

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf University Centre- Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

The Efficiency of Translation in Teaching English as a Foreign Language

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

- 1) Kaouther ZAAMOUCHE
- 2) Ilhem MEHENNAOUI

Supervisor:

Mr. Salim BOUDAD

Board of Examiners:

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Dedication

I dedicate this humble work to my beloved father Nouar and my fabulous mother Zeineb, for being teachers and monitors of love, peace and strength

To my second father Zeghdoud for the belief he had on me and the support and encouragement he always showered me with. To the best aunties in the world Salima and

Djamila,

my sisters, Nour, Ferial, Housna, Amina and Soumia,

my beloved brother Samy Youcef

my nephews and nieces, Maria, Silya and, Zaki

To the memory of my precious grandmother Aicha

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

Kaouther

This study is wholeheartedly dedicated to my beloved parents Karima and Ahmed, who have been my source of inspiration and continually provide their moral, emotional, and financial support,

my sisters Rania and Manar,

my grandmother Zoubida and uncle Adel who shared their words of advice and encouragement to finish this study.

Ilhem

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Special thanks for the teachers and students who answered the questionnaires

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Abstract

Translation a basic means of communication has for long been disfavored in the teaching and learning of English, this issue has long been a question of great interest in a wide range of educational language fields. The aim of this research is to explore the view of EFL teachers and students at Abdelhafid Boussouf University center in regards of Translation feasibility, and usefulness in EFL teaching and learning. Questionnaires were conducted to identify the views of some teachers at various Algerian Universities, and third-year LMD students from Abdelhafid Bousouf University center on the use of translation as a tool for teaching English as a foreign language. The overall results of both questionnaires were positive for both teachers and students it showed clearly that translation is a privileged teaching tool.

Key words: Translation, EFL, Language learning, educational, language teaching.

List of abbreviations

ALA: The Audio-Lingual Approach

TEFL: Teaching English as Foreign Language.

FL: Foreign language.

FLT: Foreign Language Teaching.

FLL: Foreign Language Learning.

ELT: English Language Teaching.

L1: First language.

EFL: English as Foreign Language.

L2: Second language.

ST: Source Text.

TFP: Total factor productivity.

TT: Target Text.

SLA: Second Language Acquisition.

PTF: Pedagogical Translation Framework.

GTM: Grammar Translation Method.

DM: Direct Method.

CLT: Communicative Language Teaching.

SLT: Situational Language Teaching.

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General Introduction

1. Background of the Study

The use of translation as a teaching tool has been exiled for too long, owing to the prominence influence of the Grammar Translation method in foreign language classes, it was believed that using translation has a negative effect on the acquisition of the target language, researchers viewed it as counterproductive process in that it always compels the interference of the first language usage, as Said Shiyabe noted “translation in foreign language teaching can interfere in attaining automatic habits. It also makes the learner assume that there is one-to-one-correspondence of meaning between native language and foreign language”.

The new learning theories emergence supporting the use of translation in language classes induced many researchers and teachers to re-evaluate their negative view toward translation as a teaching tool; on this basis empirical studies and investigations were conducted in order to resolve the contentions over the view of translation as a taboo in language teaching, and the notion that claims for translation to be a natural language facilitator and a learning strategy. Most of them arrived at that translation can be integrated into the contemporary methods used in foreign language teaching if it was applied systematically; in other words, using the mother tongue and translation can avail in improving language learning skills.

2. Statement of the Problem

Foreign language learners most of the time tend to use translation to facilitate the learning process and to better acquire the new language, despite the bad reputation translation had in language teaching, many educators agree that translation plays a paramount role in assisting learners confidence in understanding foreign words, expressions and interpret ideas in the target language; nevertheless there are still teachers and researchers who argue against

the usage of translation in learning classes, considering it as a significant hindrance for an effective language learning.

This controversial query is still unsolved. The antagonist alleges on the one hand, translation is considered as a dull, frustrating, and also time consuming process. On the other hand the researchers oppose the idea, declaring that it plays a facilitative role in language teaching and learning, thus it should be included and used in EFL classes systematically. Therefore the current study is an attempt to identify the extent to which educators at Mila University use translation in EFL classrooms, and how often do they use it. In addition, it examines the situations in which translation play an effective role in language learning and teaching.

3. Research Questions

- What stand university instructors retain towards the use of translation as in language teaching?
- When can the implementation of translation in language teaching be advantageous or disadvantageous?
- In what tactic can teachers make translation a more prosperous tool for teaching English as a second language?

4. Hypotheses

The hypothesis of this study is put forward as follow:

Translation has a significant essential role in teaching and learning English, since it is used as a constructive language learning tool by teachers and as a means of developing English language competency within learners.

5. Aims of the Study

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 present study intended to explore the role of translation technique in foreign-language teaching from different angles. Moreover, the research attempts to analyze and investigate the language teacher perceptions of using mother tongue in their language teaching classes. As a result, the challenging problem was to consider whether translation promotes explicit knowledge about the foreign language and helps develop awareness of differences and similarities between the native and the foreign language systems.

6. Methodology

A quantitative and analytical method will be used within the theoretical and experimental part; which consists of a questionnaire for both teachers and student, in order to obtain various Information about their perceptions, and attitudes toward the use of translation as an effective tool for learning English as a second language. The case study of third year English students at Abdelhafid Boussouf University Centre.

Chapter one: Theoretical Work

Introduction

Translation as an art and a skill is an integrated process that includes reformatting and recreating text by incorporating the contextual, semantic, and sociocultural aspects of the source language into the target language. It is an excellent communicative activity that can be considered in a broader range of teaching situations, and this was the case in our research. At the dawn of language teaching methodologies, translation constituted a significant part of

English Language Teaching and this remained so for a long time. Then, with the arrival and total dominance of communicative methodologies, translation was out of favor with language teaching community for just as long. For the past two decades or more, it was constantly considered as tedious, boring and inappropriate in the context of foreign language learning. Even today translation is often regarded as some kind of mechanical verbal transfer of meaning from one language to another, and still neglected as a useful language teaching tool for not being a communicative activity that can be adapted for the needs of the language learner. However, in recent decades, interest in the practice of translating in foreign language classes has increased. Foreign language teachers have resumed the use of translation for various educational purposes. It was pointed out that translation activity can be used for pedagogical purposes along with other types of language teaching activities. Accordingly, the present study observes that translation as a language teaching method helps to induce deeper understanding of the important content of the studied material.

In the period between 1800's and 2000 language teaching process has witnessed various changes. Many Researchers have developed what has been popularly called methods and approaches in order to more successfully teach students a foreign language. At that time, while the proponents of an English only policy collectively known as the Monolingual. Those

advocating the use of translation in the classroom are called Bilingual; each of them entails a few teaching techniques having their supporters which will be discussed in details in the theoretical section of this dissertation.

Section One: The Use of Translation in TEFL

1.1.1 Definition of Translation

Translation has a huge effect on people's lives, due to the assured role it has in soothing communication, and easing the comprehension of others cultures. The concept of translation is so wide that it can be understood in many different ways; according to the English Collin dictionary, translation is defined as the ability to express in other languages or dialects, the transformation in which an original lexical context is moved to different lexis so that each retains in the same tenor. The translation is considered a basic means of communication, for this reason, it has a particular consideration from many researchers what channeled the way for a considerable amount of literature to arise laying out its meaning and function.

According to the definition provided by Foster (as cited in S.Nurjanah 2018) "Translation is a mental activity in which a meaning of given linguistic discourse is rendered from one language to another. It is the act of transferring the linguistic entities from one language in to their equivalents in to another language. Translation is an act through which the content of a text is transferred from the source language in to the target language."

According to Catford (1965), "Translation is the replacement of textual material in source language (SL) by equivalent textual material in another language (TL)", in line with the last definition, translation is seen as an activity of simplifying expressions in the same

language, or in different languages what makes it not only a process but also a flooding gate of new cultures traditions customs and even ancient societies and civilizations.

Due to its prominence, translation was defined in a variety of ways and views, each researcher had his own perspective of what translation is, according to his field; as it was defined above, translation was seen as a product, on the basis of other researchers definitions translation is a tool of communicating the meaning of the source text into the target language. In accordance to Ghazala definition as cited in (Benshil, Guetouch 2017. p 5) it is “the process and the methods used to convey meaning of the source language into the target language”.

Nida and Taber 1982 see that translating consists in reproducing in the report language the closest natural equivalent of the source language message.

From the definitions mentioned above translation is seen as a process that targets to track down the meaning equivalence in the target text. Notwithstanding with all the mentioned above this research covers with focus the pedagogical use of translation

1.1.2 Pedagogical Translation

Besides being a process of transferring message from SL to TL, the idea of how could translation contribute to second language acquisition has long been brought into question. Schaffner 2002 claims that there is “evidence of the increasing awareness of the complexity of translation as both a cognitive and social activity, which cannot be fully explained by reference to concepts derived from structural linguistics only.” (cited in Vanessa Leonardi, 2011, p. 5). This study shows that steering learners to count on translation when faced with foreign words or expressions is totally normal; however, they also should be taught how to use their translation capacities to the extent.

A significant intellectual move in this regard was taken by Lavault (1985) who defined pedagogical translation as the didactic use of translation in language teaching. Following various publications in the next three decades Hurtado Albir (1999) introduced pedagogical translation as an applied branch within a conceptual map of translation studies as a discipline. (cited in Lucia Gutierrez, 2018, p. 4)

On the other hand, according to Klaudy (2003), pedagogical translation is an instrumental kind of translation, in which the translated text serves as a tool of improving the language learners' foreign language proficiency (cited in Albert Vermees, 2010, p. 83). It is a means of consciousness raising, practicing, or testing language knowledge. Moreover, pedagogical translation has other supplemental functions such as illumination and memorization which helps learners to promote their second language flexibility, accuracy, and clarity. The fundamental purpose of pedagogical translation is to provide the addressee or the language teacher with information about language learners' level of proficiency in the classrooms rather than about the world outside to facilitate foreign language learning. This kind of translation serves as a tool for enhancing the trainee's four skills and helping students to acquire, develop, and further strengthen their knowledge and competence in target language by involving interaction and cooperation between people.

1.1.3 The History of Translation in English Language Teaching Methodology

The concept of teaching a foreign language has always been an important practical concern. Five Hundred years ago, Latin was the *lingua franca*, as it was the dominant language of trade, commerce, government, and higher education in the western world. However, in the sixteenth century, political changes in Europe led to the rise of French, Italian and English while Latin gradually supplanted as a language of spoken and written communication.

As the classical languages of Latin and Greek diminished from the European school curriculum, mother languages began to be taught as an educational discipline using the same basic procedures that were used for teaching Latin. Parts of speech were the cornerstone and its primary form was written. Grammar rules were written in obtuse terminology and long lists of vocabulary should commit to memory. Speaking a foreign language was not the purpose, and oral practice was limited to students reading aloud their translated sentences. These sentences were constructed to illustrate the grammatical system of the language and consequently bore no relation to the language of real communication.

By the nineteenth century, this approach to foreign language teaching became known as the Grammar-Translation Method. Indeed, in the United States, it was first known as the Prussian method which refers to the way of learning a language that first approaches the language through detailed analysis of its grammatical rules. After the classical languages, Latin and Greek, practice was carried out with the help of written activities and the medium of instruction was the mother tongue; furthermore, vocabulary was learned via translated lists which was often related to the comprehension of written texts that were seen as the real language rather than the spoken version because speaking and listening were less important in the grammatical method, and moderated through conversation classes which were added in addition to the main course.

Apart from this, Brown (1994) stated that this method “requires few specialized skills on the part of teachers. Tests of grammar rules and of translation are easy to construct and can be objectively scored. Many standardized tests of foreign languages still do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translations, and rote exercise” (cited in Kaharuddin, 2018, p. 234). And it is occasionally successful in guiding students to second language reading knowledge. On the other hand, many linguists such as Paul and Victor (1882) criticized the current grammatical

translation method, insisting that students should not be introduced to the rules of language, but they should discover the truth about by experience in the language. Hence, drawing largely on the phoneticians Sayce and Sweet, he maintained that language must not be analyzed into words, but taught in complete sentence utterances.

Toward the mid-nineteenth century the contribution of the reform movement and the pervious factors led to some important changes such as improved spoken language learning, teaching phonetics to develop good pronunciation skills, and the use of conversational texts and dialogues to introduce conversational phrases and idioms. Reformers who shared many beliefs about the principles on which a new approach to teaching foreign languages should be based ,and teachers frustrated by the inability of the Grammatical Translation Method to develop communicative skills in students, began to experiment with new ways of teaching language like the Direct Method It was established in Germany and France around 1900, the name of this method comes from its meaning that carries out directly in the target language. In this light, there should be lots of verbal interaction, spontaneous use of the target language, and very few grammar and syntactic rules. Accordingly, the theory was based on the assumption that learning a foreign language is very similar to learning a mother tongue. Aside from that, it offers the students the ability to communicate quickly because they are encouraged to be creative during practice. It gives, by far, the widest range of capability to understand what another person says by developing one's ability to speak. Henri Gouin in *The Art of Learning and Studying Foreign Languages*, published in 1880, was one of the precursors of modern language teaching methods with its naturalistic approach. However, the credit for popularizing the Direct Method usually goes to Charles Berlitz, who marketed it as the Berlitz Method. He believed that the best way to teach a foreign language is through avoiding the use of L1 and maximizes exposure to L2.

In 1920s and 1930s, there was a huge focus on reading as an important skill in learning a foreign language; therefore, The Direct Method began to be gradually replaced by Oral Structural Approach. It believed in the systematic presentation of grammatical construction following the principle of simple to complex. This led to Situational Language Teaching which is referred to as an approach to language teaching developed by British applied linguists from 1930s to 1960s. Harold Palmer and A.S. Hornby were the leaders in this movement. They attempted to develop a more scientific foundation for an oral approach to teaching language than was evidenced in the Direct Method. The theory of language underlying SLT viewed Speech as the primary basis for language, and its major emphasis was on oral use of language in classroom and structure as being at the heart of speaking ability.

The constant criticism for most of the educators against the GTM paved the way for a new method called the Audio-Lingual Method. It appeared in 1940s and was best known as the American Army method since it was developed through a U.S. Army program devised after World War II. At that time, the U.S government found it a great necessity to set up a special language training program to produce speakers' proficient in the languages their allies and enemies as quickly as possible. In this method, based on the form of habitual behavior and the language theory of structural linguistics, the emphasis is on memorization, imitation, repetition and reinforcement, therefore, the AMS class includes oral exercises to help students develop new habits in the target language and overcoming the old habits of their native language.

1.1.4 Translation as a Teaching Tool

Learning to understand and use language is a gradual and ongoing process that begins at birth and continues through early childhood years and beyond. Language learning allows

learners to be able to express their own ideas and feeling to take part in society and even to use analytical and imaginative abilities, which presents an essential issue for teachers to consider that each student learn in a different way. As Newmark remarks (1991, p.50) “the place of translation in FLT will always be dependent on the role that the learner and the teacher assign to the native language in the learning process. In this process both members are involved, teachers and learners”.

Cook assured in an interview about translation in language teaching and learning that using translation is a natural and obvious means of teaching someone a new language. It has lots of good effects. It can be used to aid learning, practice what has been learned, diagnose problems, and test proficiency. In any case, teachers can't stop students translating-it is such a fundamental basis for language learning. Cook added that translation is a useful skill for teaching English as a foreign language. According to him, in multilingual societies and a globalised world, translation is all around us as an authentic act of communication from families, schools, hospitals and clinics, to business meetings and the United Nations. In addition, it allows learners to relate new knowledge to existing knowledge and promotes language awareness. Also translation highlights the differences and similarities between the new and existing language. Furthermore, it helps create and maintain good relations between teachers and student which facilitates classroom management and allows students to maintain their own sense of first language identity.

Translation as a didactic tool helps students to remove their psychological barriers, explain complex grammatical concepts, comprehend vocabulary, and increase their awareness o target language in terms of cultural bound concepts in a reading activity. Therefore, teachers can focus on highly specific learning aims such as practice of certain vocabulary, grammar points, styles and registers.

Many teachers recognize that the use of mother tongue in EFL classrooms has a positive representation of inter-language. It is often a student preference because the natural desire to communicate impels learners to use their L1 to fill in gaps in communication; therefore, the use of the mother tongue language may fulfill the criteria where translation is considered as a didactic tool.

According to Phillip Kerr; in an interview about 'ELT Translation'; Intercultural awareness plays a necessary role in many teaching contexts, it is a curricular objective where culture is expressed through language. Therefore, the mother tongue will be indispensable without being restricted by language.

Discipline and delicate moments is another criteria by which Kerr believes that students should use their mother tongue to discuss some important administrative details for better understanding, and even share some bad news or problems. Also, he brought up an important point which is the disciplinary talk where the teacher uses student's language for better interaction. Other researchers; Simon Gill and Abdulmoneim 2018 justify the need to use translation in the process of acquiring the foreign language by mentioning those criteria:

Need Assessment:

- How well being able to communicate through the target language?
- What your needs are?
- Did you reach your needs through the use of pure L2?

Explaining difficult concepts, unfamiliar expressions: Some kinds of language items word, phrases; which can't be easily understood by all students require the use of their own mother language to clarify those abstract aspects.

Presentation of grammar and language rules: the use of L1 in some complex grammar rules can pave the way to help learners for a better comprehension of the rules.

Discussion of cross-cultural issues: At certain times, in order to achieve the exact meaning of a certain expression, both teachers and students must use their native language to define the true meaning behind the hidden information, which would vary due to differences in cultural origin; for example: idiomatic expression, gestures, politeness formulas, socio-cultural norms.

Reducing wasting time: rather than wasting time by explaining the difficult terms and providing lower-level students with misleading or confusing examples, it is better to explain this term in L1 to save the valuable classroom time and to make sure that everyone understand specially Lower level students.

As noted previously, one of possible ways to integrate L1 in FL curriculum is to use translation activities. Translation can be a successful bilingual teaching tool because it is impossible to force students not to use their L1. They must learn as early as possible how to manage it in terms of interference and how to make the best out of it. Even if a course is taught entirely in L2, students will unconsciously process and filter the information psychologically through a series of cognitive processes involving translation into their L1.

Vanessa Leonardi (2011) explained how the translation teaching framework can be successfully applied to any level of competence and any educational training, in schools or universities, as a valuable and creative teaching aid to support, integrate and further strengthen the four traditional language skills reading, writing, speaking, and listening. In this regard, it is worth applying Leonardi's recently designed framework called TFP, and its application takes into consideration many factors, such as:

- Students' proficiency level.
- Direction of translation, that is, from L1 into L2 or vice versa.
- Focus on one or more language skills (reading, writing, speaking and listening).
- School vs. University or professional courses teaching requirements.
- General vs. specialized language requirements.
- Time availability.
- Small vs. large classes.

The PTF is made up of three main types of translation activities which are further divided into the pre-translation activity, the translation activity, the post translation activity. Paul Kay and Phillip Kerr believe that there are many aspects to designing and running tasks the following steps are some ideas for classroom activities:

Firstly, it is necessary to plan carefully and thoroughly to determine the right kinds of aims. Teachers should use authentic materials by selecting the most appropriate types of texts. They have to draw their attention to words and structures that need to be practiced, for instance, using a guided writing exercise for beginners, using process approach activities such as writing practice, dictionary work, and peer-correction opportunities. It is important to recognize that translation does not have to be a solitary activity and it can promote communication through classroom discussion with the teacher and among students through group work and peer correction.

Section Two: Teachers Perception towards Translation

1.2.1. The Monolingual Teaching Approach

This approach of language teaching suggests the use of only one language in the teaching learning process. Only the target language is a medium of instructions during the

class, they see that the more the learners are exposed to the target language the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it. Students and teachers of English will learn the English language not as a subject but through English itself (Ibrahim 2001). The interference of the mother tongue is seen as a negative influence. They believe that the use of translation and the mother tongue should be abandoned and excluded from the class because the ‘only English policy’ is the ground base to a successful teaching approach (EFL teachers perceptions on the use of L1 in a primary and secondary classroom in Belarus, 2014) this teaching approach was dominant as an effective approach in teaching languages for quit a time, it expended toward the late nineteenth century. The principles they held on to explain the reasons behind using only English in the classroom are indicated as follow (Phillipson 1992):

- English is best taught mono-lingual.
- A teacher of English is better to be a native.
- The earlier the English is taught the better the result.
- The more English is taught the better the result.
- If other languages are used too much, English standards will drop.

The last aim at the back of those tents in line with Phillipson (1992) is to keep the prevalence, supremacy and dominance of English as a worldwide language with all of the specific and implicit values and beliefs.

1.2.1.1. The Direct Method. The increasing interest in translation, especially in the past few decades, has led to a greater degree of interest in its use in pedagogy; the beginning of the twentieth century has witnessed a radical change in the attitudes and the beliefs of teachers and researchers towards second language learning. The grammar translation method

has failed to enhance the ability of students to communicate using the target language; this failure paved the path for the emergence of the direct method.

The direct method was developed as a response to the grammar translation method, with the aim of bringing students closer to mastering the target language in the most natural way. It attempt to make the leaning of a second language more like the learning of first language, they believed that a foreign language can be taught without translation or using the learner's native language if the meaning is communicated directly through performance and action (De Jack C. Richards, Theodore S. Rodgers 2014) Abstract concepts were explained by interpretation, synonyms, antonyms, or simply by inferring the meaning of the text. Correct pronunciation is very important and grammar rules are secondary.

The German Scholar F.Frank provided a theoretical justification for the use of the monolingual teaching approach, as per to what he wrote, language is learned better by active use in the classroom than by using grammar-focused analytical methods in classroom instructions; in his opinion Teachers should encourage the spontaneous and direct use of foreign languages in the classroom (De Jack C. Richards, Theodore S. Rodgers.p14).

The main characteristics of the direct method are:

- Oral based methodology ‘study of spoken language.
- Phonetics training for the correct pronunciation.
- Words should be properly pronounced and presented in meaningful context.
- Use of dialogue in conversational text.
- Use of target language.
- Inductive method of teaching grammar.

Paratima (EFL teachers’ perceptions on the use of L1 in a primary and secondary classroom in Belarus, 2010) states that this communicative approach was particularly

successful in private schools; it has primary benefit the promotion of the verbal fluency in the class. Language is not only about speaking it has other aspects; learners must acquire language in totality.

the direct or the natural methodology was difficult to be implemented in public schools, although it can be practiced in small classes successfully ; where an efficient native speaker of the target language is the tutor where he create real life events and situations. This approach of learning focused more on the teacher skill more than the text; and this is one of the main aspects; all of the above features led to overemphasizing of the similarities between the naturalistic first language learning and classroom foreign language learning ; what resulted in a failure for the consideration of the practical realities of the classroom, Hence, it has been criticized for the extreme relying on teacher skills and abilities avoiding L1, altogether; This has led to the emergence of new teaching methods.

1.2.1.2. The Audio Lingual Method. The first serious discussions and analyses of the audio-lingual method emerged during World War 2 as a technique of spying on the hostels, and it was named the army method. Soldiers demanded the ability to communicate in the language that their enemies do; over the past years major researches in teaching foreign languages has qualified it to become a teaching method and to be used broadly. The role of this method in learning or teaching a foreign language is nearly the same as the role of the direct method, whereas this method focuses more on helping learners acquire the structures and patterns in common dialogues of the target language. This method is based on the patterns that are repeated, tested, and elicited by the learners (International Journal of Engineering and Information System 2020 p41.42)

A considerable amount of literature has been published regarding the Audio-lingual method, scholars such Hu, Sara, Pratima, Howatt, Widdowson, and others, endeavor to

elucidate the postulate of this approach, where they deemed it's attempting for developing the target language skills ,without any acknowledgment of the mother tongue, along the lines of this approach ,the process of forming habits through stimuli and response has a negative side because old habits often hinder the formation of new ones , this negative transfer from the first language to the second language will definitely affect the learning process; in consequence the use of translation as a main instrument in class instructing was neglected , activities were presented in the target language; students use of the native language was entirely minimized ,anticipating an easier acquirement of foreign languages.

An illustration for the main features of this approach:

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

The Audio-lingual method, also known as the Aural-Oral approach, structural approach, and pattern method, certainly has its own peculiar charm, it was a widely spread method in teaching foreign, and second languages back in the 1960s. However after prevailing for about two decades, lots of criticism arose; because students were often found to

be unable to transfer skills acquired through Audio-lingualism to real communication outside the classroom. The emergence of the generative-transformational school of linguistics led by Noam Chomsky ,provoke the attack on the audio-lingual method as being unsound in both of terms of language theory and learning theory ;they believed that language is not simply made up of observable elements.

The theory of the audio-lingual method main drawback was that it exceedingly concentrated on the teaching of linguistic elements, ignoring the factors of society, culture and communication (Yang Mei 2018). Thus, there were needs for methods or approaches that focus on communication rather than structure proficiency.

1.2.1.3. Communicative Language Teaching. The communicative language teaching (CLT) came as a response to the Audio-lingual method, it places a great emphasis on helping students use the target language in a variety of contexts, and on learning language functions; it is often characterized as a broad approach to teaching, rather than as a teaching method, with a clearly defined set of classroom practices (Viorica Banciu 2012). This approach of teaching emphasize on new pedagogical orientations that were formed from the realization that knowing the grammatical forms and structures only, does not adequately prepare learners for effective and appropriate use of the language they are learning, communicative language teaching is founded on an understanding of the nature of communication and variability of norms for communication from context to context. These are some of the principles of the communicative language teaching according to Burns (1990, p.104):

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

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

This approach is still very important and textbooks are designed for this and different techniques are developed to make it effective.

1.2.2. The Bilingual Teaching Approach

Scholars have long debated the impact of first language usage in teaching a foreign language. Many scholars such as Atkinson and Cook argued what they called "sectioned role" for L1 use in the classroom these researchers called for a limited, controlled, principled L1 usage. First language usage appears to positively relate to language learning and teaching; scholars such as; Macaro (cited in Natalia Blackman) reported that the non usage of L1 during the class deprives teachers and learners from an important tool that plays an inevitably positive role in the process of language acquisition.

This development is important as bilingual approach accept and consider the practical demands of the classroom as well as pedagogical and cognitive benefits, by denying the use of L1 would limit ability to translate and transform thoughts, ideas, or beliefs to the L2.

Macaro cited that teachers can take their three positions when considering the value of teachers L1 use in classroom: “the virtual”, “the maximal”, “and the optional position”.

The first position, teachers should exclusively use the TL. While, the second position posits frequent L1 use can aid classroom communication especially where learners have inefficient proficiency. Last one is, the third position acknowledges that targeted L1 use for specific contexts and functions could optimize effective language learning. (Macaro, 1997)

The bilingual teaching approach pears solicited for the use of a balanced approach; where the use of L1 and L2 should be balanced and appropriate. The word Bilingualism denotes the ability of using two different languages to communicate, whereas the notion of bilingual approach in the classroom refers to the use of two different languages in classroom Instruction. Leonardi sees that the bilingual approach promote the use of both L1 and translation in teaching, and their associations with cognitive development show that although the translation is a deliberate teaching choice for language teachers, it’s at the same time a naturally accruing, and cognitive activity for students; where learning a foreign language cannot be stopped or avoided. Leonardi added that it could be a good idea to teach them how to do it correctly by minimizing interference and making them aware of the fact that there doesn’t always exist a one to one correspondence between two languages, he postulated the employment of translation as a fifth skill along with reading, writing, listening, and speaking. These are some of specific characteristics of the bilingual teaching approach that allowed it to be a good method in language teaching process:

- The use of contrastive analysis to judge the interference of MT.
- Accuracy based.
- Errors were not allowed.
- It follows oral based methodology and no text book.

The most common method of this approach is Grammar Translation Method.

1.2.2.1. The Grammar Translation Method. The grammar-translation method, or the classical, and sometimes traditional method (GTM) is one of the oldest methods in foreign language teaching, it is based mostly on the translation of passages from the native language to the target language. The GTM relies on the acquisition of language by learning vocabulary and grammar rules via implementing translation as one of the main operational techniques. As Leonardi mentioned, this method was originally developed to teach Latin and Greek with a specific emphasis on the written form. It was characterized by enormous lists of vocabulary in L1 and L2 and exercises consisted in translating single sentences out of context. Furthermore, grammar was taught through L1 and therefore there was not much exposure to L2. In other words, this method had little to offer in terms of oral proficiency because the fundamental purpose was the ability of reading literature written in the target language. Admitting the appearance of so many new methodologies to this day, the grammar translation method remains a standard methodology for teaching English to so many teachers and it still practiced today internationally in so many learning institutions.

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

- Classes are taught in the mother tongue, with little active use of the target language;
- Vocabulary in the target language is learned through direct translation from the native language, it is taught in the form of lists of isolated words.

- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- There was no provision for the oral use of the languages under study.
- While using this method; several techniques and exercises are such as:
- Translation of literary passages.
- Reading comprehension, memorization and Composition.
- Questions, antonyms/ synonyms.
- Deductive application of rules.
- Fill-in-the blanks

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

Section Three: The Impact of using translation in TEFL

1.3.1. Advantages of using translation in TEFL

In the history of English language teaching, the use of Translation in EFL classes seems to have been in and out of fashion, depending on the assumptions of the teaching approach of that moment. Back in the days where the grammar-translation method was dominant, the use of the L1 was considered as a productive tool in the acquirement of the target language, but since the brighten-up of the communicative language teaching approach, the student's use of the mother-tongue was eliminated from EFL classes; and It was considered as a fruitless language learning process because it prevents students from freely expressing themselves in the target language, and thus doing more harm than good. So many teachers have not been certain about the L1 usage in EFL classes, in a matter of fact many language educators are against MT usage in foreign language teaching classes. However; many other language scholars, teachers, and students up-bear a different opinion, where they

see that the MT utility in ELT/ELL got so many benefits, they believe that it is a productive tool in the process of acquiring new languages if it was decided carefully in which part of the teaching process its involvement could be really beneficial, and in which it could work rather disruptively.

Many researchers hold the view that, code switching inside the classroom needs to be applied in condition to a sufficient extent, in the right time and place especially in cases student's necessities, it is thought that the student teacher use of the L1 promote positive energy in the class and also creates a more suitable learning atmosphere, which can motivate for further learning (Naka, 2014). This also accords with the paper that Mogahed published in 2013 where he listed other advantages which are:

- It helps learners understand the influence of L1 on L2 and correct errors of misuse of particular words or structures, allowing them to think comparatively.
- Because translation involves contrast, it enables us to explore the potential of both languages – their strengths and weaknesses
- It forces learners to think carefully about meaning, not just too mechanically manipulate forms
- It encourages students to take risks rather than avoid them.
- Outside the classroom translation is going on all the time. Why not inside the classroom?

Cook, as cited in (Moharabi & Biria, 2013) asserts that treating translation technique as a classroom resource opens up a number of ways to use it, such as for teachers to convey meaning, explain grammar, and organize the class, and for students to use as part of their collaborative learning and individual strategy use, he goes: "The first language can be a useful element in creating authentic L2 uses rather than something to be shunned at all costs".

In the same vein Duff point out that “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” He therefore, concludes 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” (Duff, 1989).

Carrier’s points out that translation can be taught in a way that parallel the use of translation in real life activities, where it will be used as a means by which both languages are assessed and not to be seen as an obstacle in language learning; Carrier goes further demonstrating the importance of translation by stating that translation was a misused victim, he wrote “The problem was not translation as such, but a teaching methodology that abstracted language from its communicative function...”(as cited in Topolska-Pado, Use of L1 and Translation in The EFL Classroom).

Drawing on an extensive range of sources, translation can be a way of fine-tuning the language to be used in given situations and conditions, and it can be very propitious if it was used as a class activity. New mark 1991 (as cited in Mogehad) “translation can be very useful if taken as a tool among others to help in the learning and not as the only possible approach.” Considering all of these lines of evidence written above, L1 usage seems to be inevitable, other advantages where mentioned in many research papers such as in Shiyab and Adullateef (2001) are summarized as follow:

- Students become aware of both L1 and L2 patterns and the correspondence between them.
- Structures are placed within the cognitive frame of L2. So L1, as well as FL structures, are studied.

- Problems of transfer may be diminished; mental agility, flexibility, and memorization are favored.
- Translation forms a natural part of the learning process and is something that students probably do often outside the classroom.
- Translation can be utilized as a method of comparing and contrasting two languages.
- Translation facilities speed up the learner's comprehension process.

According to Duff (1994, as cited in Alrefaai 2013) “translation develops three qualities essential to all language learning: accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity).” Aton and Dicamilla conducted a series of studies that revealed some of the many positive functions that the L1 usage can add to a FL class. They saw that L1 is very beneficial because it helps in the process and the completion of task and it also creates a social and cognitive space in which students’ will be able to provide each other with assistance throughout the duration of the task(Anton & Dicamilla 1998, cited in Yi-chun Pan 2010).

According to Cipiani (2001, as cited in Yi-chun Pan 2010) the use of L1 in FL classes can elicit the oral participation between teachers and students, she revealed that when the L1 is utilized to explain vocabulary or to communicate tasks it raises the students interest in learning the TL and enable them to continue communicating in the TL thus it facilitate task comprehensions and it provide them better engagement with the lesson.

By allowing L1 use, students would get the sense that learning another language is a positive experience because they can have access to a valuable resource that supports them, and they do not have to feel guilty for doing what comes naturally. Harbord (1992 as cited in Pan 2010) suggests that it is preferable for teachers to chat in L1 before class starts and tell

jokes in L1 to lower students' anxiety, and to create a more encouraging learning environment.

1.3.1.1 Arguments for using translation

The use of Mother tongue in consolidating knowledge that students have learned about the foreign language such as vocabulary, sentences structures, and cultural aspects is not only an efficient learning tool but also a useful teaching method, where it facilitates the students' comprehension process and reduce any insecurities that may arise from their limited language proficiency. Cook (2005 cited in Alrefaai 2013, p.15) suggests that if the L1 is always present in the learners' mind its role in the classroom might have a positive effect on learning and teaching as “a way of conveying L2 meaning” ; according to him it allows learners to relate new knowledge to the existing knowledge by highlighting the differences and similarities between them(registers, collocations, compounds, cultural connotations, etc) and thus it promotes students awareness of the major differences between the two languages. When we learn new things we always relate them to previous knowledge and we use it as a basic for building the information acquired Eliss explain this with a comparison stating that “The language calculator has no ‘clear’ button” (Eliss2009, as cited in Artar 2017, P37) Learners of L2 are highly likely to make use of their L1 sources through comparison when they try to learn a new language. All learners of a second or foreign-language bring in a large repertoire in L1. They have already built linguistic knowledge in L1, so they are likely to benefit from a mode of learning built on their previous learning (Kerr2014, cited in Atar2017).

According to Randaccio, Kopczynski lists some of the arguments in favor of translation as follows:

- It allows for conscious learning and control of the foreign language and thus for reducing interference.
- Learning must be meaningful and the learner should be an active participant in the process.
- Conscious learning does not preclude automatic habits.
- Learning a foreign language is not like acquiring the native language.
- The use of translation elicits structures that otherwise would be avoided by the learners.

Newmark and Duff went further in stating, pointing to the importance of translation in FLT/FLL; where they highlighted its importance in the three stages of Language learning, Newmark states that “translation is a very useful tool if it was used in the elementary, intermediate and advanced stages of language learning, where he sees that in the elementary stage translation is useful as a brief time saver, and translation from L1 to L2 may be useful as a form of control and consolidation of basic grammar and vocabulary”. At the primary level, using translation can make learning meaningful because the learner is an active participant in the process (Newmark, 1991.as cited in Alrefaai 2013). For beginners, of course, it is useful “because it expounds grammar and teaches vocabularies” (Shiyab, Abdullateef, 2001 As cited in alrefaai2013). Newmark added, in the intermediate level, translation from L2 to L1 of words and clauses may be useful in dealing with errors and it is useful for the expansion of vocabulary. He continues with translation in the advanced level pointing “translation from L2 to L1and from L1 to L2 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers.” In line with what Newmark believed Machida stated “Translation assists advanced learners’ reading comprehension and vocabulary building.” (machisa2011)

Saricoban (2012: 29 as cited in Latreche and Benzaghda 2020.P15) says that “translation can be considered the fifth skill since the translator contributes his/her relativity, productivity and knowledge of the target and mother tongue into his/her work and since translation requires a collective mixture of the related four skills, and it is still not enough for translation”.

Numerous studies have attempted to explain that the idea that translation is a motivating activity. As mentioned in El Mogahid 2013 Carreres (2006) conducted a questionnaire and came to the conclusion that learners overwhelmingly perceive translation exercises as useful for language learning. Consequently, it was in response to student feedback that he decided to introduce translation more substantially in language classes. He added that translation, by its very nature, is an activity that invites discussion and students are only too happy to contribute to it, often defending their version with remarkable passion and persuasiveness. Furthermore, Lavault (1985 as cited in el mogahid) pointed out that one of the reasons quoted by teachers to explain their use of translation in the classroom was that students asked for this exercise and enjoyed it, too. Similarly, Conacher (1996 as cited in El Mogahid 2013) reported excellent student response to a translation course. Hervey et al. (2002 as cited in El Mogahid 2013) also gathered enthusiastic feedback from the students attending her translation course at the University of St Andrew's in Scotland.

Butzkamm (2003 cited in Naka 2014).summarizes the principles and advantages of using L1 as follows:

- L1 use gives a sense of security and helps learners to be stress-free.
- L1 is the greatest asset people bring to the task of FL learning.
- A foreign language friendly atmosphere is best achieved through selective use of the L1.

- The use of the L1 saves learners from a feeling of frustration they might have within their FL learning.
- L1 techniques allow teachers to use a richer and more authentic text, which means more
- Comprehensible input and faster acquisition. Learners do not appreciate Teachers' action by speaking only in target language, especially when they need to learn about the meaning of unfamiliar words, any grammar explanation and instructions for activities in the classroom. Therefore, the use of code switching can be said to build a bridge from known to unknown and when used efficiently, can be considered as an important element in ESL/EFL teaching, Skiba (1997, cited in Naka 2014). When we speak about the connection of native language with target language, it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and meaning is made clear in this way as it is also suggested by Cole: "a teacher can exploit students' previous L1 learning experience to increase their understanding of L2", Cole (1998,cited in Naka 2014).

The mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language. Accepting the idea that the mother tongue in the ELT is not just a display of the teacher's or students' failure teachers could use it as a helpful tool in the classroom communication. However, it has to be decided carefully in which part of the teaching process an involvement of the learners' native language could be really beneficial and in which it could work rather disruptively. Atkinson offered several classroom activities that can be helpful for a better use of the mother tongue in ELL/ELT(Atkinson 1989, p.91-95, as cited in Jancova 2010)

a) **Checking comprehension:** Using the mother tongue for checking comprehension in monolingual classes can be more effective than using techniques typical for multilingual classes. When the comprehension is probed through the typical monolingual techniques teachers have to take into account the fact that learners might not be able to express everything they want or are required. But this is not necessarily the proof of misunderstanding of the text. Another advantage is again a saving of time because, as well as in the previous point, the use of the mother tongue for checking comprehension can be more economical than the use of the target language. (Atkinson, 1989, p. 91)

b) **Giving instructions:** The question of using the target language for giving instructions is probably the crucial one because it gives a chance to practice the foreign language in the real communication. Instructions are one of the natural and everyday ways of interaction between the people and therefore it offers one of the best methods how to train learners to communicate. Leonardi writes that giving instructions in L1 could “deprive them of a crucial opportunity for learning”. For that reason instructions should definitively be given in the target language. For that reason instructions should be definitely be given in the target language But this usually does not work effectively with young learners or with total beginners. The whole activity will completely lose its original sense if children do not know what they are supposed to do.

Atkinson (1989, p. 92) cited in Vivian (2001) recommends using the mother tongue in the lower levels and replacing it with the target language gradually. He says that hearing instructions in English can serve as an effective source for learning the target language but, on the other hand, teachers should be aware that some complex tasks require higher level of English which learners in some lower levels might not be able to understand.

- c) Co-operation among learners:** Atkinson (1989, p. 92) advises to let learners (especially young learners) discuss some exercises or their answers to questions among themselves in their native language. This can be a useful method as the children can understand better when the problem is explained in the simple way by their classmates while the complex explanation of the teacher can confuse them. The mother tongue is justified here because young learners at the lower levels will hardly be able to discuss the tasks in the target language.
- d) Discussions of classroom methodology:** "It's important to explain to students, especially those who come from different learning backgrounds, what lies behind the methods we're using, and this can only be done at this level through the students' own language" (cited by Gill, 2005)

According to Atkinson (1989), it is impossible for teachers to find methods which would suit everyone. All learners should be given a chance to express their opinion about the methodology which is used. This should be done in as clear way as possible. L1 is the best solution here because young learners manage to discuss such a complex task only in the native language. (Jancova, 2014)

Gill (2005) lists some other interesting classroom situations in which the use of L1 is justified or even necessary. Here are the most important ones: "...information provision (discussing timetable or room changes, school trips, message to parents,...), classroom management, maintaining discipline, scene setting (explaining the background to, for example, a textbook dialogue, a listening or reading passage), discussion of cross-cultural issues, explanation of errors, using bilingual dictionaries, work with dual language texts,...". (Cited in Jancova, 2014)

- e) Checking for sense:** when learners produce a piece of work, for example essays or compositions, they often create, without realizing it sentences or statements which do

not give a sense at all. In such a case the best way how to explain them the mistake they made is to translate an incorrect sentence they wrote into their native language (Atkinson, 1989, p.94. As cited in Jancova 2014)

There are some other interesting classroom situations that emphasize the L1 us listed by Gill 2005 (cited in Janacova 2014) here are the most important ones: "...information provision (discussing timetable or room changes, school trips, message to parents,...) classroom management, maintaining discipline, scene setting (explaining the background to, for example, a textbook dialogue, a listening or reading passage), discussion of cross-cultural issues, explanation of errors, using bilingual dictionaries, work with dual language texts..."

1.3.2. Disadvantages of using translation in TEFL

If one wants to understand translation, it is necessary to look at all its aspects from psychological to the ideological aspects. Translation is not a simple process that takes a place within a translator's mind; however, it is a complex process of negotiating two different words from boundaries of language to cultural and social differences. In this sense, translation can constantly involve problems of oversimplification because sometimes accessing to equivalent words or concepts can become a difficult area to be directly translated. For example, the sentence, "that's so cool!" in English means that something is amazing or incredible. This phrase is the product of the continual evolution of the English language that was affected by the specific culture at a certain time. A direct translation of this sentence into Chinese, for instance, would not have the same meaning; in fact, it would not make sense at all.

The extensive influence of the Grammar-Translation method as a classical way of teaching purposes in EFL classes had a negative impact on translation itself. This method relies on learning through the identical translation between the mother tongue and second languages. Consequently, neither the teacher nor the taught have to make extra efforts to

learn the target language. Hence, focusing on tedious grammar rules and long lists of vocabulary rather than the functions of the language, does not prepare students to communicate in real-world situations. Newsow (1996, p 63-64) lists some of disadvantages of using translation as a teaching and testing tool including interference and the implication that word- to- word equivalence between language exists.

According to him, translation:

- Encourages thinking in one language and transferring to another, with accompanying interference.
- Deprives teacher and learner of the benefit of working within a single language.
- Gives false belief of the idea that there is a perfect one-to-one correspondence between languages.
- Is independent of four skills which define language competence: reading, writing, speaking, listening.
- Does not facilitate achievement of generally accepted aims such as emphasis on the spoken language. (cited in, Pham, 2005, p.21)

On the other hand, many EFL teachers and theorists now see the validity and value of translation as an activity in communicative classrooms. However, some researchers highlighted a number of disadvantages to using translation as a teaching and testing tool and these as follows:

- Translation encourages learners to use L1, often for long periods of class time, when the aim of modern teaching is to remove it from the classroom.
- The skills involved in translation may not be suitable for all kinds of learners. It may, for example, be best for learners who are more analytical or have preferences for

verbal-linguistic learning strategies. It may not be suitable either for young learners or lower levels.

- Learners may not see the value of translation as an activity to help them learn English, and instead see it as a specialized and difficult activity.
- Translation is a difficult skill which must be done well in order to be productive and rewarding. Learners and teachers not only have to take into account meaning, but also a range of other issues including form, register, style, and idiom. This is not easy, but too many translation activities rely on it being done well.

Despite the positive influence of the mother tongue it is important to be aware of its possible negative impact. In this regard, Krashen (1981) argues that learners acquire foreign languages following basically the same path they followed to acquire their mother tongue. He further claims that mother tongue use in English language teaching should be minimized since it may sometimes mislead in the process of learning target language (cited in, Dharmanand, 2020). While different opinions from both sides are equally convincing, it is clear, that despite the abundant advantages of students using their L1 in English language learning, they do not override the disadvantages. Is it possible to maximize the benefits and minimize the repercussions? Part two will provide suggestions for using the mother tongue judiciously in the English language classroom.

1.3.2.1 Argument against using translation. Much criticism has been written about the disadvantages of using translation in the classroom. We will introduce some arguments against translation proposed by some scholars and theorists, who advocate the exclusion of translation from foreign language teaching.

First, (Marsh, 1987) argued that, before learners can tackle translation productively, they need to have acquired a significant level of proficiency in the L2 language. (cited in, Mogahed, 2011) Then, Lado argues against school translation on the following groups :

- There are few, if any, fully equivalent words in two languages.
- Supposing that the words in the two languages are equivalent, the learner will mistakenly think that the translations can be used in the same situations as the originals. Such overextensions produce interference phenomena in language acquisition.
- Word-for-word translations result in incorrect constructions.

Heltai (1996) also in a study of lexical errors in learner's translations finds that the greatest difficulty for the language learner is to master one-to-many correspondences between the first and the second language. The findings suggest that language learners at the intermediate level are not prepared to do translation in the true sense of the term. Their translation are dominated by decoding and encoding processes, and exemplify a kind of semantic translation in which only the referential function of the text is observed. (cited in Albert, 2010, p.89)

In the same point of view, Carreres (2006) does not support the arbitrary use of translation and advise language teachers to pay attention to the negative effect of its excessive use in EFL classrooms by mentioning that:

- Translation is an artificial exercise that has no place in communicative methodology. Also, it is restrictive in that it confines language practice to two skills only: reading and writing.

- Translation into L2 is counterproductive in that it forces learners always to view the foreign language through their mother tongue; this causes interferences and a dependence on L1 that inhibits free expression in L2.
- Translation into L2 is a purposeless exercise that has no application in the real world, since translators normally operate into and not out of their native language.
- Translation, particularly into L2, is a frustrating and de-motivating exercise in that the student can never attain the level of accuracy or stylistic polish of the version presented to them by their teacher. It seems to be an exercise designed to elicit mistakes, rather than accurate use of language.
- Translation is a method that may well work with literary-oriented learners who enjoy probing the intricacies of grammar and lexis, but it is unsuited to average learner.
(cited in, Mogahed, 2011)

Moreover, the use of translation provoked fierce opposition in the latter half of the nineteenth century by members of so called Reform Movement. Opponents of the use of translation in foreign language learning claimed that translation into the foreign language interfered with the natural process of learning. As mentioned before, the Reform Movement was established under three basic concepts: related texts to the teaching practices, the priority of discourse, and a method that focuses on speaking skills. Consequently, reformers paid much attention to teaching phonetic transcription as a basis for correct pronunciation and some of them tended to overemphasize the pedagogical value of transcription. As Howatt (1991) claims that, `` transcription issue...may have done more harm than good, and it distracted attention away from the broader aspect of reform''. In addition, he declared that the use of connected texts instead of absurd example sentences of the grammar translation method creates a problematic issue based on the question which psychology dealt with at that time. (Cited in, Barbora, 2013, p11)

Another substantial shift that occurred in the classes which were taught according to the Reform Movement philosophy is teaching new meaning through establishing association within target language in the initial stages of learning. Students were exposed only to the use of target language, although interruptions in L1 were allowed. Along with the previous factors, the final major principle was reflected on the necessity of oral-based method in the classroom. The teacher was expected to speak the foreign language as a normal tool of classroom communication, and retaining the mother tongue only for glossing new words and explaining new grammar points. However, the Reform Movement consisted of non-native teachers who accepted the basic sense of the monolingual principle, but did not see any advantage in an extremist view. Last but not least, there is always a transfer when translating from a source to target text; however, many researchers relate this idea usually with the negative interference. It is one of the ultimate closely used arguments against translation as it is thought that having the L1 in mind will only produce errors. Both positive and negative transfer may appear with regard to syntax, including the levels of word order or negation. It is obvious that word order varies between languages in this sense of strictness, and negation in English cannot be easily seen as a question of word order. In this case, errors may be committed if there is a lack of a full understanding of the FL, since English possesses a strict word order.

In the same way, Malmkjaer (1998 p.5) provides some further general objections to school translation, which are the following:

- Translation produces interference.
- It is independent of the four skills which define language competence: reading, writing, speaking and listening.
- It is a radically different from the four skills.

- It takes up valuable time which could be used to teach these four skills.
- It misleads students into thinking that expressions in two languages correspond one-to-one.
- It prevents students from thinking in foreign language
- It is a bad test for language skills. (cited in, Imola, 2015, p.97)

1.3.3. The balance between the use of L1 and L2

Although both opinion groups have presented valid arguments it appears that translation has been achieving stronger position in the classroom methodology in the last years. In accordance with what Krashen believed, to acquire a new language, learners need to do more than hear the teacher speak about the foreign language. They need to hear the teacher speak in the language. There is no doubt that learners cannot acquire the four skills in new language without hearing it and having opportunities to an actual use of the language itself.

On the other hand, using only the English might not be the best way as well. From the previous parts of this chapter it is clear that sometimes using student's native language in class along with the necessity of using English as a dominant teaching language can be a good thing. However, the real challenge for teachers here is to find the right balance between both of languages. As an example, Atkinson (1993, p. 14) recommends several sufficient standers for the right proportion between L1 and L2:

- a) The student's previous experience:** Many teachers sometimes want to use L2 directly when they get into new classes which actually create a problem for many children who are accustomed to the only use of L1 and hear it from their teachers in the classroom communication. It is not good idea to change the methods completely in one moment because learners need to get a chance for acclimatization.

- b) Level:** Teachers can use demonstration or they can mime sometimes, but this does not work every time so the use of L1 in a greater amount is inevitable. After reaching higher levels the teacher can use more and more English in the lesson. Atkinson recommends reducing the mother tongue and using it mainly for class management in higher levels.
- c) The stage of the lesson:** In some activities it can be useful or even necessary to use the mother Tongue but during the others it could be counter-productive and sometimes it should not be used at all. Cole (1998), for example, recommends L1 for giving instructions or correcting mistakes, for doing communication exercises or games but when doing listening activities or pronunciation drills the L1 should be avoided. (as cited in Lucie, 2010, p.22)

Conclusion

To sum up, it is time to emphasis on the benefits of translation for second language learning as it provides the fundamental language skills that equip non-native speakers for future success in school, business and our society at large. There is enough evidence to say that translation is not designed with the aim of preparing best translators as a profession, but to create better foreign language learning. As we have seen throughout the presentation there have been different issues at the level of approaches and methods for second language instruction, this model imply that the development of new approaches and methods are often improved in direct response to perceived problems with an existing popular approach or teaching theory prevalent at that time. Therefore, there is no loyalty to a certain ideal approach and method to work best in all possible contexts. On the other hand, Teachers should know how to choose the right and the best methods and techniques according to pupils needs and learning situations to achieve their goals. If the teacher finds the best teaching methods for a particular group of students, they are likely to learn more quickly and be more

engaged. In addition, using a variety of teaching methods will keep students from being bored, and help them encounter the information in new and exciting ways.

Chapter two: Practical Part

Section one: Data collection

2.1.1. Data Collection Tool

The questionnaire has been formed in Google form in the academic year 2020/2021 as the main of data collection instruments for this study. The content of the instrument was based on the findings of the questionnaire conducted with EFL teachers and students of Abdelhafid Boussouf Mila University Centre via Facebook and Email.

The student questionnaire was made up of 19 close ended questions divided into two Yes/No questions, two multiple choice questions and fifteen Likert-type questions (Strongly agree-Agree-Neutral-Disagree-Strongly disagree). Some of these questions had been already piloted by other researchers in their studies. On the other hand, the teachers' questionnaire consists of 11 questions classified into four Yes/ No questions, three multiple choice questions and four likert-type questions with five scale responses. By answering such a questionnaire, respondents generate limited and specific responses on scale of choices. Thus, the range captures the intensity of their attitudes for the given items.

2.1.2. Data Collection Producers

As a result of the wide spread of COVID-19, it was important for us to respect social distancing for the safety of people, so we sent a designed Google format questionnaire using Facebook and Email to 50 of third year student members at the Department of English Mila University Center. At the same time, we distribute another questionnaire to 10 teachers working in departments of EFL in 5 different Algerian universities: Mila, Jijel, Constantine, Setif, and Batna. The teachers were native speakers of Arabic that have more than 10 years of experience in teaching and translating English as second language, and they were not given any instruction about the time they should spend in answering the questionnaire.

2.1.3. Methodology and research design

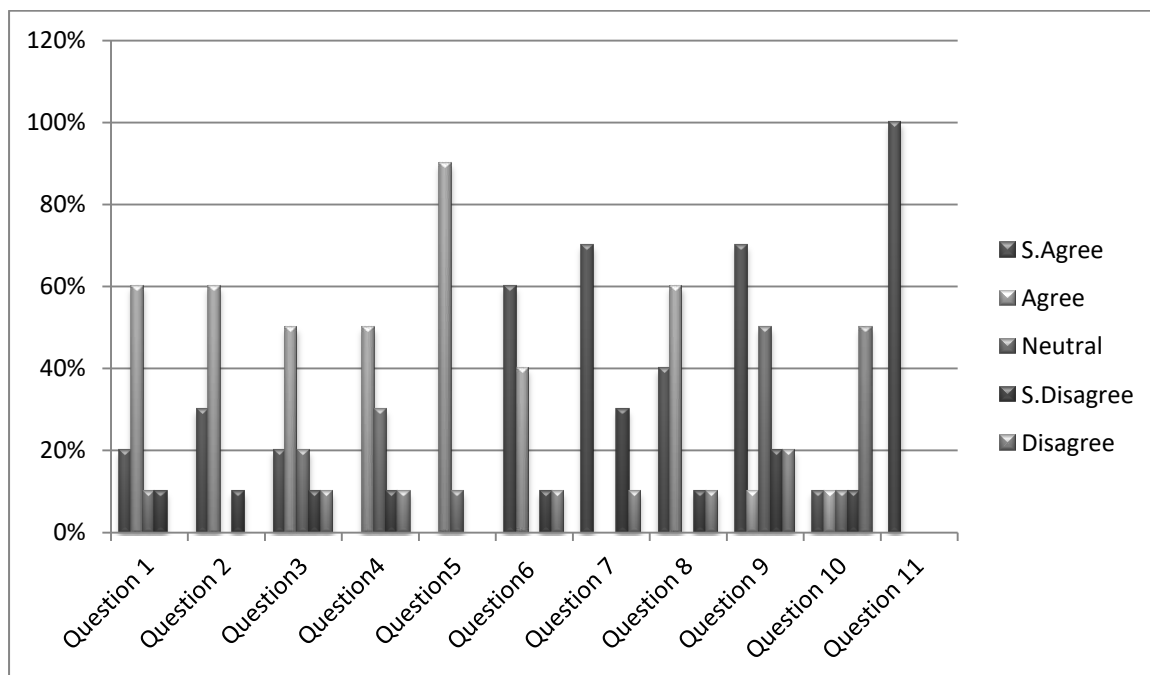
In this part, we aim at investigating the efficiency of Translation in ELL/ELT, at Abdelhafid Boussouf University Centre. This part of the study is devoted to the analysis and the interpretations of the data collected by means of questionnaires that were submitted to 10 teachers and 50 students since that their views and opinions are very important to investigate the hypothesis. We assumed that it would be relevant to use the descriptive method as it allows the use of qualitative and quantitative data collection which seems to be inter-complimentary.

2.1.4. Setting and Participants:

To reach the purpose of the study, 50 third-year students from Abdelhafid Boussouf University Centre, department of foreign languages, English major were randomly selected to answer the questionnaire, in conducting the research, we noticed a lack of Translation teachers at the English department of Abdelhafid Boussouf Mila University Centre, therefore, in order to make the study legible and appreciated, the teachers' questionnaire was distributed to teachers from other universities. The teachers who participated in this study are of at least 10 years of experience in the field of teaching translation for EFL students.

Section two: Dissection and analysis

2.2.1 Teachers Questionnaire



Graph 1. Findings of Teachers' Questionnaire

Q1: is the use of translation can be an effective support in teaching and learning English?

Table 1. Teacher's view about translation in teaching EFL:

Options	Numbers	Percentage
Strongly agree	2	20%
Agree	6	60%
Neutral	1	10%
Disagree	1	10%
Strongly Disagree	0	0%
TOTAL	10	100%

According to the table above almost all teachers think that translation is an effective tool in teaching English. Around 20% of teacher participants strongly agree that translation can be used as an effective support in learning English as a second language and 60% of them agree on its efficient role in acquiring the language; while 10% neither agree nor disagree with this statement. On the other hand 10% of them disagree and 0% are strongly disagree on its use as supporting tool in teaching EFL classes.

Q2: as a teacher, do you think that translation really helps student's comprehension?

Table 2. Teacher's view on how translation helps students' comprehension.

Option	Numbers	Percentage
Strongly agree	3	30%
Agree	6	60%
Neutral	0	0%
Disagree	1	10%
Strongly Disagree	0	0%
TOTAL	10	100%

Although we have not received any additional explanation on how translation contributes to students' understanding of the foreign language, it can be seen from table2 that 30% of the teachers strongly agree that translation helps students' comprehension of the language and 60% have the same beliefs. However, only 10% of them do not agree that translation may help students' comprehension. While 0% maintain a neutral opinion and strongly disagree with this statement.

Q3: do you prefer using translation in explaining difficult concepts to your students?*Table 3. Teachers' use of translation as a strategy to explain difficult concepts.*

Option	Number	Percentage
Strongly agree	2	20%
Agree	5	50%
Neutral	2	20%
Disagree	1	10%
Strongly Disagree	0	0%
TOTAL	10	100%

Language learning can be a difficult task, particularly for those who learn a language as their second or foreign language. When teachers were asked if they use translation to explain difficult concepts for their students, half of them agreed and 20% strongly agreed that using translation is an appropriate strategy to explain difficult concepts for learners in order to help them improve and express themselves in the target language. Hence, while 20% didn't have an impression, only 10% disagree with the use of translation as the students will only remember the translated word and no one basically completely contradicted with the previous statement.

Q4: do you use translation to give a feedback to students about their performance?*Table 4. Teachers' use of translation to give a feedback to students:*

Option	Number	Percentage
Strongly agree	0	0%
Agree	5	50%
Neutral	3	30%
Disagree	1	10%
Strongly Disagree	1	10%
TOTAL	10	100%

From table 4; this question is concerned with the aim of knowing whether translation can be used to provide students with clear feedback in order to help student develop as self-regulated learners. We can see that half of the teachers agree about using translation to give a feedback to students about their performance when 10% both disagree and strongly disagree on using translation for this purpose while 30% of the teachers nor agree or disagree.

Q5: how often should Translation be used in EFL classes?

Table 5. Teachers' intake on how often translation should be used in EFL.

Options	Number	Percentage
Occasionally	1	10%
Sometimes	9	90%
Often	0	0%
Always	0	0%
TOTAL	10	100%

Concerning teachers' frequency of translation use in the classroom, table5 shows that 9 respondents which represent 90% said they 'sometimes' use translation in teaching EFL classes. Only one teacher that represent 10% of the participants answered by 'occasionally' whereas, none of them often or always use it in a daily basic training.

Q6: do you provide learners with activities involving translation in class?

Table 6. Teachers' view on using translation activities in class:

Options	Number	Percentage
Yes	6	60%
No	4	40%
TOTAL	10	100%

This question aims to know if teachers actually use exercises involving translation in their classes. Table 6 above indicates that 6 out of 10 participants who represent 60% tend to provide EFL learners with translation activities in order to help them enrich their vocabulary package, while the rest 4 teachers that represent 40% declared their refusal of its use in class.

Q7: do you consider translation as an inevitable factor in language learning?

Table 7. Teachers' responds on translation as an inevitable factor in language learning.

Options	Number	Percentage
Yes	7	70%
No	3	30%
TOTAL	10	100%

This question was applied with the aim to investigate whether translation take an essential part in acquiring the language. Table 7 above shows that the vast majorities of teachers, 70%, consider translation as an inevitable factor in language learning, but the rest of the participants, 30%, reject this idea.

Q8: do you think that translation is a de-motivational factor for students in learning L2?

Table 8. Teachers' responds on translation as de-motivating factor in learning:

Options	Number	Percentage
Yes	4	40%
No	6	60%
TOTAL	10	100%

The eighth question aims to check whether translation, particularly into L2, is a frustrating tool in the sense that the student can never attain the level of accuracy or stylistic polish of the version. The great part of the teachers, 60%, do not consider translation as a de-motivational factor because according to some of them when translating new information this makes students better understand and facilitate L2 acquisition. In contrast, 40% of the subject confirm that translation is a truly a de- motivational factor.

Q9: is it useful when teachers use L1?

Table 9. Teachers' choice to use L1 in teaching EFL classes.

Options	Number	Percentage
Explaining new words	7	70%
Explaining grammar	1	10%
Explaining differences between L1 and L2 rules	5	50%
Giving instructions	2	20%
TOTAL	10	100%

Our main goal behind this question is to find out to what extent the use of L1 can be a useful aid in learning a foreign language. As the table 9 shows, 70% of the teachers use L1 to explain new words, while 50% of them use it to explain differences between L1 and L2 rules. Hence, only 10% use their first language to explain grammar and 20% to give directions.

Q10: students should be allowed to use L1 when:*Table 10. Teachers' view on when students should use their mother tongue.*

Options	Number	Percentage
Explaining new words	5	50%
Asking how to say...in English	5	50%
Explaining differences between L1 and L2 rules	2	20%
Giving instructions	1	10%
TOTAL	10	100%

From table 10; we can see that 50% of the teachers stated that students should be able to use their native language to explain new words and ask for a relevant word in the English language. Additionally, 20% of them think that they should use it to explain the differences between L1 and L2 rules, whereas 10% said they should use it to give instructions.

Q11: Does translation involve the communicative skills of second language learning?*Table 11. Teachers' view of translation as a communicative skill of foreign language learning.*

Options	Number	Percentage
Yes	10	100%
No	0	0%
TOTAL	10	100%

The last table shows that all the teachers believe that translation involves communicative skills, and none of them have rejected this statement.

2.2.2 Students' Questionnaire

Table 12. Students questionnaire analysis.

Questions	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1	53.3%	42.2%	2.2%	2.2%	0%
2	17.8%	40%	37.8%	0%	6.7%
3	35.6%	44.4%	08.9%	11.1%	0%
4	8%	46.7%	35.1%	8%	2.2%
5	20%	66.7%	8.9%	2.2%	2.2%
6	8.9%	44.4%	22.2%	4.4%	20%
7	66%	20%	8.9%	2.9%	2.2%
8	40%	8%	35%	8%	9%
9	13.3%	44.4%	24.4%	8.9%	8.9%
10	28.9%	55.6%	15.6%	0%	0%
11	4.4%	11.1%	6.7%	26.7%	51.1%
12	22.2%	22.2%	35.6%	0%	20%
13	4.4%	22.2%	37.8%	6.7%	28.9%
14	33.3%	42.2%	15.6%	2.2%	6.7%
15	22.2%	35.6%	28.9%	4.4%	8.9%
16	26.7%	37.8%	22.2%	4.4%	8.9%
17	6.7%	8.9%	17.8%	20%	46.7%

18	4.4%	26.7%	17.8%	17.8%	33.3%
19	6.7%	26.7%	22.2%	6.7%	37.8%
20	20%	33.3%	31.1%	4.4%	11.1%

Question 1: does translation practice help you recognize new vocabulary?

Table 13. The table below illustrates students' answers on the role of translation in helping them recognizing new vocabulary.

Option	Number	Percentage
Strongly Agree	24	53.3%
Agree	19	42%
Neutral	1	2.2%
Strongly Disagree	0	00%
Disagree	1	2.2%
TOTAL	45	100%

As can be seen from the table above, the great majority of students strongly agreed 24/45 and agreed 19/45, that translation practices help them recognize new vocabulary, these results indicate that translation is a highly important tool in the EFL class, due to the role it has in student vocabulary comprehension, understanding, and recognizing words.

Question 2: I unconsciously mentally translate words and sentences.

Table 14. Represents Students' answers, on the unconscious-mental translation of words, and sentences, during the Class.

Option	Number	Percentage
Strongly Agree	7	17%
Agree	18	40%
Neutral	17	37%
Strongly Disagree	0	00%
Disagree	3	6%
TOTAL	45	100%

Provides the summary statistics for the students' unconscious mental translation of words and sentences in EFL classes, where it indicates that 17/45 students chose neutral which means that they do not do this unconscious mental translation all the time. The top half of the table shows that 18/45 students agreed on this unconscious process; while 7/45 strongly agreed on it. According to the results obtained from this table, 94% of the total populations naturally use translation in EFL classes. Only 3/45 disagreed on natural translation.

Question 3: Translation helps me have a better understanding of language.

Table 15. Students' perception of the efficiency of translation in their language understanding

Options	Number	Percentage
Strongly Agree	16	35.6%
Agree	20	44.4%
Neutral	4	8.9%
Strongly Disagree	5	11.1%
Disagree	0	00%
TOTAL	45	100%

The results identified in these response shows that translation really help students have a better understanding of the language, as the table above show 20/45 students agreed and 16/45 strongly agreed on the usefulness of translation in the EFL classes and this gives a total of 80% of the participants holds a positive view on translation utility in leaning a foreign language. Only 5/45 believes that translation is not helpful and they strongly disagreed. While 4/45 students nor agree or disagree.

Question 4: I translate words from L2 to L1.

Table 16. Do students translate from the target language to their mother tongue?

Options	Number	Percentage
Strongly Agree	2	8%
Agree	21	46.7%
Neutral	15	35.1%
Strongly Disagree	2	8%
Disagree	1	2.2%
TOTAL	45	100%

In this table we see that the great majority of students said that they translate from the target language to source language with a percentage of 54.7% , 21/45 selected agree and 2 other students strongly agreed on translating from L1 to L2 , only 3/45 disagreed on translating from L1 to L2 , and the rest 15 were neutral .

Question 5: Translation helps me understand the meaning of utterances.

Table 17. Represents the students' answers on the extent that translation helps them in understanding utterances.

Options	Number	Percentage
Strongly Agree	9	20%
Agree	30	66.7%
Neutral	4	8.9%
Strongly Disagree	1	2.2%
Disagree	1	2.2%
TOTAL	45	100%

What stands out in the table as seen indicates that translation, does not help only in understanding the meaning of words but it also helps in understanding utterances, the great majority of the participants with a rate of 66.6% (30/45) agreed on the fact that translation help them to understand, 20% of them strongly agreed what makes the rate up to 86.7% meaning 37/45 hold on a positive opinion on the use if translation in the TEFL classes. 4/45 has a neutral opinion and only 2/45 has negative opinions, one of the 2 disagreed about the fact and the other strongly disagreed so the negative opinion rate is just 4.4%, this is a very small percentage.

Question 6: I use translation to make the differences and the similarities between L1 and L2.

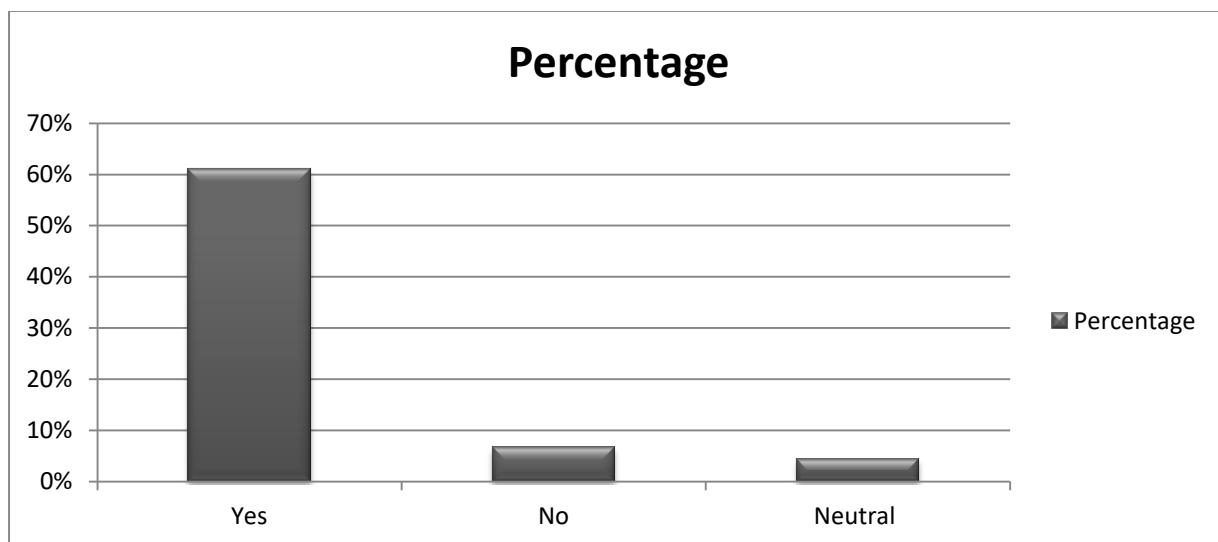
Table 18. Demonstrates the students' comparison between their mother tongue and the target language.

Options	Numbers	Percentage
Strongly Agree	4	8.9%
Agree	20	44.4%
Neutral	10	22.2%
Strongly Disagree	4	8.9%
Disagree	9	20%
TOTALE	45	100%

It is apparent from this table that the predominance of students does compare between their first language and the target language, and that translation helps them in knowing the difference between them both 24/45 students hold a positive opinion toward the fact of comparison, 4 of them strongly agreed and 20 agreed on its fruitful utility. Whereas 10/45 kept a neutral opinion, and 12/45 has a negative opinion where 4 of the students strongly disagreed with this fact and 9 disagreed and said that they do not use it to recognize the similarities and differences between L1 and L2.

Question 7: translation makes me secure in learning L2.

In order to be more legible and certain about the answers and also to give students the chance to express themselves, the answer was YES or NO and we asked them to provide a justification of their answers, unfortunately we received only 33/45 answers.

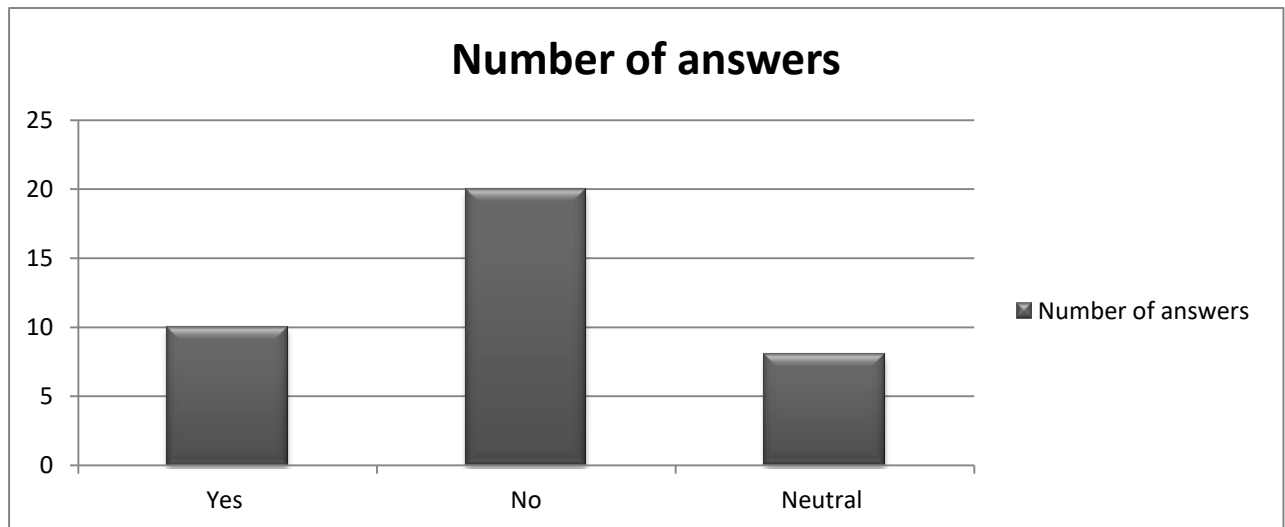


Graph 2. Students' answers on whether translation makes them secure in Second language learning

As the graph represents, the majority 61% said that translation make them secure in learning a second language .6.6% hold to a neutral opinion and 4.4% said that translation do not make them feel secure because the more they translate the more they lean into using their mother tongue and forget about the target language .

Question 8: do you prefer to use L1 during the class.

Only 38/45 student answered



Graph 3. The Number of Students who Prefer to Use L1 during FL Class

There was 20/38 students who said no for the use of the L1 in the class, this represents the majority, the reason behind their choice as mentioned in their explanation is because the use of L1 in the class negatively affect the learning of the second language, they prefer to use the target language without the interference of the mother tongue. Whereas 10/38 students said yes to the use of L1 in the class because accordingly I participates a lot in their comprehension of the target language .8/38 students said that the use of translation in class is something necessary and beneficial, if it was used with limitation. Only when it is really needed. (for more check appendix).

Question10: I keep a note book where I translate all the words I learn during the course.

Table 19. Represents students' response for the use of a translation note book

Option	Number	Percentage
Strongly agree	6	13.3%
Agree	20	44.4%
Neutral	11	24.4%
Strongly disagree	4	8.9%
Disagree	4	8.9%
TOTAL	45	100%

This question is meant to see if student use note books in order to keep the new vocabulary in order to memories it later out of the class. The overall responses to this question were positive where 11/45 student agrees on the use of note book.6/45 of them strongly agreed. While 8/45 denied the fact that they own a notebook. When, 11/45 of them hold on to a Neutral opinion. The result of this question indicates that translation is an easing tool for students.

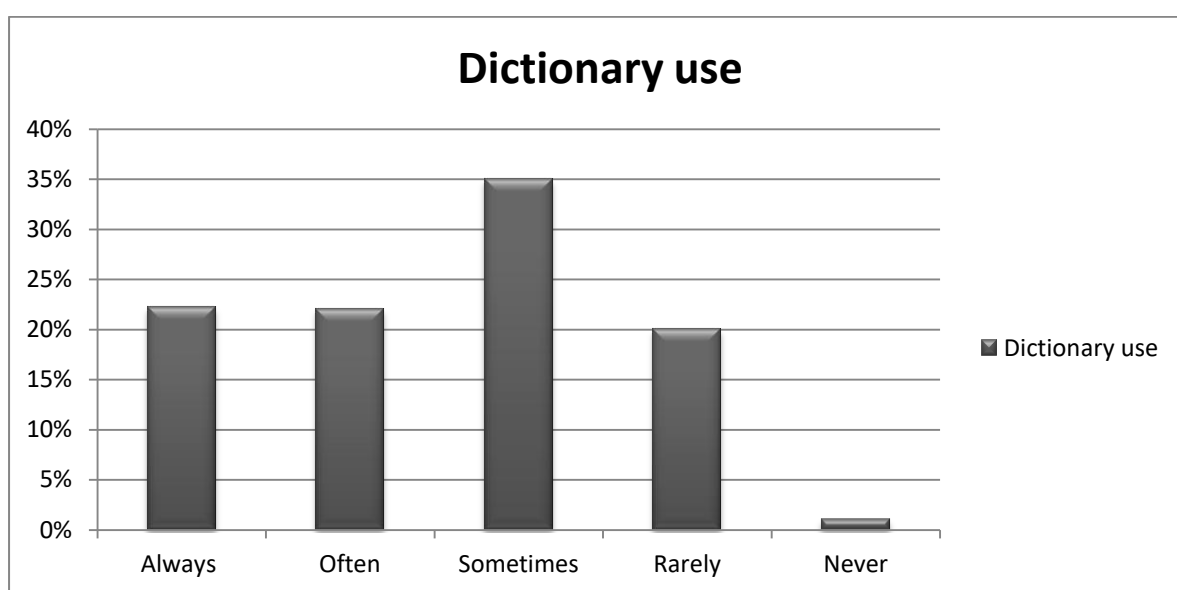
Question 11: when the teacher uses only L2 I don't understand the course.

Table20. Represents students' answers about their understanding when using monolingual teaching approach

Option	Number	Percentage
Strongly agree	2	4.4%
Agree	5	11.1%
Neutral	3	6.7%
Strongly disagree	12	26.7%
Disagree	23	51.1%
TOTAL	45	100%

Closer inspections of the tables shows that the only use of the target language is not preferable by the participants ,where negative answers toward their understanding when using the monolingual approach method is rated with 77.8% . 23 participants disagreed on the matter and 12 others strongly disagreed. The participants who showed a positive reaction towards the only use of L2 it was rated with 11.1% of those who agreed , and 4.4% for those who strongly agreed. Where the minorities with a rate of 6.7% neither agree nor disagree.

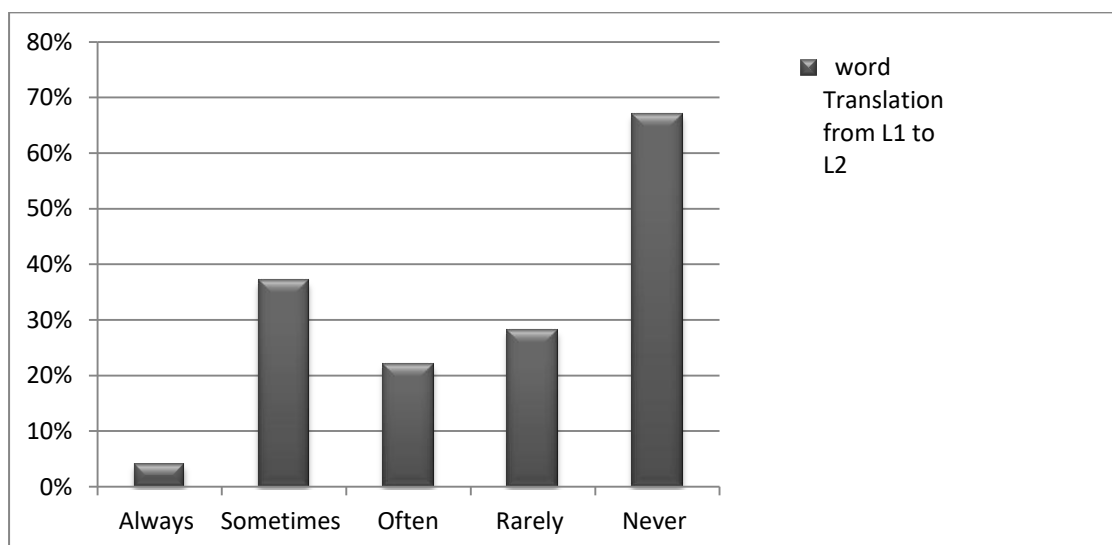
Question 12: I use bilingual dictionary to translate words I don't understand



Graph 4. Represent the Frequency of Using a Bilingual Dictionary by Students in FLT/FLL Classes

As the graph above show, bilingual dictionary use inside the class is a usual practice by the students, they use it to explain difficult terms and to ease their understanding of the target language, the majority of students positively reacted to this Question, Student who rarely uses the dictionary represents less than 20% of the whole.

Question 13: I translate words from L1 to L2 while writing



Graph 5. Represents the Frequency of Students' usage of L1 while Writing

Over half of the participants with a rate of 60% said that they never translate from L1 to L2 while writing, in contrast students who always uses L1 when writing represents 4% of the population, there was students who said that they do translate from L1 L2 while writing but not all the times, they were about 38% of the whole participant. More than 20% said that they often use translation while writing. The rest said that they rarely use it with a rate of 29%.

Question 14: translation help me memories words.

Table 21. Presents students answers on the importance of translation in learning new words in the target language.

Option	Number	Percentage
Strongly agree	15	33.3%
Agree	19	42%
Neutral	7	15.6%
Strongly disagree	1	2.2%
Disagree	3	6.7%
TOTAL	45	100%

33.3% of students strongly agree , and 42% simply agree that translation help them memories words and remember them so to be used in other context. 15.6% of the students had a neutral opinion. Where 2.2% strongly disagree and 6.7% simply disagreed with the fact those translations help them to do language production rather than form manipulation.

Question 15: translation helps me produce vocabulary in correct context

Table 22. Students' answers on the usefulness of translation in producing new vocabulary.

Option	Number	Percentage
Strongly agree	10	22.2%
Agree	16	35.6%
Neutral	13	28.9%
Strongly disagree	2	4.4%
Disagree	4	8.9%
TOTAL	45	100%

From the findings of table 20 we can see that the majority of students agree or strongly agree on that translation is useful in producing new vocabulary with a rate of 57.6% (22.2% strongly agree, 35.6% simply agree). 28.9% of students had a neutral opinion and the rest had negative opinions about the efficiency of translation in producing vocabulary 4.4% strongly disagreed and 8.9% simply disagree.

Question 16: I enjoy translation activities*Table 23. Students' answers on how they see translation activities*

Option	Number	Percentage
Strongly agree	12	26.7%
Agree	17	37.8%
Neutral	10	22.2%
Strongly disagree	2	4.4%
Disagree	4	8.9%
TOTAL	45	100%

As we can see from table 21 students do enjoy translation activities, 26.7% agreed and 37.8% strongly agreed , meaning more than half of the participants have appositve opinion .22.2% hold on a neutral opinion . And the rest said that they do not enjoy translation activities where 8.9% disagreed and 4.4% strongly disagreed and this represents the minority of the participants.

Question 17: translation is not helpful for my language acquisition*Table 24. Illustrate students' response to the effect of translation on their language acquisition*

Option	Number	Percentage
Strongly agree	3	6.7%
Agree	4	8.9%
Neutral	8	17.8%
Strongly disagree	9	20%
Disagree	21	46.7%
TOTAL	45	100%

What stand out in the table shows that the majority of students disagree with the fact that translation is harmful for acquiring new languages with a rate of 46.7%, 20% strongly disagreed .17.8% hold on to neutral opinion. The minority of the participants with a rate of 6.7% for students who strongly agreed , and 8.9% who strongly Agreed .17.8% stayed neutral .

Question 18: L1 can be a de-motivating factor in L2 learning.

Table 25. Represents students' answers about if using the mother tongue during class, negatively affect their second language acquirement.

Option	Number	Percentage
Strongly Agree	2	4.4%
Agree	12	26.7%
Neutral	8	17.8%
Strongly Disagree	8	17.8%
Disagree	15	33.3%
TOTAL	45	100%

As shown in table 23 the majority of students disagree with the fact that the use of L1 in the FL class has a negative effect. Where 17.8% of students strongly disagree with this idea and 33.3% simply disagree 17.8% kept a neutral opinion and the rest with a rate of 26.7% agreed on the fact that it negatively affects it, 4.4% strongly agreed.

Question 19: translation leads to mistakes in L2*Table 26. Representce the students answers about whether the use of translation leads to the interference of the mother tongue or it does not.*

Option	Number	Percentage
Strongly agree	3	6.7%
Agree	12	26.7%
Neutral	10	22.2%
Strongly disagree	3	6.7%
Disagree	17	37.8%
TOTAL	45	100%

The students who simply disagreed with the negative effect of translation represents 37.8% , and only3% strongly disagreed .Surprisingly 22.2% where not certain and hold on to a neutral opinion.26.7% simply agreed and 6.7% strongly agreed.

Question 20: I prefer when the teacher uses L2 during the course.*Table 27. Represents students ' intake on the use of only L2 in the class.*

Option	Number	Percentage
Strongly agree	9	20%
Agree	12	33.3%
Neutral	14	31.1%
Strongly disagree	2	4.4%
Disagree	5	11.1%
TOTAL	45	100%

As shown in table 27 the majority of students do prefer the only use of L2, surprisingly 33.3% of the student simply agreed on the use of only L2. 20% of them strongly agree. When 31.1% were uncertain about the use of L2. The minority of the participants disagreed with this with a rate of 4.4% , and 11.1% strongly disagreed .

2.2.3. Findings

Taken all together, the results of both questionnaires indicate a great positive support by the participants (teachers and students). This support gives huge strength for the use of translation in EFL classes. As it was seen, many students and teachers expressed their “strong agreements” with all the suggestions that support the translation use in EFL classes. This clearly shows that teachers notice the positive effect translation has in their classes, and that students see translation as a facilitating tool that helps them to learn new vocabulary and linguistic items with ease.

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

- Translation helps learners understand the influence of L1 on L2 and correct errors of misuse of particular words or structures. Allowing them to think comparatively.
- Translation obliges learners to focus carefully about meaning not to just mechanically manipulate forms.
- Translation can be utilized as a method of comparing and contrasting between two languages.
- Translation speed up the learners’ comprehension process.
- Using translation in EFL teaching gives a sense of security and help learners to be stress-free

Most teachers believe that using translation in a limited matter is more efficient for achieving understanding of the English language .They call for a judicious use of translation and also to avoid the overuse of translation in EFL. This limited use of translation in the EFL settings can be a reply to the belief hold by some teachers that translation reduces the amount of English in the class.

2.2.4 Recommendations

Taking part in EFL classroom is a hard responsibility; EFL teachers should pave the way to facilitate the process of second language acquisition even if they have to face a situation when learners keep speaking their mother tongue and refuse to use L2 all the time. Such 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. Among the tools that teachers should adopt to facilitate the process of second language learning is:

- Get them talking English:

Encourage your students to apply more TL with each other. You can start out with easy structures which have been modeled, and consist of prompts and visual clues on the board. However, Algerian teachers of English should be informed that the use of the mother tongue is even recommended, but needs to be used in a systematic way. They should carefully decide how much the Arabic language should be used and for what purposes. In addition, they should be aware of the attitudes that their pupil keep towards the use of Arabic language.

- Keep it relevant:

Avoid using TL mindlessly in the hope that your student will somehow absorb the language. Instead, think about the vocabulary and structures you want to cover in class, and consciously incorporate this in your conversation. Moreover, Teachers have to be careful all

the time and remind children to use the L2 and stop all inappropriate attempts to use the mother tongue, especially when asking children to do pair or group work assignments.

- Select appropriate tasks:

The importance of appropriate activities that correlate with the student' linguistic abilities were mentioned earlier in this chapter. After all we cannot expect that the learner who is at the lower level of the course to be able to perform very difficult oral activities. Correspondingly, the task needs to be adapted according to the age or level of the learners.

- Talk about their difficulties:

The reason for persistent rejection of the L2 in the foreign language teaching does not necessarily mean that students are defiant or even disobedience, but it can be related to several issues that student may face when using the English language(e.g. poor knowledge of L2, feelings of shame when talking English...etc).

2.2.5 Limitation of the Study

Even though the methodology was used to identify multiple studies, some limitations are encountered during the accomplishment of this research. First, it would be attractive if the research contained more important question items to both of the questionnaires. Second, the teachers' and students' questionnaires include some questions that require interpretation from the participants to provide further and clear explanation about the study which could not be achieved.

Conclusion

The current research shows that translation 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. Besides, the results of present study shows that both students and teachers hold a positive attitude towards the use of translation as a valid and effective pedagogical tool in EFL classroom to improve knowledge of English language.

General Conclusion

Overall, the results of our study shows 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 the use of translation because after compiling most of the arguments against translation, we concluded that the reason for the prohibition of translation is the weakness of the completely monolingual approach in the EFL classroom that relies slowly on selective evidence and suspicious reasoning, which is contrary to the needs of both teachers and students.

This study seeks to investigate the importance of translation in foreign language teaching and to understand the extent to which teachers and students understand translation-related learning strategies to promote their understanding of the language and also to reduce insecurity caused by a limited language competence. Furthermore, we found that students have a natural tendency to use translation, so EFL teachers should help their student benefit from this tool for a better understanding of English language. In addition, one of the main purposes of this survey is to answer questions that have been posed in this research. The present study shows that both students and teachers hold a positive attitude toward the use of Arabic in EFL classrooms. Participants in this study stated that judicious and limited use of Arabic is beneficial and could play an important role in promoting learning English as a foreign language. However, excessive use of Arabic might reduce students' experience to the target language which is English, and limit their opportunities to practice it.

In short, it is worth emphasizing that at this level, reconsidering translation and integrating it in teaching should be devoted some importance in the context of foreign language teaching. Hence, it is our hope that this work has contributed to give a suggestion of Algerian English students and teachers attitudes towards the use of translation in an EFL classroom, and can pave the way to other related work.

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ملخص الدراسة

ان الترجمة وسيلة اتصال أساسية وعلى الرغم من اهميتها لطالما كانت منبوذة من طرف العديد من الاساتذة وهذا ما ادى الى التخلي عنها في تدريس و تعلم اللغات الاجنبية لطالما كانت هذه القضية موضع اهتمام كبير في مجموعة واسعة من مجالات اللغة التعليمية. يسعى هذا البحث الى اكتشاف وجهة نظر معلمي وطلاب اللغة الإنجليزية في جامعة عبد الحفيظ بوالصوف فيما يتعلق بجدوى الترجمة وفائدتها في تعليم وتعلم اللغة الإنجليزية كلغة أجنبية.و لقد تم إجراء استبيانات للتعرف على آراء بعض المعلمين في مختلف الجامعات الجزائرية ، بلاضافة الى استبيانات اخرى لطلاب السنة الثالثة من جامعة عبد الحفيظ بوالصوف حول استخدام الترجمة كأداة لتدريس اللغة الإنجليزية كلغة أجنبية. كانت النتائج الإجمالية لكلا الاستبيانين إيجابية لكل من المعلمين والطلاب حيث أظهرت بوضوح أن الترجمة أداة تعليمية مميزة ومهمة لتسهيل اكتساب اللغة الأجنبية.

Résumé

La traduction, est un moyen de communication de base, a longtemps été défavorisée dans l'enseignement et l'apprentissage de l'anglais, cette question suscitée un grand intérêt dans un large éventail de domaines linguistiques éducatifs. Cette recherche explore le point de vue des enseignants et des étudiants à l'Université Abdelhafid Bousouf en ce qui concerne la faisabilité et l'utilité de la traduction dans l'enseignement et l'apprentissage de l'EFL. Des questionnaires ont été menés pour recenser les points de vue de certains enseignants de diverses universités algériennes, et des étudiants de troisième année LMD du centre universitaire Abdelhafid Bousouf sur l'utilisation de la traduction comme outil d'enseignement de l'anglais comme langue étrangère. Les résultats globaux des deux questionnaires ont été positifs tant pour les enseignants que pour les étudiants, cela a clairement montré que la traduction est un outil pédagogique privilégié.

Appendices

Appendice A :

Students' Questionnaire

Dear students;

The following questionnaire aims to investigate the Efficiency of using translation in English learning. this Questionnaire is considered as a tool to gather data in order, to accomplish the master's degree research in AbdelHafid Boussouf University; therefore, you are kindly requested to help us in accomplishing this research by answering it thoughtfully.

Thank you in advance.

Note:

L1= Arabic language (Mother tongue).

L2= English language

Question 1. Does a translation practice help you to recognize new vocabulary?

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

Question 2. I unconsciously mentally translate words and sentences.

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

Question 3. Translation helps me to have a better understanding of the language

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

Question 4. I translate vocabulary from L2 to L1

- Strongly agree
- Agree
- Neutral
- Strongly disagree

- Disagree

Question 5.translation helps me understand the meaning of utterances

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

Question 6. I use translation to know the differences and similarities between L1 and L2

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

Question 7.translation make me feel secure in learning L2 , justify your answer

- Yes
- Neurale
- No

Question 8.Do you refer the use of L1 during the class , justify your answer .

- Yes
- Neutral
- No

Question 9.I keep a note book where I translate all words I learn during the course

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

Question 10. When reading a text I underline the difficult words and translate them to L1

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

Question 11. I use a bilingual dictionary to translate words I don't understand

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

Question 12. When the teacher speaks only in L2 I don't understand the course

- Always
- Often
- Sometimes
- Rarely
- Never

Question 13.I translate words from L1 to L2 while writing

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

Question 14.Translation helps me memoirs words

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

Question 15.translation helps me produce vocabulary in a correct context

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

Question 16. I enjoy translation activities

- Strongly agree
- Agree
- Neutral
- Strongly disagree

- Disagree

Question 17. Translation is not helpful for my language acquisition.

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

Question 18. Translation can be a de-motivating factor in L2 learning.

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

Question 19. Translation leads to mistakes in L2.

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

Question 20. I prefer when the teacher solely uses L2 during the course.

- Strongly agree
- Agree

- Neutral
- Strongly disagree
- Disagree

Appendix B

Teachers' Questionnaire

Dear Teachers;

The following Questionnaire aims at investigating the efficiency of using translation in teaching English as a foreign language. The gathered data will help in accomplishing a Master's degree at Abdelhafid Bousouf University, you are kindly requested to be part of this study by participating your point of view.

Thank you in advance

Question 1. Is the use of translation can be an effective support in teaching and learning English?

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

Question 2. As a teacher, do you think that translation really helps student's comprehension?

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

Question 3. Do you prefer using translation in explaining difficult concepts to your students?

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

Question 4. The use of L1 in giving students feedback is a beneficial method.

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

Question 5. The use of L1 in giving students feedback is a beneficial method

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

Question 6. How often should Translation be used in EFL classes?

- Occasionally
- Sometimes
- Often
- always

Question 7. Do you provide learners with activities involving translation in class \ if so why?

- Yes
- No

Question 8. Do you consider translation as an inevitable factor in language learning?

- Yes
- No

Question 9. Do you think that translation is a de-motivational factor for students in learning L2 \ if so why?

- Yes
- No

Question 10. It is useful when teachers use L1 in.

- a) Explaining new words.
- b) Explaining grammar.
- c) Explaining differences between L1 and L2 rules.
- d) Giving instructions.

Thank you for your collaboration