachers can sometimes spend minutes trying to explain concepts in the target language, which may not always be clear to students. By incorporating a few words in the learners' native language, understanding can be enhanced this can help prevent disengagement among students who may struggle to follow along in a lesson delivered solely in the target language. Learners can also benefit from code\_ switching, when teachers use code \_ switching in the class, they move between (SL) and (TL) .As Cook (2010,p.46) notes that "any recent studies and materials have , with varying degrees of caution , been supportive of code switching ". Code switching may sometimes help learner proceed in carrying out a task when they are struggling to explain something just because they cannot figure out the meaning of a word, expression or usage.

### **6.3 Technical reason:**

Technology plays a crucial role in modern language classrooms, with course materials often incorporating popular tools, However, machine translation sites like Google translate or Microsoft translate are sometimes viewed negatively, despite being widely accessible to students, while these tools may not always provide accurate translations, learners frequently

rely on them, especially when writing in a second language. Rather than banning their use, it is important to educate students on how to utilize online translation tools effectively. As those tools are likely to be used in future professional settings, it is beneficial for learners to understand their capabilities and limitations during their language training .

### **6.4 Cognitive Reason:**

Despite all the intimidating warnings by teachers, it seems impossible to interfere with the minds of language learners and prevent them from translating mentally. That is to say, translation might be excluded from the classroom, but it cannot be ignored as a natural process. When we learn something new, we use what we already know as a basis for building these new pieces of information Ellis (2009:153) explains this with a comparison by noting that “the language calculator has no clear button”.

In other words, individuals cannot disregard their (SL) linguistic knowledge when learning a new language. In which learners of (TL) often rely on their (SL) as a reference point when trying to acquire a new language through comparison.

### **7. Application of translation in F.L.T:**

The practice of translating ST (the source text) into the second language (L2) was, for centuries, a traditional medium of instruction for second/ foreign languages. It was so wide spread that it has been applied even by contemporary researchers and teachers (Duff 1989).

Tsagari and Floros (2013, p.174-175) declare that in fact, in a few cases, teachers of “traditional school “supported this method against more open approaches. In the field of



teaching methodology, it was set up as the “grammar translation method”, but it is also called “the Prussian method” or “Cicero’s method”.

In the same opinion, Cook (2010) assert that using translation is surely a natural and obvious means of teaching someone a new language. It has a lots of good effect. It can be used to aid learning, practice what has been learned, diagnose problems, and test proficiency. In any case, teachers cannot stop students translating \_ it is such a fundamental basis for language learning.

Generally speaking, translation in foreign language teaching was not used for teaching only, but it was used for years to translate the “Bible” , for which it was a preferable method, so , translation has not just filled in as a method for second language (L2) adapting yet additionally added to the improvement of national language also .a fine example of this is woolfell, who invented the gothic alphabet in order to translate the holy bible and Christianize the Ghoths.

### **8. The benefits of using translation in F.L.T:**

Translation has many benefits in the foreign language teaching, they can be summarized as follows;

- Translation in language teaching can be very successful tool for a comparative study of both languages.
- Translation activities help learners acquire and strengthen their knowledge in the foreign language.
- Translation heightens language awareness.
- Translation can be used to develop accuracy, clarity, and flexibility.

- It helps students to check whether their comprehension is correct, and helps them maintaining their level in future.
- It empowers the students to retain more words, idioms, grammar, and sentence.
- It decreases learning anxiety and improves inspiration to become more conscious of the second language (L2).
- It is beneficial to the understanding of how languages work.
- It is important to develop the students' style.
- Translation is beneficial in helping students in many aspects such as memorization, communication, and expressing their ideas.

### **9. Arguments for translation:**

#### **9.1 Arguments in favor of using translation in F.L.T:**

We have selected 10 main arguments used to support the use of translation in foreign language teaching which are:

- Translation allows conscious learning and control of the foreign language (Shiyab and Abdullateef, 2001).
- Translation itself as it takes place in the real world is essentially linked to a communicative purpose (Duff, 1989).
- Translation plays a positive and facilitative role in second language acquisition (L2) (Newmark 1991, Husain, 1994).
- Translation helps students comprehend L2, it facilitates memorizing more words, grammar and idioms. It also helps students develop and express ideas in other language, and enhance motivation to learn L2 (Liao, 2006).

- Many students who began their studies through translation go on to become fluent and accurate users of the new language (Cook, 2010).
- Translation forms a natural part of the learning process and is something that students probably do often outside the classroom (Koletnik, 2013).
- Translation involves contrast, it enables us to explore the potential of both languages – their strengths and weaknesses (Mogahed, 2011).
- Translation encourages students to take risks rather than avoid them (Machida, Sayuki, 2008).
- With translation, problems of transfer may be diminished; mental agility, flexibility and memorization are favored (Moghed, 2011).
- Translation facilitates speed up the learner's comprehension process (Shiyab and Abdullateef, 2001).

### **9.2 Arguments Against using Translation in F.L.T:**

We have selected 10 main arguments used against the use of translation in foreign language teaching. They are as follows:

- Translation is not suitable exercise in the initial stages of learning (Marsh, 1987).
- The rationale against using translation using translation is founded on obliging learners to share their precious L2 use time with the L1; this is not a productive use of the opportunities given by class (Owen, 2003).
- Translation is an artificial exercise that has no place in a communicative methodology, it is restrictive in that it confines language practice to two skills only reading and writing (Carreres, 2006).

## Chapter 2 Teaching Foreign Languages Through Translation

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- Malmkjaer (1998,p.5) lists a number of further general objections to school translation which are:
  - a. Is independent of the four skills which define language competence, reading, writing, listening, and speaking.
  - b. It takes up valuable time which could be used to teach these four skills.
  - c. It misleads students into thinking that expressions in two languages correspond one -to-one.
  - d. It prevents students from thinking in the foreign language and it is a bad test for language skills.
  - e. It is unnatural.
  
- Translation does not allows or make easy the achievement of such accepted F.L.T aims as: fluency in spoken language; the controlled introduction of selected structures and lexical items and the controlled introduction of communicative strategies (Newson,1998, p.64).
  
- “Around the globe, there are language schools that threaten to dismiss teachers who use translation in class” (Kerr, 2014. P.9).
  
- ”Today translation is largely ignored as a valid activity for language practice and improvement” (Duff, 1989, p.5).
  
- Translation is not a communicative act and, thus, has nothing to do in a communicative approach to language teaching (Duff,1989, p.6).
  
- Translation is not a suitable for all learners, since it can only work with those interested in literature or with those which have already acquired a significant level of proficiency in F.L (Maghed, 2011).

- Translation is not the aim of language learning, it is the aim of translator training and both are independent fields of study (vermes, 2010,p.84).

### **10. Goals/ Objectives of using translation in F.L.T:**

Translation is necessary for the spreading new information, knowledge, and ideas across the world. it is absolutely necessary to achieve effective communication between different cultures .As such, specific objectives must be kept in mind when translating materials, including accuracy, precision, clarity, readability, and localization.

#### **10.1 Accuracy:**

The most crucial objectives of a technical translation is to accurately transfer the meaning of the source material into another language. Any facts or opinions expressed must remain faithful to the source .to ensure accuracy, it is essential to call on a qualified translator who is proficient in both the source and the target languages and understands the cultural nuances between them .Furthermore, it is essential to review the translation multiple times and have the text verified by a native speaker. Another key objectives is precision.

#### **10.2 Precision:**

It's not enough for a translation to be accurate; it must also be precise. This means that all information within the text should be conveyed as clearly and succinctly as possible while conveying its original meaning. To ensure precision, the translator must pay close attention to detail and select appropriate words or phrases that are both accurate and precise. Moreover, they must also consider the context of the source material and how its target audience will interpret it. That being said, it is essential to remember that precision only sometimes equates to clarity .the two must be balanced to achieve an adequate translation.

### **10.3 Clarity:**

Another essential objective is clarity. The text should be written in a way that is easy to understand for readers of the target language. This means using simple vocabulary and sentence structures, avoiding ambiguity, and opting for shorter sentences where possible.

**Readability** For translations to reach their intended audience, they must also be readable. This means using natural-sounding and appealing language rather than overly stiff or complicated. To ensure readability, it is essential to use language suitable for the target audience and avoid excessively complex words or phrases.

Readability also applies to the overall structure and flow of the text, which should be easy to follow and not contain long blocks of dense text. Lastly, it is essential to consider the localization of translation.

### **10.4 Localization:**

The final objective of translation is localization. This means taking into account the cultural norms and expectations of the target audience to create a text that resonates with them. For example, you translate an article about a new product into Spanish. In that case, you will need to consider local idioms and dialects and any culturally relevant terms that would be more familiar to Spanish readers.

In addition, localizing a text can also involve adapting specific images or visuals to better connect with the target culture. Besides considering these objectives when translating text, it is also essential to ensure the translator has a thorough understanding of the target language and cultural nuances.

Moreover, translation serves as a valuable tool for fostering cross-cultural understanding and create more meaningful connections between people of different backgrounds. On top of that, translation helps promote understanding and acceptance of other cultures, which can lead to positive outcomes for businesses and individuals. Also, it helps to preserve important documents and protect intellectual property rights.

The main objectives of translation are accuracy, precision, clarity, readability and localization. To ensure these objectives, Translator must have an understanding of both source and target language as well as any relevant cultural nuances. That is why translation is a powerful tool for breaking down language barriers, and connecting cultures worldwide.

### **11. Conclusion:**

Translation is a method of language teaching that is still a subject of ongoing research and continues to be a widely debated topic among linguists and teachers. The objections to the use of translation in foreign language teaching are all based on a limited views of it. More than that, translation is primarily a form of communication, and as such, it necessarily involves interaction and cooperation between people, which make it a potentially very useful means in foreign language teaching. The debate over the use of translation in foreign language teaching involves both arguments for and against which are full of support and criticism, on the other hand. It aims to highlight key reasons for integrating translation into foreign language instruction.

## **Chapter 3**

# **RESEARCH METHODOLOGY AND DATA**

## **ANALYSIS**



### **1. Introduction:**

This chapter presents the research methods used [in this dissertation](#). It includes the research methodology, specifically, the research design, population and sampling, and data gathering tools. Further, the present research is examining the importance of translation in foreign language teaching particularly the investigation took place at Ibn Khaldoun University of Tiaret the 3rd year [Bachelor](#) Students of English [in addition to](#) translation and F.L teachers.

### **2. Research design:**

[The study was undertaken](#) at the Department of English at Ibn Khaldoun University of Tiaret. It [is](#) addressed for Third Year [Bachelor](#) Students and translation teachers in this Department. This research was conducted in the form of a case study and used quantitative method. One instrument was used for two targets: teachers' questionnaire and students' questionnaire.

### **3. Case study:**

[The study targeted Third students](#) of English as a case study at Tiaret University during the second semester of the academic year 2023-2024, the study targeted to Third Year students. The total number of the population was 54 students and 35 teachers.

### **4. Methodology:**

The current research uses one method which is the quantitative technique. This method is used to collect and analyze the data from the questionnaire given for learners and teachers. Since their views and opinions are very important to investigate the hypothesis, and the most appropriate tool to answer our research questions.

### **5. Population and sampling:**

The population and samples of the present study are Third Year BA Students of English, at Ibn khaldoun University of Tiaret.

### 6. Data Gathering Tools:

Questionnaires are the main tool used to collect data for this study. The content of the instrument was based on the findings of the questionnaires conducted with 3<sup>rd</sup> year students at the English department in Ibn Khaldoun University.

Moser and Kalton (1971) state that the questionnaires are easy to analyze and not expensive. It is a Likert-type questionnaire, with five scale responses.

Some of these questions had been already piloted by other researchers in their studies, and which had gained valid and reliable respondents.

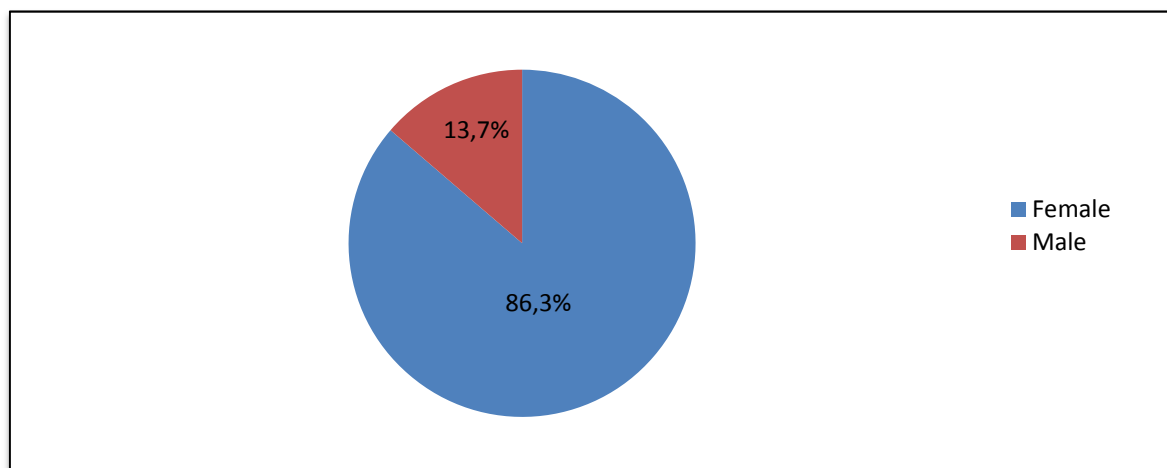
### 7. Data analysis:

#### 7.1. Analysis of student's questionnaire:

**Question 01:** Gender distribution.

Options	Number	Percentage
Male	07	13.7
Female	44	86.3
Total	51	100

**Table 01: Gender Distribution.**



**Figure 01: Gender Distribution.**

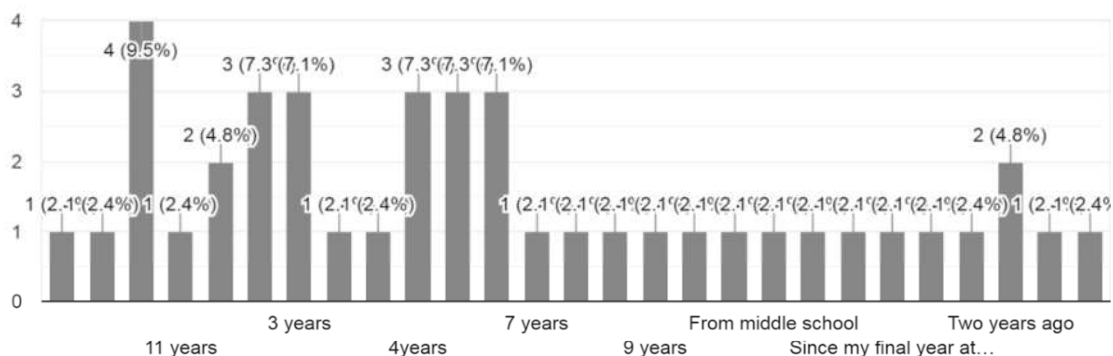
As shown in the figure above, most of students are females, we have recorded 44 females from a total number of 54 students , female students make up 86.3% of the whole sample

where as, male students are estimated to be 7 students and they make up 13.7% of our sample. this gender Distribution will help us in gathering different ideas and perspectives regarding the problem investigated .

**Question 02:** How long have you been learning English?

How long have you been learning English?

42 responses



**Figure 2: Duration of English language learning experience.**

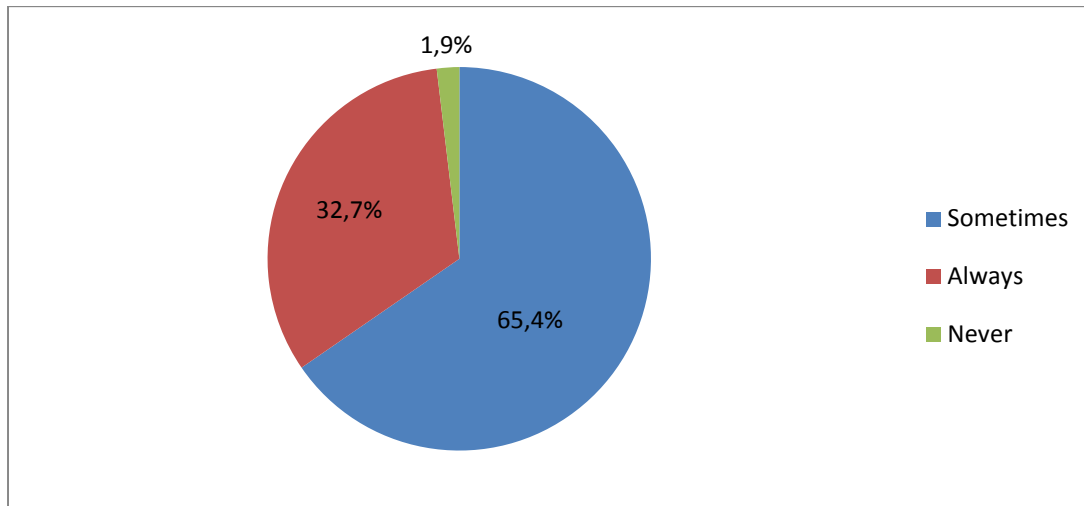
The second figure shows the duration of the students' English language learning experience in which it classified into three 03 levels (proficiency) as follows:

- [ 0\_3 ] years: Beginners, mostly low proficiency.
- [ 3\_6 ] years: Intermediate, varied proficiency levels, some reaching Intermediate level.
- [ 6\_11 ] years: mostly high proficiency with some students reaching advanced level.

**Question 03:** In you opinion, how often do your foreign languages teachers use translation in their teaching?

Options	Number	Percentage
Always	17	32.7%
Sometimes	34	65.4%
Never	01	1.9%
Total	52	100%

**Table 3: Frequency of translation use in foreign language teaching .**



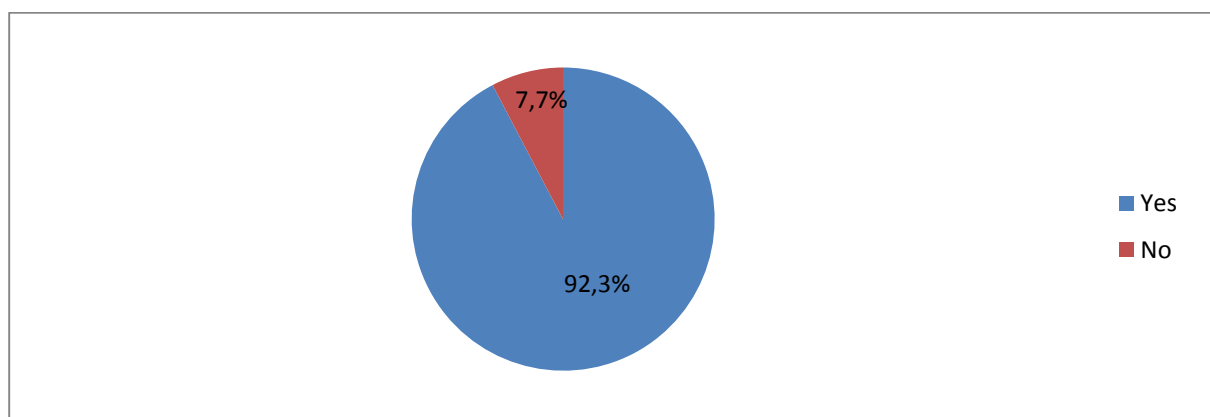
**Figure 03: Frequency of translation use in foreign language teaching.**

From the figure 03 we notice that the 65,4% of teachers sometimes use translation, because they use it in their classes wherever learners do not understand any word meaning or expression whereas other use it always with 32,7% when they feel that the learners are really in need , the rest of them Never use it 1,9% of because for them it is detrimental to language teaching.

**Question 04:** Does you English teacher use translation to explain new terms?

Options	Number	Percentage
Yes	48	92.3%
No	4	7.7%
<b>Total</b>	52	100%

**Table 04: The use of translation by English teacher to explain new terms.**



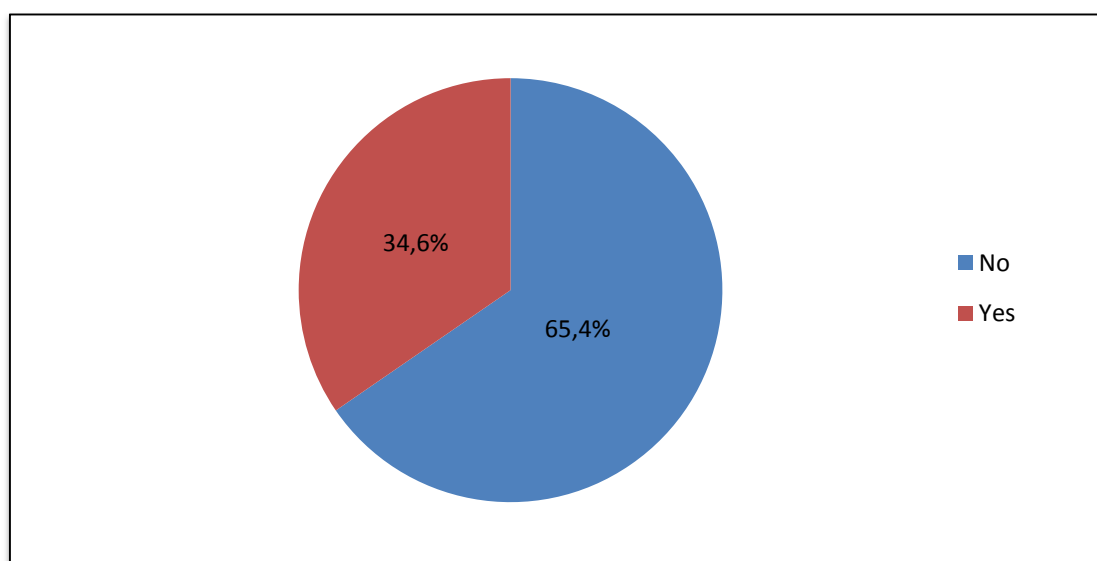
**Figure 04: The use of translation by English teacher to explain New Terms.**

As it is shown in the diagram 92.3% of English teacher use translation in classroom to explain New terms. This could be beneficial in aiding comprehension and helping students understand unfamiliar vocabulary or concepts, on the other hand 7.7% that English teacher must avoid translation while teaching, since it decrease learners exposure to L2, learners will not be exposed to enough input when teachers rely too much on translation.

**Question 05:** Have you ever faced any difficulties when your teachers use translation in their foreign language teaching?

Options	Number	Percentage
Yes	18	34.6%
No	34	65.4%
<b>Total</b>	52	100%

**Table 05: Challenges with translation in foreign language teaching.**



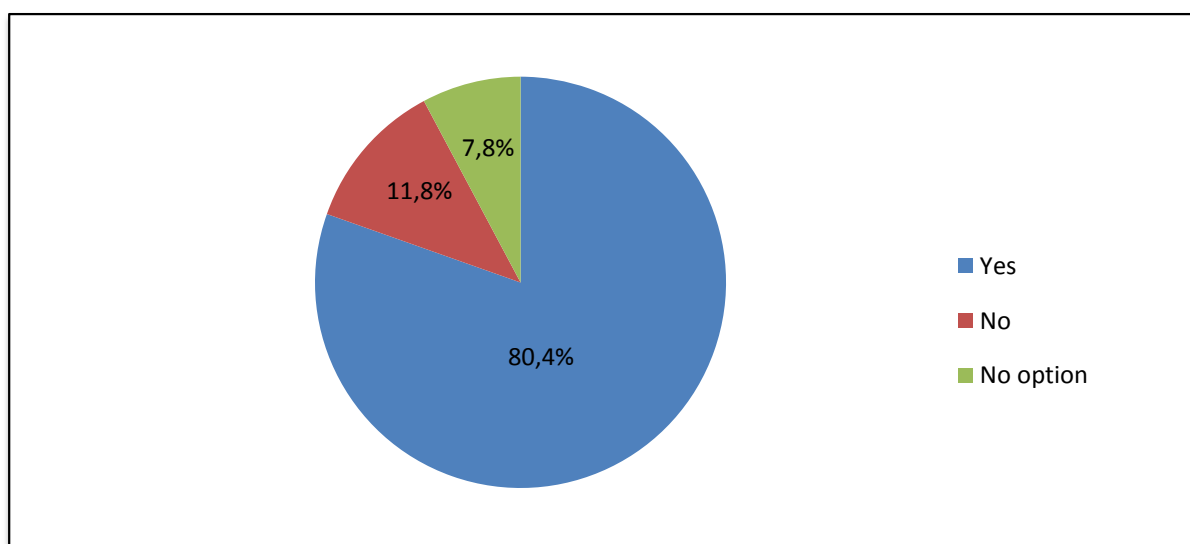
**Figure 05: Challenges with translation in foreign language teaching.**

As figure 05 indicates, 34,6% of students have faced difficulties when their teachers use translation in foreign language teaching, this suggests that there are challenges and potential drawbacks associated with the use of translation in language classes whereas 65.4% said no, this suggests that translation may be a helpful tool in language learning.

**Question06:** Do you think that translation is beneficial for students during the course?

Options	Number	Percentage
Yes	41	80.4%
No	06	11.8%
No option	04	07.8%
<b>Total</b>	<b>51</b>	<b>100%</b>

**Table 06: translation is beneficial for students during the course.**



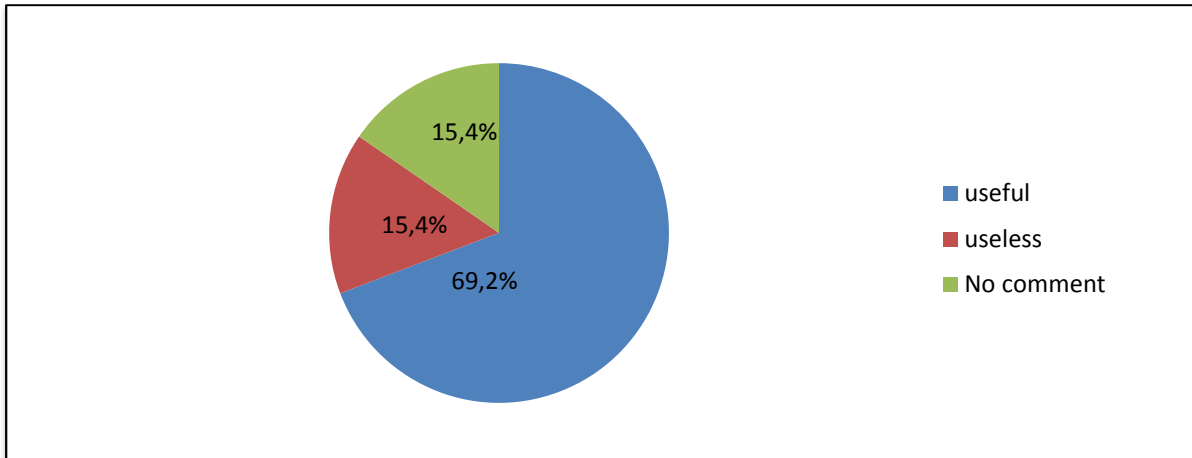
**Figure 06: Translation is beneficial for students during the course.**

As it is showed in the diagram 80,4% of students are agree that “translation is beneficial for students during the class “, on the other hand 11,8% are against this idea and 7,8% of students without an opinion.

**Question 07:** When learning foreign languages translation is: useful/ useless .

Options	Number	Percentage
Useless	08	15.4%
Useful	36	69.2%
No comment	08	15.4%
<b>Total</b>	<b>52</b>	<b>100%</b>

**Table 07: the role of translation in foreign language learning.**



**Figure 07: The role of translation in foreign language learning.**

69.2% of students surveyed believe that translation is a useful tool in learning foreign languages that indicates that a majority of students find translation to be beneficial in their language learning process, 15,4% of the students surveyed believe that translation is useless in learning foreign languages, on the other hand 15,4% of the students did not provide any comments.

**Question 08 :** Translation helps me progress when learning foreign languages.

Options	Number	Percentage
Yes	47	90.4%
No	05	9.6%
<b>Total</b>	52	100%

**Table 08: The impact of translation on language learning process.**

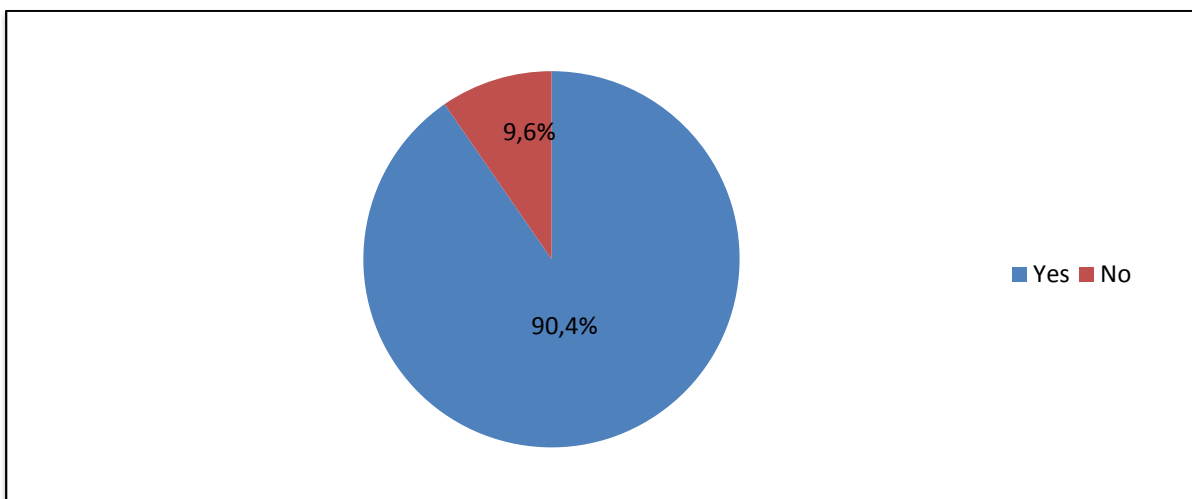


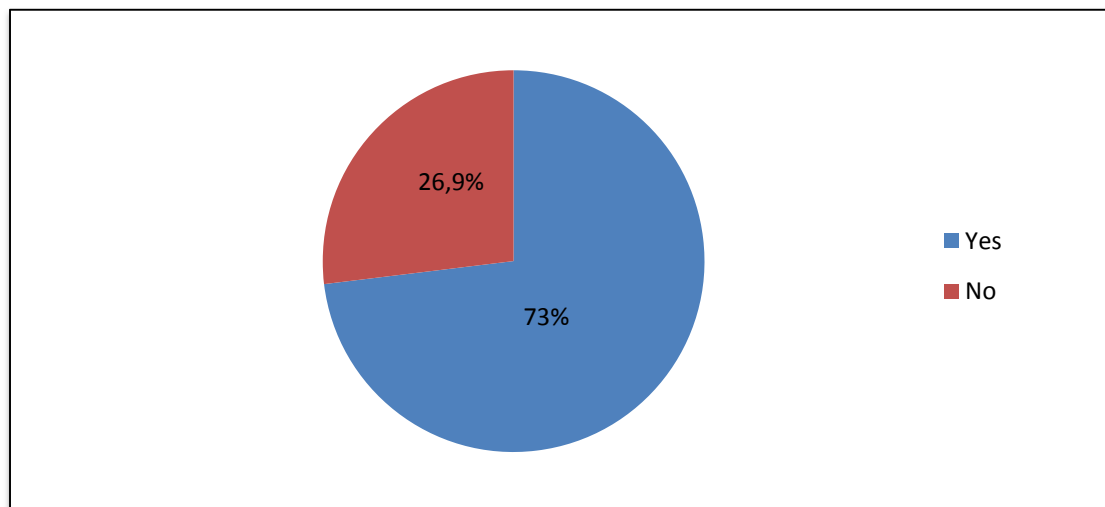
Figure 08: The impact of translation on language learning process.

From the figure 09 we notice that the majority of students with 90,4% believe that translation helps them progress when learning foreign languages, while 9,6% indicated other wise.

**Question 09:** Using translation is very good to understand grammar and better use vocabulary.

Options	Number	Percentage
Yes	38	73%
No	14	26.9%
Total	52	99.9%

**Table 09: The benefits of using translation for understanding grammar and improving vocabulary.**



**Figure 09: The benefits of using translation for understanding grammar and improving vocabulary.**

As can be seen from the figure above , the majority of students,73% believe that using translation is beneficial for understanding grammar and improving vocabulary. This indicates a high level of acceptance and recognition of the value of translation as a learning tool among the student population, on the other hand 26,9% of students disagreed with the statement .



**Question 10:** Have you practiced any translation activities in the classroom

Options	Number	Percentage
Yes	46	88.5%
No	06	11.5%
<b>Total</b>	52	100%

**Table 10: Students attitudes towards translation activities in the classroom.**

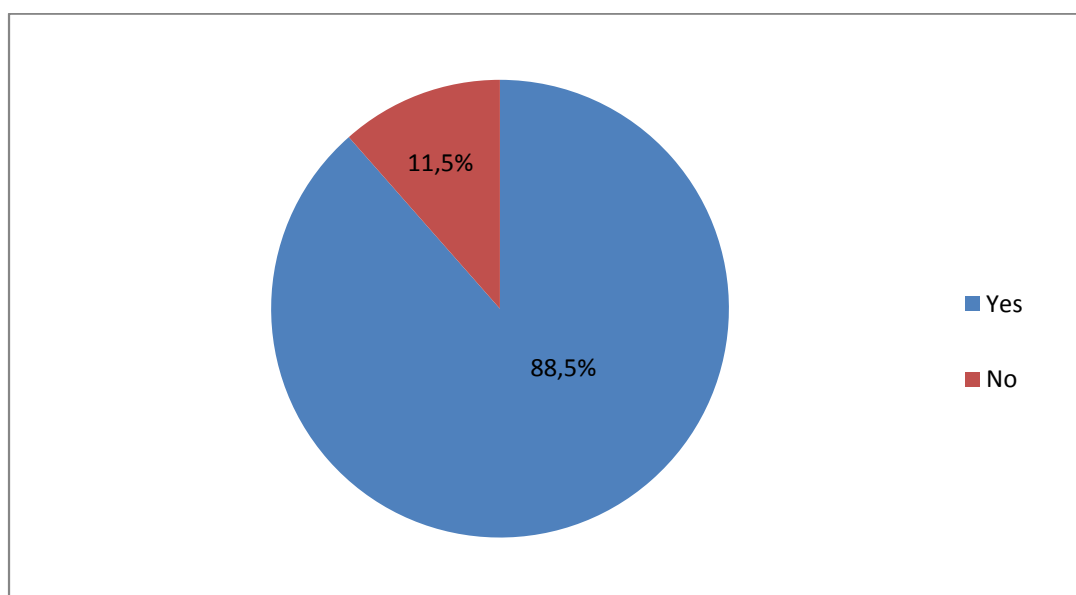


Figure 10: Students attitudes towards translation activities in the classroom.

Based on the figure 11, it is evident that the majority of the students (88,5%) have practiced translation activities in the classroom, while a smaller percentage (11,5%) stated that they have not engaged in such activities.

**Question 11:** In you opinion, which one is more affective, learning relying on translation or learning without it.

Options	Number	Percentage
Learning relying on translation	40	76.9%
Learning without translation	12	23.1%
<b>Total</b>	52	100%

**Table 11: Effectiveness of learning with translation versus learning without translation.**

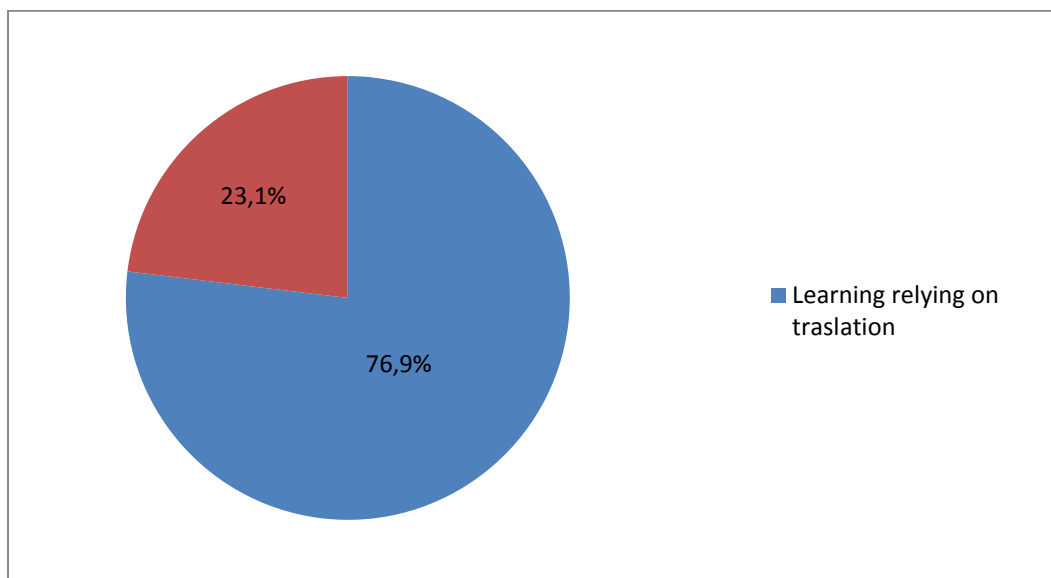


Figure 11: Effectiveness of learning with translation versus learning without translation.

It is apparent from this figure that a majority of 76,9% believe that learning relying on translation is more effective , while only 23,1% believe that learning without translation is more affective. This indicates a strong preference among students for utilizing translation as a learning tool.

**Question 12:** Do you think that translation would help other students make faster when learning foreign languages.

Options	Number	Percentage
Yes	40	76.9%
No	12	23.1%
<b>Total</b>	52	100%

**Table 12: The impact of translation on language learning progress.**

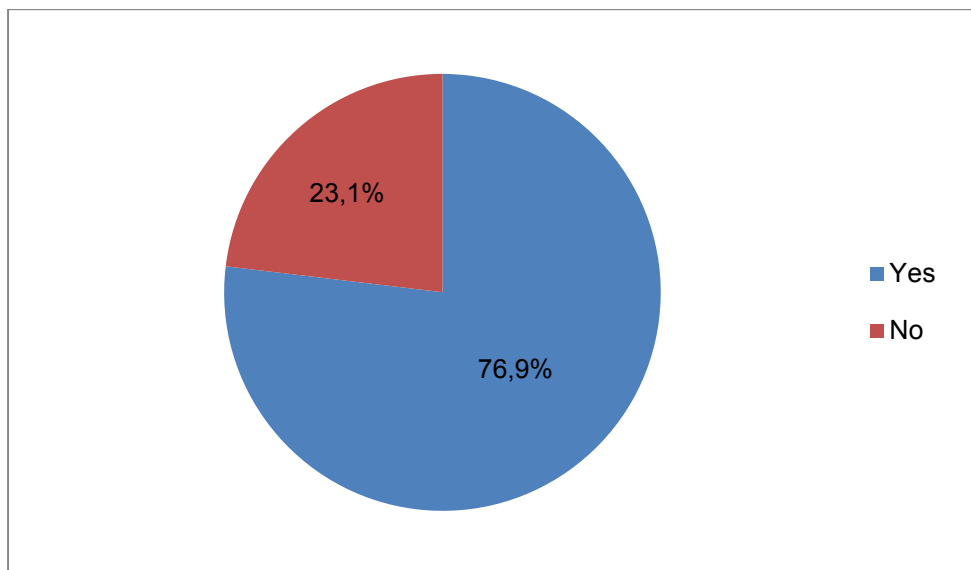


Figure 13: The impact of translation on language learning progress.

Based on the figure above, the majority of students (76,9%) believe that translation can indeed help them make faster progress when learning foreign languages, on the other hand a smaller percentage of students (23.1%) expressed a negative opinion towards the use of translation in language learning.

### **Discussion of the main finding:**

The results of the students' questionnaire indicate a great positive reaction and support for using translation. This support gives huge strength for the importance of translation technical abilities in teaching foreign languages as it was seen, this clearly shows that students see translation as a facilitating tool that helps them to learn new vocabulary and linguistic items with ease.

Following the analysis and the obtained results from the questionnaire, a conclusion can be drawn as follow:

- Translation can be a helpful language practice method for students who want to learn foreign languages.
- Translation can help students to improve their language skills and facilitate their knowledge and comprehension of vocabulary.
- Translation is beneficial teaching tool in learning foreign languages.
- Translation make students faster progress when learning foreign languages.

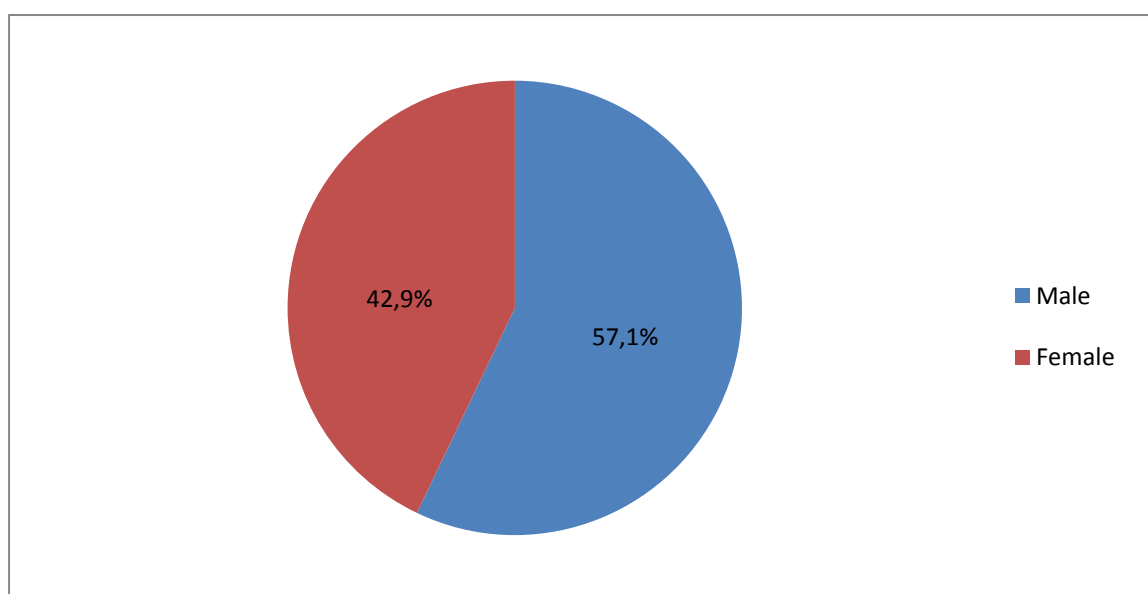
- The majority of students prefer when teachers use translation in the classroom because it helps them to understand any word meaning or expression.

### 7-2 Analysis of the teacher' questionnaire:

**Question 01:** Gender distribution:

Options	Number	Percentage
Male	20	57.1%
Female	15	42.9%
<b>Total</b>	<b>35</b>	<b>100%</b>

**Table 01: Gender Distribution.**



**Figure 01: Gender Distribution.**

The figure above shows that 20 out of 35 participant were males, this is about 57.1% which consolidates that males are more interested toward teaching foreign languages and English in particular but not that large proportion, for that men are more suited to teach and master numerous languages than women, however this is not an alternater reality, because many females dominate males' ability to teach and learn multiple languages. Therefore, we found only 15 females out of 35 with a percentage of 42.9% prefer to teach foreign language or English in specific. It is important to note that the gender distribution in the survey may not

accurately reflect the actual gender distribution in the population, as it depends on the sample of respondents.

**Question 02:** How long have you been teaching foreign language?

How long have you been teaching foreign languages?

35 responses

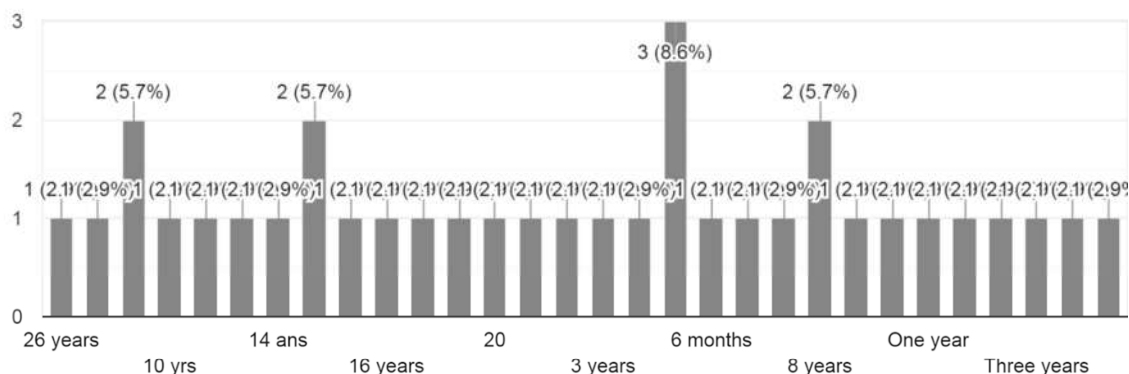


Figure 02: Duration of foreign language teaching experience.

The figure above shows the duration of the teachers' foreign language teaching experience in which it classified into three 03 levels of experience as follows:

[ 6 months \_5 years] this indicates the new teachers in the domains that represents 10 out of 35 participants in which they are starting gain the experience of teaching.

[ 5 \_10 years ] most of teachers here are no more than 5 ,between 6 and 8 years of teaching experience.

[ 10\_41 years ] the third classification refers to professional professors who possess sufficient experience for teaching, and guidance in which they are 18 out of 35 participants, it means most of teachers here are experts or in other word, expertly teachers.

**Question 03:** How can you define the translation skills?

• Here is what teachers said about translation:

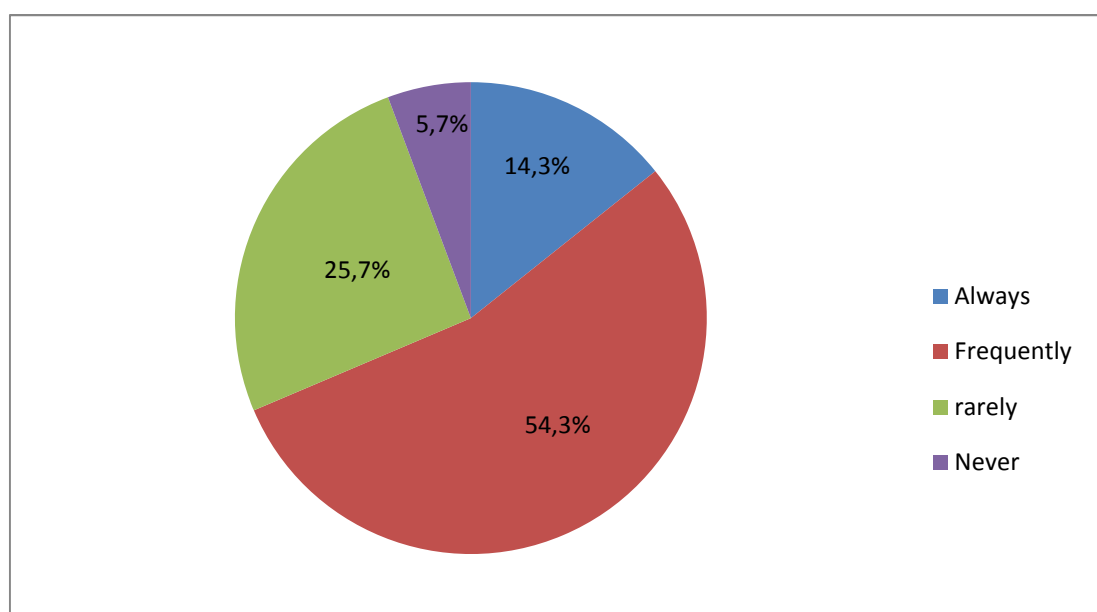
1. It belongs to applied linguistics. A skill that requires mastering more than one language and knowledge about the science of translation.
2. The ability to transfer words, either written or spoken, from a source language to the target language taking into court the cultural differences between both languages.

3. Translation is based on knowing the culture of the language you are translating. If you do not know the culture you are highly likely to make mistakes in the target language.
4. The science and the art of referring to the same meaning in a different language.
5. Within foreign language teaching and learning context, translation skills are time-saving competencies to help learners get the appropriate meaning and the discursive function of a piece of communication.
6. Translation skills entail accurately conveying meaning between languages while considering cultural and linguistic nuances.

**Question 04:** How often do you use your translation abilities in your teaching?

Options	Number	Percentage
Always	05	14.3%
Frequently	19	54.3%
Rarely	09	25.7%
Never	02	5.7%
Total	35	100

**Table 04: Frequency of translation abilities use in teaching.**



**Figure 04: Frequency of translation abilities use in teaching.**

As showed in the figure above, we have recorded 19 teachers from a total number of 35 participants which means 54.3 % prefer to use translation abilities frequently in their teaching. While, 13.4 % use them always, besides, 25.7 % use them rarely. But, those who never depends on translation abilities represented only 5.7 % of the entire sample. This will help us gathering different ideas and perspectives regarding the investigation.

**Question 05:** What are the abilities that you rely on in teaching foreign languages?

What are the abilities that you rely on in teaching foreign languages?

27 responses

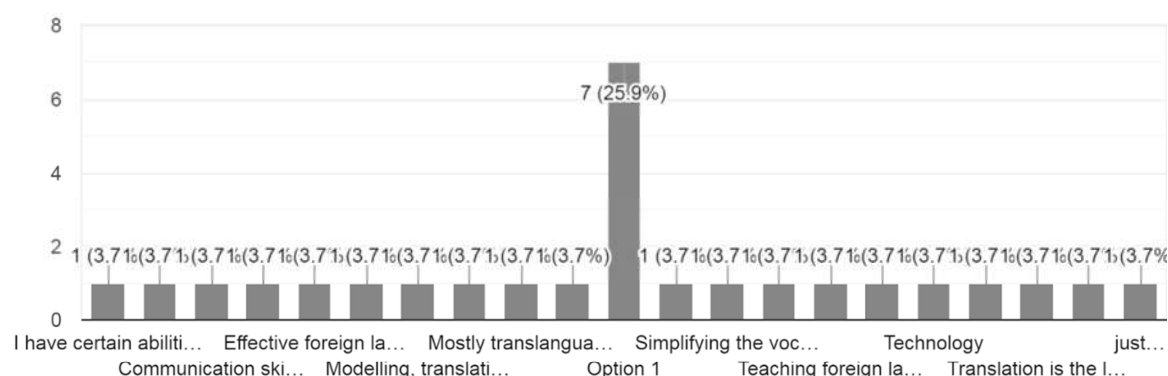


Figure 05: Abilities teachers rely on in T.F.L

As showed in the figure, there are many ideas and comments according to the teacher him/herself concerning the abilities that he/she relies on in teaching foreign languages. they are classified as follows:

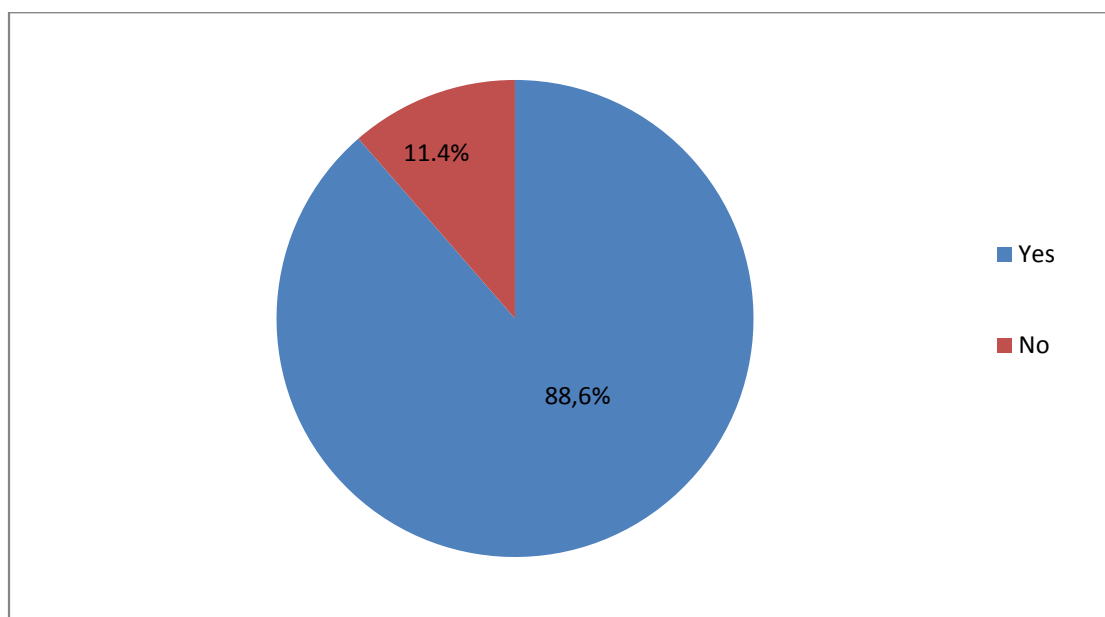
- 1) Language proficiency in target language is fundamental.
- 2) Using translation to translate synonyms and dictionary check (monolingual dictionary).
- 3) Using speaking, writing, and listening skills.
- 4) Use justures, body language, and facial expressions.
- 5) Simplifying vocabulary and clarifying some lexis in L1.
- 6) Translation is the last source that I rely on; I use it to provide my learners with terms referring to the same concept in different languages.

**Question 06:** Do your translation skills help you teach foreign languages?

Options	Number	Percentage
---------	--------	------------

<b>Yes</b>	31	88.6%
<b>No</b>	04	11.4%
<b>Total</b>	35	100%

**Table 06: Translation skills help to teach foreign language.**



**Figure 06: Translation skills help to teach foreign language.**

As showed in the figure above, most of the participants confirm that translation skills help teachers to teach foreign languages in which 88.6 % said yes. But, only 11.4 % of them said no. Which means they are a strong and effective elements in the educational environment. Furthermore, this helps us clearly to explore the importance of translation skills in F.L.T.

**Question 07:** Do you think that your translation skills make students' learning more effective?

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	26	76.5%
<b>No</b>	08	23.5%
<b>Total</b>	34	100%



**Table 07: translation skills make students' learning effective.**

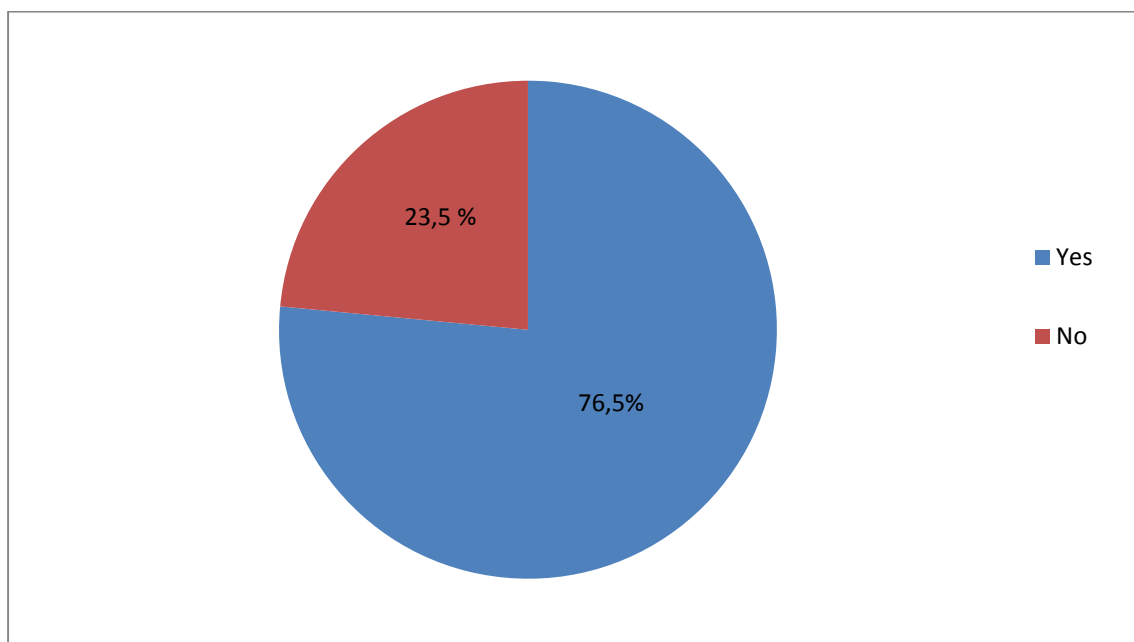


Figure 07: translation skills make students' learning effective.

As showed in the figure above, 76.5 % of the teachers viewed that their translation skills make students' learning more effective and only 23.5 % see that it does not.

- Those who said yes they clarified “how” as follows:
  1. By providing access to a wider range of resources, facilitating comprehension of complex concepts, reinforcing language proficiency through practice, and promoting cultural understanding by bringing linguistic barriers.
  2. Using translation frequently allows me as a teacher to give my learners some stepping stones to help them grasp the meaning of lectures and gather enough vocabulary.
  3. It helps them have a clear understanding of a particular concept because sometimes, there are some new difficult words that make students feel confused and they may not understand the whole course just because of one word.
  4. It works with slow learners when you do your best to exemplifying things related to our daily life.
  5. Saving time and working on similarities to facilitate understanding.

6. They will understand better when I use their first language L1.

**Question08:** According to you, which of the translation techniques or strategies is the most effective during the students' learning process?

- Here is some of the teachers' suggestions about the techniques and abilities of translation most effective during the students' learning process:
  1. Communicative and contextual technique.
  2. Word by word translation.
  3. Literal translation and modulation.
  4. Direct translation.
  5. Equivalence, adaptation, and the domestication strategy.
  6. Using online dictionary.
  7. Interpretation.

**Question 09:** Do you think that the module of translation is useful in foreign language teaching?

Options	Number	Percentage
Yes	33	94.3%
No	02	5.7%
<b>Total</b>	35	100%

**Table 09: The module of translation is useful in F.L.T.**

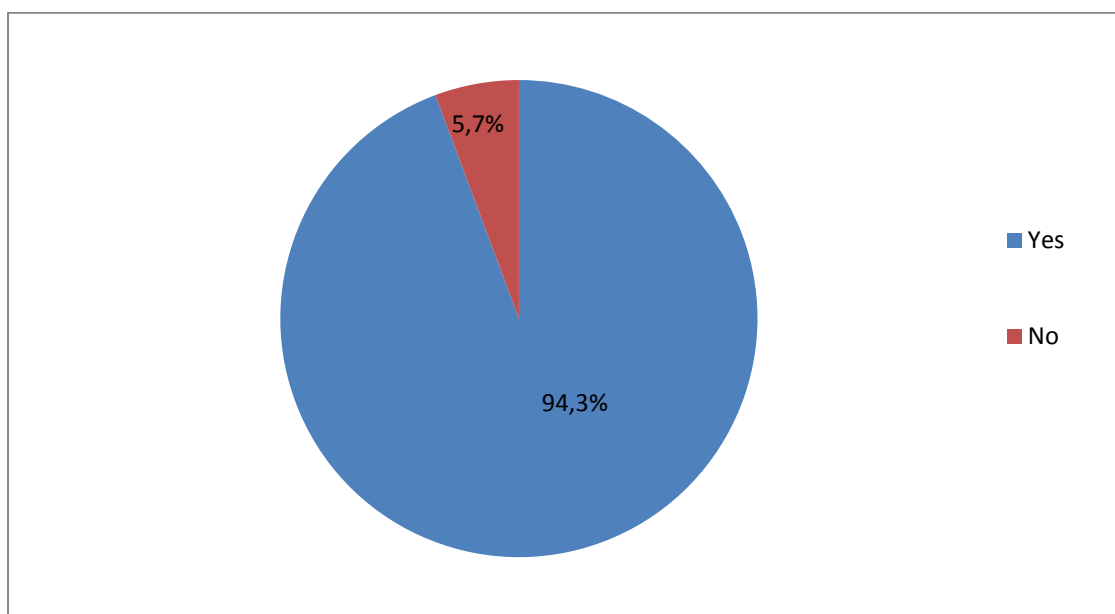


Figure 09: The module of translation is useful in F.L.T.

Yes ( 94.3 %): This category represents the majority of respondents who are with the idea that the module of translation is useful in foreign language teaching .it is a big percentage compared to teachers who said no (5.7%). which shows that translation is very important and a crucial tool to teach foreign languages.

7

**Question 10:** According to you, which skills can be improved through translation?

Options	Number	Percentage
Grammar	02	6.1%
Vocabulary	24	72.7%
Syntax	01	3%
Style	06	18.2%
<b>Total</b>	<b>33</b>	<b>100%</b>

**Table 10: The skill that can be improved through translation.**

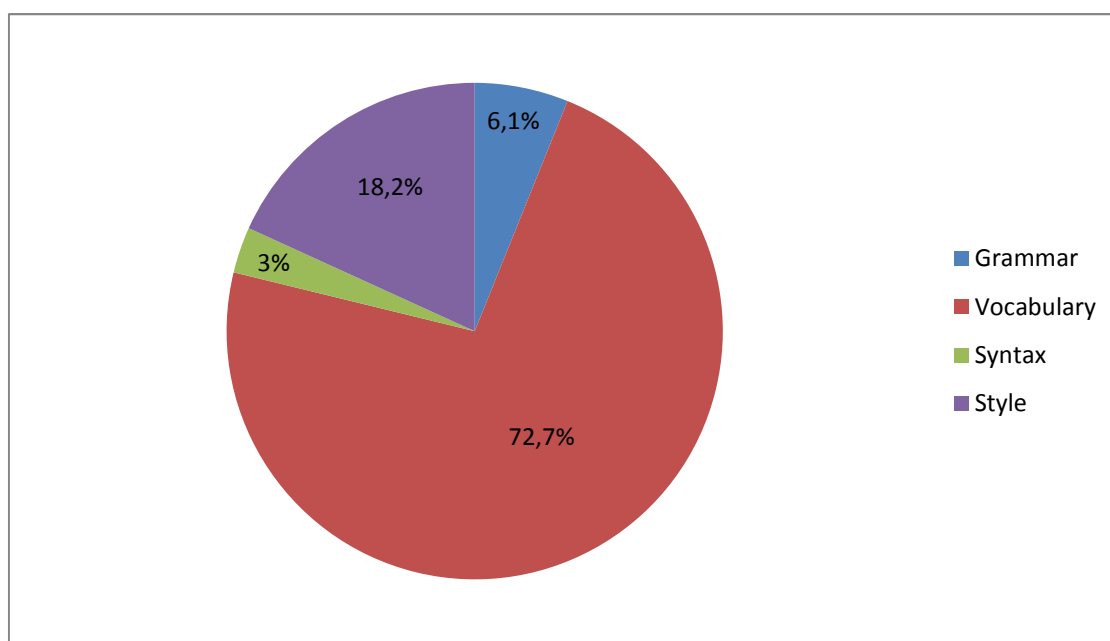


Figure 10: The skill that can be improved through translation.

As showed in the figure, vocabulary is the most skill that can be improved through translation, it was the high recommended by teachers with 72.7 %. While, the style took the second place with 18.2 %. Only 6.1 % for grammar and 3 % for the Syntax. Which means teachers see that translation works more with vocabulary.

**Question 11:** What do you think about students who rely on translation outside the classroom for the sake of learning foreign languages?

- Here is some teachers' point of view:
  1. It enriches vocabulary and proficiency.
  2. It is a good technique and helpful strategy.
  3. Translation is a double-edged sword. It is helpful for clarification and vocabulary building, but hinder independent thinking and grammar development if overused.
  4. It depends on the type of students. If they are University students, they should immerse themselves in the target language and minimize the use of translation.
  5. I believe that it can be useful but to some extent.

**Question 12:** Do you think that translation helps you communicate better when teaching foreign languages?

Options	Number	Percentage
Yes	22	62.9%
No	13	37.1%
<b>Total</b>	35	100%

**Table 12: Translation helps communicate better when teaching F.L.**

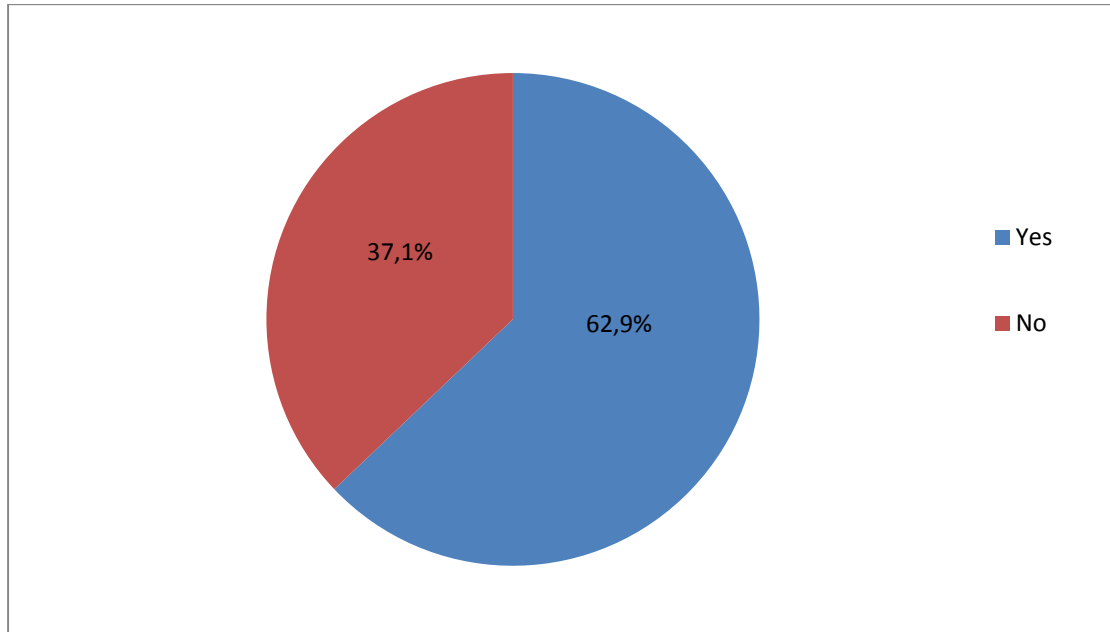


Figure 12: Translation helps communicate better when teaching F.L.

As showed in the figure above, most of the teachers confirmed the idea that translation helps them to communicate better when teaching foreign languages, those who said yes represents 62.9 % and 37.1 said no in which they may have another view.

**Question 13:** According to you, does translation improve the students' proficiency in a foreign language?

According to you, Does translation improve the students' proficiency in a foreign language ?  
31 responses

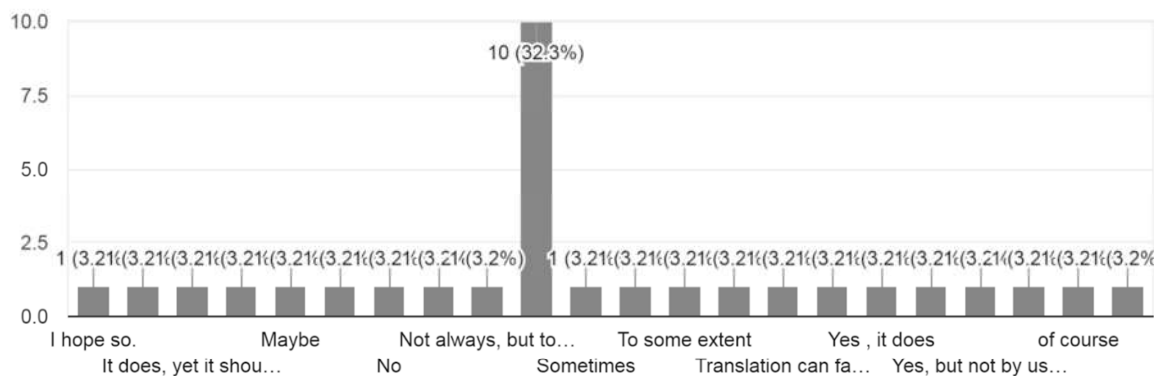


Figure 13: Translation improves the students' proficiency in a F.L.

As showed in the figure above, in one hand, most of teachers said that yes, it does and they are with the idea that translation improve the students' proficiency in a foreign language. In the other hand, some said that yes, it does but to some extent not always. Moreover, few teachers that are not with this idea.

### **Discussion of the main findings:**

The results of the teachers' questionnaire revealed a clear support for the hypotheses that the translation technical abilities contribute in enhancing the foreign language teaching and learning, and the teacher who has translation abilities is likely to demonstrate superior skill in teaching F.L.

Some teachers said that translation is a Fifth 5th skill. Furthermore, the majority of them agreed that translation improves the language skills particularly vocabulary, style, and proficiency.

In addition to that, a huge number of teachers are with the idea that translation is useful and helped them in their teaching foreign language process.

In relation to the answers provided by teachers, only a small number of them are against using translation in foreign language teaching. They think that it hinder independent thinking and grammar development if overused.

Moreover some said that it can be useful but to some extent or it is one among other learning strategies, it means they should not rely on it consistently/each time. But they are still a few number who believe that.

To conclude with, a large number of responses were quite positive towards using translation and its importance in F.L.T as well as it is considered a great method to gain positive learning outcomes.

### 8. Suggestions and Recommendations:

Along with the findings, the suggested recommendations are hoped to add amelioration to the process of teaching and learning foreign languages for both teachers and students using translation technical abilities. Moreover, there are too many ways to foster translation in-and-outside the classrooms:

#### Recommendations for teachers:

- **Use translation strategically:** incorporate translation activities into lessons to help students understand and practice vocabulary, grammar, and language structures in context.
- **Provide guidance:** offer clear examples to help students effectively use translation as a learning tool. Encourage them to focus on understanding the meaning and the nuances of the language rather than just translating word by word.
- **Use technology:** the online translation tools and language learning apps to facilitate translation exercises and provide instant feedback to students. Encourage them to use these tools as a resource but also underline the importance of developing their own translation skills.
- **Incorporate real-life contexts:** use authentic materials such as videos, articles, and conversations to provide students with the opportunities to practice translation in real-life situations. As a result, the students become more aware of the linguistic and cultural knowledge.

#### Recommendations for students:

- **Practice regularly:** incorporate translation exercises into language learning routine to improve comprehension of vocabulary and grammar rules.

- **Use translation as a tool not as crutch:** translation can be helpful tool to understand the aspects of the language, but it should not be relied on exclusively there are other different ways.
- **Use multiple resources:** such as textbooks, language learning apps, and online tools(dictionary, foreign language platforms, videos) to reinforce language understanding.
- **Be patient and persistent:** learning foreign language takes time and effort, so being patient and continuing practicing translation improve language skills over time.



# **General Conclusion**

## General Conclusion

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### **General Conclusion:**

The present research work is devoted to the investigation of the importance of translation technical abilities in teaching foreign languages at Tiaret University, and highlights these techniques and strategies. It is known that teachers are integrated in shaping students' linguistic skills and their desire to enhance the quality of foreign language teaching process. Thus, it is necessary in addition to the linguistic knowledge to have the translation skills for better experience and results.

Additionally, the present research has led us to shed light on the importance and the impact of translation technical abilities in improving foreign languages and explore the major translation methods used in teaching. Furthermore, to investigate the ability of teachers to translate during the courses.

The research work included three chapters, the first and the second ones explore the theoretical part of the work as the first chapter contained the definition of translation, translation technical abilities, and the major methods of translation. The second chapter dealt with teaching foreign language through translation, it tackled the concepts of teaching, foreign language, and their relationship. Also, the arguments, benefits of using translation in teaching. The third chapter represented the practical part of the work including data gathering tools and the data analysis.

The results obtained have certainly confirmed our hypotheses that the translation technical abilities have a positive impact on teaching as they contribute in enhancing the quality of teaching and learning foreign languages. Also, that the teacher who disposes of translation abilities is likely to demonstrate superior skill in teaching foreign languages compared to other one, and that there are many translation methods are used in teaching F.L.

The translation techniques enable students to strength their vocabulary knowledge, style, and proficiency in which they help them have a clear understanding of a particular concept because sometimes, there are some new difficult words that make students feel confused and they may not understand the whole course just because of one word. In addition to that within foreign language teaching and learning context, translation considered as a time-saving and a great method to gain positive learning results by providing access to a wider range of resources, and reinforcing language proficiency through practice.

Moreover, a large number of both teachers and students agreed that the module of translation is useful in teaching foreign languages and relying on it helps them communicate better that is why the majority of them use it frequently.

All in all, on the basis of the results, the research questions were answered and the hypotheses that were tested come to be confirmed. However, this study is restricted to the University of Tiaret, and additional research could uncover further insights.

### **Limitations:**

Even though the methodology was used to identify multiple studies, some limitations are encountered during the accomplishment of this research and they should be noted. First, it would be attractive if the research contained more important questions in both questionnaires. Furthermore, the teachers and the students' questionnaires included some questions that require interpretation from the participants to provide further and clear explanation about the study which could not be achieved. Moreover, this study focused on a specific group of teachers and students of foreign language at Ibn Khaldoun University which could limit the diversity of perspective and the extent t which the findings can be applied to a broader population.

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# **APPENDICES**

# Appendices

## Appendix “A”

### Teacher's questionnaire

Dear Teacher:

This questionnaire is aiming at collecting the data needed for the accomplishment of a master dissertation, in which we are investigating “the importance of translation technical abilities in teaching foreign languages”.

We kindly ask you to provide us with answers on the following questions.

Thank you for your contribution and help.

#### Gender:

- Male
- Female

**Question 01:** How long have you been teaching foreign languages?

.....  
.....

**Question 02:** How can you define the translation skills?

.....  
.....

## Appendices

**Question 03:** How often do you use your translation technical abilities in your teaching?

- Always
- Frequently
- Rarely
- Never

**Question 04:** Do your translation skills help you teach foreign languages?

.....  
.....

**Question 05:** Do you think that your translation skills make students' learning more effective.

If yes how?

.....  
.....

**Question 06:** According to you ,which of the translation techniques or strategies is the most effective during the students' learning process?

.....  
.....

**Question 07:** What are the abilities that you rely on when teaching foreign languages?

.....  
.....

## Appendices

**Question 08:** Do you think that the module of translation is useful in foreign language teaching?

- Yes
- No

**Question 09:** According to you, which skills can be improved through translation?

.....  
.....

**Question 10:** What do you think about students who rely on translation outside the classroom for the sake of learning foreign languages?

.....  
.....

**Question11:** Do you think that translation helps you communicate better when teaching foreign languages?

- Yes
- No

**Question 12:** According to you, Does translation improve the students' proficiency in a foreign language?

.....  
.....

**Thank you for your contribution and help**

# Appendices

## Appendix "B"

### Student's questionnaire

Dear Student:

This questionnaire is aiming at collecting the data needed for the accomplishment of a master dissertation, in which we are investigating "the importance of translation technical abilities in teaching foreign languages".

We kindly ask you to provide us with answers on the following questions.

#### Gender:

- Male
- Female

**Question 01:** How long have you been learning English?

.....  
.....

**Question 02:** In your opinion, how often do your foreign languages teachers use translation in their teaching?

- Always
- Sometimes
- Never

**Question 03:** Have you ever faced any difficulties when your teachers use translation in their foreign language teaching?

- Yes
- No

## Appendices

**Question 04:** Do translation activities help you to improve your foreign language learning?

- Yes
- No

**Question 05:** Do you think that translation is beneficial for students during the course?

- Yes
- No

**Question 06:** When learning foreign languages translation is:

- Useless
- Useful
- No comment

**Question 07:** Translation helps me progress when learning foreign languages.

- Yes
- No

**Question 08:** Does your English teacher use translation to explain new terms?

- Yes
- No

**Question 09:** Using translation is very good to understand grammar and better use Vocabulary.

- Yes
- No



## Appendices

**Question 10:** Have you practiced any translation activities in the classroom? If yes, what kind of activities?

- Yes
- No

**Question 11:** In your opinion, which one is more effective, learning relying on translation or learning without it.

.....

.....

**Question 12:** Do you think that translation would help other students make faster progress when learning foreign languages?

- Yes
- No

**Thank you for your contribution and help**

## **Summary:**

The purpose behind this academic research is to shed the light on the importance of translation technical abilities in teaching foreign languages. This research was conducted in the form of a case study and used quantitative method. The study was done at the Department of English at Tiaret University. Students and teachers were selected as the sample population. To collect the data, a number of both teachers and students were kindly asked to respond the questionnaire which was the main instrument of the research work. The finding of the study indicates that both of them gave a positive attitude towards using translation in teaching and learning foreign languages. Also, translation technical abilities contribute in enhancing the good quality of teaching and learning foreign languages in which it strength the students' vocabulary, style, and language proficiency. On the basis of the obtained results, confirmed that translation technical abilities are important in foreign language teaching and learning.

## ملخص

### "أهمية تقنيات الترجمة في تدريس اللغات الأجنبية"

تعالج هذه الدراسة تقييم أهمية القدرات التقنية للترجمة في تدريس اللغات الأجنبية و يؤكد البحث على مدى أهمية تلك التقنيات في تحسين عملية تدريس و تعليم اللغات الأجنبية. و لتحقيق أهداف هذه الدراسة قمنا باختيار طلبة السنة الثالثة ليسانس في قسم اللغات الأجنبية بجامعة ابن خلدون كعينة لدراسته بحيث تم استخدام نوع واحد من وسائل البحث لهدفين والتي تمثلت في استبيان الكتروني لكل من الطلبة و الأساتذة. أظهرت نتائج البحث تفضيل المدرسين لاستخدام الترجمة في الحصص التعليمية وذلك لتأثيرها الايجابي على الطلاب كونها تعزز الكفاءة اللغوية باعتبارها تقنية ناجحة. تعد الترجمة وسيلة اتصال فعالة من قبل مدرسي اللغات الأجنبية بحيث يتبنون موقفا ايجابيا اتجاه الحجج المؤيدة لاستخدامها في تدريس اللغات الأجنبية.

## Résumé

Ce mémoire de fin d'études traite de l'importance des aptitudes techniques en traduction dans l'enseignement des langues étrangères. Par ailleurs, l'étude souligne aussi l'importance de ces techniques dans le perfectionnement du processus d'apprentissage des langues étrangères. Dans cette optique, les étudiants de troisième année licence Anglais langue étrangère à l'université Ibn Khaldoun de Tiaret représentent l'échantillon que nous avons sélectionné. En outre, nous avons soumis un questionnaire en ligne aux étudiants sélectionnés ainsi qu'aux enseignants du département de langue anglaise. Les résultats obtenus montrent qu'il y a une préférence pour l'utilisation de la traduction dans les séances de cours au regard de ses apports positifs sur le processus d'apprentissage, dans le sens où elle renforce les compétences linguistiques. Par ailleurs, cette étude démontre que la traduction est une des méthodes efficaces employées par les enseignants.