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The Use of Translation in the Learning Process of EFL.

Case study:First year English Language Students at Ibn Khaldoun University _ Tiaret

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ABSTRACT

Translation has long played a controversial role in English learning, and the use of the first language in learning English as a foreign language classes has always been discussed. Some research supports the idea of its inclusion while most language educators are completely against the use of translation in language classrooms and some others still claim that it should be used for certain purposes. This study analyzes learners' reaction to the use of translation as a second language learning strategy, in the aim of showing the pedagogical effect of translation. To do so, the study employed quantitative and qualitative methods. For the quantitative part, a questionnaire was conducted to 40 first year bachelor students of English as a foreign language at Ibn Khaldoun University of Tiaret in order to gather information about the realities around the use of translation as a pedagogical tool. For the qualitative part, random sessions were attended with students in classroom to investigate the different attitudes and behaviors of both teachers and students of English as a foreign language towards translation, and how can this tool affect English as foreign language learning. The findings showed that translation is seen to be not beneficial for most students. So, we highly recommend avoiding the first language uses in English classes and maintain it only as a last resort.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language.

LEFL: Learning English as a Foreign Language

TEFL: Teaching English as a Foreign Language

FL: Foreign language

FLL: Foreign Language Learning

L1: First language/ Arabic

L2: Second language/ English

ST: Source Text

TT: Target Text

SLA: Second Language Acquisition

DM: Direct Method

MT: mother tongue

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General Introduction

The fact that translation exists since the dawn of history is generally known, Translation is of strategic importance to people and play a vital role in development, it allows people to learn about other cultures. Thoughts, meanings, and ideas. They come to understand the principles, traditions, and values of other cultures and their accumulated wisdom. Translation opens the door to a vast amount of knowledge that would otherwise remain embedded and isolated from the rest of the world.

Educational translation or the academic use of translation to acquire a foreign language as Delisle defines it in 1984 is a set of exercises, which interest of the theme is clear, even in a purely communicative approach to language learning. It is a question of training oneself to a correct writing in a language other than one's own.

Translation was the basis of language learning for a very long time, to move straightforwardly to the heart of our topic, we'll introduce the place of translation in the learning process of English as a foreign language. Translation as a method of language learning is still a subject under research and continues to be one of the most frequently discussed topics among linguists, methodologists and teachers. Translation is considered a justifiable pedagogical tool especially in an EFL environment, and this tool needs to be explored and used. However, there have been few studies investigating translation as a learning practice .That is to say that the use of translation in foreign/second language learning has divided language linguists into supporters and opponents. Some linguists hold the view that translation should not be used in foreign language learning. This view is apparently based on the criticism of the Grammar-Translation Method in foreign language learning. Other linguists think that translation can be useful in foreign language learning. Therefore, this study is set to explore aspects of the use of translation by EFL learners in the classroom and

reveals how this application could influence Learners Views about the use of translation for this purpose.

The nature of first language as an important factor as well as its function in the process of second or foreign language pedagogy was often misunderstood, the thing that motivate us o intend The present research in order to analyze the language learners' perceptions of using mother tongue in their language learning classes. It hopefully makes them aware of various learning strategies in English learning. As a result, like other works, this study also has some sort of limitations, for instance the challenging problem was the existence of hesitations from the respondents when they answered the questionnaire; 10 of the respondents did not give us back their questionnaires which for sure affected, somehow, the results of the study.

The present research aims to investigate the effects of using translation in EFL leaning and how beneficial can this later be for EFL learners (First year licence students of IBN KHALDOUN university-Tiaret), further more to know whether translation is a pedagogical tool in the learning process or not. Therefore, the following questions can be raised:

1) How does the use of translation affect the processes of learning EFL?

2) To what extent do English learners make use of their mother tongue as a learning strategy?

In order to find reliable answers to these questions, the following hypotheses have been put forwards:

1) Translation can be a useful tool for EFL learning if learners use by including properly, incorporating it into the proper assignments and applying it in collaborative language skill review.

2) It is also hypothesized that relying too heavily on translation in EFL learning may discourage students to achieve native language proficiency, besides, translation may be

necessary only for beginners, and that learners should enhance their methods as far as they go far with language competency. Furthermore, it is assumed that electronic tools of translation are unreliable and occasionally fail to give learners accurate translations.

3) Students may over use their L1 as a strategy to facilitate and speed up their EFL study.

4) It is also possible that student avoid utilising mother language in EFL classes as possible as they can, in order to improve their educational level.

The data needed have been gathered through using a questionnaire as a research instrument in order to explore the translation's value among students as a strategy of learning. And classroom observation to obtain a clear idea about the attitude of students in the classroom towards translation; whether they use it regularly to deal with the different terms of the EFL or they refer to it as a last resort.

This dissertation contains three chapters organized as follow: The first and second chapters are dedicated to literature review where we attempt to present the most important linguistic key concepts which are thought to be relevant to our study, in which we talked specifically about the understanding of translation and the Impact of using Translation in EFL learning process.

At long last, chapter three deals with the practical side in which the obtained results are interpreted.

As a core subject matter, the use of translation in the learning process of EFL in Tiaret's university is considered as being the real context of the current research, wherein our sample of population of the research under investigation is selected from IBN KHALDOUN University. At long last, chapter three deals with the practical side in which the obtained results are interpreted. It is a case study in which the questionnaire was distributed then turned back to us. 40 respondents are chosen randomly. They are first year students of the English

General Introduction

Language at Ibn Khaldoun University of Tiaret. This part of the research work deals with data collection which have been gathered from the respondents. It is devoted to data analysis by representing them in details (using graphs). It also hopes to unveil the value of translation as a pedagogical tool and what can these later offers to EFL learning. It presents the sample of respondents and its categorization into age and gender classes. It also introduces the research methods for collecting data which will be analysed quantitatively according to respondents' answers. Finally, the General Introduction interpretation of the results reveals the students' beliefs about translation in English language learning. Accordingly, our study; being of an exploratory and interpretive nature, raises a number of opportunities for future research, both in terms of theory development and concept validation. More research will in fact be necessary to refine and further elaborate our novel findings.

CHAPTER ONE

Understanding translation

1) Definition of translation

Generally, translation is the process of converting a text's meaning, ideas, or messages from one language to another. This procedure is followed by certain factors, the most important of which are the correctness, clarity, and naturalness of the meaning, ideas, or messages of the translation. It indicates that it's crucial to assess if the target text's readers will accept the same information as the source text's readers. These factors are clarified in certain experts' definitions of translation.

Translation comes from Latin translātus meaning 'to transfer' (Simpson and Weiner 1989, p. 410). They define translation as:

a. The process of turning from one language into another.

b. The rendering of something in another medium or form.

Hornby (2010, p. 1646) defines the verb translate as:

a. To express the meaning of speech or writing in a different language.

b. To be changed from one language into another.

One of the most prominent definitions of translation is as follows: by Newmark (1988: 5) who defines translation as "rendering the meaning of a text into another language in the way that the author intended the text". This definition emphasizes the importance of transferring the meaning of the source language text into the target language content as the author intended. Hatim and Munday (2004: 6) define translation as "the process of transferring a written text from source language (SL) to target language (TL)". In this definition they do not directly express that the object being transferred is meaning or message. They focus on translation as a process. Nida and Taber (1982: 12), on the other hand, state that "translating consists in reproducing in the receptor language the closest natural equivalent of the source language message". This definition is more explicit than the previous ones. Translation is closely

related to issues of languages, meaning, and equivalence. Another definition proposed by Catford (1965) proposes that "translation is the replacement of textual material in one language (Source Language/ SL) by equivalent textual material in another language (Target Language/ TL)".

According to the definitions mentioned above, it can be determined that translation entails not only converting the language of a particular message or text to another language, but also locating the target language's closest counterpart in terms of meaning and style. (A process that aims to identify semantic equivalence in the target text), the highlighting of the term "meaning equivalency" is important because it refers to the meaning that is transferred in the target language. In this situation, translators are confronted with text as a unit of meaning in the form of groups of words or sentences.

This signifies that the language used is a unit of meaning in discourse that can be understood by the communication's participants. So, the fundamental issue in the translation process is meaning, which will emerge as the process progresses, rather than translation as a finished product. Hatim and Munday (2004: 34) also suggest that "one of the key problems for the analyst was in actually determining whether the source text meaning had been transferred into the target text". It is clear here that meaning is the fundamental key issue: whether the meaning of the source language text is accurately transmitted into the target language text.

➢ **On Meaning**

The focus of translation is not solely on meaning as a unit of lexical intention. The process of rendering meaning includes considerations such as the original text's diction, grammatical structure, communication setting, and cultural context. The source and target texts must have the same significance. At the very least, language is engaged in content equivalence. The translator's decision-making in the translation process will be influenced by the system of

rules in one language that differs from the other. For instance, in this case, the translation process, which involves both Arabic and English language. The structure of noun phrases in both languages is different. Modifier + noun head is the most common construction for English noun phrases. However, The Arabic language follows the D-M (Diterangkan – Menerangkan) rule, in which the modifier comes after the noun head. This contrast can be used to demonstrate this point.

Exemplar, in Arabic, the English term "a beautiful girl" is rendered as "فتاة جميلة." A phrase's sense in one language may not always be translated in the same way as in the previous example. In English, the Arabic word «كبش فداء" is not generally translated as «Sacrificial feast ». It will, however, be similar to the English phrase "scapegoat" if it has a specific implication, such as 'a person who is blamed for something that someone else has done.'

1.1)   Kinds of Meaning

Referential and connotative meanings are the two types of connotation identified by Nida and Taber (1982: 56). In her book "Translation and Meaning", Magdy M. Zaky divides it into two categories: referential and associated meaning (which includes connotative signification). "There is a distinction between conceptual intention, on the hand, and connotative, stylistic, affective, reflected, and collocative types of meaning on the other hand. Thus, we classify the last five types under one general category of associated meaning" Zaky says. We will concern with referential and connotative meaning as follows.

1.1.1) Referential Meaning

A word with a referential meaning relates to an item, process, abstract thing, or relationship. According to Zaky (2005), referential significance is also known as "the meaning of reference, which is often referred to as the "referential" meaning, "lexical" meaning, "conceptual" meaning, or "denotative" meaning." A translator must be mindful of any markers that occur in the text while giving the sense of a word referentially.

1.1.2) Connotative Meaning

The meaning of a word is not solely determined by the word's referred object. A translator may be required to provide an emotional response to a word at times. It could be a powerful, weak, positive, or negative reaction. Connotative intent is a type of denotation that is directly linked to an individual's emotional experience. To put it another way, the drift of a word is determined not only by its concrete or abstract dimensions, but also by the sender's emotional state.

1.2)   Translation methods & procedures

In the context of a translation assignment and a communication setting, a method of translation covers many procedures and techniques performed at the textual level to transfer a text from a source language into a target language. The method used is decided   prior to the act of translating process, and it is determined by a number of criteria. Primary norms, preparatory norms, and procedural norms, according to Schaffner (1998), manage the act of translating before and during the procedure. Preliminary norms will define why a particular text is selected for translation, main norms will determine whether general strategy (foreignization or domestication) will be utilized, and procedural norms will determine the micro-techniques used at the word and sentence levels.

Newmark (1988, p. 81) says "While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language." The following is an analysis of the translation types, methods and strategies.

1.2.1) Word-for-word translation

This method is employed in the pre-translation phase, when the TL words are placed directly below the SL words in a process called interlinear translation. This approach or type of translation focuses on the meaning of each individual word, regardless of differences in grammar, word order, context, or special usage between Arabic and English. Moreover, this translation is focused on the source language, and the target language should follow along with it step by step. As a result, it appears to be a very easy way of translation, and it is often used among students. However, this strategy is extremely risky because it ignores the target language and solely relies on the source language. In addition, it ignores both languages' grammars, especially when they come from two quite different families, such as English, which is an Indo-European West Germanic language, and Arabic, which is a Semitic language. Furthermore, this technique disregards the word order of both languages. This method also ignores the context, which is critical to comprehending the meaning of a sentence. It also misses the metaphorical usage of words, which represents the language culture. Example:

That child is intelligent.

ذاك الطفل يكون ذكيا

Finally, this strategy cannot find equivalents which do not exist in the target language. So, example above can be corrected as: ذاك الطفل ذكي

1.2.2) Literal Translation

This method of translation is between word-for-word and free translation in which the words are translated out of context as in word-for-word translation, but then placed according to the grammatical structure of the target language. The grammatical forms in SL are transformed to their equivalents in the TL. The lexical words, on the other hand, are translated devoid of context. (With no regard for their connotative connotations.) This is demonstrated in the following example.

Let us shake hands……………………………………………………..…...دعنا نتصافح بالأيدي

 So, this literal translation method is far more acceptable than the first, which requires a word-for-word translation. And as a result, the preceding example can be corrected into "دعنا نتصافح" or simply "فلنتصافح," because the verb "نتصافح" Includes "hands" and this action cannot be performed without them.

1.2.3) Faithful Translation

This strategy establishes a good compromise between the SL word's literal meaning and the TL syntactic structures. Within the restrictions of the target language's grammatical structures, a faithful translation seeks to recreate the original's precise contextual meaning. It preserves the degree of grammatical and lexical 'abnormality' (deviation from the source language standards) in the translation by transferring cultural words. It makes an endeavour to be totally accurate to the original language writer's intentions and text realization It sounds more realistic since it considers the context, attempting to produce more accurate meaning in SL messages. Example 'You see things; and you say, "Why?" But I dream things that never were; and I say, "Why not?"' It can be faithfully translated as:

أنت ترى الأشياء وتقول لماذا؟ ولكني أحلم بأشياء لم توجد أبدا وأقول لم لا ؟

1.2.4) Semantic Translation

This form of translation delivers a more natural translation than the prior method. Because semantic translation considers the aesthetic element and cultural words in SL are translated into their cultural equivalents in TL. This strategy produces clear, fluid, and succinct translations. According to Newmark (1988:46), the distinction between 'faithful' and' semantic' translation is that the first is uncompromising and dogmatic, whereas the latter is more flexible, admitting the creative exception to 100% fidelity and allowing for the translator's intuitive empathy with the original text.

1.2.5) Adaptation Translation

Adaptation, often known as "the freest kind of translation," is commonly utilized in translating poetries and play scripts in which cultural conversions from SL to TL are made without affecting the themes, characters, or plot of the SL. Therefore, if translators want to adapt a play script, for example, they must keep the script's characters and plot while simply changing the dialogues from SL to TL. (In order to find an acceptable one in the target language)

1.2.6) Free Translation

Because the content of the source text takes precedence over its form in this method, paraphrasing is frequently utilized to ensure that the message from the source text may be clearly transmitted to the readers of the target text. It retains the original meaning while using natural forms of the TL, including normal word order and syntax, to ensure that the translation is understandable. It preserves the content at the expense of the form and produces a longer version of the original paraphrase. It's a type of idiomatic translation that favours idioms and colloquialisms that don't exist in the SL. To put it another way, this form of translation focuses on translating freely since the translator is not bound to the text or context, or the

denotative meaning of a word or phrase, but instead goes beyond words and phrases, out of texts, and outside of contexts. So, the only limitation is the translator's comprehension. Example:

What a disaster would that be for her!..يا ويلها ويا سواد ليلها

1.2.7) Idiomatic Translation

Newmark (1988, p. 47) defines idiomatic translation as "reproducing the 'message' of the original." It favours idioms and colloquialisms which do not found in the original. When translators reach this manner, their translations will no longer sound like translated texts, because the message is recreated in TL using more natural and familiar language, including colloquialisms and idioms not exist in SL. Example:

He did not get a thing…………………………………………………………...عاد خالي الوفاض

1.2.8) Communicative Translation

This form of translation tries to convey the original text's accurate contextual meaning in such a way that the reader can accept and understand both the content and the language. It is particularly suitable for translating traditional formulae or proverbs, and it requires some cultural approximation. The goal of communicative translation is to achieve the same impression on the TL reader as the SL text. Though it is not as accurate as semantic translation, which stays sticks to the original text, it communicates the meaning without sacrificing accuracy. Many translators prefer it, though, because it uses concepts that are more culturally and socially familiar to the TL reader.

It is usually reserved for culturally distinctive idioms, proverbs, or clichés in which the translator replaces an SL phrase or concept with one that already exists in the target language. Communicative translation focuses on the message and the text's main point, tends usually

basic, clear, and concise, and is always written in a natural and resourceful style (Newmark) (1988: 48). According to some linguists, communicative translation occurs when the ST employs an SL expression standard for the situation, and the TT applies a TL expression standard for an equivalent target culture situation in a given context (Dickins et al. 2005: 17). As following example:

- Charity begins at home……………………………………………… الأقربون أولى بالمعروف
- Let bygones be bygones……………………………………………لي فات مات.

Therefore, Communicative translation aims to produce an effect on its readers that is as close as possible to that on the readers of the original.

1.3) Translation fields

If a translator decides to become an expert in a specific sector, they would logically want to know what the most challenging translation fields are. For this reason, focusing on the most frequently requested translation fields might orientate the translator focus on their areas of competence. Here are some examples that is mostly known used:

1.3.1) Medical translation

Because of the large amount of knowledge necessary, it is considered as one of the most challenging translation fields. A translator needs far more than rudimentary medical understanding to accurately represent the meaning of a medical document. Because the patient's life and safety are on the line, the medical translator's level of precision is unrivalled in any other area, because the patient's life and safety are on the line. That is to say, in order to succeed as a medical translator and avoid major legal implications, a translator would need a fundamental understanding of medicine and strict quality assurance.

1.3.2) Legal translation

Because of its highly precise terminology and vocabulary, it is fraught with complexities. A normal translator would find this field extremely challenging, requiring much research to fully comprehend the content and convey its meaning in the target language. Failure to do so can lead to critical ramifications for all parties concerned. The smallest error a legal translator makes can cause the whole case to collapse.

1.3.3) Marketing translation

At first appearance, it may appear to be simple. But what makes this area of specialization challenging is that word-for-word translations are hardly ever a viable option. Translators must unleash all their creativity to impress the target audience in the same way that the original statement intended. This assignment necessitates a unique level of expertise and inventiveness to be executed. Companies' marketing translation mistakes are well documented and they have the power to undermine the company's seriousness in the blink of an eye.

1.3.4) Financial translation:

It includes: translation of financial reports, business and investment plans, annual profit and loss accounts and audit reports financial statements, annual reports and all types of financial documents.

CHAPTER TWO

The Impact of Using Translation in EFL

learning process

Learning is referred to be long-term education since humans must learn from the time they are born until they die. One of the functions of education is to plan for the development of students' potential and abilities. Srikandi and Arjulayana (2016).

2.1)   Concept of Learning

Generally, with all learning there is an element within us of wishing to remember and understand why something happens and to do it better next time.

Learning is about change: the change that comes from developing a new skill, comprehending a scientific law, or changing an attitude. In the same way that our appearance changes as we age, the transformation is not just incidental or natural. Learning is a somewhat long-term transformation that is usually brought about intentionally. We set out to learn when we attend a course, search through a book, or read a discussion paper. Other forms of learning, such as experience-based learning, can occur without prior planning. In general, with all learning there is an element within us of wishing to remember and understand why something happens and to do it better next time. That is to say, ideally, learning is best achieved by blending individual curiosity, reflection, and adaptation (Stewart, 2003). It signifies that it is a broad study of various aspects of language, including foreign language, which is a much more specific area studied by a large number of researchers. In other words, "second language learning is not just the acquisition of a new set of words and sentences but also is the ability to understand and use language appropriately to communicate in authentic social and school environments".

It is an excellent concept in that learning any language focuses on understanding its syntax, lexis, and meaning, as well as the ability to engage in any conversation in any country with respect to its norms and regulations in order to make a good contact with people.

2.2)   What is a Foreign Language?

Language helps people to guide themselves in the world and their lives; it is referred to be a foreign language if it is taught or acquired in a classroom and is not spoken outside of the society it is contrary to what we refer to as a first or a native language, it also differs from a second language. So, the most significant definition of the expression "foreign language". According to Aleidine J. Moeller and Theresa Catalano (2015) "Study of another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of the authentic culture itself" (p.327).

It signifies that in this world, an educated man or woman is judged on the mastery of a language other than his or her native tongue. Our country is among of the countries that are working hard on the project and encouraging or reinforcing its students at all stages of education to learn and improve their abilities and capabilities in foreign languages, particularly English. That is why the current research work is interested in evaluating the effects of learning the English language on young Algerian learners.

2.3)   English Foreign Language Learner

Non-native English speakers who are learning English in a country where English is not widely spoken may use English as a second or foreign language. Algerian learners are classified as English as a foreign language learner, and they must exert efforts and capacities to reach their aim of learning more about the foreign language of English. They must also have the curiosity to have more knowledge about the various components of English in general.

English foreign language learners frequently ask for anything linked to the English language which is needed to raise their success. Learners must be active and self-confident since these characteristics help them in achieving their goal of learning English as a foreign language.

According to Eragamreddy (2015) "Motivation is not identical with students' achievement in language", However, it can support students succeed in the learning and teaching process.

Gardner and Lambert state that motivation is the most important component that highly influences a student's ability to learn English (1972).

2.3.1) Intrinsic Motivation

Intrinsic motivation, according to Mahmoeed et al. (2015), refers to doing something because it is interesting or enjoyable. It is more likely that they will participate in the process and make a real attempt to discover the answer.

2.3.2) Extrinsic Motivation

Extrinsic motivation, according to (Moeed, 2015, p.26), refers to doing something because it has a distinct outcome. Extrinsic motivation is based on external factors: rewards, attention, and praise from others. Extrinsic motivation refers to engaging in conduct in order to receive a reward or avoid punishment from an external source.

2.4)   The Status of English in the Algerian Educational System

The requirement to learn languages is becoming more prevalent in today's world, as the world is known as a vast but it appears to be a "global village or small cottage." Taking into account that English's place and significance in the ever- contraction global community is becoming increasingly extraordinary. English is the first language of New Media (e.g., Satellite TV, newspapers, and Internet).

It is the language of worldwide contact in commerce, diplomacy, technology, the arts, sports, and travel, and it is spoken by billions of people. For that reason, needless to say, that learning English is becoming an increasingly important aspect of education around the world. In the specific case of Algeria, the recognition of the Ministry of Education has recognized the

growing importance of English, which now plays a major role in the world. Many changes have occurred in the situation of teaching English as a foreign language since the Ministry of Education announced the educational reorganization in 2001.

While English is still considered as the second foreign language taught in Algerian schools after French, above all, the English language is taught at the first-year middle school level (i.e., at the age of 11). It covers seven years, with four years at middle school and three at high school. This includes creating new syllabuses, curriculum, textbooks, and supporting documentation as part of the whole procedure. Actually, the competency-based approach was embraced as a new work methodology. As previously stated, English language is taught as a required course starting from the first year of middle school. Though, Due to historical and social factors, it is taught as a second foreign language in the school system.

The English language is mostly studied for educational purposes, such as passing exams. It is typically utilized in a formal educational environment, and there are few opportunities to use it for daily communication outside of school.

2.5)   The Effect of Classroom Interaction on the Yong Algerian Learners

"The interactional drive essentially motivates infants to achieve attachment and social affiliation with their caregivers." according to Namhee Lee, Lisa Mikesell, Anna Dina L. Joaquin, Andrea W. Mates, and John H. Schumann (2009). (p.09). The achievement of the social contactor's discourse is due to this incentive. Grammatical patterns form and language is acquired as a result of social interactions, they stated. Namhee lee (2009, preface) argue that "interaction produces a grammatical structure in evolutionary time." (p.70).

It indicates that in the current study situation, every interaction with the learner generates a many grammatical structures. When it comes to foreign language learning, interaction is crucial; it plays a large role in the classroom, supporting the claims of some academics who

say that knowledge can be organized through classroom interaction, and learning skills can be shaped in the same way. It is also one of the easiest methods to get a learner's attention on how he uses the language he is acquiring.

According to previous studies, and when it comes to the English language acquisition in an Algerian classes, the best way to make students love it is to make them use it while interacting with each other in the classroom throughout the session, regardless of whether they are using the correct or incorrect words at the beginning, because most students begin speaking in a shy manner, afraid of their classmates' and teacher's reactions, however, once they realize how easy it is to express themselves in English, they will like the new language and start loving used to it, and the acquisition process will be more useful and correct.

2.6)   Translation in EFL learning

2.7)   The Impact of Using Translation in EFL

The use of first language L1 in learning English as a foreign language has long been a source of discussion; the current study aimed to determine the impact of employing L1 in EFL. Throughout history, the use of translation or students' native tongue in foreign language instruction has had many ups and downs. From its heydays as part of the Grammar Translation Method, to its complete rejection with the advent of the Direct Method, to its recent revival as a viable pedagogical tool. That is to say, some teachers have not been certain about the impact of MTL on language learning process; most language educators are adamantly against to the use of native language in EFL classrooms.

Other professors, scholars, and mostly students, on the other hand, have a different viewpoint on the issue. Furthermore, they see it as a supportive method that has helped them in their language teaching and learning classrooms. Although, most language educators and teachers, are vehemently opposed to the usage of L1 in TEFL. The on-going academic debate together

will bring arguments both for and against the use of mother tongue in learning English as a foreign language.

When it comes to language acquisition, there are several examples of students who study abroad for a period of time and then return home fluent in the foreign language. The fact that the student was entirely immersed in the culture and language, and "nobody spoke my language so I had to acquire theirs," is typically linked to this dramatic change.

 Many language schools and teachers all over the world (in English-speaking countries like Canada, the United States, and England, as well as non-English-speaking countries like Costa Rica, Thailand, and France) have chosen to adopt and enforce an English-only policy in order to recreate that full immersion experience for their students. Does it, however, make a difference? And what are the benefits and repercussions?

2.8)   Advantages of Using Translation.

Many studies have demonstrated that translation has a beneficial and facilitative impact, according to Mogahed (Newmark 1991; Husain 1994; Kern 1994; Omura 1996). Recent pragmatics research also implies that a better understanding of L1 helps in the more efficient communicative use of L2. Translation is a method by which both languages can be assessed. Rather than being considered as a barrier to actual language use, translation could more be viewed as a means of fine-tuning the language to be utilized in certain situations and circumstances (Owen, 2003).

Other advantages, according to Mogahed and Malmkjaer (1998), include:

- It enables learners to think comparatively by allowing them to grasp the influence of L1 on L2 and correcting errors of usage of specific terms or structures.

- Translation allows us to examine the potential of both languages - their strengths and weakness – since it entails contrast.

- It pushes students to consider meaning rather than just manipulating forms mechanically.

- Outside of the classroom, translation is going always. Why don't you do it in the classroom? Furthermore, "many ELT teachers have tried to create English only classrooms but have found they have failed to get the meaning across, leading to student incomprehension and resentment". According to Duff (1989). He concludes, therefore, that "translation/transfer is a natural phenomenon and an inevitable part of second language acquisition regardless of whether or not the teacher offers permits of translation."

2.9)   Disadvantages of Using Translation

Despite the positive effects of the mother language, it is critical to be aware of its potential negative impacts. This type of tendency, on the other hand, could lead to both teachers and students becoming overly reliant on the mother tongue of their students (excessive dependency). As a result, students lose confidence in their capacity to communicate in English: they may believe that the only way they will understand what the teacher says is if it is translated, or they will use their mother tongue even when they are perfectly capable of conveying the same idea in English. Students' opportunities to practice English are severely limited as a result, and many students are unaware that using English in classroom activities is critical to improve their language skills.

Newson (1998, p. 64-65) also identifies a variety of drawbacks of translation as a learning and testing tool, including interference and the implication that word-to-word equivalent exists between languages. According to Newson, translation:

- Encourages thinking in one language and transference into another, with associated interference.

- Reading, writing, speaking, and listening are the four skills that determine linguistic competency.

- Denies both the teachers and the learner the opportunity to reap the benefits of working in a single language.

- Lends false credence to the naive belief that there is such a thing as easy word-to-word equivalence between languages.

- (Vermees, 2010), states "translation does not allow or facilitate the achievement of such generally accepted foreign language teaching aims as, Translation also regularly creates the problem of oversimplification because many cultural and linguistic nuances cannot be directly translated".

2.10)   Balance between the Use of Mother Tongue and Foreign Language

Although the fact that both sides have valid arguments, it appears that translation has achieved a stronger place in classroom pedagogy in recent years. The mother tongue must remain in the backward position until its purpose in the lesson has been fulfilled, and the focus must be shifted to the target language. This statement should serve as a reminder to learners that the mother tongue must not be the dominant language in an English class. Using exclusively English, on the other hand, might not be the greatest option. (Source: Lucie2010)

It is evident from the preceding sections of this chapter that utilizing a limited amount of the mother tongue in the classroom can be beneficial, but English must always be the dominant learning language. But the question is how strong that dominance should be, and what is the right proportion of L1 to L2. Nobody is able to give the correct answer since, at least for now, it does not exist. For instance, Atkinson advises a 5% to L1 and a 95% to L2.

However, this is a profoundly individual, and anyone else can disagree with him. Some argue that we cannot give an exact fraction because it depends on a variety of elements that alter at different levels of foreign language instruction.

Some of these are presented by Atkinson:

- The students` previous experience: This is a problem that many teachers face on a regular basis.

- The previous mentor's approaches and techniques were different, and the mother tongue was employed a lot, may be too much (which is not unusual thing nowadays).

- The new teacher wants to use L2 as much as possible, but this presents a dilemma because students are accustomed to hearing their instructor speak L1 in classroom communication. Level: Teachers can demonstrate or mime at times, but this does not always succeed, thus the usage of L1 in a greater amount is unavoidable.

When students attain higher levels, the teacher can use more English in the classroom. Atkinson suggests limiting the use of the mother tongue in higher levels and reserving it for class management. Before beginning to teach a new class, all teachers should consider the following points. Even if it does not assist them in determining the appropriate proportion of L1 to L2, at least they will be able to determine whether the use of the mother tongue in an English class is justified.

CHAPTER THREE

Research Methodology, Data Analysis and Discussion

3.1) Introduction

This chapter is intended to bridge the gap between the theoretical framework and the practical side. This research work presents the use of translation in the learning process of EFL amongst the first licence EFL learners at Ibn Khaldoun University of Tiaret. The current chapter tries to discuss the advantages and disadvantages of translation from different Linguistic situations. In doing so, the data are collected from first licence EFL learners at Ibn Khaldoun University of Tiaret. It will also shed the light on the methodology and the research tool adopted to carry out our investigation and describing our target population. This chapter investigates why do students use their mother tongue to learn the English language? And do they get results? It sketches the major research findings in our study; we adopted the direct Quantitative method which enables us to fix the issue of the use of translation as a learning strategy. This stage endeavours to draw a clear picture of the hierarchy of our work using tables, graphs, discussions and/ or comments and interpretations.

3.2) Methodology

Since the current chapter is devoted to data analysis and interpretations, it seems quite necessary to talk briefly about the methodology adopted for the sake of answering the research questions. Thus, in this respect, the research tool adopted is the quantitative method, i.e. **the questionnaire.** This research tool is a written form of gathering information which includes questions to which the category under discussion is expected to be answered. It is accomplished on the basis of interpreting the subsequent graphs and tables that will provide us with an assortment of percentages to explore the translation's value among students inside the classroom. Furthermore, we adopted as well a qualitative instrument, which is the Observation**.** This method was used as the first step in doing this research work simply for the reason that the researchers are members of the community in which the investigation takes place. This tool is very helpful because students are observed Whether if they pursue

translation, use it regularly to deal with different terms or refer to it as a last resort. In order to obtain a clear idea about the behaviour of students in the classroom towards translation. So, whenever there had been the opportunity to observe and note taking were made covertly.

3.3)   Selection of the Respondents

The aim of this research is to investigate the effects of using translation in EFL learning in order to know whether it is a good pedagogical tool in the learning process or not.

This study takes place in Ibn Khaldoun university of Tiaret, Faculty of letters and languages, Department of Foreign Languages, Section of English. The respondents involved in this research are First-year license students of the English Language, to know if translation is needed for them as beginners and they will dispense with it as they go far with the language competency or not. The research is based on a random sample population of about 40 students" respondents".
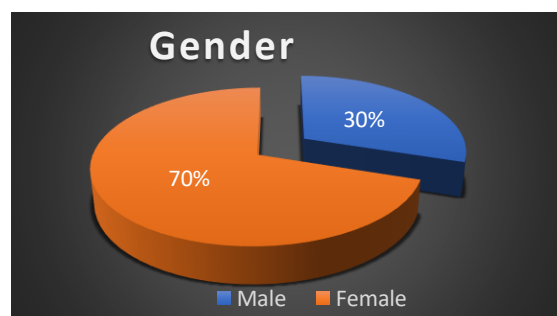
3.4)   Analysis and Interpretation of the Results.

3.4.1) Section one: Participant's personal Information

This section reveals our respondents" ages and gender". We shall present them in the following graphs and tables.

A-Gender:

| Gender	Frequency
Male	12 persons (30%)
Female	28 persons (70%)

Pie chartA. Respondents' Gender

To begin with, pie chart A of this section displays our respondent's gender. As is it indicated in graph .1, 70% of our respondents are females; whereas; 30% are males. It is obvious that the distribution of our questionnaires is imbalanced between males and females. This may be because females dare to study Foreign Languages rather than males do.

B-Age Range:

Age	Frequency
17-19	28students(70%)
20-22	10 students (25%)
23-25	2 students (5%)
Other	0 student(0%)
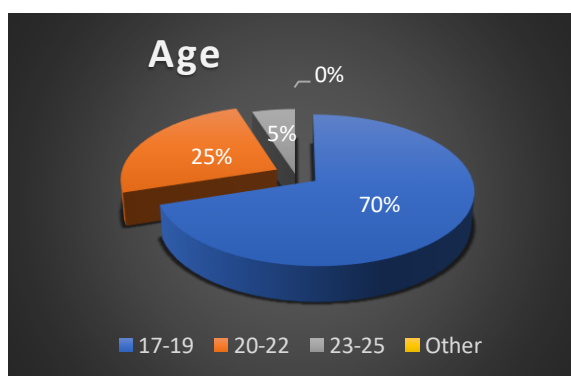
Pie chart B.Respondents' Age

From pie chartB, we can observe that 70 % of the respondents are aged between (17-19). In addition, 25% of them are aged between (20-22). Moreover, 5% of them are aged between

(23-25), and none of them are more then 25 (0%). The first rate may be in turn to the fact that most people at Ibn Khaldoun University are teenagers since this age category outnumbers the other ones to a great extent. Moreover, we can deduce that most of those who are aged between 17 and 22 are mainly teenage students. As a matter of fact, the main reason behind the obtained scores is that this study is dedicated to freshman year students (first year) to know to what extent do they use translation in their learning process of EFL. Or to what extent do they resort to their mother tongue when learning English Language.

3.4.2) Section two: The use of translation

The second section is devoted to the use of translation in the learning process of EFL amongst the first licence EFL learners at Ibn Khaldoun University of Tiaret. The respondents were given multiple choice questions to choose the ones that fit them.

Q1. For how many years have you been learning English?

English learning's years	Frequency
8	20 Students (50%)
9	18 Students (45%)
10	2 Students (5%)
Other	0 Student(0%)
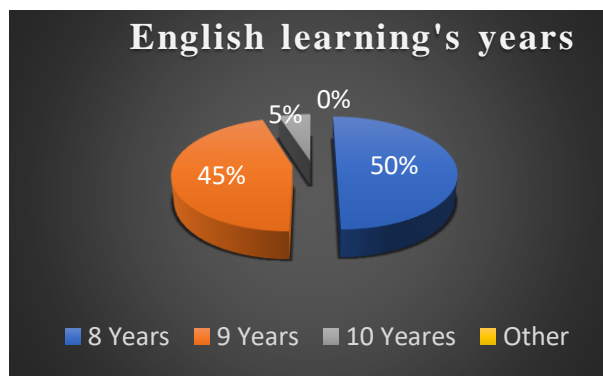
Pie chart.1 Respondents' English learning years

According to the results obtained from pie chart 1, the majority of the respondents (20 students) with a rate of 50% had 8 years of English learning, followed by a rate of 45% (18 participants) that represents 9 years of learning English. Then, 2 students with a rate of 5% had 10 years of English learning; while no one from our respondents had more than 10 years of Learning English . Evidently, it is seen that the results obtained reveal that the half of our respondents (20 students) had 8 years of English learning because of the Algerian educational

system that Introduced the English language to schools since 8 years for them (4 years of CEM and 3 years of lycee + the year of the univercity), Moreover, The next rates may be for those who repeated the year or had extra classes in English (private education).

Q2./ How do you see your current level in English?

| English level	Frequency
Low	8students (20%)
Average	12students (30%)
Good	16 students (40%)
Very good	4 students (10%)
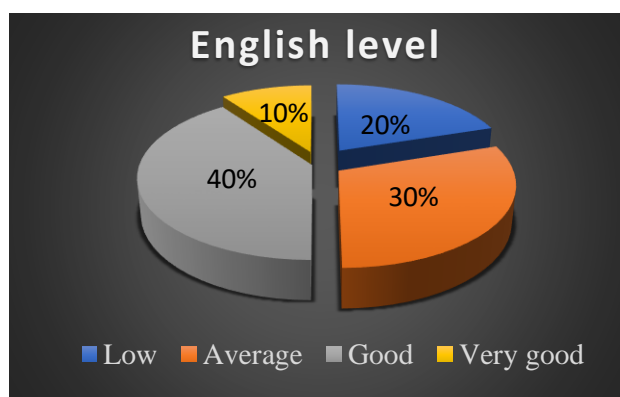
Pie chart.2 Respondents'English level

The pie chart2. above shows that 16 of the respandents with the rate of 40% state that their level of English is Good. And 12 of them with the rate of 30% reply that their level is average. However, 20% of the respondents (8 students) declare that they have a low level.And only 10%, 4 students's response was a very good level.

From the rate we can deduce that the majority of students have an acceptable level in general(Ranging from average to very good). This is may be due to their Innate and acquired differences: intelligence, Self-development and theirambition for knowledge. However , for those students with the low level , It is may be because ofthe Teaching Methods and the intensity of the courses that they couldn't handle it or because ofthey did not develop their academic skills.

Q3. In your opinion, how useful is translation as a means of learning English?

| Translation as a mean of learning	Frequency
Useful	20students (50%)
Not useful	18 students (45%)
Have no opinion	2 students (5%)
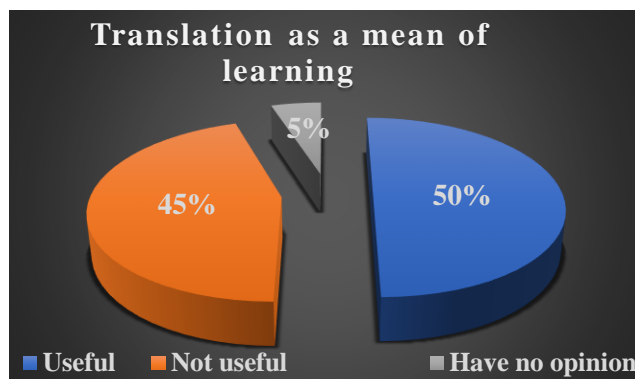
Pie chart.3Resopndents' opinion about the usage of translation

As for the third question in this section, we have asked our participants abouthow useful translation is. Pie chart 3. shows that half of of them answer that translation is usefull with a rate of 50% (20 students). In the other hand, 45% of the respondents have said that it is not usefull (18 students). while, 5% of them have no opinion. We can clearly notice that those who answered that translation is usefull, they adoptedit as a Strategy for developing their communication and educationalskills. While the rest rate claime that it is not usefull or have no opinionmay be simply because they consider translation as an impediment fordeveloping their competence and fluency.

Q4. Did you use to translate from your mother tongue when you first started learning English?

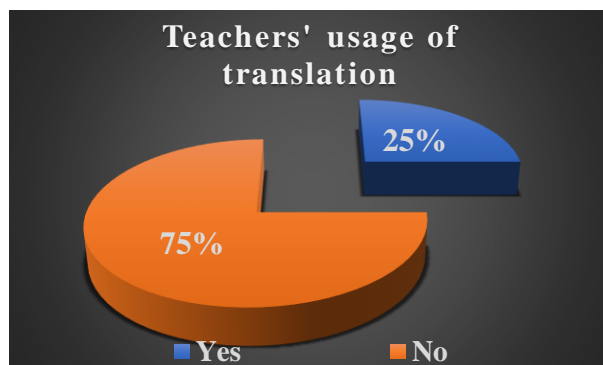| Usage of translation	Frequency
Yes	34 students (85%)
No	6students (15%)
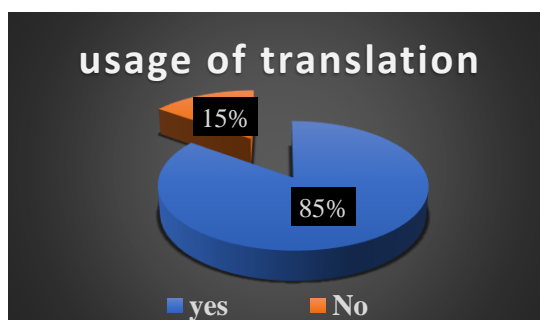
Pie chart.4 Respondents' usage of translation

It is clearly shown in the pie graph 4. that students do translate from their mother tongue when they first started learning English by the rate of 85% (34 students). However only 6 students that rate 15% reply that they did not do that.

From the above-mentioned rates, we can notice that most students had a Language Impairments (vocabulary, grammar) in which they satisfy it by translation from their L1.

Q5. Do your teachers of English use translation to explain new words?

Teacher's usage of translation	Frequency
Yes	10 students (25%)
No	30 students (75%)

Pie chart.5Teachers' usage of translation in explanation

From the pie graph 5, it is clearly shown that some teachers of English do use translation in the explanation of new words and some others do not. The data collection shows that the most of our respondents (30 students) with the rate of 75% report that their teachers of English do not use translation during their explanation. The other 25% of respondents (10 students) assure that they do use it. Which leads us to conclude that translation is used with a small percentage by teachers may be because of the students' weakness in the language "to make concept approximation".

Q6. Do you think you can make faster progress in EFL learning through translation?

| translation makes faster progress in EFL learning	Frequency
Yes	12students (30%)
No	28 students (70%)

Pie chart 6. Respondents' opinion in relation between translation and faster progress in EFL learning

In pie chart6, we will shed the light on the progress made in EFL learning through translation. The vast majority of our participants with the rate of 70% (28 students) deny the fact that using translation makes faster progress in EFL learning. However, 12 students that rate30% thinks that it does. This may indicate that Translation is worthless for accelerating EFL learning.

Q7. Whenever you find difficulties in understanding something in English; do you prefer:

Understanding methods	Frequency
English explanation	16 students (40%)
Arabic translation	24 students (60%)
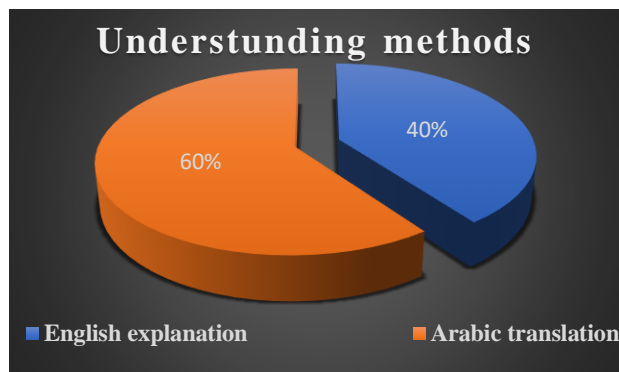
Pie chart 7. Respondents' favourites in understanding methods

Pie graph 7 exposes the scores of the understanding methods that students resort to it whenever they find difficulties in understanding something in English. Our observations have shown that most respondents prefer Arabic translation with the rate of 60% (24students) rather than English explanation that rate 40% (16 students).The results obtained reveal that our students mostly depend on their mother language to decode the difficulties in the English language. This leads us to say that students consider Arabic translation a means of help when necessary.

Q8. What type of dictionaries do you often use to check difficult words?

Type of dictionaries used	Frequency
Monolingual (English-English)	**18 students (40%)**
Bilingual (English-Arabic)	**20 students (50%)**
You do not use dictionary	**2 students (10%)**
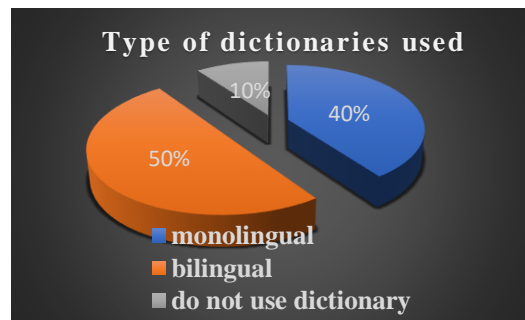
Pie chart 8. Respondents' type of dictionaries

Pie graph 8.Represent the type of dictionaries used. The data collection shows that 20students with the rate of 50%use bilingual dictionaries to check difficult words vs. 40% (18 students) of participants often use monolingual dictionaries and the rest 10% (2 students) don't use it at all. That is to say most of our respondents usually prefer translation to their L1, may be for a faster understanding of the complicated words.

Q9. Do you find electronic translation trustworthy?

Reliability of electronic dictionaries	Frequency
Yes	10 students (25%)
No	30 students (75%)
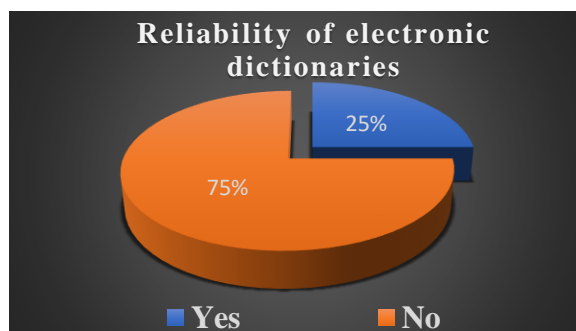
Pie chart 9. Students' opinion about the reliability of electronic dictionaries

The data gathered from pie chart 9. that indicate the student's opinion about the reliability of electronic dictionaries shows that the majority of the respondents with the rate of 75% (30 students) do not find electronic translation trustworthy, however 25% of them think that it is. These results lead us to say that students often do not resort to electronic translation, may be because they do not trust it for the reason of its grammatical errors and its misinterpretation especially for words that have more than one meaning.

Q10. Did the use of the bilingual explanation helps you do faster and effective progress in the English language?

Effectiveness of bilingual explanation	Frequency
Yes	12 students (30%)
No	28 students (70%)
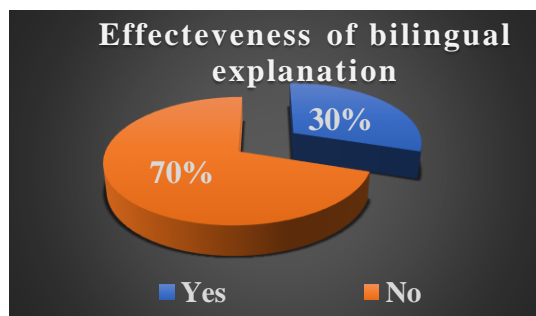
Pie chart10. Students' opinion about the effectiveness of bilingual explanation

Pie chart10. clearly indicates that the majority of students70%do not agree with the idea states that bilingual explanation help to do faster and effective progress in the English language, On the other side only 30% of them agree with that. This can be explained by the fact that bilingual explanations (English-Arabic) are faster to understand, but still not extremely effective to always rely on it.
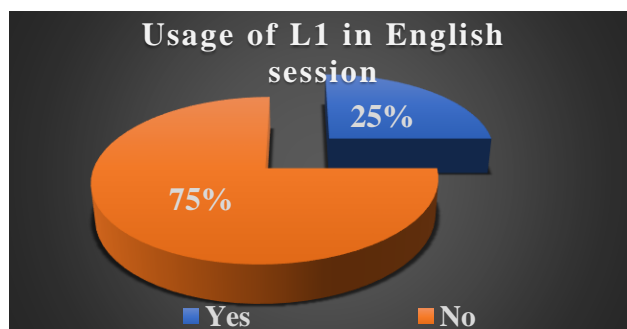
Q11. Do you use L1 in the English session?

Usage of L1 in English session	Frequency
Yes	10 students (25%)
No	30 students (75%)

Pie chart 11. Students' usage of L1 in English session

From pie graph11. We have noticed that75% of respondents (30 students) reply by denial concerning the use of L1 in the English session, in contrast10students which rates 25% of them affirm it. These results can be due to the reason that students are making an effort to move up from stage Bilingualism communication (Arabic-English) to stage Monolingualism communication (English-English) to improve their fluency and flexibility.

Q12.If yes, how often do you do so?

Frequency of L1 usage in English session	Frequency
Frequently	00 student (0%)
Fairly	00 student (0%)
Sometimes	5 students (50%)
As a last resort	5 students (50%)
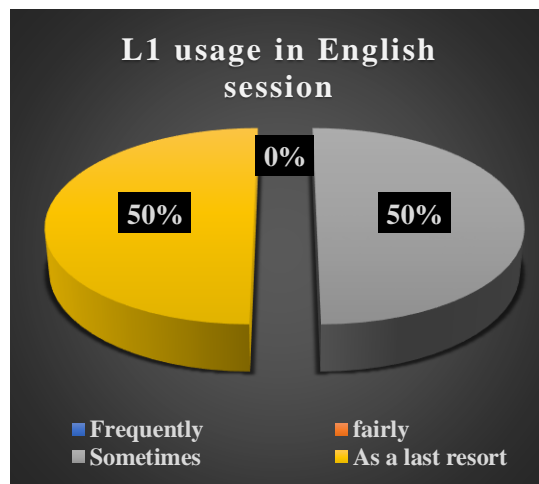
Pie chart 12. Students' Frequency of L1 usage in English session

Pie graph 12.shows that 50% of respondents that replied by Yes in the previous question (**Q11)** "5 students" use sometimes their L1 in English session, While the other half of them: 50%use it as a last resort. So, this variation can be due to the students' capacities and their will to advance in mastering the English language.

Q13. Do you think that the use of Arabic in the classroom helps you learn English?

Benefits of Arabic in English learning	Frequency
No	26 students (65%)
A little	10 students (25%)
Fairly much	2 students (5%)
A lot	2 students (5%)
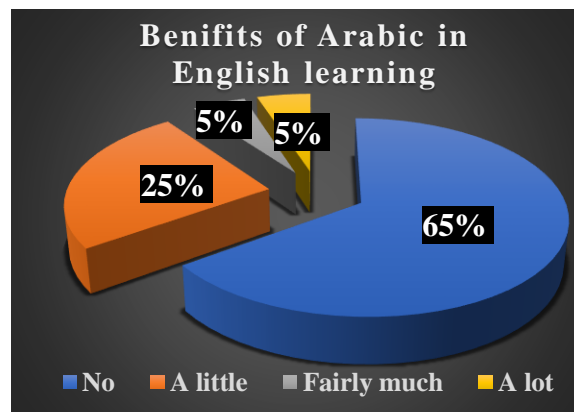
Pie chart 13. Students' view about the benefits of Arabic in English learning

In graph 13, we have asked our participants about the benefits of Arabic in the classroom, the majority of students (26 students) with the rate of 65% deny the idea that says that using Arabic in classroom help to learn English language. However, 25% (10students) confirm that Using Arabic do give a little help during learning English in classroom. Furthermore 5% of respondents' answer was fairly much, and the last 5% was a lot. These results lead us to say that using translation in the learning process of EFL is not beneficial for most students and help just few of them in varying degrees as a consequence of their intellectual level.

Q14. How do you consider the use of Arabic in the English session?

Judgment on the usage of Arabic in the English session	Frequency
1- It helps to better understand difficult concepts	**8 Students (20%)**
2- It limits my learning	**18 students (45%)**
3- It gives me fewer chances to practice English	**10 students (25%)**
4- It makes me feel at ease, comfortable and less stressed	**4 students (10%)**
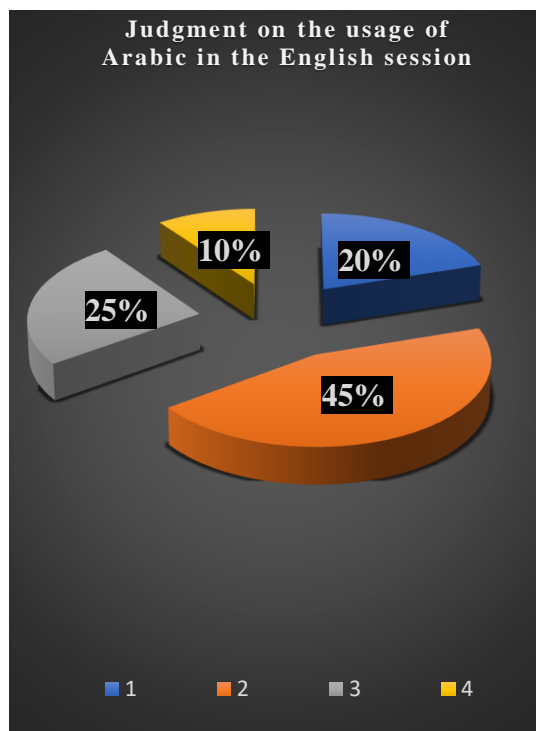
Pie chart14. Students' Judgment on the usage of Arabic in the English session

The pie graph 14, represents the Student's Judgment on the usage of Arabic in the English session, it is clearly shown that large part of students (18 students) with the rate of 45% reply by: It limits my learning, however 25% of respondents gives them fewer chances to practice English, while 20% of them consider it a tool of help to check and understand new, difficult vocabulary items. Furthermore 10% of students, the use of Arabic makes them feel at ease, comfortable and less stressed in practicing English. It is clearly shown that students have at most a negative view on using translation from L1 to English and vice versa in the EFL learning, may be because they find that their level is not progressing as well as they want.

Q15. Do you think that using L1 has negative effects in EFL learning?

The existence of negative effects of using L1 in EFL learning	Frequency
Yes	30 students (75%)
No	10 students (25%)
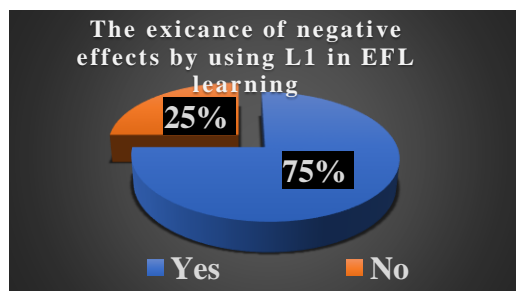
Pie chart 15. The Existence of negative effects byusingL1in EFL learning

From pie graph 15, it is clearly shown that a large part of the respondents (30 students) with the rate of 75% affirm the existence of negative effects resulting from using L1 in EFL learning, however 25% of them negate its existence. This maybe because of that most students based on L1 found lapses in dealing with English as a foreign language in their learning process. This may be because of that most students based on L1 found Interference in dealing with English as a foreign language in their learning process.

Q16. If yes, how?

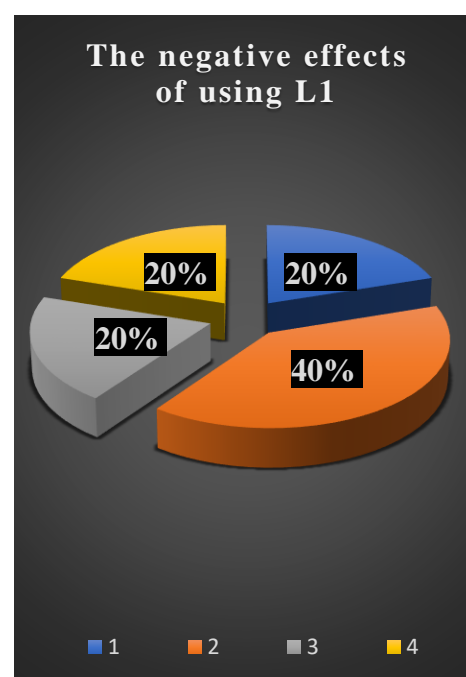| The negative effects of using L1	Frequency
1-The overuse may decrease chances to practice English	6 student (20%)
2-It makes learners very dependent on L1	12 students (40%)
3-The translation to L1 may limit learning vocabulary as much as they can	6 students (20%)
4-It leads teachers to depend only on L1 techniques in order to solve learners' difficulties	6 students (20%)

Pie chart 16.The Negative effects of using L1

Pie graph 16.represents the students that confirm the existence of negative effects of using L1 in EFL learning (30 students according to **Q13**).It shows that 40% of them (12 students) hold the idea that translation makes learners very dependent on L1, while 20% consider that translation to L1 may limit learning vocabulary as much as they can, moreover 20% of our respondents think that the over use of L1 may decrease chances to practice English, and the rest 20% of them believe that it leads teachers to depend only on L1 techniques in order to solve learners' difficulties. We can conclude that despite of the facilities offered by translation to learners, it still has many negative effects on their learning method that cannot be ignored.

Q17. When do you think it is necessary to use the L1 in the English classroom?

Necessity of using L1 in the English classroom	Frequency
To define the new words	8 students (20%)
To explain complex grammar points	8 students (20%)
To explain difficult concepts or ideas	24 students (60%)
To fulfil an assignment	0 students (0%)
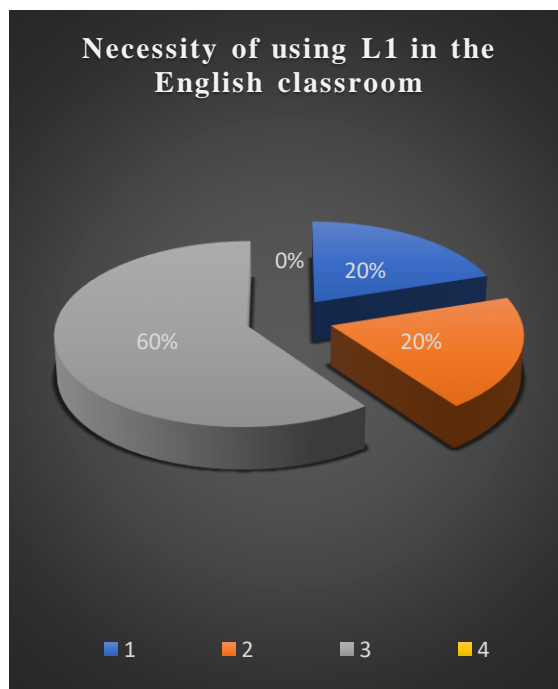
Pie chart17.Necessity of using L1 in the English classroom

From pie graph 17. we have noticed that most students (24 respondents) with the rate of 60% think that L1 is necessary to explain difficult concepts or ideas, 20% of them say that it is needed for the reason of explaining complex grammar points, while the rest 20% of students depend on it in order to define the new words. We can say that L1 is important for the student, each according to his interest, needs and Weakness.

Q18. The Most Strengthened Skill through Translation is:

Most Strengthened Skill through Translation	Frequency
Writing and Vocabulary	28 students (70%)
Grammar	6 students (15%)
Speaking	4 students (10%)
Reading	2 students (5%)
Listening	0 student (0%)

Pie chart 18.The Most Strengthened Skill through Translation

It is clearly shown in pie graph 18.That large number of our respondents (28 students) with the rate of 70% face huge difficulties in writing and vocabulary, followed by 15% of students that face difficult handling with Grammar, while 10% can't deal well with Speaking and 5% with Reading. We can conclude that writing and vocabulary are the most strengthened Skill through Translation may be because they are still thinking in their L1 language then translate their ideas to the target language.

Q19. Could you add other comments or suggestions to improve the language?

In this question we have asked students to suggest any thing that may help to improve the language, they reply by the following answers:

- To not present the lessons in a classical way (eliminating the fillers system). For instance, using brain exercises like Crossword puzzle, competitive activities and Video Shows in order to create an environment that stimulates creativity.

- Open discussions in English language only Regardless of the grammatical and spelling mistakes of students to develop their English conversational skill.

- Starting by using simple terminology than the complicated one and give more explanations and facilitate details concerning new, complicated words without using L1.

3.5)   Conclusion

The current study concentrates on the implications of using translation on the learning process of English as a foreign language. This is assured by the results and the outcomes obtained from the analysis of the data gathered from first-year students'questionnaire, class room observation". In here, we asked different students who belong almost to the same age groups and they have the same education level (First year Bachelor) but in fact they adopt different strategies to learn. So, the final goal of this study is to show whether using translation in the learning of EFL is beneficial or not. We have shown through the analysis of student's "questionnaire" that the participants perceived translation as a tool that goes against the natural process of acquiring a second language. Furthermore, it is found that translation is seen to be not beneficial for most students. The participants also think that monolingual explanation is more effective to always rely on it. More to the point, in this research, our findings demonstrate that depending too much on translation in EFL learning may discourage students to gain native language competence and fluency; besides, translation may be needed only for beginners, and that learners should develop their methodology as far as they go far with language competency.

General Conclusion

General Conclusion

Translation as a technique of language learning is still a study topic and one of the most frequently discussed topics among linguists and teachers. The main object of this study was to investigate how translation affects the English Foreign Language learning. It also aimed at finding out teachers' and students' attitudes towards employing this method in EFL sessions.

Overall, though, the findings of our research show that translation has more negative effects then positive ones, which answers our research question and confirm our second hypothesis, we came to the conclusion that English is best learned through the monolingual explanation because after collecting most the favour translation arguments we came at the weakness of the reasons of authorization translation and the weakness of exclusively bilingual approach in the FFL classroom that is supported only by selective evidence and doubtful reasoning, and that it is opposite to students benefits.

In sum, translation into L2 is counterproductive in that it forces learners always to view the foreign language through their mother tongue, which causes interferences and a dependency on L1 that inhibits free expression in L2, where it is clearly shown in Atkinson point of view that state, it is so simple to begin by utilizing the L1 'once in a while,' simply because it's easier or more convenient. However, any instructor must be cautious, because 'now and then' can soon become a habit, and the L1 can swiftly become the main language in the classroom.

By saying that we are not advocating that translation should be abandoned when learning a second language, but we are recommending that it should be extremely limited and only used as a last resort "purposefully", when, at least, the learner cannot understand words with hints.

Hopefully, this research could be helpful to the lecturers of the Faculty of Letters and Languages, Section of English, Tiaret. This research still can be improved with a new method or any suggestion to make students easier in learning English in the future and more studies conducted in different contexts and with different instruments are likely to offer wider perspectives on the issue. It is because translation exists and used as a tool in our educational system (learning/teaching), and it seems to be the responsibility of all the people involved in language learning to be more critical of the traditional views and practices and more eager to adopt changes, which may, in the end, bring more success.

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Appendix:

Questionnaire

Questionnaire

The use of translation in the learning process of EFL

Dear respondents,

The questionnaire in between your hands is part of our MA2 research about the use of translation in the learning process of EFL amongst the first licence EFL learners at Ibn Khaldoun University of Tiaret.

N.B: Please! Tick your answer that fit to your view point in the correspondent box or use the provided space.

Abbreviations and acronyms:

EFL: learning English as a foreign language.

L1: mother language (Arabic)

- **NB**: Please! Cross **(X)** the most suitable answer or use provided space.

Section one:

Participant's personal information:

Sex

☐   Male   ☐   Female

Age

☐   17-19   ☐   20-22

☐   23-25   ☐   Other ……...

Section two:

The use of translation in the learning process of EFL amongst the first licence EFL learners at Ibn Khaldoun University of Tiaret.

1/ For how many years have you been learning English?

☐   8 years   ☐   9 years

☐   10 years   ☐   more (mention…….)

2/ How do you see your current level in English?

☐   Low   ☐   Average

☐   Good   ☐   Very good

3/ In your opinion, how useful is translation as a means of learning English?

☐   Useful   ☐   Not useful   ☐   have no opinion

4/ Did you use to translate from your mother tongue when you first started learning English?

☐   Yes   ☐   No

5/ Do your teachers of English use translation to explain new terms?

☐   Yes   ☐   No

6/ Do you think you can make faster progress in EFL learning through translation?

☐   Yes   ☐   No

7/ Whenever you find difficulties in understanding something in English; do you prefer:

☐   English explanation   ☐   Arabic translation

8/ What type of dictionaries do you often use to check difficult words?

☐   Monolingual (English-English)   ☐   Bilingual (English-Arabic)

☐   You do not use dictionary

9/ Do you find electronic translation trustworthy?

☐   Yes   ☐   No

10/ Did the use of the bilingual explanation help you to do faster and effective translation?

☐   Yes   ☐   No

11/ Do you use L1 in the English session?

☐   Yes   ☐   No

12/ If yes, how often do you do so?

☐   Frequently   ☐   fairly

☐ Sometimes   ☐ As a last resort

13/ Do you think the use of Arabic in the classroom helps you learn English?

☐   No   ☐   a little

☐   fairly much   ☐   a lot

14/ How do you consider the use of Arabic in the English session?

☐   It helps to better understand difficult concepts.   ☐   It limits my learning.

☐ It gives me fewer chances to practice English.☐ It makes me feel at ease, comfortable and less stressed.

15/ Do you think that using L1 has negative effects?

☐   Yes   ☐   No

16/ If yes, how?

☐   The overuse of L1 in EFL classrooms may create lazy learners who cannot make efforts
and do not participate in English.

☐   The overuse may decrease chances to practice English.

☐   It makes learners very dependent on L1.

☐   It leads teachers to depend only on L1 techniques in order to solve learners' difficulties.

☐   The translation to L1 may limit learning vocabulary as much as they can.

17/When do you think it is necessary to use the L1 in the English classroom?

☐   To define the new words

☐   To explain complex grammar points

☐   To explain difficult concepts or ideas

☐   To fulfil an assignment

18/The Most Strengthened Skill through Translation is:

☐   Reading and Vocabulary   ☐   Grammar   ☐   Speaking

☐   Writing   ☐   Listening

19/ Could you add other comments or suggestions to a better understanding?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Abstract

Translation has long played a controversial role in English learning, and the use of the first language in learning English as a foreign language classes has always been discussed. Some research supports the idea of its inclusion while most language educators are completely against the use of translation in language classrooms and some others still claim that it should be used for certain purposes. This study analyzes learners' reaction to the use of translation as a second language learning strategy, in the aim of showing the pedagogical effect of translation. To do so, the study employed quantitative and qualitative methods. For the quantitative part, a questionnaire was conducted to 40 first year bachelor students of English as a foreign language at Ibn Khaldoun University of Tiaret in order to gather information about the realities around the use of translation as a pedagogical tool. For the qualitative part, random sessions were attended with students in classroom to investigate the different attitudes and behaviors of both teachers and students of English as a foreign language towards translation, and how can this tool affect English as foreign language learning. The findings showed that translation is seen to be not beneficial for most students. So, we highly recommend avoiding the first language uses in English classes and maintain it only as a last resort.

Keywords: EFL Learning, Translation, mother tongue, Foreign Language, Learning Process

ملخص

لطالما لعبت الترجمة دورا مثيرا للجدل في تعلم اللغة الإنجليزية ، ولطالما نوقش استخدام اللغة الأولى في تعلم اللغة الإنجليزية كدروس لغة أجنبية. تدعم بعض الأبحاث إدراجها في حين أن معظم معلمي اللغة يعارضون تماما استخدام الترجمة في الفصول الدراسية اللغوية ولا يزال البعض الآخر يدعي أنه ينبغي استخدامها لأغراض معينة. تحلل هذه الدراسة رد فعل المتعلمين على استخدام الترجمة كاستراتيجية لتعلم اللغة الثانية، بهدف إظهار التأثير التربوي للترجمة. وللقيام بذلك، استخدمت الدراسة أساليب كمية ونوعية. وفي الجانب الكمي، تم إجراء استبيان على 40 طالبا من طلاب البكالوريوس في السنة الأولى في اللغة الإنجليزية كلغة أجنبية في جامعة ابن خلدون في تيارت من أجل جمع معلومات حول الحقائق حول استخدام الترجمة كأداة تربوية. أما بالنسبة للجزء النوعي، فقد تم حضور جلسات عشوائية مع الطلاب في الفصول الدراسية للتحقيق في المواقف والسلوكيات المختلفة لكل من معلمي وطلاب اللغة الإنجليزية كلغة أجنبية تجاه الترجمة، وكيف يمكن لهذه الأداة التأثير على اللغة الإنجليزية كتعلم لغة أجنبية. وأظهرت النتائج أن الترجمة لا تعتبر مفيدة لمعظم الطلاب. لذلك ، نوصي بشدة بتجنب استخدامات اللغة الأولى في فصول اللغة الإنجليزية والحفاظ عليها فقط كملاذ أخير.

الكلمات المفتاحية: تعلم اللغة الإنجليزية كلغة أجنبية، ترجمة، اللغة الأم، لغة أجنبية، عملية التعلم.

Résumé

La traduction a longtemps joué un rôle controversé dans l'apprentissage de l'anglais, et l'utilisation de la première langue dans l'apprentissage de l'anglais comme langue étrangère a toujours été discutée. Certaines recherches soutiennent l'idée de son inclusion alors que la plupart des éducateurs linguistiques sont complètement opposés à l'utilisation de la traduction dans les classes de langue et d'autres encore affirment qu'elle devrait être utilisée à certaines fins. Cette étude analyse la réaction des apprenants à l'utilisation de la traduction comme stratégie d'apprentissage d'une langue seconde, dans le but de montrer l'effet pédagogique de la traduction. Pour ce faire, l'étude a utilisé des méthodes quantitatives et qualitatives. Pour la partie quantitative, un questionnaire a été mené auprès de 40 étudiants de première année de licence d'anglais langue étrangère à l'Université Ibn Khaldoun de Tiaret afin de recueillir des informations sur les réalités entourant l'utilisation de la traduction comme outil pédagogique. . Pour la partie qualitative, des sessions aléatoires ont été suivies avec des étudiants en classe pour étudier les différentes attitudes et comportements des enseignants et des étudiants de l'anglais comme langue étrangère envers la traduction, et comment cet outil peut affecter l'apprentissage de l'anglais comme langue étrangère. Les résultats ont montré que la traduction n'est pas considérée comme bénéfique pour la plupart des étudiants. Nous vous recommandons donc fortement d'éviter les utilisations de la première langue dans les cours d'anglais et de ne les maintenir qu'en dernier recours.

Mots-clés : Apprentissage EFL, Traduction, Langue maternelle, Langue étrangère, Processus d'apprentissage