



*People's Democratic Republic of Algeria*  
*Ministry of Higher Education and Scientific Research*



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***The impact of Translation Learning on Learning a Foreign  
Language (English, French)***

***The case of Third Year Students at the University  
Of Ibn Khaldoun, Tiaret***

**Dissertation Submitted in partial Fulfillment of the Requirements for the  
Master Degree in Linguistics**

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2020/2021

# ***DEDICATION***

*I dedicate this humble work to my parents for all what they  
done and gave to me , God bless them for me .*

*To my brother Ali and two sisters Amel and Sabrina .*

*To my cousin Aicha Ikram , and dear friend Sahed Abderezak .*

*To all the teachers of the department of English at Tiaret  
university , and all the academic society that helped me to  
learn the language that i love so much .*

*May Allah the almighty bless you !*

# Acknowledgements

*In the name of Allah, the most Gracious, the Most Merciful*

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

We would like to express our thanks to our supervisor Dr.Fasla Allel Bilel for his comments, support and continuous guidance.

We would also like to thank the board of examiners for devoting time to examine our work :Dr . Mohamed HEMAIDIA , and Miss . Asma LAKHDAR TOUMI .

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

## Abstract

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

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

The majority of the results of the questionnaire were positive, the majority of students preferred to use the translation into their mother tongue in teaching and learning English.

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

Through this research, It is possible to state that the use of translation in learning and teaching English depends on moderate and appropriate use during the course.

## List of Abbreviations :

EFL.....English Foreign Language

TEFL..... Teaching English as Foreign Language

FL.....Foreign Language

L1.....First Language

L2.....Second Language

SL.....Source Language

ST.....Source Text

TT.....Target

TextTL.....Target Language

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# **General Introduction**

### General Introduction:

English language has been considered as a global language for a long time. However in the 21st century, its importance has been rising significantly and English has become a compulsory school subject in many countries. This new position of English in schools leads to an increase of interest in the English learning and teaching methodology. Moreover, linguists and psychologists have been trying to discover the best approach towards English Language Teaching (ELT) by setting the rules and the resources for effective language learning.

The use of the students' first language (L1) in the foreign language classrooms has been an issue on which linguists and teachers have disagreed since the fall from the grace of Grammar- Translation as a teaching method. Even though it is still widely used throughout almost all countries of the world, no teaching methodology exists that supports it. Richards and Rodgers (1986:4) and many speak out against its use.

Translation is an activity that has been neglected over a prolonged period of time owing to the major influence of the Grammar-Translation Method and its application within the classroom in foreign language teaching. The historical analysis of the evolution of translation over the years allows us to identify and understand the key elements that have marked strong stages of discrediting the concept.

This is focused on analyzing the role of translation within the different approaches that have been implemented in the language classroom, reassessing its role, as well as providing support for the arguments in favor of its introduction within the language teaching classroom.

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

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

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

Multiple questions have been raised in order to define the nature of translation and its ramifications in other cognitive fields. In our study, we focus on its pedagogical aspect when teaching a learning English. Therefore the present study generates the following questions:

- What is translation ?and what does it represent for translators and ELT educators?
- How can translation constitute a teaching method ?

- What is the impact of translation in teaching and learning English ?
- Is translation an effective method in ELT ?

The hypothesis of this study is put forward as follows:

Translation is an effective tool when teaching EFL, since it could be utilized as a facilitator tool by the teachers and as a means of developing English language competency amongst learners .

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

In attempt to answer the previous questions, the study is divided into three main theoretical chapters: the first chapter focuses on the definition of translation, and the main reasons for using the first language in FL class for students and teachers, and the reasons why we need it , while the second chapter concerns the translation studies and theories by covering the current situation of translation assets and pitfalls along with translation approaches. In the third part, we discuss the language learning and translation in FI methods taking into consideration the other languages' teaching methods. We also discuss in this

part translation as a fifth language skill, and the objections to the use of translation in EFL and the arguments that in favor of the use of translation or against using it in FL .

A practical part was included to investigate students' perception towards the use of translation in EFL. The questionnaire spread among 3rd year English language students was meant to gather data related to their views on translation not only as a method to support their learning, but also as discipline that requires their attention and linguistic skills throughout their learning pathway.

# **Chapter I:**

## **What is Translation ?**

**Introduction :**

Using translation during EFL has been a matter of disagreement and intellectual conflicts between researchers in the field of language teaching and learning. Before we tackle the issue of using translation in language learning and teaching, and before we spotlight the impact of translation on learning a foreign language, it is necessary to clarify the nature of translation and its history in EFL , and the reasons behind its use in this field .

**1 .1 Translation Definition :**

In this attempt to shed light on the impact of translation, we first need to define it and clarify its nature. The popular view of translation is that it is a process whereby a transfer of meaning takes place between two languages. However, this definition has some pitfalls, since not everything in one language has an exact equivalent in another. For this reason, translation has to be regarded not only as a transfer of meaning, but also as a transfer of cultural knowledge. When there is no equivalent for one concept, the translation relies on oblique strategies like adaptation or equivalence. Thus, translation is far from a simple transfer of word meanings. It is important to know that when translation takes place, there is always a “source language” and a “target language”. The source language may be defined as the original language that takes part in the process, whereas the target language would be the language into which the source language is translated. Therefore, it is possible to define translation as the process of transferring the linguistic entities from one language into their equivalents in another language. Translation is an act through which the content of



a text is transferred from the source language into the target language (Foster, 1958)<sup>1</sup>. As far as translation is concerned, many definitions have been explored to clearly demonstrate its meaning. According to Ghazala (1995)<sup>2</sup> translation is typically used to indicate the processes and methods being employed in order to convey the meaning of the source language into the target language. This definition appears to emphasize the notion of meaning as a vital component in translation. Achieving a relevant translation requires understanding the meaning of the source language. Hatim and Munday (2004)<sup>3</sup> define translation firstly as an act of taking and translating a text from one language into another. Secondly, translation is a product that focuses on the results of the translator, the concrete translation product. According to Catford, (1965 P 20,21) : “ The theory of translation is concerned with a certain type of relation between languages and is consequently a branch of Comparative Linguistics. From the point of view of translation theory the distinction between synchronic and diachronic comparison is irrelevant. Translation equivalences may be set up, and translations performed, between any pair of languages or dialects related or unrelated and with any kind of spatial, temporal, social or other relationship between them. Relations between languages can generally be regarded as two directional, though not always symmetrical. Translation, as a process, is always unidirectional: it is always performed in a given direction, from a Source language into a Target language”.

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<sup>1</sup>Foster, M. (1958). Translation from/into Farsi and English. *Retrieved April, 1, 2007.*

<sup>2</sup>Ghazala, H. (1995). Translation as problems and solutions. *Syria: Dar El-Kalem El-Arabi. Quarterly, 17(3), 121-139*

<sup>3</sup>Hatim, B., & Munday, J. (2004). *Translation: An advanced resource book*. Psychology Press. The Longman Dictionary of Word Origins (1983).

Translation may be defined by Catford as follows: “ The replacement of textual material in one language (SL) by equivalent textual material in another language (TL) ”. He explains this definition as follows: “it is intentionally wide not vague, though it may appear so at first sight. Two lexical items in it call for comment. These are 'textual material' (where 'text' might have been expected) and 'equivalent’’. The use of the term 'textual material' underlines the fact that

In normal conditions, it is not the entirety of a SL text which is translated, that is, replaced by TL equivalents. At one or more levels of language there may be simple replacement, by nonequivalent TL material: for example, if we translate the English text *what time is it ?* “*into French as Quelle heure est-il ?*”, there is replacement of SL (English) grammar and lexis by equivalent TL (French) grammar and lexis. There is also replacement of SL graphology by TL graphology ,but the TL graphological form is by no means a translation equivalent of the SL graphological form. Moreover, at one or more levels there may be no replacement at all, but simple transference of SL material into the TL text.

On this, The term 'equivalent' is clearly a key term, and as such is discussed at length below. The central problem of translation practice is that of finding TL translation equivalents. A central task of translation theory is that of defining the nature and conditions of translation equivalence ”.

## **1.2 .PROFESSIONAL VS. PEDAGOGICAL TRANSLATION :**

In an educational environment, students are expected to acquire a number of skills which will allow them to transmit and understand messages or to communicate easily.

Nowadays, the widespread rejection against translation in education is due to the assumption that it is completely disconnected from communication. Nevertheless, translation could be considered as yet another skill along with those of speaking,

listening, reading and writing (Witte et al., 2009, p.33). A person who masters a foreign language has the capability to interpret messages in this language and to produce them into his/her mother tongue, to understand and to adopt them depending on the context. All in all, this person disposes of primary skills to translate.

Following the ideas of De Arriba (1996)<sup>1</sup>, it is worth noting that when we speak about translation in language teaching, we are not thinking about professional translation, but pedagogical translation, which differs significantly from the former. Pedagogical translation is the translation that takes place in the language classrooms, and it has specific characteristics that are inherent to it. The goal of this type of translation is mainly didactic, and it is primarily intended for the students and the teacher.

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

In view of this, although pedagogical and professional translations share some similarities, we can state that their natures differ. As the table below shows, their objectives are rather different: pedagogical translation is nothing but a means to transmit the language, irrespective of the quality of the translation itself, whereas professional translation is focused on the product which will be given to the receivers.

Furthermore, the context of both types of translation is also highly different. Pedagogical translation does not take into account so deeply the situation or the environment in which translation takes place; its aim consists in letting the teacher know to what extent

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<sup>1</sup>De Arriba, C. (1996). *Introducción a la Traducción Pedagógica*. Barcelona: Universidad de Barcelona

the student has understood. Although it is important to consider the context in which the text takes place so as to understand it, it is not as essential as in professional translation.

On the contrary, a translation made in the professional scope is devoted to having the same impact on its audience as the original text. For this reason, it has to be intrinsically related to the parameters of the situation in which it appears, to the type of receiver, to the type of vocabulary or to the type of text, among others.

Additionally, the text does not have to be entirely understood in the case of pedagogical translation; having grasped the gist of the text is enough. On the other hand, a professional translator is expected to understand the text completely in order to create a good product.

Thus, to summarize all these ideas it is worth including the following table which compares these both types of translation:

	<b>Pedagogical Translation</b>	<b>Professional Translation</b>
<b>Objectives</b>	The main objective is to learn the language, to control comprehension and to explain words or structures that may be difficult for the students .	Its purpose is that of transmitting one message which has to be understood by its audience .

<b>Situation of communication</b>	Here translation takes place for the teacher. It is also possible to translate a produced text, "neutralized", without context .	It only takes place when the parameters of the situation are known: where should the text appear? For which type of readers ?
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<b>Nature of the translated text</b>	Sometimes we translate without understanding at all since the purpose of the exercise partly consists in checking this understanding .	Translation is not possible if the text is not perfectly understood .
<b>Sense of translation</b>	Version or theme .	It only occurs in the sense language 2 language 1 .

Table 1. Pedagogical vs professional translation. (Grellet 1991, p.13, in De Arriba, 1996, p.276. Translation by author).

Therefore, it should be clear that introducing pedagogical translation in the classroom has nothing to do with the type of translation that a professional does. The rationale for

pedagogical translation is that of communication. Thus, it cannot be related to professional translation, which is focused on creating a target text as similar as possible to the source text. As we shall strive to demonstrate later on, pedagogical translation can add many advantages as far as language teaching is concerned.

In addition to this, special attention must be given to the taxonomy that De Arriba (1996)<sup>1</sup> offers about the different types of translation that can be exploited in the classroom as a means to facilitate foreign language learning. We include them below, in the order in which they typically take place:

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

In addition to these three types of translation that De Arriba suggests, we must include that of inverse translation, or in other words, translation into the FL. This type of translation

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<sup>1</sup>De Arriba, C. (1996). *Introducción a la Traducción Pedagógica*. Barcelona: Universidad de Barcelona

may be quite useful for students in order to let them know how the structures between the two languages differ and it also provides them with skills to paraphrase and overcome linguistic difficulties.

In view of this, we can distinguish different ways whereby both students and teachers can benefit from introducing translation in the language classroom. All these uses of translation offer distinct advantages depending on the context, but all of them are devoted to facilitating FL learning. Furthermore, not only does pedagogical translation embrace linguistic aspects but it also takes into consideration cultural issues, as we shall explain later on.

### **1.3 Types of Translation:**

The classification of types and methods is examined for translation. According to Jakobson's seminal paper (1959/2000) distinguishes between three major forms of written translation: intralingual translation, interlingual translation and intersemiotic translation.

Intralingual translation is the translation of textual materials in the same language and can include rewording or paraphrasing. The translation of written content from one language into another is inter-lingual or translation proper it is also an interpretation of verbal signs by

means of other languages in this type there is ordinarily no full equivalence between code-unites or messages, It is also known as the right translation.

Intersemiotic translation is the translation or representation of oral signs by a painting or a symphony of music or by nonverbal signs.

Furthermore, each theorist considers and classifies these forms of translation differently. Literal versus free translation, for example, is enough for Ghazzala (1995)<sup>1</sup>. According to him, the two forms can be crammed into all available typologies. In all, Ghazzala (1995, p. 5) sees that the available typologies may include the following types:

1. Semantic versus communicative translation.
2. Formal versus dynamic translation.
3. Non-pragmatic versus pragmatic translation.
4. Non-creative versus creative translation.

Whereas Ghazzala (1995) only addressed literal and free translation, he started with a literal translation which, according to him, is of two kinds:

1. Word-for-word translation.
2. Direct translation.

The first form is intended to translate single words, without taking into account variations in grammar or other languages. Word-by-word translation thus requires fourteen strict conformities with the language of the source text and allows the translator to determine the exact equivalents. On the other hand, direct translation takes grammar and language differences into account in the second form. Several scholars, like Ghazzala (1995), argued that such a process can be very damaging because it might lose its importance.

In this context, Chukovsky (1984)<sup>2</sup> said that "its adoption sometimes leads to a total distortion of the meaning of the original (p. 6). Lefevere (1975) argued that this approach has significant limitations. On one hand, free translation is to translate without restriction.

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<sup>1</sup>Ghazzala, H. (1995). Translation as problems and solutions. *Syria: Dar El-Kalem El-Arabi. Quarterly*, 17(3), 121\_139.

<sup>2</sup>Čukovskij, K. I. (1984). *The Art of Translation: KornejČukovsky's" A High Art*. University of Tennessee Press



This is often referred to as a sense-for-sense translation. In free translation, the translator focuses on the production of a natural readable target text. This is more target text-oriented than literal translation; free translation does not take much account of the meaning of the source text. Catford (1965)<sup>1</sup> suggested that there would be no cap to free translations.

#### **1.4. A Brief History of Translation as an EFL Technique :**

The position of translation kept changing over the years according to the different methods and approaches that have been implemented in foreign language learning and teaching. For this reason, defining the existing situation of translation seems to be very difficult without making a historical review of the evolution of this technique and its place in the classroom.

The best way to put us in the real picture is by describing the various stages of the evolution of translation. In this sense, we will speak about the main methods in which translation has taken part to a greater or lesser extent.

As Cook (2012)<sup>2</sup> suggests, the Grammar-Translation Method was based on teaching grammar deductively and on making word-for-word translation exercises with large amounts of vocabulary and grammar constructions seen before; there was no room for creativity nor fluency. The rules of the language were first explained to the students in their mother tongue. Then, students learn these rules by heart and put them into practice through activities, which could contain only vocabulary and structures previously seen. After some time, a Reform Movement came in reaction to the beliefs guiding the Grammar-Translation method and showed a clear preference for speech, as well as for connected texts as the

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<sup>1</sup>Catford, J. C. (1965). *A Linguistic Theory of Translation; an Essay in Applied Linguistics: By JC Catford*. Oxford UP.

<sup>2</sup>Cook, G. (2012). *Translation in Language Teaching: an Argument for Reassessment*. Oxford: Oxford University Press.

center of the learning and teaching process (Howatt 2000: 171)<sup>1</sup>. This reform came with the idea that speaking is the original form of language and must be given priority in teaching any language that should be done naturally and not with artificial activities. As a consequence, grammar was left aside and priority was given to vocabulary, situations and dialogues. Learning was inductive: it was practice and not grammatical explanations followed by reflections on the language. So, there was no place for either translation or students' L1, which would be blamed for interference. After the entry of the United States in the Second World War, its government ordered the American universities to develop FL programs for military personnel so that students might attain conversational proficiency in several foreign languages. This way of teaching languages is called « the Audio-lingual Method ». Both the Grammar-Translation method and translation was useless for this purpose because learners needed native-like pronunciation, and so was the Direct method due to the scarcity of pedagogical materials (Marqués-Aguado and Solís-Becerra, 2013: 41).

Later, the Communicative approach, gathering a range of approaches to FLT that stresses communication both as the goal and as the means to learn a language, came with new concepts of teaching language with consideration to the recreation of real life functional situations in the classroom to guide students to communicative competence. In this approach, translation has got its place as it was considered to be a communicative activity since it serves in conveying messages across linguistic and cultural barriers.

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<sup>1</sup>Howatt, A.P.R. A History of English Language Teaching. 2nd ed. Oxford: Oxford University Press.2000.

## **2.The Main reasons for using the first language in FL class for students and teachers .**

### **2.1. Students reasons :**

Jeremy Harmer (2009, p. 130) explained several reasons behind the learner's tendency to use L1 during the English lesson. Teachers sometimes ask children to perform an activity as, for instance, to speak about a given topic, which they are unable to manage regarding their poor knowledge of the target language. In this case, the use of the mother tongue would be common. Also, Most learners usually use their mother tongue for explaining tasks to each other.

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

Paul Nation (2001)<sup>1</sup> claims that learners often avoid using the target language because they do not want to feel embarrassed about the mistakes they make, but, as Atkinson (1993, P17) explains, it can be useful if the teacher assures the students that mistakes are an essential part of learning and that there is no need to feel embarrassed.

However, many learners switch automatically to L1 for the simplest reason that they are lazy and find it much easier for them if they express things in their mother tongue and, if the teacher uses no punishment against them, they will not see no reason to torment

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<sup>1</sup>Paul Nation, The role of the first language in foreign language learning, 2001, Asuan EFL Journal.

themselves by finding appropriate English equivalents and will thus continue in using their L1 whenever they face the least obstacle of understanding.

## **2.2 .Teachers' Reasons :**

It is very understandable if learners lean to the mother tongue instead of speaking L2 but it is quite strange and problematic if the teacher is the one who uses the mother tongue more than it is necessary. But, to be as fair as possible, we must recognize that even teachers have some serious reasons why they avoid the target language.

Most of the time, teachers use L1 because they find the learners with a big problem of understanding the lectures. In fact, this is true because not all learners understand immediately and teachers should realize that this is not the matter of a moment but it is a long-lasting process which has to develop gradually. Atkinson (1993, p. 16, 17) admits that in this case translation could be a useful tool but it should be used only when it is really necessary. Teachers should not give up after a few unsuccessful lessons even if learners look completely confused. It is better to try some other methods at first, like L2 definitions or demonstrations, and only when none of these activities works, the teacher uses translation as an ultimate solution.

Another reason for this phenomenon is that some teachers are not quite sure about their linguistic abilities, that's why we tend to use L1 in order to avoid being in an embarrassing situation by making errors when talking in the target language.

### **3.The need to Incorporate Translation in EFL Classes.**

The reasons behind the importance to incorporate translation in EFL classes can be, according to Pinar Antar (2017)<sup>1</sup> from four sides.

#### **3.1. Cognitive Reasons :**

In spite of the fact that all teachers warn against thinking in L1 when learning L2, it seems impossible to interfere with the minds of language learners and prevent them from translating in their heads. In other words, translation might be banned in the classroom but not in the heads of the learners. When we learn something new, we use what we already know as a basis for building these new pieces of information. In other words, one cannot simply act as if he/she does not have any L1 linguistic knowledge while he/she is learning a new language. All learners of a second or foreign-language bring in a large repertoire in L1. To clarify this point, when a person learns how to drive a truck, if he/she has any knowledge of how to drive a car, he/she will certainly make use of his/her previous knowledge.

#### **3.2. Practical Reasons:**

Translation can be used in classes for practical reasons; it is practical because it saves time. Teachers sometimes spend a long time explaining a rule or an idea in L2 and their efforts can be in vain because their words do not make much sense to the learners. However, if the teacher uses few words in L1, the likelihood of the learners to understand the meaning could be higher. It is important to clarify that a learner who does not understand anything is more likely to lose interest in the lesson.

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<sup>1</sup>Pinar Antar, *The Role of Translation in Foreign Language Teaching*, Universitat Rovira I Virgili, 2017.

When a lesson is interrupted by a student who asks the meaning of a word while they are engaged with a reading task, the teacher can quickly give the meaning in L1 and proceed with the lesson. As Cook (2010: 32) puts it, “[a] learner may well resort to unidiomatic formulations or to code switching or translation in order to complete a task in an authentic way”. The judicious use of all these ways of using L1 needs to be considered for practicality in the teaching process.

### **3.3. Technical Reasons :**

Technology at the present occupies a large space in language classrooms. Course books are designed in accordance with the popular technological tools and teachers are trained to exploit them in the best ways. Among the useful provided technologies are online translation sites like Google Translate which is accessible to all learners who are familiar with technology. Since these systems can lead to wrong and inaccurate translations, learners are often advised against using them. Nevertheless, learners do use these technologies especially when they are try to write something in L2. It is thus important to teach learners how to use online translation in a principled way instead of banning its use.

### **3.4. Humanistic Reasons :**

Learning is certainly easier when learners feel relaxed and free. This means that having many obstacles in the classroom is supposed to negatively affect the learning process. One of The most frequently observed restriction in the classroom is the banning of L1 use. Although it is acknowledged that learners should be encouraged to communicate in L2, it seems rather discouraging to impose this as a rule. This may create an uncomfortable atmosphere in the classroom by having relatively shy learners who avoid expressing themselves. In such a case, the teacher can help students relax and feel motivated to learn

the foreign language by introducing translation activities which certainly give students a sense of safety and ease. 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".

***Chapter II :***  
***Translation Studies***



## **1. Translation Studies :**

### **1.1. Introduction :**

In the late 1970 a new academic discipline was born, translation studies. In this chapter we are going to take a look at what translation studies really means and take a general knowledge about translation theories and approaches .

### **1.2. What is Translation Studies :**

According to ( Jeremy Munday 2008) : written and spoken translation throughout history played an important role in human communication, providing access to important textbooks especially for scholarships and religious purposes. However, the study of translation as an academic subject has actually begun in the last sixty years . In the English-speaking world, this discipline is now generally known as ‘translation studies’, thanks to the Dutch-based US scholar James S. Holmes. In his key defining paper delivered in 1972, but not widely available until 1988, Holmes describes the nascent discipline as being associated with ‘the complex of problems clustered around the phenomenon of translating and translations’ (Holmes 1988b/2004: 181). By 1988, Mary Snell-Hornby, in the first edition of her *Translation Studies: An Integrated Approach*, was writing that ‘the demand that translation studies should be viewed as an independent discipline . . . has come from several quarters in recent years’ (Snell-Hornby 1988, preface)<sup>1</sup>.

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<sup>1</sup> Snell-Hornby, (1988, revised 1995) *Translation Studies: An Integrated Approach*, Amsterdam and Philadelphia, PA: John Benjamins.

By 1995, the time of the second, revised, edition of her work, Snell-Hornby was able to talk in the preface of ‘the breathtaking development of translation studies as an independent discipline’ and the ‘prolific international discussion’ on the subject (Snell-Hornby 1995 preface). Mona Baker, in her introduction to the first edition of *The Routledge Encyclopedia of Translation* (1998), talked effusively of the richness of the ‘exciting new discipline, perhaps the discipline of the 1990s’, bringing together scholars from a wide variety of often more traditional disciplines.

There are two very obvious ways to make translation studies more prominent. First there has been a surge in professional translation and interpretation courses at the undergraduate and postgraduate levels. These courses have attracted thousands of students and they are mainly for the training of professional business translators and interpreters in the future. They are valuable introductory qualifications in the translation and interpreting industry. Caminade and Pym (1995)<sup>1</sup> listed at least 250 university-level bodies in more than sixty countries offering four-year undergraduate degrees or postgraduate courses in translation. The number has continued to grow.

Take the UK as an example: There, modern language learning in universities has been declining, but historically the postgraduate courses of interpretation and translation, the first of which was opened in 1960, is quite different. By 2007–8, the keyword search ‘translation’ shows that more than twenty institutions offer a total of 135 MA programs, even though translation is not necessarily essential for everyone. The number of other courses is small, focusing on literary translation practice. In the UK, these courses include the core courses of Middlesex University and the University of East Anglia (Norwich), the latter of which also houses the British Centre for Literary Translation. In Europe, there is now a

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<sup>1</sup>Caminade, M. and A. Pym (1995) *Les formations en traduction et interprétation*. *Essai de recensement mondial*, special issue of *Traduire*, Paris: Société Française des Traducteurs

network of centers where literary translation is studied, practiced and promoted. Apart from Norwich, these include Amsterdam (the Netherlands), Arles (France), Bratislava (Slovakia), Monaghan (Ireland), Rhodes (Greece), Sineffe (Belgium), Strälen (Germany), Tarazona (Spain) and Visby (Sweden).

The past two decades have also seen a proliferation of conferences, books and journals on translation in many languages. Longer-standing international translation studies journals such as *Babel* (the Netherlands) and *Meta* (Canada), which recently celebrated its fiftieth anniversary, were joined by *TTR* (Canada) in 1988, *Target* (the Netherlands) in 1989, and *The Translator* (UK) in 1995 as well as by numerous others including *Across Languages and Cultures* (Hungary), *Cadernos de Tradução* (Brazil), *Translation and Literature* (UK), *Perspectives* (Denmark), *Rivista Internazionale di TecnicadellaTraduzione* (Italy), *Translation Studies* (UK), *Turjuman* (Morocco) and the Spanish *Hermeneus*, *Livius* and *Sendeban*. Online accessibility is increasing the profile of certain publications: thus, the entire contents of *Meta* are available online, issues of *Babel* and *Target* from 2000 onwards are viewable by subscription and we now see the appearance of

### **1.3. A BRIEF HISTORY OF THE DISCIPLINE :**

According to Jeremy Munday in his book *Introducing Translation Studies* the second edition, writings on the subject of translating go far back in recorded history. The practice of translation was discussed by, for example, Cicero and Horace (first century BCE) and St Jerome (fourth century CE); their writings were to exert an important influence up until the twentieth century. In St Jerome's case, his approach to translating the Greek Septuagint into Latin would affect later translations of the Scriptures.

Indeed, in western Europe the translation of the Bible was to be – for well over a thousand years and especially during the Reformation in the sixteenth century – the battle ground of conflicting ideologies. In China, it was the translation of the Buddhist sutras that inaugurated a long discussion on translation practice from the first century CE. However, although the practice of translating is long established, the study of the field developed into an academic discipline only in the second half of the twentieth century.

Before that, translation had normally been merely an element of language learning in modern language courses. In fact, from the late eighteenth century to the 1960s, language learning in secondary schools in many countries had come to be dominated by what was known as the grammar-translation method. This method, which was applied to classical Latin and Greek and then to modern foreign languages, centred on the rote study of the grammatical rules and structures of the foreign language. These rules were both practiced and tested by the translation of a series of usually unconnected and artificially constructed sentences exemplifying the structure(s) being studied, an approach that persists even nowadays in certain countries and contexts. Typical of this is the following rather bizarre and decontextualized collection of sentences to translate into Spanish, for the practice of Spanish tense use. They appear in K. Mason's *Advanced Spanish Course*, still to be found on some secondary school courses in the UK:

- (1) The castle stood out against the cloudless sky.
- (2) The peasants enjoyed their weekly visits to the market.
- (3) She usually dusted the bedrooms after breakfast.
- (4) Mrs. Evans taught French at the local grammar school.

(Mason 1969/74: 92)

The gearing of translation to language teaching and learning may partly explain why academia considered it to be of secondary status. Translation exercises were regarded as a means of learning a new language or of reading a foreign language text until one had the linguistic ability to read the original. Study of a work in translation was generally frowned upon once the student had acquired the necessary skills to read the original. However, the grammar-translation method fell into increasing disrepute, particularly in many

English language countries, with the rise of the direct method or communicative approach to English language teaching in the 1960s and 1970s. This approach placed stress on students' natural capacity to learn language and attempts to replicate 'authentic' language learning conditions in the classroom. It often privileged spoken over written forms, at least initially, and shunned the use of the students' mother tongue. This focus led to the abandoning of translation in language learning. As far as teaching was concerned, translation then tended to become restricted to higher-level and university language courses and professional translator training, to the extent that present first-year undergraduates in the UK are unlikely to have had any real practice in the skill.

In the USA, translation – specifically literary translation – was promoted in universities in the 1960s by the translation workshop concept. Based on I. A. Richards's reading workshops and practical criticism approach that began in the 1920s and in other later creative writing workshops, these translation workshops were first established in the universities of Iowa and Princeton. They were intended as a platform for the introduction of new translations into the target culture and for the discussion of the finer principles of the translation process and of understanding a text (for further discussion of this background, see Gentzler 2001: Chapter 2). Running parallel to this approach was that of comparative literature, where

literature is studied and compared transnationally and transculturally, necessitating the reading of some literature in translation.

Another area in which translation became the subject of research was contrastive analysis. This is the study of two languages in contrast in an attempt to identify general and specific differences between them. It developed into a systematic area of research in the USA from the 1930s onwards and came to the fore in the 1960s and 1970s. Translations and translated examples provided much of the data in these studies (e.g. Di Pietro 1971, James 1980). The contrastive approach heavily influenced other studies, such as Vinay and Darbelnet's (1958) and Catford's (1965), which overtly stated their aim of assisting translation research. Although useful, contrastive analysis does not, however, incorporate sociocultural and pragmatic factors, nor the role of translation as a communicative act. Nevertheless, although sometimes denigrated, the continued application of a linguistic approach in general, and specific linguistic models such as generative grammar or functional grammar has demonstrated an inherent and gut link with translation.

The more systematic, and mostly linguistic-oriented, approach to the study of translation began to emerge in the 1950s and 1960s. There are a number of now classic examples:

Jean-Paul Vinay and Jean Darbelnet produced their *Stylistique comparée du français et de l'anglais* (1958), a contrastive approach that categorized what they saw happening in the practice of translation between French and English; Alfred Malblanc (1963) did the same for translation between French and German; Georges Mounin's *Les problèmes théoriques de la traduction* (1963) examined linguistic issues of translation;

Eugene Nida (1964a) incorporated elements of Chomsky's then fashionable generative grammar as a theoretical underpinning of his books, which were initially designed to be practical manuals for Bible translators.

This more 'scientific' approach in many ways began to mark out the territory of the academic investigation of translation. The word 'science' was used by Nida in the title of his 1964 book (*Toward a Science of Translating*, 1964a); the German equivalent, 'Übersetzungswissenschaft', was taken up by Wolfram Wilss in his teaching and research at the Universität des Saarlandes at Saarbrücken, by Koller in Heidelberg and by the Leipzig School, where scholars such as Kade and Neubert became active (see Snell-Hornby 2006).

At that time, even the name of the emerging discipline remained to be determined, with candidates such as 'translatology' in English – and its counterparts 'translatologie' in French and 'traductología' in Spanish (e.g. Vázquez Ayora, 1977 and the substantial contribution of Hurtado Albir, 2001) – staking their claim.

## **2. Translation theories : Ancient and Modern :**

According to Susan Bassnett<sup>1</sup> no introduction to Translation Studies could be complete without consideration of the discipline in an historical perspective, but the scope of such an enterprise is far too vast to be covered adequately in a single book, let alone in a single chapter. What can be done in the time and space allowed here is to look at the way in which certain basic *lines of approach* to translation have emerged at different periods of European and American culture and to consider how the role and function of translation has varied. So, for example :

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<sup>1</sup>Susan, B. (2002) . *Translation Studies*. 3rd Edition, 47-48 .

the distinction between *word for word* and *sense for sense* translation, established within the Roman system, has continued to be a point for debate in one way or another right up to the present, while the relationship between translation and emergent nationalism can shed light on the significance of differing concepts of culture.

The persecution of Bible translators during the centuries when scholars were avidly translating and retranslating Classical Greek and Roman authors is an important link in the chain of the development of capitalism and the decline of feudalism. In the same way, the hermeneutic approach of the great English and German Romantic translators connects with changing concepts of the role of the individual in the social context. It cannot be emphasized too strongly that the study of translation, especially in its diachronic aspect, is a vital part of literary and cultural history.

### 2.1. PROBLEMS OF 'PERIOD STUDY' :

George Steiner<sup>1</sup>, divided the literature on translation theory, practice and history of translation into four post-Bible periods. The first, he claimed from the statements of Cicero and Horace on translation it extends to the publication of Alexander Fraser Tytler's *Essay on the Principles of Translation* in 1791. This period's central characteristic is that of 'immediate empirical focus', i.e. the claims and theories about translation derived directly from the practical translating work. and the second period, which runs up to the publication of Larbaud's *Sous l'invocation de Saint Jérôme* in 1946 is characterized by a period of theoretical and hermeneutical enquiry with the development of a vocabulary and methods close to translation. The third period begins with the publication of the first article on machine translation in the 1940s, which was characterized by the introduction of structural linguistics

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<sup>1</sup> George Steiner, *AfterBabel* (London : Oxford University Press ,1975), pp.236ff.



and communication theory in translation studies. Steiner's fourth period, coexist with the third period and originated in the early 1960s, and is characterized by 'a reversion to hermeneutic, almost metaphysical inquiries into translation and interpretation'; in short by a vision of translation that sets the discipline in a wide frame that includes a number of other disciplines.

Steiner's divisions, although interesting and perceptive, nevertheless illustrate the difficulty of studying translation diachronically, for his first period covers a span of some 1700 years while his last two periods cover a mere thirty years. Whilst his comments on recent developments in the discipline are very fair, it is also the case that the characteristic of his first period is equally apparent today in the body of work arising from the observations and polemics of the individual translator. His quadripartite division is, to say the least, highly idiosyncratic, but it does manage to avoid one great pitfall: periodization, or compartmentalization of literary history. It is virtually impossible to divide periods according to dates for, as Lotman points out, human culture is a dynamic system. Attempts to locate stages of cultural development within strict temporal boundaries contradict that dynamism. A splendid example of the kind of difficulties that arise from the 'periodization approach' emerge when we consider the problem of defining the temporal limits of the Renaissance. There is a large body of literature that attempts to decide whether Petrarch and Chaucer were medieval or Renaissance writers, whether Rabelais was a medieval mind *post hoc*, or whether Dante was a Renaissance mind two centuries too soon. An examination of translation in those terms would not be very helpful at all.

Yet undoubtedly, there are certain concepts of translation that prevail at different times, which can be documented. T.R.Steiner<sup>1</sup> analyses English translation theory between

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<sup>1</sup> Susan Bassnett, *Third edition, T.R.Steiner, English Translation Theory, 1650–1800 (Assen and Amsterdam: Van Gorcum, 1975).*

the cut-off dates of 1650–1800, starting with Sir John Denham and ending with William Cowper, and examines the prevailing eighteenth-century concept of the translator as painter or imitator. André Lefevere<sup>1</sup> has compiled a collection of statements and documents on translation that traces the establishment of a German tradition of translation, starting with Luther and moving on via Gottsched and Goethe to the Schlegels and Schleiermacher and ultimately to Rosenzweig. A less systematic approach, but one which is still tied to a particular time frame, may be found in F.O. Matthiesson's analysis of four major English translators of the sixteenth century (Hoby, North, Florio and Philemon Holland)<sup>2</sup>, whilst the methodology employed by Timothy Webb in his study of Shelley as translator<sup>3</sup> involves a careful analysis of the work of an individual translator in relation to the rest of his opus and to contemporary concepts of the role and status of translation.

Studies of this kind, then, that are not bound to rigid notions of period, but seek to investigate changing concepts of translation systematically, having regard to the system of signs that constitutes a given culture, are of great value to the student of Translation Studies.

This is indeed a rich field for future research. All too often, however, studies of past translators and translations have focused more on the question of *influence*; on the effect of the TL product in a given cultural context, rather than on the processes involved in the creation of that product and on the theory behind the creation. So, for example, in spite of a number of critical statements about the significance of translation in the development of the Roman literary canon, there has yet to be a systematic study of Roman translation theory in English. The claims summed up by Matthiesson when he declared that 'a study of

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<sup>1</sup> André Lefevere, *Translating Literature: The German Tradition. From Luther to Rosenzweig* (Assen and Amsterdam: Van Gorcum, 1977).

<sup>2</sup> F.O. Matthiesson, *Translation. An Elizabethan Art* (Cambridge, Mass.: Harvard University Press, 1931). Quotations from North and Holland below are all taken from this text.

<sup>3</sup> Timothy Webb, *The Violet in the Crucible* (London: Oxford University Press, 1976).

Elizabethan translations is a study of the means by which the Renaissance came to England' are not backed by any scientific investigation of the same.

In trying to establish certain lines of approach to translation, across a time period that extends from Cicero to the present, it seems best to proceed by following a loosely chronological structure, but without making any attempt to set up clear-cut divisions. Hence, instead of trying to talk in what must inevitably be very general terms about a specifically 'Renaissance' or 'Classical' concept of translation, I have tried to follow *lines of approach* that may or maynot be easily locatable in a temporal context. So the *word for word v. sense for sense* lines can be seen emerging again and again with different degrees of emphasis in accordance with differing concepts of language and communication. The purpose of a chapter such as this must be to raise questions rather than answer them, and to reveal areas in which further research might proceed rather than to pretend to be a definitive history.

### **3. The Current Situation Of Translation : Assets And Pitfalls :**

The historical review of translation provides proof of the existence of so many approaches against the use of the L1 in the foreign language teaching. All these approaches were regarded as supporters of a communicative approach, focused on the communicative aspects of a language rather than the rules and the grammar that shape it. All of them advocated fluency and native-like communication over everything else.

After all the methods that emerged against the Grammar-Translation Method and which did not regard grammar as a crucial aspect of language learning, a large number of specialists considered the revaluation of grammar as required when learning a language, since the communicative aspects were not the only elements necessary to master a new language; by knowing grammar and by creating well-structured utterances with appropriate vocabulary learners can enhance their accuracy.

In view of this, we can assume that the subsequent approaches to the Grammar-Translation Method have started nowadays to be regarded as incomplete since all these methods and approaches overlooked the importance of grammar.

Several linguistic specialists do not agree with the unique implementation of communicative approaches and they have tried to look for solutions.

Grammar must be regarded in the second language classroom as an essential part of learning a new language; otherwise, the acquisition of the new language will not be complete.

At the time of looking for solutions, translation may seem to be a helpful resource not only for teaching grammar, but also for including aspects related to the four skills of language learning.

As a consequence, translation starts to be reassessed and its incorporation starts to be regarded as appropriate in language teaching. All the arguments against translation seem to have a reappraisal, since the introduction of translation contents in the classroom would add grammatical features and would compensate for the lack of syntactic knowledge, thus enhancing language learning.

However, although there have always been arguments against the use of translation, what is needed here is to highlight the current claims against its use in order to analyze and counteract them. We shall explain them below, together with the advantages that its resource implies.

According to Pintado<sup>1</sup> (2012, pp.342-343), the general rejection against the use of pedagogical translation centres around the following statements:

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<sup>1</sup>Pintado, L. (2012). Fundamentos de la Traducción Pedagógica: Traducción, Pedagogía y Comunicación. *Sendebarr*, 23, 321-353.

<ul style="list-style-type: none"><li>● It breaks the monolingualism aimed at the second language classroom .</li></ul>
<ul style="list-style-type: none"><li>● It is not a communicative task .</li></ul>
<ul style="list-style-type: none"><li>● It is not a natural method.</li></ul>
<ul style="list-style-type: none"><li>● It is not motivating and engaging.</li></ul>
<ul style="list-style-type: none"><li>● It is not an advantageous activity to be used in class since it requires a vast knowledge of the language.</li></ul>
<ul style="list-style-type: none"><li>● It provides a wrong conception of equivalence.</li></ul>
<ul style="list-style-type: none"><li>● It uses decontextualized texts which are not appropriate.</li></ul>
<ul style="list-style-type: none"><li>● It implies a return to the Grammar-Translation Method since it is focused on the form rather than on the content</li></ul>
<ul style="list-style-type: none"><li>● It is a skill independent of those of reading, writing, listening and speaking.</li></ul>
<ul style="list-style-type: none"><li>● It involves dependence on the first language and interference .</li></ul>
<ul style="list-style-type: none"><li>● It is not the objective of language learning .</li></ul>
<ul style="list-style-type: none"><li>● It hinders or restricts people's way to think in the foreign language.</li></ul>
<ul style="list-style-type: none"><li>● It has nothing to do with the manner in which we learn our own language.</li></ul>

Table 2. Arguments against translation.

On the other hand, these arguments are contradicted by the following statements in favour of the inclusion of translation:

<ul style="list-style-type: none"> <li>● It is a communicative task since interlinguistic communication is a communicative act.</li> </ul>
<ul style="list-style-type: none"> <li>● It is a resource which allow students to develop interlanguage awareness .</li> </ul>
<ul style="list-style-type: none"> <li>● It is a beneficial contrastive task.</li> </ul>
<ul style="list-style-type: none"> <li>● It associates form with meaning .</li> </ul>
<ul style="list-style-type: none"> <li>● It is a useful tool in the classroom .</li> </ul>
<ul style="list-style-type: none"> <li>● It requires accuracy and it provides new experiences;</li> </ul>
<ul style="list-style-type: none"> <li>● It uses authentic material and it allows students to practice subabilities.</li> </ul>
<ul style="list-style-type: none"> <li>● It involves a better comprehension of one's mother tongue and culture</li> </ul>
<ul style="list-style-type: none"> <li>● Its analysis provides students with positive aspects.</li> </ul>
<ul style="list-style-type: none"> <li>● It is a further approach in language learning .</li> </ul>

Table 3.Arguments in favour of translation.

Besides all these counter-arguments that Pintado (2012, p.343) provides in support of translation, we must also include those of Witte et al<sup>1</sup>. (2009, pp.34-38).

<ul style="list-style-type: none"> <li>● Translation is needed, especially with beginners, in order to make them understand what they are listening to.</li> </ul>
<ul style="list-style-type: none"> <li>● Translation promotes the learners' ability to expand their range of expressions and vocabulary.</li> </ul>
<ul style="list-style-type: none"> <li>● Translation provides an understanding of texts and consequently, of language, since it makes it necessary for the reader to develop deeper reading and comprehension strategies.</li> </ul>
<ul style="list-style-type: none"> <li>● When translation is used as a cognitive tool, it can counteract the tendencies to transfer structures from the first language.</li> </ul>
<ul style="list-style-type: none"> <li>● It implies improvement of the mother tongue.</li> </ul>
<ul style="list-style-type: none"> <li>● Translation is an integrative resource which includes different difficulties in various levels of language. Consequently, it makes of translation "an activity which is much closer to real life language use" (Witte et al., 2009, p.38).</li> </ul>

Table 4. More arguments in favour of translation.

In this regard, we can assume that all the negative aspects that translation might involve are counteracted by those positive aspects that we have shown above. Therefore, although

<sup>1</sup> Witte, A., Harden, T. & Ramos de Oliveira Harden, A. (Eds.) (2009). *Translation in Second Language Learning and Teaching*. New York: Peter Lang.

there are several solid arguments against the use of translation, they become somehow neutralized by those thoroughly convincing arguments in favour of translation.

We have been explaining some positive aspects that go hand in hand with the implementation of translation within second language teaching. In order to clarify which are the assets of the introduction of translation within the classroom, it is necessary to summarize the main claims against the use of translation in comparison with the positives aspects which undermine them.

Against the argument that translation breaks monolingualism it is needed to highlight that monolingualism is indeed necessary in order to clearly understand instructions, or grammar, among others; thus, translation is a tool to facilitate the complete understanding of the language.

Furthermore, translation cannot be labeled as a non-communicative activity because there are different translation activities in which communication is the main goal.

When learning a new language, students use translation either consciously or unconsciously. Thus, using translation within the classroom is a natural way to deal with new languages. In this sense, it is a very motivating activity, not only for the appealing aspects of language it deals with, such as wordplays or idioms, but also because if students are allowed to use it within the classroom, they will feel more confident and relaxed.

Against the argument that translation provides a wrong conception of equivalence, it is worth noting that through translation students can learn how the different languages work, and consequently, they are able to understand different views of the same concept. This way, students learn the language consciously, which implies comparison between languages. All in all, if they are capable of understanding and comparing the L1 and the FL, they reflect



upon languages and cultures, and they will not be likely to follow the tendency to transfer structures from the L1.

Translation is an activity which involves dealing with authentic texts and materials, and which mimics real situations, since these days students are likely to take part in different sorts of situations in which translation might be required. For this reason, it cannot be argued that the implementation of translation involves a return to the Grammar-Translation Method, since it is an integrative resource which introduces difficulties in various levels of language.

On a different level, translation may not seem to be as important as the four skills of languages, but it is essential to understand that it allows students to practice different subabilities; thus, it does nothing but improve the development of these four skills.

Finally, there is no need to claim that translation hinders and restricts people's thinking in the foreign language. Translation has to be considered a further step in language learning, devoted to connecting two languages and two cultures in order to make students understand different perspectives of the world and to promote their ability to expand their knowledge about the new language.

All the previous arguments reinforce the assumption that translation is an activity which cannot be regarded as detrimental in terms of language teaching. Indeed, avoiding the implementation of translation within the class could not do nothing but minimize the possibilities of the learners.

#### 4. From Negative To Positive Transfer :

There is always transfer when translating from the source to the target text, but most people immediately associate this concept with negative transfer, also known as “interference”. It is worth noting that negative transfer is one of the most widely used criteria against translation: having the L1 in mind will only lead to error. But it is indeed not the case. What is necessary to understand is that, even if there is always transfer between languages, that transfer can be either positive or negative. Arabski gives a definition of transfer including both conceptions of positive and negative transfer:

Transfer is a process described as the automatic, uncontrolled, and subconscious use of past learner behaviours in the attempt to produce new responses. In this sense, transfer may be of two types: ‘negative’ and ‘positive’. ‘Negative transfer’ refers to those instances of transfer which result in error because old, habitual behaviour is different from the new behaviour that is being learned [...] In contrast, ‘positive transfer’ results in correct performance because the new behaviour is the same as the old (Arabski, 2006, p.12)<sup>1</sup>.

From this definition it follows that the process of transfer between the L1 and the FL is always conditioned by the previous knowledge that students possess of their mother tongue. This knowledge can facilitate the learning of the new language, thus resulting in positive transfer; or it can hinder it, leading to errors, or in other words, leading to negative transfer.

In applied linguistics, “transfer” is a term that refers to the “process in foreign language learning whereby learners carry over what they already know about their first language to their performance in their new language” (Arabski, 2006, p.12). In this sense, we could

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<sup>1</sup>Arabski, J. (2006). *Cross-Linguistic Influences in the Second Language Lexicon*. Cleveland, England Buffalo: Multilingual Matters.

understand that positive and negative aspects may arise from it. Although it is true that positive transfer is more likely to take place between languages coming from the same linguistic family, negative transfer may also appear between languages which are proximal to each other.

Additionally, it is important to highlight that transfer is not always a consequence of native language influence: when people master two languages, the acquisition of a third one is affected by the knowledge of the other two languages (Cook, 2010)<sup>1</sup>. Therefore, transfer depends on many other aspects besides the L1 influence.

Following this line, the occurrence and intensity of transfer between languages depends on different factors (Arabski, 2006, p.13); the most important of them include the knowledge of the L1 and FL, the proximity and the type of contact between two languages, and the age of learners.

Following this, more transfer would take place for example between Spanish and French than between Spanish and Arab, and we could assume that this transfer would facilitate the foreign language learning. Likewise, transfer is more likely to occur with students at early stages of learning because they do not have so much knowledge about the new language and they always tend to compare with the L1.

In this sense, teachers must be aware of the potential areas which might lead to positive and negative transfer, so that they encourage the first and minimize the effects of the second. Transfer is irremediably present in language learning, and teachers need to know how to cope with it.

At this point it is worth mentioning that transfer in language learning may affect different levels of language including those of syntax, phonetics, phonological and writing

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<sup>1</sup> Cook, V. (2010). *The Relationship between First and Second Language Learning Revisited*. Retrieved April 26, 2015 from <<http://homepage.ntlworld.com/vivian.c/Writings/Papers/L1&L22008.htm>>.

systems, discourse and semantics. However, this transfer must be understood in both terms of positive and negative transfer. These levels are explained more clearly in the following table.

<b>LEVELS OF LANGUAGE IN WHICH TRANSFER MAY OCCUR</b>			
<b>SYNTAX</b>	<b>PHONETIC, PHONOLOGY AND WRITING</b>	<b>AND DISCOURSE</b>	<b>SEMANTICS</b>
Word- order	Pronunciation	Coherence	“False friends”
Negation	Sounds	Politeness	
	Spelling		

Table 5. Levels in which transfer may occur.

Both positive and negative transfer may occur with regard to syntax, including the levels of word order or negation. Word order varies between languages in terms of rigidity, and negation in English cannot be simply regarded as a question of word order. In this sense, errors may arise if there is not a full understanding of the FL, since English possesses a rigid

word order and negation implies knowledge about auxiliary verbs or contracted forms among others.

Transfer also affects phonetics, and the phonological and writing systems. When learning a new language, there are many cases in which people do not know how to pronounce some sounds because they are non-existent in the L1. If we also consider that in English sounds are not related to the spelling of words, the difficulty of writing a word whose sound is new is even more difficult.

Problems may also appear when two words sound equally in two languages but they differ in writing, as would be the case of *comfort* in English and *confortin* Spanish. Moreover, non-native speakers tend to categorize foreign language in terms of the phonemes of their mother tongue.

Regarding the writing system, English pronunciation does not correspond to spelling, which may result in errors. Furthermore, conventions in the native language may influence the writing of the FL, either between cognates which share linguistic similarity or between unrelated words.

A further level in which transfer may occur is that of discourse. In this regard, differences of coherence and politeness between languages may lead to great problems for learners when reading and listening to the new language.

Finally, transfer also appears in terms of semantics. Despite being widely accepted that a large lexicon common to two languages has many advantages, there are also some disadvantages in terms of the well-known “false friends”. Therefore, a word in the L1 which is rather similar to another word in the FL but which does not mean the same is a great difficulty that students learning a new language must not forget.

Thus, having taken into account all these levels of language in which transfer is present, it is essential to consider the significance of this process when learning a new language, and also when translating.

In this respect, translation has to be taught in such a way that it makes students aware of the existence of both positive and negative aspects between language relationships. Translation should become a means to overcome the difficulties that negative transfer implies, and to benefit from positive transfer between languages. It also goes without saying that, when required, students must forget the features of the L1 to assimilate those of the FL without influence from their mother tongue.

### **5. Approaches of Translation :**

Newmark (1988)<sup>1</sup> stated that there are two approaches to translation. First, you begin to translate sentence by sentence, for example the paragraph or chapter, to get the feeling and tone of the language, and then you purposely sit back, study the position, and read the rest of the SL text. Second, you read the entire text two or three times, and find the meaning, document, sound, mark the difficult terms and passages, but begin to translate only when your bearings have been selected. Which of the two methods you choose may vary from the temperament or trust in your intuition or analytical powers (for the second method). You may think the first approach is more suitable for a literary and the second one is more suitable for a technical or institutional text. The danger of the first method is that it can leave you with too much overhaul at the beginning and thus waste time. The second form may be mechanical (usually preferable). According to him the process of translating starts by choosing a form. Second, when we translate, we translate into four levels:

the SL, the referential, the cohesive, and the natural level.

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<sup>1</sup>Newmark, P. (1988). *A textbook of translation* (Vol. 66). New York: Prentice hall.

**a. The textual level** : the SL (clauses and groups) you convert into its ready TL equivalents and you translate the lexical units into meaning that is immediately relevant to the sentence. When you translate, your base level is the text. This is how literally the source language is translated to the target language and how much translation you must eliminate, but also how to correct paraphrasing and parer-down synonyms.

This is the level of paraphrase, and some of your mind may be on the text floor while someone else is elsewhere. Translation is above all the job you have to think of several things at the same things.

**b. Referential level** : if a text is technological, literary, or bureaucratic, you need to make up your mind summarily and constantly, what it is about, what it is in support of, and what is the peculiar slant of the writer to it. When it is not obvious with each paragraph, when there is an uncertainty, when the writing is abstract or figurative, you have to ask yourself: What's really happening here? And for what? For what reason, to what end? Can you see it for yourself? Do you see it? If you cannot, the linguistic level, the text level and the referential level must be "supplemented", the empirical level with the requisite supplementary knowledge from this level of truth, the facts.

**c. Cohesive level** : this level follows the structure as well as the moods of the text and the structure through connective words (conjunctions, enumeration, reiterations, specific article, general words, referential synonyms, marks of punctuation) linking the phrase usually from information known (theme) to information of a new nature (rhyme). Secondly, the mood between positive and negative, emotional and neutral is a cohesive factor. You must, for instance, identify the difference between positive and neutral, say 'died' and 'retire' etc.

**d. Naturalness level:** you have to ensure for the vast majority of text: (a) that your translation makes sense; (b) that it reads in a natural way, that the grammar, the terms and the idioms that refer to this situation are written in the ordinary language. Usually, this can only be accomplished by disengaging yourself temporarily from the SL text, by reading your own translation as if no original existed. You have got to wonder, would you want to see this ever in *The Times*, *The Economist*, a textbook...? Is this type of writing commonly used? If yes, how often? In an existing dictionary, search and evaluate terms and expressions.

Note any word you are suspicious of. Four levels to combine: you can keep the four levels in parallel. They are distinct from each other but often affect each other and may conflict. You must always keep in mind the level of reality, but you must only let it filter into the text if it is necessary to complete or ensure the readership's understanding of the text and normally only into informative and vocational texts.



***Chapter III***  
***Language Learning***

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## 1. What do we mean by Language learning :

The term 'language learning' is analysed here in terms of the learning that takes place at school and principally in the (physical or online) classroom. As such, the term is practically synonymous with 'official language teaching', and indeed we frequently refer to 'language *teaching*' when discussing classroom situations. We focus on schools firstly because some 68 percent of Europeans say they have learnt an L2 this way, but also because the institutional school environment is where the findings of any research are most likely to have an effect in terms of policy. Our research thus only tangentially concerns the learning that happens in

the home or the workplace, beyond the contexts of official education. This is not to disregard the dynamism and importance of the many other contexts in which languages are learned or acquired, some of which figure in the empirical research covered in our literature review.<sup>1</sup> In particular, the literature on 'mental translation' as a cognitive process that may occur in language learning and acquisition, in the classroom or otherwise, assumes the wider sense of 'language learning'.

Within the school context, we are interested in comparing the standard or recommended language-learning methods in the main curricula at primary, secondary and higher-education levels.

This project does not cover the learning of signed languages, languages for special purposes (e.g. chemistry or engineering), or the incidental learning that occurs, for example, in literary or philosophical studies.

In general, we will refer to the learning of a language that is additional to the speaker's first or main language. The first or main language is referred to as L1, while the additional (or

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<sup>1</sup> See *Special Eurobarometer 386. Europeans and their Languages* (2012: 100): [http://ec.europa.eu/languages/pdf/comm2008\\_en.pdf](http://ec.europa.eu/languages/pdf/comm2008_en.pdf). Accessed January 2013.

'second') language is referred to as L2, even though it may be learner's third or fourth language (or more). Early-stage bilinguals may thus have two L1s.

## **2. Translation in FL teaching methods and approaches :**

The attitude towards translation tasks in foreign language classrooms has been different in every major period and approach to language teaching. In an overview of the main trends in foreign language teaching, Adriana Vizental (2008: 30) distinguishes between several successive generations of approaches:

- the Grammar-Translation method (GTM);
- the Audio-Lingual approaches (ALA);
- the Communicative Approach (CLT);
- the Post-Communicative Turn (PCT).

Each method displays a different treatment of translation as a classroom activity.

### **2.1. The Grammar-Translation Method (GMT) :**

The Grammar-Translation method —developed by German scholars (Howatt 2000: 131)<sup>1</sup> and later on popularized through works such as those by the American linguist Sears— is the most popular method that comes to mind when speaking about translation in. This method started to be used with modern languages in the 19th century. The shortcomings of its methodology are probably responsible for the general hatred for translation (Vermees 2010: 86)<sup>2</sup>.

The 19th-century linguists had the view that languages were built on rules, which allowed for communication between speakers, and this was also the implicit belief in the

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<sup>1</sup>Howatt, A.P.R. *A History of English Language Teaching*. 2nd ed. Oxford: Oxford University Press.2000.

<sup>2</sup>Vermees, Albert (2010). Translation in Foreign Language Teaching: A Brief Overview of Pros and Cons. *Eger Journal of English Studies*,X: 83-93

Grammar-Translation method. Indeed, proficiency in a language was assessed on the basis of the grammatical and lexical accuracy that appear in translations. Consequently, this method advocated deduction, memorization of rules and lists of vocabulary, translation and contrastive analysis. Actually, translation played a major part and was mainly used to point at different structures and rules of the L2. However, since its unique purpose was the exemplification, sentences were artificial and decontextualized or, as Vienne described it, it was “translation in a void” (Malmkjaer 1998: 6).

It is, however, worth mentioning that long before Grammar-Translation (GT) methods arose in the 19th century, there had been an emphasis on grammar in language teaching using translation techniques which had been developed in the 16th century.

According to Vizental (2008), the grammar-translation method, or the classical method, is one of the oldest methods, its principles and technique being similar to those used for teaching “dead” languages such as Latin or Greek. As its name suggests, the grammar-translation method relies on acquisition of language by learning vocabulary and grammar rules, with translation employed as the main, but not the only, operational technique. One of the most important shortcomings of GMT was learners’ inability to cope with actual communicative situations in spite of mastering the grammar of a language.

## **2.2. The Audio-Lingual approaches (ALA) :**

The mid-20th century witnessed the sweeping of the Audio-lingual Method (ALM), based on the Army Specialized Training Program developed during World War II, into second language teaching. It helped in exemplifying the shift of emphasis from written to spoken in foreign language teaching”. The audio-lingual approaches (ALA) focused on developing oral skills, and considered reading and writing of secondary importance.

Teachers who adopted the audio-lingual approach suggested teaching the foreign language with the exclusive use of this latter.

There was allowed no explanation with or translation into the students' native tongue in classes, rather, all instructions were to be given in the target language, and explanation of meanings was made with the use of other tools as visuals, regalia, paralanguage, and demonstration (Vizental2008:31–32).

The audio-lingual method adopted three main basic ideas from the direct method:

- No use of the learner's mother tongue and the use of uniquely the target language.
- Presentation of vocabulary and grammar in a contextual way.
- The importance of habit formation through which behaviors become automatic.

Audio-linguists stressed on the idea that vocabulary and grammar must be taught in context, and thus, translation had no place within this approach as it is based on using another language with the target one.

The audio-lingual method came with the Reform Movement that emerged as a reaction to the beliefs of the Grammar-Translation Method which was accused of using unnatural and artificial tools and techniques in teaching languages among which translation out of context.

There are several reasons why translation was excluded in this method. First, it was associated with written language and hence, it goes against the focus on the oral one. Second, it was supposed to interfere in the direct association between concept and word. Finally, most teachers were native speakers of the language they were teaching and probably unable to translate into the students' L1. (Teresa Marqués-Aguado and Juan Solís-Becerra, 2013)<sup>1</sup>.

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<sup>1</sup> Teresa Marqués-Aguado and Juan Solís-Becerra, An overview of translation in language teaching methods: implications for EFL in secondary education in the region of Murcia, *Revista de Lingüística y Lenguas Aplicadas*, Vol. 8 year : 2013, (38-48)

### 2.3. The Communicative Approach (CLT) :

The 1970s witnessed the emergence of the Communicative Approach to language teaching, which also had several actual teaching models, e.g. the functional-notional approach, the total physical response, the competency-based approach, etc.

This approach is one of the most significant post-war approaches that were based on Chomsky's theories. Its emphasis was put on the meaningful input in L2 (that means exposure to L2 realistic situations) and naturalistic approach (as children's learning process). This ultimate end of this approach is the process of learning rather than the outcome of the process itself. It seeks to guide students towards communicative competence through the recreation of social and functional situations in the classroom. Consequently, the activities in learning have to be participative and interactive (Teresa Marqués-Aguado and Juan Solís-Becerra, 2013).

As for translation, Tudor (1987) and (Duff 1989)<sup>1</sup> believe that it has a place in the communicative language teaching classroom. The former argues that it is a communicative activity since it conveys messages across linguistic and cultural barriers and the latter is convinced that translation develops 3 important qualities : accuracy, flexibility and clarity.

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<sup>1</sup>Duff, Alan, *Translation*, Oxford University Press, 1989.

## 2.4 The Post-Communicative Turn (PCT) :

A number of new approaches to language learning have appeared in recent years. They are called by Vizental the post-communicative turn (PCT). These new methods view language learning as to be:

– **Task-oriented:** language learning focuses on meaning and on authentic activities that resemble those in the outside world and the learners are taught to use the language to construct and communicate meaning.

- **Context-oriented:** language learning is successful if the content to be taught and the context of learning are compatible with the learner's world knowledge and personal experience.

- **Collaborative:** learning is achieved through social interaction and negotiation of meaning.

- **Cognitive:** learning should be accompanied with cultural awareness and students should be taught how to distinguish between their mother tongue patterns and those of the FL.

The above mentioned characteristics of the post-communicative approaches witness the importance of translation as a good technique of teaching FL since it can gather all of them with the good selection of texts in the classroom.

## 3. Translation as the Fifth Language Skill :

In an ordinary language learning process, learners are generally expected to achieve improvement in four traditional language skills : reading, writing, listening and speaking. A proficient language user is described as “someone who can understand with ease virtually everything heard or read [...], express him/herself spontaneously, very fluently and precisely”

(Brown H. Brown 2007: 137)<sup>1</sup>. Today, however, translation is also argued to be the fifth language skills by some researchers (Stibbard 1998 and Naimushin 2002)

One of the reasons for this argument is the close association of translation with other skills. The act of translation requires using the basic four language skills. While doing a written translation, the translator first reads the source text then writes the translation in the target language. Also, the interpreter first listens to the source spoken text and then utters the translation by speaking in the target language. Therefore, it is not possible to consider translation separately from the other language skills. (Saricoban 2012: 2960)<sup>2</sup> says that « Translation can be considered the fifth skill “since the translator contributes his/her

creativity, productivity and knowledge of the target and mother tongues into his/her work and since translation requires a collective mixture of the related four skills, and it is still not enough for translation”.

Stibbard (1998: 71)<sup>3</sup> stresses the usefulness of translation in language learning and argues that “this aspect of linguistic ability can be included as an ongoing element in a teaching program as a fifth skill alongside the four other skills, reading, writing, speaking, and understanding speech”.

#### **4. Objections to the Use of Translation in EFL :**

Cook (Guy W.D) (2010:85) distinguishes the objections to translation in language teaching as to be of twofold nature:

- they are either value-oriented or evaluative in nature and involve a consideration of the overall aims or justification of translation in language teaching and curricula in general; or

<sup>1</sup> Brown, H. Douglas, Teaching by Principles: An Interactive Approach to Language, 2nd edition, Longman,

<sup>2</sup> Saricoban, Arif. 2012. “Translation to test vocabulary and language skills”, *Procedia -Social and Behavioral Sciences* 46: 2959-2963.

<sup>3</sup> Stibbard Richard M. The Principled Use of Oral Translation in Foreign Language Teaching, in Malmkjaer, K. (Ed.) *Traduction et enseignement des langues: enseignement des langues et traduction*. Saint Jérôme (69-76)



- They are technical and address the role of hands-on translation in the FLT methodology in terms of its efficient implementation.

#### 4.1. Value-Oriented Objections :

The most basic and obsolete value-oriented protestation that is repeatedly expressed by proponents of different pedagogical and didactic methodologies (e.g. Lado 1964:53f, Gatenby 1967:66ff), is the idea that **translation constitutes an unnatural, artificial and stilted activity**. This argument was primarily directed at the pedagogical use of translation as it has been practiced within the grammar-translation method, namely: the translation of individual, which is seen to be isolated from the natural context. This objection is supported by the fact that such translation bears little semblance to situations outside language classrooms where translation takes place “naturally” (Cook 2010:25). It is also evident that “learners of a second language refer to their mother tongue to aid the process of L2 acquisition; or, in other words, they translate silently” (Titford 1985:78). What these arguments attempt to prove is that translation is a real life communicative activity and deserves to be present in all FLT classes for that very reason. However, the objection of unnaturalness is justified if translation is limited to mere transfer of isolated sentences in an artificial or situational context.

The second value-oriented objection to translation in foreign language learning is based on the issue of student motivation. In this context, in his defending of translation as an EFL teaching technique, Carreres (2006:5)<sup>1</sup> exposed the objection to translation as “is considered to be de-motivating and frustrating” since “students can never attain the level of accuracy or stylistic polish of the version presented to them by the teacher”, particularly when

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<sup>1</sup>Carreres, Angeles, Strange Bedfellows: Translation and Language Teaching. The Teaching of Translation into L2 in Modern Languages Degrees: Uses and Limitations, In *Sixth Symposium on Translation, Terminology and Interpretation in Cuba and Canada. December 2006*, La Havana: Canadian Translators, Terminologists and Interpreters Council (online): 1- 21

translating into L2. As a result, students perceive translation as a boring mechanical activity, and are thus not aware of the benefits of translation as a process. However, this problem of motivation can be easily solved if the activity of translation is linked to realistic goals with differing criteria applying for proficiency in L1 and L2. If translation is introduced purposefully into the language learning program, it can be used to motivate learners and to arouse their interest in didactic activities. Another motivating aspect in this respect is the choice of texts to be translated because the careful selection of texts, mainly ones with a communicative aspect, will exclude the claiming that “dull, over long and uncommunicative texts that are difficult to translate and usually de-motivate the students”.

Another value-oriented objection to translation, expressed by Carreres (*ibid.*), is the belief that language teachers use (bad) translations as a result of their little experience or knowledge of other teaching methods. This problem, nevertheless, seems to be twofold: while translators as teachers may be missing experience or knowledge of fundamental didactic methods, trained language teachers may be lacking experience or knowledge of fundamental translation principles. In fact, it seems that the problem of didactics has been given much attention by translation scholars within translator training programs while the beneficial use of translation in FTL is still waiting for further attention by language teaching professionals.

One other objection is also the belief, explained and criticized by Kristen Malmkjaer (1998), that translation as a language teaching tool is only appropriate in the training of future translators. But studies seem to disprove this fact and give evidence that learners enjoy translation exercises if the texts are selected in line with their linguistic competence and interests regardless of the students' future specialization. In his attempt to prove to the contrary, Malmkjaer (*ibid.*) stresses that it is “useful to introduce language learners to as

many applications of their linguistic skills as possible". In addition to Malmkjaer, Leonardi Vanessa (2010:29) thinks that "translation can be used in any language course in order to strengthen students' analytical skills in reading and examining texts, as well as in developing creativity and problem-solving strategies".

#### **4.2. Technical Objections :**

The most technical argument against the use of translation in FLT is indeed the belief that translation elicits mistakes and promotes interference and (negative) transfer from L1 as well as fails to reinforce correct language behavior. Mitchell and Myles (2004:19), for instance, said that the learners' performance in a second language is actually "influenced by the language [...] they already know". This argument is supported by the idea that traces of L1 prove to exist in L2 because of the interference. However, it is fair to refer to Scott and Pavlenko (2008:217) highlighting of the primary goal of L1 (and translation) in FLT, which is "to facilitate positive transfer and the internalization of new concepts and to raise awareness of negative transfer through cross-linguistic comparisons".

The following technical argument against using translation in teaching is that it forces the learners to view the language through the prism of their mother tongue, and thus prevents them from thinking in the foreign language or using L2 automatically in communicative situations. However, It is worth mentioning that an inevitable connection between L1 and L2 will necessarily be established during foreign language teaching and learning and consequently, the role of translation is one of a tool of linguistic and conceptual explicitation and learner awareness-raising as to the fact that there are differences between L1 and L2, and, accordingly, it becomes here a provider of knowledge and skills.

Another commonly voiced argument is that translation misleads students into thinking that expressions in two languages correspond 1:1. This issue of 1:1 equivalence seems to be

of a big importance and a possible real argument against the use of translation in language teaching, particularly at the elementary and intermediate stages. In a study of lexical errors done by Heltai (1996:80) evidence has found that learners at the intermediate level have serious difficulties in mastering one-to-many correspondence between L1 and L2. However, Malmkjaer (1998:8) gives a counter-argument that this is not the case if real-life translation is emulated, while Leonardi (2010:26) highlights the potential of translation exercises that contrast both languages at the aim of inducing learners to understand that things and concepts can be expressed in different ways.

## **5. Types of Translation in FL Class :**

### **5.1. Suggested Activities by Walter Kashmer :**

There are a variety of activities that can be used and intended for EFL. Among those different activities, Walter Kasmer presented three important ones as follows:

#### **A- Lost in the Translation :**

This activity is a variation of one of Weschler's (1997) ideas for an activity. First, a circle of up to 10 seated students should be formed. Then, all students receive a number from 1 to 10, and each numbered student will receive a different English sentence written in a piece of paper given to him/her. Each odd numbered student will receive one of the same English sentences translated into a native language sentence, also written on a piece of paper. Later, students will be asked to translate the main idea of the sentence and write it below the original sentence and fold the paper over concealing the original sentence to show only their translations. In the next step, each student then passes his/her papers in a clockwise fashion, again repeating the same process of folding to conceal the sentence that a student has read to write his translated sentence. This operation must continue until a piece of paper has completed the circle or until the teacher decides to stop the activity for a given reason.

After the completed circle, students examine what meaning has been lost in the translation of the sentences. This helps students to not only improve their vocabulary base but it also allows students to take part in a consciousness raising activity concerning grammatical and contextual structures in both their own native language and the L2. As an expansion activity of this first one, students may try to find out how some of the sentences could be used in a dialogue. By examining which sentences would fit both contextually and meaningfully, students can be led to recognize nuances in sentences related to wording and usage of idiomatic phrases. Then students could act out some of the dialogues constructed in English with suitable translation written in a group work. This will allow students to get useful production practice which is necessary to improve their speaking skills.

**B- Bilingual Dialogues :**

This technique is based on students' pairs. One pair will receive a native language version of a given dialogue and the other receive an English version of this same dialogue. Then both students will be asked to translate the dialogue. Later, the two students will compare the results of the translation and perform the English dialogue. The discussion about the translated dialogues may be held in the students' native language or in English depending on student levels. This activity serves well as a consciousness raiser in comparing a student's L1 with his or her L2. Students will, in general, be able to access their L1 and use it to learn new vocabulary by translating sentences.

Also, the performance of the English dialogue offers the students production practice that is necessary in helping them improve their speaking skills.

**C- Role-plays with Native Language Brainstorming :**

This technique is based on a number of pre taught and practiced English discussion phrases. Students are organized in brainstorming groups in order to develop strategies for their later discussion with an opposing group and they may use L1. The teacher, at the request of students who seek additional appropriate English vocabulary and sentences for the discussion, may give them help. Students consult bilingual dictionaries first, attempting to formulate expressions themselves with some help from the teacher in explaining the exact and appropriate meaning of some words.

The ways in which students benefit from this last suggested activity are:

**First**, they improve their ability to create a strategy.

**Secondly**, they work on their dictionary usage skills with the teacher introducing different levels of appropriate language.

**Thirdly**, students can gain useful vocabulary and phrases within a contextual framework with examples provided by the teacher and other classmates.

**Fourthly**, students gain the necessary production practice to improve their speaking in conversational situations.

**Lastly**, students will be introduced to L1 and L2 cultural differences by the teacher's critique of their discussion concerning presentation, word usage, etc.

**5.2. Activities Suggested in Šamalová's Study :**

Šamalová (2013)<sup>1</sup> conducted a research in which she explored the teachers's views of the use of translation in EFL classes and, according those teachers, the types of translation activities in an EFL class can be the following :

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<sup>1</sup> ŠAMALOVÁ, Michaela, A Pre-Research Study Into Teachers' Beliefs about Using Pedagogical Translation in English Language Teaching, Mazaryk University (Czech Republic), 2013.

**A. Translating Sentences :**

This activity is based on translating individual sentences either orally or in writing. The aim of this activity is to practice grammar and vocabulary.

**B. Translating Vocabulary :**

In this activity, students are asked to translate individual words, phrases or idiomatic expressions. By doing so, they both practice and revise vocabulary of L2.

**C. Translating Text :**

In this activity, various types of texts may be proposed for translation such as texts from magazines, newspaper, Internet, books, and poetry. Also, students may work with a passage from a book of fiction, poems, etc.

**D. Translating Grammar Exercises :**

Students may practice the translation of grammar exercises to prove that they have understood the rules and patterns.

**E. Translating songs and games :**

The teacher may ask students to translate printed or listened songs and games to practice the vocabulary especially that songs and games generally motivates the learners to work with exhilaration.

**6.Arguments in Favor of the Use of Translation in FL :**

We have selected 10 main arguments used to support the use of translation in FL class. These arguments will constitute the first half of the questionnaire to be submitted to the teachers who participate in this study to judge the degree of strength of each argument or assumption.

These arguments and claims (Inga Dagilienė, 2012<sup>1</sup>, Vermes Albert 2010<sup>2</sup>) are that (translation):

- (1) Helps learners understand the influence of L1 on L2 and correct errors of misuse of particular words or structures, allowing them to think comparatively (Malmkjaer 1998)
- (2) Involves contrast, it enables us to explore the potential of both languages – their strengths and weaknesses (Mogahed 2011)<sup>3</sup>.
- (3) Forces learners to think carefully about meaning, not just too mechanically manipulate forms (Koletnik, 2012).
- (4) Encourages students to take risks rather than avoid them (Machida, Sayuki, 2008)<sup>4</sup>.
- (5) Helps students to become aware of both L1 and L2 patterns and the correspondence between them.
- (6) With translation, problems of transfer may be diminished; mental agility, flexibility and memorization are favoured (Mogahed 2011).
- (7) forms a natural part of the learning process and is something that students probably do often outside the classroom (Koletnik, 2012)
- (8) Can be utilized as a method of comparing and contrasting between two languages (Shiyab and Abdullateef 2001)<sup>5</sup>.
- (9) Translation facilities speed up the learner's comprehension process (Shiyab and Abdullateef 2001).

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<sup>1</sup> Inga Dagilienė, Translation as a Learning Method in English Language Teaching, STUDIES ABOUT LANGUAGES. 2012. NO. 21 (124-129)

<sup>2</sup>Vermes, Albert (2010). Translation in Foreign Language Teaching: A Brief Overview of Pros and Cons. *Eger Journal of English Studies*,X: 83-93

<sup>3</sup>Mogahed M. Mogahed. To Use or not to Use Translation in Language Teaching. *Translation Journal* 15(4), October 2011.

<sup>4</sup> 18. Machida, Sayuki, A Step Forward to Using *Translation to Teach a Foreign/Second language*, *Electronic Journal of Foreign Language Teaching*, Vol 5, Suppl. 1, 2008, (140-155).

<sup>5</sup>Shiyab, Said, and Abdullateef, Mohammad, Translation and foreign language teaching, *Language & Translation*, King Saud University, Vol. 13 (1-9), 2001.



(10) Using translation in EFL teaching gives a sense of security and helps learners to be stress-free.

### **7.Arguments Against the Use of Translation in FL**

We have selected 10 main arguments used against the use of translation in FL class. These arguments will constitute the second half of the questionnaire to be submitted to the teachers who participate in this study to judge the degree of strength of each argument or claim. These arguments and assumptions are as follows:

(1) Translation is not a communicative act and, thus, has nothing to do in a communicative approach to language teaching (Duff, 1989, p. 6)<sup>1</sup>.

(2) Translation is an artificial exercise in which the main emphasis is on reading and writing and students do not practice oral skills (Zabalbeascoa, 1990, p. 76).

(3) Translation tasks are useless and do not resemble real world practice, since translators normally operate into and not out of their mother tongue (Carreres, 2006)<sup>2</sup>.

(4) Translation provides a simplistic and false belief that there is a perfect one-to-one relationship between the native language and the foreign language (Malmkjaer, 2010, p. 186).

(5) Translation involves the use of two languages and, thus, deprives students of opportunities to receive sufficient FL input (Pan and Pan, 2012, p. 4)<sup>3</sup>, since “in deciding how far we are justified in using the learner’s mother tongue, we must remember that the time spent using it is time not spent using the foreign language” (Wilkins, 1974, p. 83)<sup>4</sup>.

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<sup>1</sup>Duff, Alan, *Translation*, Oxford University Press, 1989.

<sup>2</sup>Carreres, Angeles, Strange Bedfellows: Translation and Language Teaching. The Teaching of Translation into L2 in Modern Languages Degrees: Uses and Limitations, In *Sixth Symposium on Translation, Terminology and Interpretation in Cuba and Canada. December 2006*, La Havana: Canadian Translators, Terminologists and Interpreters Council (online): 1- 21

<sup>3</sup>Pan, Yi-chun and Yi-ching Pan (2012). The Use of Translation in the EFL Classroom, *The Philippine ESL Journal* 9.

<sup>4</sup>Wilkins, David A, *Second-language learning and teaching*, London: Edward Arnold , 1974.

(6) Translation makes learners view the FL through their native language and this can cause interference between the two languages involved (Pan and Pan, 2012, p. 4).

(7) Translation tasks have nothing to do with the way in which a mother language is learnt, so they do not promote natural FL learning (Sankey, 1991, p. 418)<sup>1</sup>.

(8) Translating 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).

(9) Translation is a boring and non-stimulating task (Duff, 1989) and can be particularly frustrating and de-motivating for students (Carreres, 2006).

(10) Translation is not suitable for all learners, since it can only work well with those interested in literature or with those which have already acquired a significant level of proficiency in the FL (Mogahed, 2011).

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<sup>1</sup>Sankey, Howard (1991). Incommensurability, translation and understanding. *The Philosophical Quarterly*, 41(165).

**Conclusion :**

In this second chapter, we have had an overview of the position of translation in some important approaches of FL learning and seen that it has always, with variant degrees of importance, occupied a place in most approaches except in the ones that exclude any other languages than L2 in the learning process. We have also discovered that some linguists and researchers consider translation to be a fifth language skill in that it uses all the other four skills according to the nature of the translated items. Then, we gathered ten claims which are used as supporting arguments of the use of translation in FL and ten others which are used against it.

In the following part of this research, the said arguments will constitute the subject of a questionnaire that will be submitted to teachers of English in EFL departments to express their points of view of each assumption.

# *The Practical Part*

## **1. Methodology and research design :**

In this part we aim to investigate the impact of using translation in EFL classes in the English Department of IbnKhaldoun University –Tiaret- 3rd year students . The part is devoted to the analysis and interpretation of the conducted data from the questionnaires given for learners. Since their views and opinions are very important to investigate the hypothesis, and the most appropriate tool to answer our research questions.

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

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

## **2. Data Collection Tools :**

Questionnaires are designed as the main of the data collection instruments for this study. The content of the instrument was based on the findings of the questionnaires conducted with the EFL 3rd 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.

### 3. Questionnaire :

#### Findings :

All collected data is shown in this part .

- A stands for Agree.
- SA stands for Strongly Agree .
- U stands for Uncertain.
- D stands for Disagree .
- SD stands for Strongly Disagree.

#### Q1 :Translation activities during EFL class is important .

Option	Number	Percentage
A	19	55.9%
SA	09	26.5%
U	03	8.8%
D	02	5.9%
SD	01	2.9%
Total	34	100%

**Table : 01**

In the question above the majority of students agree (55.9%) and strongly agree (26.5%) that translation activities during EFL class is important which ( 8.8%) from learners are uncertain and (5.9%) disagree while (2.9%) strongly disagree .

**Q2 :I enjoy translation activities .**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>12</b>	<b>35.3%</b>
<b>SA</b>	<b>11</b>	<b>32.4%</b>
<b>U</b>	<b>06</b>	<b>17.6%</b>
<b>D</b>	<b>04</b>	<b>11.8%</b>
<b>SD</b>	<b>01</b>	<b>2.9%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :02**

In the question above (35.3%) agree that they enjoy translation activities while (32.4%) strongly agree , and (17.6%) they were uncertain about their answer ,and (11.8%) disagree, and( 2.9%) strongly disagree .

**Q3 : Using translation during learning L2 gives a sense of security and helps me to be stress free .**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>17</b>	<b>50%</b>
<b>SA</b>	<b>08</b>	<b>23.5%</b>
<b>U</b>	<b>06</b>	<b>17.6%</b>
<b>D</b>	<b>02</b>	<b>5.9%</b>
<b>SD</b>	<b>01</b>	<b>2.9%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :03**

When students were asked if they using translation during learning L2 gives them a sense of security and and helps them to be stress free (50%) agree , and (23.5%) strongly agree, while (17.6%) were uncertain about their answers, and (5.9%) disagree , and (2.9%) strongly disagree .

**Q4 :Translation practices help me recognize new vocabulary .**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>14</b>	<b>41.2%</b>
<b>SA</b>	<b>15</b>	<b>44.1%</b>
<b>U</b>	<b>02</b>	<b>5.9%</b>
<b>D</b>	<b>02</b>	<b>5.9%</b>
<b>SD</b>	<b>01</b>	<b>2.9%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :04**

The majority of students as shown in the table above, strongly agree (44.1%) and agree (41.2%) on the fact that translation practices helps them recognize new vocabulary which (5.5%) , noe agree or disagree with the statement ,while (5.9%) disagree, and (2.9%) strongly disagree

**Q5 :I translate mentally and unconsciously words and texts .**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>15</b>	<b>44.1%</b>
<b>SA</b>	<b>09</b>	<b>26.5%</b>



<b>U</b>	<b>06</b>	<b>17.6%</b>
<b>D</b>	<b>03</b>	<b>8.8%</b>
<b>SD</b>	<b>01</b>	<b>2.9%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :05**

The table above shows that the majority of learners (44.1%) agree , and (26.5%) strongly agree that they translate mentally and unconsciously words and texts , when 06 students( 17.6%) nor agree or disagree , while (8.8%) disagree , and (2.9%) strongly disagree .

**Q6 : Translation activities speed up my comprehension and help me to have a better understanding of the language .**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>13</b>	<b>38.2%</b>
<b>SA</b>	<b>15</b>	<b>44.1%</b>
<b>U</b>	<b>04</b>	<b>11.8%</b>
<b>D</b>	<b>01</b>	<b>2.9%</b>
<b>SD</b>	<b>01</b>	<b>2.9%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :06**

As we can see From the table that (38.2%) agree, and (44.1%) strongly agree on the fact that translation activities speed up the comprehension and helps them to have better understanding of the language , while one student (2.9%) do not agree and four students (11.8%) nor agree or disagree , but only( 2.9%) of them strongly disagree and consider translation not helpful in getting a better understanding of the language .

**Q7 :I translate vocabulary and sentences from L2 to L1 .**

Option	Number	Percentage
A	09	26.5%
SA	09	26.5%
U	07	20.6%
D	08	23.5%
SD	01	2.9%
Total	34	100%

**Table :07**

According to table 07 (2.5%) agree and (26.5%) strongly agree that they translate vocabulary and sentences from L2 to L1 , while ( 20.6%) were uncertain and (23.5%) disagree , and (2.9%) strongly disagree.

**Q8 : Translation helps me comprehend the meaning of utterance .**

Option	Number	Percentage
A	16	47.1%
SA	09	26.5%
U	07	20.6%
D	02	5.9%
SD	00	00%
Total	34	100%

**Table :08**

In this table the majority of learners agree (47.1%), and (26.5%) strongly agree that translation helps them comprehend the meaning of utterance, while 07 learners (20.6%) nor agree or disagree, and (5.9%) disagree.

**Q9 :I use translation to know the differences and similarities between L1 and L2.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>17</b>	<b>50%</b>
<b>SA</b>	<b>07</b>	<b>20.6%</b>
<b>U</b>	<b>03</b>	<b>8.8%</b>
<b>D</b>	<b>06</b>	<b>17.6%</b>
<b>SD</b>	<b>01</b>	<b>2.9%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :09**

From the table above we can see that the majority of students responds were in favour that translation does help them in knowing the similarities and differences between languages (50%) agree, and (20.6%) strongly agree, when (8.8%) nor agree or disagree with this claim, but only (17.6%) disagree, and (2.9%) strongly disagree.

**Q10 :I prefer when the teacher uses L1 during the EFL classes.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
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<b>A</b>	<b>11</b>	<b>32.4%</b>
<b>SA</b>	<b>09</b>	<b>26.5%</b>
<b>U</b>	<b>06</b>	<b>17.6%</b>
<b>D</b>	<b>02</b>	<b>5.9%</b>
<b>SD</b>	<b>06</b>	<b>17.6%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :10**

Table 10 shows that the highest percentage (32.4%) agree and (26.5%) strongly agree on the fact that they prefer when the teacher uses L1 during the EFL classes , while a total of 06 learners (17.6%) could not agree or disagree , on the other hand only (5.9%) disagree ,and (17.6%) strongly disagree .

**Q11 : I keep a notebook when I translate all the wordsI learn during the course .**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>12</b>	<b>35.3%</b>
<b>SA</b>	<b>08</b>	<b>23.5%</b>
<b>U</b>	<b>05</b>	<b>14.7%</b>
<b>D</b>	<b>08</b>	<b>23.5%</b>
<b>SD</b>	<b>01</b>	<b>2.9%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table : 11**

When students were asked if they keep a notebook when they translate words they learn during the course the majority of them confirmed it( 35.3%) agree , and ( 23.5%) strongly

agree ,and( 14.7%) could not confirm nor deny the fact that they own a not book where they translation vocabulary during the course. While ( 23.5%) deny the fact that they own a notebook and ( 2.9%) strongly disagree .

**Q12 :When the teacher speaks only in the L2 I do not fully understand the course.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>08</b>	<b>23.5%</b>
<b>SA</b>	<b>02</b>	<b>5.9%</b>
<b>U</b>	<b>07</b>	<b>20.6%</b>
<b>D</b>	<b>14</b>	<b>41.2%</b>
<b>SD</b>	<b>03</b>	<b>8.8%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :12**

Table 12 shows that there is huge agreement among students that they cannot understand the course when the teacher only uses L2 during the course (23.5 %) agree and (5.9%) strongly agree ,and (20.6%) nor agree or disagree with this claim , while both 03(8.8%) strongly disagree and( 41.2%) disagree and claim that they understand the course when the teacher uses only L2 during the session.

**Q13 :I translate words and vocabularies from L1 to L2 while writing.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>09</b>	<b>26.5%</b>
<b>SA</b>	<b>05</b>	<b>14.7%</b>

<b>U</b>	<b>06</b>	<b>17.6%</b>
<b>D</b>	<b>11</b>	<b>32.4%</b>
<b>SD</b>	<b>03</b>	<b>8.8%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :13**

From table ... we can see that the majority of students disagree about the fact that they translate words from L1 to L2 while writing (32.4%) disagree and (8.8%) strongly disagree , on the other hand 09(26.5%) agree and 05(14.7%) confirm that they do translate words from L1 to L2 while writing; when (17.6%) could not confirm or deny the fact that they translate vocabulary while writing.

**Q14 :Translation helps me memorize words.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>09</b>	<b>26.5%</b>
<b>SA</b>	<b>15</b>	<b>44.1%</b>
<b>U</b>	<b>06</b>	<b>17.6%</b>
<b>D</b>	<b>04</b>	<b>11.8%</b>
<b>SD</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :14**

As we can see from table ... almost all students agree that translation helps them memorize new words {(26.5%) agree and (44.1%) strongly agree} ,when only (11.8%) disagree about

this fact; the other (17.6%) could not agree nor disagree on the effectiveness of translation in memorizing words.

**Q15 :Translation is harmful for my language acquisition.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>05</b>	<b>14.7%</b>
<b>SA</b>	<b>09</b>	<b>26.5%</b>
<b>U</b>	<b>05</b>	<b>14.7%</b>
<b>D</b>	<b>09</b>	<b>26.5%</b>
<b>SD</b>	<b>06</b>	<b>17.6%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :15**

The table 15 show that the majority of students disagree with the claim that translation can be harmful in language acquisition (17.6%) strongly disagree and (26.5%) disagree; when (26.5%) strongly agree and another 05 students (14.7%) agree and think that it is harmful for their acquisition; while the other (14.7%) nor agree or disagree with this claim.

**Q16 :I can not make a complete sentence without using translation.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>03</b>	<b>8.8%</b>
<b>SA</b>	<b>07</b>	<b>20.6%</b>
<b>U</b>	<b>08</b>	<b>23.5%</b>
<b>D</b>	<b>11</b>	<b>32.4%</b>
<b>SD</b>	<b>05</b>	<b>14.7%</b>

<b>Total</b>	<b>34</b>	<b>100%</b>
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**Table :16**

According to the table 16 the majority of learners ,disagree that they can not make a complete sentence without using translation (32.4% ) disagree , and (14.7%) strongly disagree , and (23.5%) they are nor agree or disagree , while (20.6%) strongly agree , and (8.8%) agree about this claim .

**Q17 :Translation leads to mistakes in L2.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>11</b>	<b>32.4%</b>
<b>SA</b>	<b>08</b>	<b>23.5%</b>
<b>U</b>	<b>08</b>	<b>23.5%</b>
<b>D</b>	<b>05</b>	<b>14.7%</b>
<b>SD</b>	<b>02</b>	<b>5.9%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :17**

The majority of learners responds agree that translation leads to mistakes in L2 (32.4%) agree , (23.5%) strongly agree , while (14.7% ) disagree , and (5.9%) strongly disagree , and (23.5%) nor agree or disagree .

**Q18 :Translation forces learners to think carefully about meaning, not just to mechanically manipulate forms.**



<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>17</b>	<b>50%</b>
<b>SA</b>	<b>09</b>	<b>26.5%</b>
<b>U</b>	<b>05</b>	<b>14.7%</b>
<b>D</b>	<b>03</b>	<b>8.8%</b>
<b>SD</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :18**

According to table 18, a high percentage of learners (50%) agree that translation forces them to think carefully about meaning , not just to mechanically manipulate forms . Around (26.5%) of participants also strongly agree with this statement and(14.7%) of them nor agree or disagree ;on the other hand only (8.8%) of the learners disagree with this statement.

**Q19 :I prefer when the teacher only uses L2 during the course .**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>10</b>	<b>29.4%</b>
<b>SA</b>	<b>10</b>	<b>29.4%</b>
<b>U</b>	<b>08</b>	<b>23.5%</b>
<b>D</b>	<b>06</b>	<b>17.6%</b>
<b>SD</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :19**

As we can see from table 19, (29.4%) strongly agree and (29.4%) agree that they prefer when the teacher only uses L2 during the course ,while (17.6%) disagree, and (%23.5) nor agree or disagree about this claim .

**Q20 :Translations concerns practical exercises aiming at improving the students' reading and writing skills, regardless of their oral skills.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>17</b>	<b>50%</b>
<b>SA</b>	<b>07</b>	<b>20.6%</b>
<b>U</b>	<b>03</b>	<b>8.8%</b>
<b>D</b>	<b>07</b>	<b>20.6%</b>
<b>SD</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :20**

When the learners were asked about if Translations concerns practical exercises aiming at improving the students 'reading and writing skills, regardless of their oral skills half of them agreed and (20.6%) strongly agree, when (8.8%) of them nor agreed or disagreed, while(20.6) disagreed with this statement.

**Q21 :Translation is not a communicative act .**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>08</b>	<b>23.5%</b>
<b>SA</b>	<b>04</b>	<b>11.8%</b>
<b>U</b>	<b>08</b>	<b>23.5%</b>

<b>D</b>	<b>08</b>	<b>23.5%</b>
<b>SD</b>	<b>06</b>	<b>17.6%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :21**

When we asked learners about if translation is not a communicative act the majority of responds disagree (23.5%) , and (17.6%) strongly disagree, when (23.5%) nor agree or disagree with this statement , while (23.5%) agree , and only (11.8%) strongly agree .

**Q22 :Translation tasks and activities are useless.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>03</b>	<b>8.8%</b>
<b>SA</b>	<b>05</b>	<b>14.7%</b>
<b>U</b>	<b>03</b>	<b>8.8%</b>
<b>D</b>	<b>16</b>	<b>47.1%</b>
<b>SD</b>	<b>07</b>	<b>20.6%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :22**

When we asked the students if translation tasks and activities are useless the majority disagree (47.1%), and (20.6%) strongly agree , while (8.8%) agree and (14.7%) strongly agree, when 8.8% nor agree or disagree with this statement .

**Q23 :Translation provides a simplistic and false belief that there is a perfect one-to-one relationship between the native language and the foreign language.**

Option	Number	Percentage
A	13	38.2%
SA	08	23.5%
U	08	23.5%
D	03	8.8%
SD	02	5.2%
Total	34	100%

**Table :23**

In the table above the majority of students agree that translation provides a simplistic and false belief that there is a perfect one-to-one relationship between the native language and the foreign language , which (38.2%) agree and (23.5%) , when (23.5%) nor agree or disagree , while (8.8%) disagree, and (5.2%) strongly disagree .

**Q24 :Translation makes me view the FL through my native language and this can cause interference between the two languages involved.**

Option	Number	Percentage
A	18	52.9%
SA	08	23.5%
U	04	11.8%
D	03	8.8%
SD	01	2.9%
Total	34	100%

**Table : 24**

In the table above the most of students answers agree that Translation makes them view the FL through their native language and this can cause interference between the two languages involved , so (52.9%) agree , and (23.5%) strongly agree, while (11.8%) nor agree or disagree, when (8.8%) disagree , and (2.9%) strongly disagree .

**Q25 :Translation exercises should only concern translation learners and not FL learners because the profiles differ.**

Option	Number	Percentage
A	08	23.5%
SA	05	14.7%
U	09	26.5%
D	07	20.6%
SD	05	14.7%
Total	34	100%

**Table :25**

According to this table (23.5%) agree ,and (14.7%) strongly agree, while (26.5%) nor agree or disagree , while (20.6%) disagree, and (14.7%) strongly disagree .

**Q26 :Translation is a boring and non-stimulating task, and can be particularly frustrating and de-motivating for students.**

Option	Number	Percentage
A	07	20.6%
SA	04	11.8%
U	02	5.9%

<b>D</b>	<b>15</b>	<b>44.1%</b>
<b>SD</b>	<b>07</b>	<b>17.6%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :26**

From table 26 we can see that the majority of students disagree about the fact that they sees translation as a boring and non-stimulating task, and can be particularly frustrating and de-motivating for students (44.1%) disagree and (17.6%) strongly disagree on the other hand 07(20.6%) agree and 4(11.8%) strongly agree, when (5.9%) could not confirm or deny the fact that translation is a boring and non-stimulating task, and can be particularly frustrating and de-motivating for students.

**Q27 :Translation lessons are not suitable for all learners, since they concern only those interested in literature, or with those which have already acquired a significant level of proficiency in the FL.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>08</b>	<b>23.5%</b>
<b>SA</b>	<b>07</b>	<b>20.6%</b>
<b>U</b>	<b>06</b>	<b>17.6%</b>
<b>D</b>	<b>09</b>	<b>26.5%</b>
<b>SD</b>	<b>04</b>	<b>11.8%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :27**

In the table above (23.5%) agree and (20.6%) strongly agree that : Translation lessons are not suitable for all learners, since they concern only those interested in literature, or with those which have already acquired a significant level of proficiency in the FL., while (17.6%) nor agree or disagree, while (26.5%) disagree , and (11.8%) strongly disagree .

**Q28 :Translation leads to many grammar and lexical mistakes .**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>11</b>	<b>32.4%</b>
<b>SA</b>	<b>07</b>	<b>20.6%</b>
<b>U</b>	<b>08</b>	<b>23.5%</b>
<b>D</b>	<b>06</b>	<b>17.6%</b>
<b>SD</b>	<b>02</b>	<b>5.9%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :28**

According to the table above (32.4%) agree , and (20.6%) strongly agree on that Translation leads to many grammar and lexical mistakes , while (23.5%) they couldn't confirm or deny the claim , when (17.6%) disagree ,and (5.9%) strongly disagree .

**Q29 :Because of translation, I think in L1 and the way I communicate is not effective .**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>14</b>	<b>41.2%</b>
<b>SA</b>	<b>03</b>	<b>8.8%</b>
<b>U</b>	<b>09</b>	<b>26.5%</b>

<b>D</b>	<b>05</b>	<b>14.7%</b>
<b>SD</b>	<b>03</b>	<b>8.8%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :29**

According to the table above the majority of learners agreed that because of translation , they think in L1 and the way they communicate is not effective so (41.2%) agreed and (8.8%) strongly agreed, while (26.5%) nor agree or disagree , when (14.7%) disagree, and (8.8%) strongly disagree.

**Q30 :Translation tasks have nothing to do with the way in which a mother language is learnt so we do not promote natural FL learning.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>14</b>	<b>41.2%</b>
<b>SA</b>	<b>03</b>	<b>8.8%</b>
<b>U</b>	<b>08</b>	<b>23.5%</b>
<b>D</b>	<b>06</b>	<b>17.6%</b>
<b>SD</b>	<b>03</b>	<b>8.8%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Table :30**

The last question above the majority of students agree that translation tasks have nothing to do with the way in which a mother language is learnt so they do not promote natural FL learning (41.2%) agreed ,and (8.8%) strongly agreed , while (23.5%) they do not confirm or deny the statement , when (17.6%) disagree, and (8.8%) strongly disagree .



## **Discussion of the Findings:**

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

- The researcher came to the conclusion that the majority of students do prefer when teachers use translation in the classroom because it limits anxiety and helps moving forward and fully understanding their teachers.
- The researcher came to the conclusion that the majority of students do prefer when teachers use translation in the classroom because it limits anxiety and helps moving forward and fully understanding their teachers.
- Translation helps to have a better understanding of the language. It helps in understanding the meaning of utterances and in recognizing the differences between the languages.
- Translation helps pupils feel secure about learning L2; and they prefer when the teacher uses L1 during the session.
- students keep notebooks where they translate vocabulary after they underline the difficult words they find in texts.
- Students use dictionaries in L2 learning.

- Pupils cannot follow the session when teachers only use L2 during the session.
  
- The majority of pupils enjoy translation activities.
  
- Translation can sometimes be harmful if it is used exclusively and it can lead to mistakes in L2.
  
- Some students enjoy it when the teacher uses only L2 during the course.

### **Recommendations:**

There are several ways to make learners use the target language Even if teachers knows that English should be the main language in the classroom and they try to do the best they can and uses English as much as possible very often they have to face a situation when learners keep speaking their mother tongue and refuse to use the L2 all the time. Such a situation has to be solved immediately but it is never easy for teachers to make them speak English and many of them would certainly be grateful for any kind of advice. Some authors tried to find the best techniques and strategies for solving this problem.

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

- Talk to them about the issues:

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

- Encourage them to use English appropriately:

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

- Create an English environment:

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

- Keep reminding them:

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

- Choose appropriate tasks:

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

- Use persuasion and other inducements:

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

According to Willis (1991, p. 3) the use of an appropriate motivation can be very effective.

She suggests praising children and repeating them how clever they are.

### **Conclusion:**

The findings of this study show that translation is a useful tool in learning and teaching EFL. It can be a helpful language practice method for students who want to learn English or any other language. When translation is used into classroom activities, it can help students improve their language skills and facilitate their knowledge and comprehension of vocabulary and make them capable of comparing between languages and knowing the structure .

Besides, Translation in EFL classroom can enhance the understanding of the two languages , Most of the Algerian language learners and teachers believe that Translation is a valid, and effective , and useful pedagogical tool in the EFL classroom to improve knowledge of the English language or when this method used to learn other languages .

# ***General Conclusion***

### **General Conclusion :**

Translation as a method of language teaching is still a subject under research and continues to be one of the most frequently discussed topics among linguists and teachers. The present research attempted to investigate the importance of translation in foreign language teaching and to see to what extent teachers and students are aware of learning strategies related to translation. It also aimed at finding out teachers' and students' attitudes towards employing this aspect in EFL classes. Besides, the study sought to evaluate all aspects related to translation (translation activities and learning strategies), The results of this investigation show a great support by the participants of the arguments used in favor of the use of translation as an EFL technique. This support gives more and more strength to translation in the field of EFL.

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

teachers should help their students benefit from this tool for a better understanding of the English language.

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

The results also show some disagreement of half of the claims which were used against translation in EFL classes. Others claims were seen differently by learners as a result, sometimes, of the confusion between pedagogical translation and professional translation. F With regard to the results of this research, translation seems to maintain its position in EFL as a useful and welcome technique of teaching. However, we must call for the distinction between types and objectives of translation and set a proper way of teaching translation techniques.

Finally the integration of translation in the EFL syllabus should be in line with the current learning requirements. Since new ICTs are progressively used for various pedagogical purposes, translation teaching in EFL has to include the use of modern communication tools like translation databases and computer aided translation in order to set a comparative view for the learner between their mother tongue and foreign languages.

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**Appendix A:**

# Questionnaire

**To learners of EFL in the department of English in Ibn Khaldoun University – Tiaret .**

This questionnaire comes as a tool that we have chosen to evaluate the impact of translation use in English language class, through the investigation of the learners opinions about both the advantages and disadvantages ,and how it impact their language acquisition. we would highly appreciate genuine answers . Thanks in advance !

- L1 = Mother Tongue .
- L2 = Second Language (English in this study ) .
- FL = Foreign Language .

1) Translation activities during EFL class is important .

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
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2) I enjoy translation activities .

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

3) Using translation during learning L2 gives a sense of security and helps me to be stress free .

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

4) Translation practices help me recognize new vocabulary .

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

5) I translate mentally and unconsciously words and texts .

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

6) Translation activities speed up my comprehension and help me to have a better understanding of the language .

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

7) I translate vocabulary and sentences from L2 to L1 .

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

8) Translation helps me comprehend the meaning of utterance .

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

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

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

10) I prefer when the teacher uses L1 during the EFL class .

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

11) I keep a notebook when I translate all the words i learn during the course .

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

12) When the teacher speaks only in the L2 I do not understand the course .

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

13) I translate words and vocabularies from L1 to L2 while writing.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

14) Translation helps me remember words.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

15) Translation is harmful for my language acquisition.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

16) I can not make a complete sentence without using translation.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

17) Translation leads to mistakes in L2.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

18) It forces learners to think carefully about meaning, not just too mechanically manipulate forms.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

19) I prefer when the teacher only uses L2 during the course .

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

20) Translation is an artificial exercise in which the main emphasis is on reading and writing and students , and not about practicing oral skills.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

21) Translation is not a communicative act .

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

22) Translation tasks and activities are useless.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

23) Translation provides a simplistic and false belief that there is a perfect one-to-one relationship between the native language and the foreign language.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------



24) Translation makes me view the FL through my native language and this can cause interference between the two languages involved

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

25) Translating is not the aim of language learning, it is the aim of translator training and both are independent fields of study.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

26) Translation is a boring and non-stimulating task and can be particularly frustrating and de-motivating for students.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

27) Translation is not suitable for all learners, since it can only work well with those interested in literature or with those which have already acquired a significant level of proficiency in the FL.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

28) Translation leads to many grammar and lexical mistakes .

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

29) Translation makes me think in L1 and translate those sentences to L2 which makes me hardly communicate.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

30) Translation tasks have nothing to do with the way in which a mother language is learnt so we do not promote natural FL learning.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree
----------------	--	-------	--	-----------	--	----------	--	-------------------

## ملخص الدراسة:

لعبت الترجمة منذ فترة طويلة دورا مثيرا للجدل في تدريس اللغة الإنجليزية وتعلمها. حيث تم تجاهلها إلى حد كبير كتمرين فعال لممارسة اللغات الأجنبية وتحسينها، و قد نوقشت هذه القضية على مختلف التطبيقات في إطار المنهجيات التربوية للغة. كان الهدف من الدراسة هو معرفة آراء المعلمين حول استخدام اللغة الأولى في حصص تعليم وتعلم اللغة الإنجليزية. بالإضافة إلى ذلك، هدفت هذه الدراسة إلى اكتشاف أوجه التشابه والاختلاف في طرق إدراك المعلمين والطلاب لاستخدام اللغة العربية كلغة أولى في فصول تدريس اللغة الإنجليزية، وما مختلف الحالات التي أدت إلى استخدام المعلمين للغة العربية في أنشطة فصول اللغة الإنجليزية وقد تم إجراء استبيان لمعرفة وجهات نظر بعض طلاب اللغة الإنجليزية حول استخدام الترجمة كوسيلة تعليمية للغة الانجليزية كلغة أجنبية كانت أغلبية نتائج الاستبيان إيجابية حيث استحسنوا استخدام الترجمة إلى اللغة الأم في تعليم وتعلم اللغة الانجليزية وتحفظ البعض على مشروعية استخدامها لاعتقادهم بأنها مضرّة لمسارهم في تعليم وتعلم اللغة الانجليزية يمكن القول ومن خلال البحث المطروح بأن استعمال الترجمة في تعليم اللغة الانجليزية متوقف على الاستعمال المعتدل والمناسب خلال المسار الدراسي.