

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



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

**The Use of Translation as a Learning Method in English Language
Teaching**

The case of Third Year EFL Students at the University of Mila

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

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2022/2023

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Dedication

This modest work is dedicated to:

My hero, my father, who believed in me.

My role model, my lovely mother for her endless love and prayers, who devotes her life to see me a happy and successful person, I love you mom.

My beloved sisters, my brightest stars, who have been my constant source of support and strength.

To my dearest niece.

To my closest friends Amina and Asma for everything they have done to me.

All those who love and support me.

Sara

''I would like to dedicate this thesis to my parents, who gave the little they had to ensure I would have the opportunity of an education. Their efforts and struggles have allowed me to have a key to unlock the mysteries of the world and beyond.''

Wissam

Acknowledgments

First and for most, all the praise, thank and acknowledgments are to our Lord ”**Allah**” for giving us strength, health, capacity, wisdom and guidance all along with our life and during our studies.

We would like to express our deepest and grateful gratitude to our respectable and gracious supervisor **Mr. Salim BOUDAD**, for his help, patience, wholehearted encouragements, supervision, support and useful feedback.

We would like to address special thanks for third-year students of English of Abdelhafid Boussouf Mila university Center and the teachers of English for their help and participation in the research, without their cooperation, this study would have never been possible

Finally, we would like to take the opportunity to thank those who aid and encourage us during our stress and difficulties.

Abstract

The present study aims at investigating the use of translation as a learning method in English language teaching. In addition, it explores the effectiveness of translation as a tool for improving students' language proficiency. The data were collected through a quantitative collection method, including the teachers' questionnaire and the students' questionnaire. The students' questionnaire has been distributed to 60 third-year LMD students of English at AbdelhafidBoussouf Mila University Center. After the data analysis, it has been deduced that the use of translation can be an effective learning method for improving language proficiency. Translation can be a valuable method for teaching and learning the English language. It can be a good way to learn new vocabulary. By translating English words into the learners' native language and vice versa, learners can improve their understanding and retention of the new vocabulary. Besides, students and teachers prefer to use translation in their EFL classes to facilitate understanding. By translating English words or sentences into their native language, students' can quickly grasp the meaning of the text or the lesson. Additionally, translation can help students understand the nuances of the English language. By comparing English sentences to their translations, students can see how the languages are structured and how different words are used in different contexts. This can help students become more accurate in their use of English.

Key words: translation, language learning, language teaching, EFL classes.

List of Abbreviations and Acronyms

L1: first language

L2: Second language

GTM: Grammar translation method

APA: American psychological association

AERA: American educational research association

TLC: Teaching language communicatively

TBLT: Task-based language teaching

CLIL: Content and language integrated learning

TPR: Total physical response

ALM: The Audio-lingual Method

DM: Direct method

EFL: English as a foreign language

MT: Mother tongue

TL: Target language

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General introduction

1. Background of the study

Nowadays, translation plays a very important role in an increasingly globalized world. Even though translation is considered a difficult tool to master, teachers and learners must take into account the importance, role, and use of translation in teaching and learning foreign languages. Since translation has good effects such as aiding learners to practice what has been learned and allowing them to relate to new knowledge,

We cannot speak about teaching a second or foreign language without mentioning the grammar-translation method. Which was the best-known method in the United States in the 20th century as the Prussian method; it is derived from the classical method of teaching Greek and Latin. (Cook2010)

The grammar translation method plays a pivotal role in the teaching and learning of foreign languages. In order to help students grasp a language better, they are also encouraged to use bilingual word lists that highlight the differences and similarities between L1 and L2.

The latest ideas for learning empirical studies and investigations were conducted in order to settle the disputes over the view of translation as a taboo in language teaching and the notion that translation is claimed to be a natural language facilitator and a learning strategy. This was done as a result of the growing body of research supporting the use of translation in language classes. Most of them came to the conclusion that translation may be utilized in modern ways of teaching foreign languages provided it is done consistently; in other words, using the mother tongue and translation can help increase language learning abilities.

2. Statement of the Problem

Taking into consideration the government's new decision to teach the English language at the primary school, the English language has become more required of parents, students, and even people who are Francophone. Following the French language, using translation as a method in teaching English could be easier for those who want to learn English. It is like an old method where learners used to learn through practicing their skills: reading, writing, listening, and speaking. The modern or new method is translation from the mother language to a foreign language, a second language, or even a third language.

3. Aims of the study

The aims of this study are

- To explore how translation can be used to teach English as a second language.
- To investigate the function of translation methods in teaching foreign languages from many perspectives.
- To determine whether translation may actually benefit English language learners and whether it can be an effective learning tool.

4. Research questions

Based on the research aims, the following research questions were developed to guide the study:

1. What are the different methods used in teaching English? Is translation an efficient method that can be used in teaching English?
2. To what extent do English teachers at universities use the translation method?
3. What are the aspects of the English language that translation will be able to cover?

4. When can the implementation of translation in language teaching be advantageous or disadvantageous?

5. Hypothesis

- The use of translation plays a crucial role in the teaching and learning of English since it is employed by teachers as a helpful language learning tool and by students to increase their proficiency in the language.
- Using translation as a learning method in teaching and learning the English language can be an effective approach to language acquisition for learners.
- The use of translation as a learning method in teaching the English language can increase learners' vocabulary and understanding of grammar, and it can also help learners develop their reading and writing skills.
- The use of translation as a learning method can be particularly effective for learners who already have a good understanding of their native language.

6. Research Methodology

6.1 Research Method

Research methods refer to the tools that one uses to do research. These can either be qualitative, quantitative, or mixed. This study used a qualitative research design. Creswell (1998) defined qualitative design as an inquiry process for understanding a social or human problem based on building a holistic picture with words, reporting the views of informants, and conducting it in natural settings.

6.2 Data Collection Tools

Data collection is the methodical process of gathering and analyzing specific information to propose solutions to relevant questions and evaluate the results. It focuses on finding out all there is to know about a particular subject. Data collection enables us to obtain the necessary information. In order to complete this study and reach our objectives, the data collection tool employed was an interview with the teachers at the university.

6.3 Population

A population is a group of individuals from which study samples are taken for measurements. It is composed of seven school teachers; this number of respondents was enough because, in qualitative research, even a single respondent is enough for a researcher to generate findings. (Patton et al., 2002).

7. Structure of the study

In order to answer the problematic nature of our research, we have devoted three chapters to the present work: the first and second are purely theoretical, and the third is practical.

In the first chapter entitled "Teaching Foreign Language and Translation," the author aims at providing definitions of the main concepts of translation, teaching, and learning. Then we move on to review some teaching methods related to teaching foreign languages. We are going to discuss the old English language teaching methods. As well as the English language aspects, this will be covered by translation in addition to the use of translation applications, as well as their benefits and challenges.

The second chapter, entitled "The Impact of Translation in Teaching English," introduces different titles like "Translation in Teaching Foreign Languages," "L1 Use in L2 Teaching," "Rights Behind Using L1," and "Arguments Against and for Using Translation in the English Classroom."

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

Chapter one: Teaching Foreign Languages and Translation

Section one: Translation and Teaching

1.1.1 Definition of translation

Translation is the process of converting written or spoken material from one language into another.

Below are several definitions of translation from various sources:

"Translation is the process of rendering a written or spoken message from one language into another while keeping the same meaning and style." (Newmark, 1988, p. 5)

"Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text." (Nida& Taber, 2003, p. 12)

"Translation involves the transfer of meaning from one language (the source language) to another (the target language) in a way that accurately reflects the intention of the original message." (Munday, 2012, p. 2)

"Translation refers to the transfer of meaning from one language to another, where the translator tries to convey the meaning of the original text in a way that is accurate, natural-sounding, and culturally appropriate." (Baker, M,2018)

"Translation is the replacement of textual material in one language (the source language) by equivalent textual material in another language (the target language)" (Newmark, 1991, p. 5).

"Translation is the process of producing a written or spoken version of a text in another language that communicates the same message as the original text" (Baker, 2011, p. 1).

"Translation is a complex process that involves transferring the meaning of a text from one language to another while taking into account linguistic and cultural differences between the two languages" (Munday, 2012, p. 1).

1.1.2 Pedagogical Translation

A method of teaching languages called "pedagogical translation" makes use of translation as a means of language acquisition. This strategy is predicated on the notion that by comparing a new language to their native tongue, learners can better understand its vocabulary and grammatical structure. This is one way that pedagogical translation can help people learn languages and become more fluent in them.

The late 19th-century French language instructor François Gouin was one of the first proponents of educational translation. According to Gouin, translation is a crucial technique for learning a new language because it enables students to compare the grammar and syntax of the target language to their own. He created a set of activities known as the Gouin Series, which entailed translating brief phrases and sections from one language into another.

Since Gouin's time, pedagogical translation has been employed by numerous other language teachers as a method for language learning. Translation can be used to teach vocabulary and cultural notions in addition to grammar and syntax, according to some supporters of this strategy. They contend that learners can comprehend the target language and its speakers more fully by translating texts that exhibit the culture of the target language.

In addition to being a path that leads to learning about other cultures or languages, pedagogical translation also opens a door to self-awareness. Since the two cannot be separated and language is a crucial component in ensuring this union, translation activities are necessary in order for

languages to be learned. These activities primarily serve as mediators between the two counterparts. This mediation is carried out through the classroom teacher and translation exercises. It is essential to understand both the target language and one's native tongue simultaneously; therefore, in the classroom, translation occasionally takes the position of the teacher as a mental cognitive action because the student applies the translation cognitively to each language role as a lecturer or writer. As a result, he or she confronts both linguistic and pragmatic uses of the native and target languages at the same time. This action permanently improves his or her knowledge of both languages and cultures. His or her intercultural and inter-lingual skills grow in accordance with his or her proficiency and competence in both languages, which is advantageous in the language-culture dichotomy.

1.1.3 What is teaching?

The act of transferring knowledge, skills, and values to an individual or group of individuals is known as teaching. Teaching entails the intentional dissemination of knowledge from a teacher or instructor to a pupil or learner with the aim of assisting the pupil in acquiring new knowledge, enhancing preexisting skills, or developing new ones.

There are numerous ways to teach, including lectures, group discussions, practical exercises, and more. In order to satisfy the requirements of many learners, effective teaching requires using a range of instructional methods, creating a stimulating and encouraging learning environment, and offering feedback and direction so that students can advance.

Several places, such as schools, universities, community centers, and internet platforms, can be used for teaching. It may also include a variety of topics and disciplines, from fundamental literacy and mathematical abilities to cutting-edge scientific theories or philosophical thoughts.

Ultimately, education is crucial in forming people and society because it equips people with the knowledge, abilities, and morals they need to succeed and positively impact their environment.

Here are some definitions of teaching, according to many scholars:

According to the Merriam-Webster dictionary, teaching is "the act, practice, or profession of a teacher" (Merriam-Webster, 2021).

The National Council for the Accreditation of Teacher Education (NCATE) defines teaching as "the process of designing and implementing instruction, evaluating student progress, and adjusting instruction as needed to facilitate learning" (NCATE, 2010, p. 2).

The American Educational Research Association (AERA) defines teaching as "the intentional and systematic process of creating and maintaining an environment that supports learning" (AERA, 2016, p. 4).

"Teaching is the process of designing and delivering educational experiences that facilitate learning in a way that promotes understanding, retention, and application of new knowledge and skills" (Ertmer & Newby, 2013, p. 2).

"Teaching is a purposeful activity aimed at transferring knowledge, skills, attitudes, and values from the teacher to the learner through a process of communication, interaction, and feedback" (Gagne & Driscoll, 1988, p. 2).

"Teaching is the intentional and systematic process of creating and managing experiences that result in effective learning outcomes for learners" (Wilson & Peterson, 2006, p. 3).

Teaching is the process of facilitating learning by providing students with knowledge, skills, and values through various methods such as instruction, assessment, feedback, and support. The following are some definitions of teaching, along with references to support these statements:

"Teaching is the deliberate arrangement of conditions to create an environment that will induce learning" (Shuell, 1986, p. 429).

1.1.4 Who is a teacher?

A teacher is a person who helps pupils learn by giving them information, skills, and direction in formal or informal settings. To develop students' intellectual, emotional, and social skills, teachers must establish a learning environment that is secure, encouraging, and demanding.

The American Psychological Association (APA) offers the following definition of a teacher in their Dictionary of Psychology:

"Teacher: An individual whose primary professional responsibility is to impart knowledge and skills to students in educational settings, frequently involving the creation of curricula and evaluation tools in addition to the delivery of instruction in the classroom, laboratory, or other settings." (APA, 2021)

The Oxford English Dictionary provides the following definition of a teacher:

"Teacher: A person who teaches, particularly in a school, is a teacher. 2020 Oxford English Dictionary

Both of these definitions stress the significance of a teacher's role in imparting knowledge and direction to pupils, as well as their duty to create lesson plans and evaluation tools.

1.1.5 The role of a teacher

The role of a teacher is crucial in the education system, as they are responsible for imparting knowledge and shaping the future of their students. Some of the key roles of a teacher include:

1.1.5.1 Teacher as a facilitator

The idea of a teacher as a facilitator refers to the instructor's role in assisting and guiding students' learning as opposed to merely disseminating knowledge. This strategy encourages student-centered learning by placing an emphasis on participation and teamwork between teachers and students.

The educational philosopher John Dewey was one of the first to advocate for this strategy. He thought that teachers should act as facilitators, assisting students in their own learning and fostering the growth of their critical thinking and problem-solving abilities.

Several educational theorists have recently stressed the value of instructors playing a facilitator role. Lev Vygotsky's sociocultural learning theory, for instance, emphasizes the importance of social interactions in learning and advises teachers to provide scaffolding to aid their students' learning.

1.1.5.2 Teacher as an assessor

In the educational system, teachers are crucial assessors. They are in charge of planning and carrying out numerous tests to gauge their students' progress. Exams, quizzes, assignments, and projects are some of the frequent sorts of assessments utilized by teachers.

The identification of students' strengths and weaknesses by teachers, who may then adapt their teaching strategies, makes assessment a crucial part of the teaching and learning process. Additionally, it helps students pinpoint areas that require improvement by giving them insightful feedback on their learning progress.

When an assessment is created to give students feedback on how to improve their performance, it can be utilized to enhance student learning, according to Black and Wiliam (1998). Instructors can also use assessment data to inform their instructions and make adjustments to their teaching methods based on the requirements of their pupils.

Teachers require access to a variety of tools to assist their teaching and assessment strategies, in addition to testing their pupils. Textbooks, online sources, and chances for professional development can all be considered among these resources.

In academic writing, notably in the subject of education, the American Psychological Association (APA) offers recommendations for the use of sources and references. To ensure accuracy and consistency while employing resources and referring to sources in academic writing, it's crucial to adhere to the APA style manual.

1.1.5.3 Teacher as a manager

It's critical for educators to understand their function as managers in the classroom. Together with instructing pupils, teachers also oversee the supplies, activities, and staff in the classroom. Maximizing student engagement and achievement can be accomplished with the aid of effective classroom management.

Managing the resources in the classroom is a crucial part of being a manager and a teacher. Instructors must make sure they have the tools and supplies they need for the classroom, such as writing materials, writing prompts, and audio-visual aids. They also need to handle the resources needed for projects, experiments, and field trips. In the classroom, efficient resource management can help avoid waste, lower expenses, and boost productivity.

Managing classroom activities is a crucial part of being a manager and a teacher.

1.1.6 Methods of Teaching Languages

There are numerous ways to teach languages, and each one has its own set of tools and academic evidence to back it up. Here are a few illustrations:

Teaching languages communicatively (TLC)

According to this approach, the primary focus of language learning is communication. Grammar and vocabulary are taught in context, and students are encouraged to interact with one another and with real-world resources in the target language. Materials for TLC may include real-world scenarios, realistic texts, and role-playing exercises.

Task-based language teaching (TBLT) focuses on the use of language in real-world tasks, such as ordering food in a restaurant or giving directions. Students work on completing the task using the target language, which helps them develop their language skills in a more natural way. Resources for TBLT might include task-based activities, real-life situations, and authentic materials.

Content and Language Integrated Learning (CLIL)

CLIL combines language learning with the study of academic content, such as science or history. Students learn both the language and the subject matter at the same time, which can make language learning more engaging and meaningful. Resources for CLIL might include textbooks, articles, and multimedia materials related to the content area.

The Silent Way is a teaching method that emphasizes learner autonomy and the use of physical objects and gestures to convey meaning. The teacher is silent for much of the lesson, allowing students to discover the language on their own. Resources for the silent way might include colored rods or blocks, charts, and other physical objects.

Total Physical Response (TPR)

TPR is a teaching method that emphasizes the use of physical actions to teach language. Students are given commands in the target language, and they respond with physical actions. This method is particularly effective for teaching young children or students who are new to the language. Resources for TPR might include flashcards, physical objects, and simple commands

1.1.7 The History of Translation

The history of translation is lengthy and intricate, going back thousands of years. An outline of

translation history is provided below.

Ancient Translation

Translation has a long history and was crucial to the dissemination of religious and philosophical ideas in antiquity. The Sumerian Epic of Gilgamesh, which dates back to roughly 2000 BCE, is one of the earliest known translations. The Vulgate, a translation of the Bible into Latin made by St. Jerome in the fourth century CE, is another well-known example of translation in ancient times.

Medieval Translation

Translation remained a significant tool for knowledge dissemination during the medieval era. Throughout this time, Arab intellectuals made substantial contributions to translation, especially in the fields of science, medicine, and philosophy. Many books from antiquity were translated into Arabic and later into Latin and other European languages.

The House of Wisdom in Bagdad

The House of Wisdom was a major intellectual center established in Baghdad, Iraq, during the Islamic Golden Age in the 8th century CE. It was founded by Caliph Harun al-Rashid's son, Caliph Al-Ma'mun, and became a hub for scholars, scientists, philosophers, and translators from various parts of the world.

The House of Wisdom was originally intended to be a library and translation center where scholars could translate works from Greek, Persian, and other languages into Arabic. However, it quickly evolved into a major center for scientific research, with scholars conducting

experiments and developing new ideas in fields such as mathematics, astronomy, medicine, chemistry, and philosophy.

Many of the world's most famous scholars worked at the House of Wisdom, including the mathematician Al-Khwarizmi, who is credited with inventing algebra, and the philosopher Al-Farabi, who made significant contributions to Islamic political theory and ethics.

The House of Wisdom played a crucial role in preserving and translating ancient Greek works, such as those of Aristotle and Plato, into Arabic, which helped preserve this knowledge for future generations. The scholars at the House of Wisdom also made important advances in their own right, such as developing new mathematical concepts and techniques, refining astronomical theories, and making important contributions to the development of the scientific method.

Some of the most notable translators who worked at the House of Wisdom include the Persian scholar Hunayn ibn Ishaq, who translated works from Greek into Arabic; the Syrian scholar Thabit ibn Qurra, who translated works from Greek and Syriac into Arabic; and the Arab scholar Al-Kindi, who was known for his translations of works on philosophy, mathematics, and astronomy.

The translations that were produced at the House of Wisdom were instrumental in shaping Islamic scholarship and learning. They helped to introduce Greek philosophy and science to the Islamic world, and they also preserved important works from other cultures that might have been lost otherwise. The House of Wisdom played a significant role in the development of the

Islamic Golden Age, and its legacy can still be seen in the intellectual and cultural achievements of the Muslim world.

Renaissance Translation

Translation during the Renaissance period played an integral role in the remodeling, transformation, and interconnected relations that shaped European culture. Renaissance artists started expressing themselves in different ways and exploring new scholarly pursuits. The new outlook from the artists of the Renaissance period was only possible due to the culmination of translations throughout the Middle Ages, which paved the way for reformation.

The Renaissance period began in Italy during the 14th century and was highlighted by great inventions and discoveries. This article looks closely at translations at the time and how they made a start to this period of rebirth for European civilization.

The period came right after the Middle Ages, resulting from certain events in the 12th and 15th centuries. Examples of such events include the declining influence of the Catholic Church and the end of the feudal system. These were prevalent social changes during the historic period. Another major event, however, was the development of various national languages.

Language played an especially crucial role in ending the stagnancy of the Middle Ages and thus opening the way for the Renaissance period. With more texts now available in more languages, scholars turned their attention to studying Latin and Greek. Renaissance artists reflected the societal shift and study of new ideas, with artists of the Renaissance gradually shifting from abstract medieval paintings to realistic images depicting the beauty of the natural world.

Renaissance is a French word for rebirth, symbolized in the paintings by artists of the Renaissance. The Renaissance period truly lived up to its name! Aside from societal shifts,

civilization saw a marked increase in scholarly pursuits, aided by the availability of texts in multiple languages. Some of the individuals involved were scholars of translation. Other pursuits included astronomy and art, with the works of many notable Renaissance artists seen as the epitome of the era.

Most historians state that the Renaissance period kicked off when Johannes Gutenberg created the moving printing press in 1450. The innovation automated the production of books. This increased the volume of texts available to users as well as their availability. This availability ultimately led to the rapid growth of readers all over Western Europe.

The translation movement primarily took hold in England, Germany, and France in the early 1400s. The translation scholars in these countries were deemed artists of the Renaissance period. Contrary to the translation tradition in the Middle Ages, these Renaissance artists adapted text "sense for sense" rather than "word for word" to retain meaning.

A famous example of a Renaissance translator is the German linguist Albrecht von Eyb, famous for translating the works of the Roman playwright Plautus. German translators also adapted the works of Boccaccio and Aesop. In France, Joachim du Bellay, the poet and translator of Ovid's poems, and Etienne Dolet practiced translation. Dolet was put to the stake in 1546 due to this free-sense-to-sense translation of Socrates's utterances.

Translation scholars formed the Platonic Academy during the mid-15th century in Florence to further develop the translation movement. The building of the Platonic Academy in Florence was a turning point for the artists of the Renaissance. The society started to translate notable philosophical and religious works that inspired many Renaissance artists and literary scholars.

Marsilio Ficino was one of the Academy's first scholars of the Renaissance period. Ficino was able to translate the entire works of Plato into Latin successfully. This included the *Enneads* of Plotinus and many other Neoplatonic works. Thomas Mallory was another notable member of the Platonic Academy, with his major accomplishment being the translation of the tales of King Arthur.

In the 16th century, language and translation studies were developed further, driven by a large percentage of the population's interest in literary pursuits. In the same century, William Tyndale, one of the English scholars of translation, did his part in the translation movement. He and others worked to produce the Tudor translation of the New Testament before being sentenced to death. His translation of the scriptures without a license or permission was the reason for his shortcomings.

Modern Translation

In the 20th century, advances in technology, such as the development of machine translation systems, have had a significant impact on the practice of translation. However, human translators remain an essential part of the translation process, especially for texts that require a high degree of accuracy and nuance. Such texts include legal documents, scientific research papers, literary works, and marketing materials.

Machine translation systems have made great strides in recent years, thanks to advancements in artificial intelligence and natural language processing. These systems can quickly translate large volumes of text and can be useful for getting the gist of a document or for communication in basic situations. However, they still struggle with accurately conveying the nuances of

language, cultural references, and idiomatic expressions, which can lead to mistranslations and misunderstandings.

Human translators, on the other hand, can understand the context of a text, its intended audience, and the cultural and linguistic nuances that are unique to the source and target languages. They can also adapt their translations to different mediums and styles, such as literary translation or technical translation. Moreover, human translators can ensure the accuracy and quality of the translation, which is crucial in fields such as medicine, law, and finance.

In short, while machine translation systems have made translation more accessible and convenient, human translators are still needed for complex and nuanced texts that require a high degree of accuracy and sensitivity to language and culture.

Today, the field of translation is highly diverse, encompassing a wide range of disciplines and specialties, from literary translation to technical translation to interpretation. As the world becomes more interconnected and globalized, the demand for high-quality translation services is likely to continue to grow, making translation an increasingly important and valuable profession.

1.1.8. Relationship between Translation and Learning

.Learning and translation go hand in hand because translation enables people to access information and resources in other languages, which facilitates their learning process.

The process of transferring text from one language into another while maintaining its meaning is called translation.

Translation has evolved into a crucial tool for bridging language boundaries in communication for people, corporations, and governments as a result of globalization and the growing use of the internet.

Access to translated information and resources, such as books, scientific research, and instructional materials, enables people to learn other languages.

By giving students' access to resources that are not available in their mother tongue or by assisting them in better comprehending complicated ideas in a language that they are more familiar with, translation can help students study more effectively.

Research has shown that translation can have a positive impact on learning outcomes. In a study by Hu and Nation (2000), it was found that bilingual learners who used a bilingual dictionary while reading a text in a second language performed better on comprehension tasks than those who did not use a dictionary. Similarly, Kuo and Anderson (2010) found that Chinese students who used translation software to translate English texts into Chinese performed better on comprehension tasks than those who read the texts in English.

Moreover, translation can also contribute to the development of language proficiency. By translating texts from one language to another, individuals can develop their language skills by improving their understanding of the grammar, vocabulary, and syntax of both languages. Translation can also help individuals develop their critical thinking skills, as they need to understand and interpret the meaning of the text in order to translate it accurately.

In conclusion, translation plays an important role in facilitating learning by allowing individuals to access information and resources in different languages. Translation can also contribute to the development of language proficiency and critical thinking skills. As such, it is a valuable tool for students and educators alike.

1.1.9 The Use of Translation Applications

Applications and gadgets for translation are frequently advertised as being helpful when traveling overseas. The range of requirements for interlanguage communication is substantially greater, though. We carried out three studies to look into these demands: one with travelers based in the United States, the other with migrant workers in India, and the third with immigrant groups in the United States. We contrast the perceptions and actual translation requirements of regular travelers with those of the two migrant communities. The last two, who speak limited English, require the most translation to get by in daily life. Nevertheless, the available smartphone translation apps do not satisfy these requirements. Our research offers fresh perspectives on the constraints and methods of use of mobile translation technologies.

Text entry, speech recognition, and text-to-speech are just a few of the input and output options that modern translation apps offer. The evaluation of voice interfaces in real-world scenarios is limited, as Clark et al. [9] mention in their meta-review. It is also understudied how speech-to-speech translation systems perform in real-world settings when listening to everyday conversations.

Text translation software is a practical and effective tool for translating between different languages.

In academic or professional settings, it's crucial to use them responsibly and properly cite any translated content.

While using a translation tool, it's critical to understand that the translation might not be flawless and might not precisely capture the text's original meaning.

Consequently, it is crucial to start with the translated material and check the translation's accuracy by speaking with a native speaker or a professional translator.

If you translate a source that you are citing in your work using a translation tool, make sure to reference the original source as well.

.Section two: Teaching perception towards translation

1.2.1 The monolingual teaching approach

A monolingual method suggests that the sole language used for education should be the target language. English is exposed to more people and gives learners more opportunities to learn it. English will not be taught as a topic to students or teachers, but rather through English (Ibrahim, 2001). Therefore, it is thought that the usage of the first language (L1) has primarily been viewed as having a negative impact. It is also believed that teaching English in the classroom should be done primarily in the second language (L2).

1.2.1.1 The Direct Method

The direct method is a popular approach for teaching a foreign language in a classroom setting. In this method, the target language is the only one used for instruction and communication, with little to no translation into the learner's native language. This method emphasizes communication skills and involves the active participation of learners in the classroom.

There are several resources available for teachers who want to use the direct method in their language classes. One such resource is the textbook “Nuevo Español en Marcha” by Francisca Castro Viúdez and Pilar Diaz Ballesteros, which is designed for teaching Spanish using the direct method. Another resource is the online platform Duolingo, which uses the direct method to teach various languages.

When using the direct method, it is important to provide learners with ample opportunities for practice and feedback. Teachers can use various activities such as role-playing, games, and discussions to engage learners in meaningful communication. It is also important to provide learners with authentic materials such as news articles, songs, and videos to expose them to the target language in real-life contexts.

1.2.1.2 The Audio-lingual Method

The audio-lingual method, often known as the "Army approach," is a technique for teaching foreign languages. Its foundation is behaviorist theory, which holds that humans and other living things may learn specific behaviors through a system of reinforcement. Positive feedback would be given for using a trait correctly, while negative feedback would be given for using that trait incorrectly. [1]

This method of learning languages was comparable to the direct method, an older approach.

[2] The audio-lingual technique advocates teaching students a language directly without utilizing their native tongue to explain new terms or grammar in the target language, similar to the direct method. The audio-lingual approach, in contrast to the direct approach, did not prioritize vocabulary instruction. Instead, the instructor drilled students on grammar usage.

When used in the context of language lab education, it suggests that the teacher will offer the ideal example of a sentence, and the pupils will then repeat it. The teacher would then go on to give other words in the same structure for the students to sample. With audio-lingualism, everything is just learned in form without any explicit grammar instruction.

The goal is for the pupils to practice the specific concept until they are able to utilize it on their own volition. Lessons are constructed using static drills in which students have little to no control over their own output because the teacher is anticipating a specific response and not giving the desired response.

Negative feedback will be given to a student if they don't give the desired response. This kind of activity runs counter to communicative language education, which is the basis for language learning.

The first institute of its sort in the United States, the English Language Institute at the University of Michigan, was directed by Charles Carpenter Fries, who held the view that teaching grammar or structure to students should be their first step. In other words, it was the responsibility of the pupils to recite the fundamental sentence constructions and grammatical rules. Only "enough vocabulary to make such drills viable" was given to the kids. (J.C. Richards et al., 1986). Later, Fries incorporated B.F. Skinner's behavioral psychology principles into this approach.

1.2.1.3 The Communicative Method

The communicative method is an approach to teaching foreign languages that focuses on communication and interaction as the main goals of language learning. This approach emphasizes the importance of using authentic language input in real-life situations and contexts,

and it aims to help learners develop their language skills through meaningful interactions with others.

According to the communicative method, learners need to be actively involved in the learning process, and the teacher's role is to facilitate communication and provide feedback to support learners' language development. This approach is based on the belief that learners need to develop both their linguistic competence and their communicative competence, which includes knowledge of cultural norms and social conventions.

The communicative method has been widely adopted in foreign language teaching and has been shown to be effective in developing learners' language skills and increasing their motivation to learn.

1.2.2 The Bilingual Approach

The bilingual teaching approach, also known as dual-language instruction, is a teaching methodology that aims to provide instruction in two languages. This approach is based on the belief that students can acquire academic knowledge and fluency in two languages simultaneously.

There are different types of bilingual teaching approaches, including immersion, two-way immersion, and transitional bilingual education. Each approach has its own unique features and goals.

The word "bilingualism" signifies the ability to utilize two different languages in the classroom, and the bilingual teaching approach recommends the use of a balanced approach where the usage of L1 and L2 should be balanced and acceptable.

These are some particular traits of the bilingual teaching strategy that make it an effective tool for language instruction.

-Faults were not permitted.

-Accuracy was required.

-The process was oral rather than using a 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 (GTM) is a traditional language teaching approach that emphasizes the study of grammatical rules and the translation of literary texts from the target language into the native language. It was popular in the 19th and early 20th centuries. Here are some of its key characteristics:

Emphasis on Grammar: This method focuses heavily on the study of grammar rules and the use of grammatical structures in the target language. Students are taught to analyze the language and to translate sentences from the target language into their native language and vice versa.

Vocabulary Memorization: In addition to grammar, the Grammar Translation Method places a lot of emphasis on memorizing vocabulary lists. Students are expected to learn new words and their meanings and to use them in sentences.

Translation exercises: Translation is a major component of this method. Students are given texts in the target language to translate into their native language, and vice versa. These texts are often literary or historical in nature.

Little Emphasis on Speaking: Speaking and listening skills are not given much attention in the Grammar Translation Method. The focus is primarily on reading and writing, with the goal of being able to translate written texts.

Teacher-centered: The teacher is the primary authority in the classroom and directs most of the activities. The students are expected to follow the teacher's instructions and memorize the material presented.

Repetition: The Grammar Translation Method uses a lot of repetition to reinforce language rules and vocabulary. Students are expected to practice the same exercises and drills repeatedly until they have mastered the material.

Accuracy over Fluency: The goal of the Grammar Translation Method is to produce accurate translations rather than fluent speakers. The emphasis is on correctness and precision rather than on natural communication.

The Grammar Translation Method is a traditional and often criticized approach to language teaching that places a heavy emphasis on memorization and translation.

Chapter two: The Impact of Using Translation in Teaching English

Introduction

The development of students' English proficiency depends heavily on translation as well as receptive and productive abilities. Translation is regarded as the fifth skill and the most crucial social skill since it fosters communication and understanding, according to researcher Ross (2000:61). Translation is an extremely helpful technique in foreign language teaching since it requires human connection and collaboration. According to Mohamed (2014:28), academic conferences on applied linguistics, language education, and translation in various parts of the world are where English teachers and translators typically connect. Nonetheless, there are two reasons why the employment of translators is frequently criticized. First, according to Shiyab (2006:115), translation should not be employed while teaching foreign languages since it muddles the spoken and written languages.

Translation can prevent people from thinking in the target language. While teachers of foreign languages have been reevaluating the use of translation for various learning objectives (Mehrabi, 2014:382),

According to Cook (2001), translation efforts can be seen as a rich resource that, when used wisely, can aid in the teaching and learning of second languages.

The aforementioned remark implies that using translation in the classroom will give pupils the chance to practice speaking, reading, writing, vocabulary, and grammar.

They may be able to put their understanding of vocabulary and sentence structure to practical use in this way to communicate effectively and convey a message (Pan, Yi-chun, 2012).

For that reason, translation is an aid to developing students' communicative skills; however, the use of translation is often criticized based on two arguments.

First, translation should not be used in foreign language teaching because it is considered a negative interference. Some practitioners opposed the use of translation due to the existence of translation in second language teaching and learning practices that use the first language (L1) as a basis for acquiring a foreign language.

2.1.1. The use of first language in teaching the second foreign language (L1 in L2 teaching)

The use of the first language (L1) in teaching a second foreign language (L2) is a controversial issue in the field of language teaching. While some researchers argue that L1 should be avoided as much as possible in L2 classrooms.

2.1.1.1 Arguments for the use of L1 in L2 teaching:

Providing clarity and comprehension: The use of L1 can help learners understand complex concepts, instructions, and explanations. It can be particularly helpful for learners who are at a beginner or intermediate level and struggle with understanding instructions or explanations in the second language.

Promoting linguistic and cognitive transfer: The use of L1 can facilitate the transfer of linguistic and cognitive skills from L1 to L2. Learners can use their knowledge of grammar, vocabulary, and syntax in L1 to make connections and identify similarities and differences in L2.

Promoting learner autonomy and self-esteem: Using the L1 can help learners feel more confident and autonomous in the classroom, which can lead to increased motivation and self-esteem.

2.1.1.2 Arguments against the use of L1 in L2 teaching:

Hindering language acquisition: The overuse of L1 can hinder learners' acquisition of L2. If learners rely too heavily on the L1, they may not be motivated to engage with the L2 and develop their proficiency in the language.

Promoting negative attitudes towards the L2: The use of L1 can reinforce learners' negative attitudes towards the L2 and the culture associated with it. This can be particularly true for learners who come from a linguistic or cultural background that is considered inferior or stigmatized.

Disrupting classroom dynamics: The use of L1 can disrupt classroom dynamics and create a divide between learners who share the same L1 and those who do not. This can hinder group cohesion and impede learners' social and linguistic integration.

Based on the above arguments, it is clear that the use of L1 in L2 teaching is a complex issue that requires careful consideration. Teachers should aim to strike a balance between using the L1 to support learners' comprehension and transfer of skills and encouraging them to engage with the L2 to develop their proficiency.

2.1.1.3 Reasons behind using L1 in teaching L2

A continuous debate on L1 use in L2 classrooms seems to be never-ending. On the one hand, a number of researchers and theorists advocate the use of merely L2 in the L2 classroom (e.g., Edstrom, 2009; Macdonald, 1993);

On the other hand, there are many supporters of the view that avoidance of L1 can lead to tension between

Learners and teachers, and the exclusion of L1 may, thus, be inappropriate and impossible in many situations.

(Al-Nofaie, 2010; Cook, 2001; Mirza, Mahmud, & Jabbar, 2012). In other words, whereas some researchers

I believe that L1 use plays an important role in reducing classroom anxiety and helping to create a comfortable

Learning atmosphere (Rolin-Ianziti & Varshney, 2008) and that it is also easier and communicatively more

Effective, particularly for shy learners or those who feel less proficient in L2 (Nation, 2003), most of them warn

About its overuse since it may result in over-dependency on L1.

L1 use may be regarded as an obstacle to the creation of an effective learning environment since it probably

makes the learning process less challenging and reduces concentration. Furthermore, L1 use may result in comfort.

Nonetheless, if this comfort becomes excessive, it can be transformed into laziness; that is, comfort is first an

The advantage of L1 use may become a disadvantage in the process (Edstrom, 2009). In this sense, it is commonly

believed that avoidance of L1 use in L2 classrooms might be beneficial since its use probably hinders learning.

process of L2 or affects it negatively. However, the dilemma of whether L1 should be used in an L2 classroom

might not reach a conclusion with this thought; on the contrary, it has become an unresolved issue that raises a

need to carry out new studies in light of different language contexts. According to Cook (2001), "it is time to

"Open a door that has been firmly shut in language teaching for over 100 years, namely, the systematic use of the first language (L1) in the classroom" (p. 403).

2.2.1 Advantages of using translation in English classrooms

Using translation in English classrooms has several advantages that can improve language learning outcomes and enhance the overall language learning experience for students. Some of the advantages of using translation in English classrooms are:

Improving comprehension: Translation can help students understand complex concepts and ideas. That may be difficult to comprehend in a foreign language. It can help students grasp the meaning of words and phrases that they may not be familiar with.

Building vocabulary: Translation can help students expand their vocabulary in both their native language and the foreign language they are learning. It can also help them learn new expressions and idiomatic phrases that are commonly used in the target language.

Enhancing writing skills: Translation can help students improve their writing skills by providing them with examples of well-written texts in the target language. This can help them learn how to structure their writing and use appropriate vocabulary and grammar.

Fostering cultural understanding: Translation can help students understand the cultural nuances of the target language by providing them with access to literature, poetry, and other texts that are written in the language. This can help them gain a deeper appreciation for and understanding of the culture and society of the target language.

Improving language proficiency: Translation can help students improve their overall language proficiency by providing them with opportunities to practice reading, writing, and speaking in the target language.

2.2.2. Disadvantages of using translation in English classrooms

There are several disadvantages to using translation in the English language, including:

Loss of meaning and context: When a text is translated from one language to another, the meaning and context can be lost or changed. This can lead to misunderstandings and misinterpretations.

Inaccurate translations: Translations can be inaccurate, especially if the translator is not fluent in both languages. This can result in grammatical errors, incorrect word choices, and other mistakes.

Cultural differences: Different cultures have different ways of expressing ideas and concepts, and these can be difficult to translate accurately. As a result, translations can sometimes come across as culturally insensitive or inappropriate.

Time and cost: Translating text can be time-consuming and expensive, especially if the text is

lengthy or complex. It may also require the use of specialized software or the services of a professional translator.

Legal issues: Translations can raise legal issues, especially if the translated text is used in a legal context. Inaccurate translations can lead to legal disputes and other problems.

2.3.1 Supportive and opposite positions towards the use of translation in English classrooms

Translation is a valuable tool that can aid language learners in the English classroom. It allows learners to bridge the gap between their native language and English, making the language more accessible and easier to understand. The use of translation can also promote a deeper understanding of the language and its cultural context. While translation can be a helpful tool in the English classroom, relying too heavily on it can have negative consequences. Overreliance on translation can hinder learners' ability to think and communicate in English, as they may become too dependent on translating everything back to their native language. The issue of using translation in foreign or second language teaching has divided scholars into supporters and opponents. Some scholars, such as Harbord (1992) and Duff (1989), hold the view that translation should not be used in foreign language teaching. This view is apparently based on criticism of the grammar translation method in foreign language teaching. Others, like Atkinson (1987) and Malmkjaer (1998), think that translation can be an aid and useful to English as a foreign language teaching.

2.3.1.1. Arguments against using translation in English classrooms

There are several arguments against using translation in English classrooms. Here are a few of them:

Translation hinders language acquisition: When students rely on translation to understand English, they do not develop the necessary skills for comprehending and producing English on their own. According to Krashen (1981), language acquisition occurs when students are exposed to input that is comprehensible and interesting, and when they are not forced to produce language before they are ready.

Translation can be inaccurate: Translating from one language to another can be difficult, especially when there are differences in grammar, syntax, and vocabulary. Even professional translators can make mistakes, and students who are not fluent in English are likely to make even more errors.

Translation may be detrimental to the language culture: When translation is used extensively in English classrooms, it may lead to a lack of appreciation for the language culture. Translation may also lead to a homogenization of language culture, as unique expressions and idioms may be lost in translation.

2.3.1.2 Arguments for using translation in English classrooms

Using translation in English classrooms can have several benefits, including increasing students' vocabulary, improving their reading comprehension, and promoting cultural understanding. Here are some arguments for using translation in English classrooms:

Translation can increase students' vocabulary.

One of the benefits of using translation in English classrooms is that it can help students learn new words and expand their vocabulary. Research has shown that using translation can improve vocabulary acquisition, especially for low-proficiency learners (e.g., Jiménez Catalán, 2013). When students see words translated into their first language, they can more easily understand

their meanings and use them in context.

Translation can improve reading comprehension.

Another advantage of using translation is that it can help students better understanding English texts. Research has shown that when students have access to translations of difficult words and phrases, they are better able to comprehend and remember the content (e.g., Chun, Day, Chenoweth, & Lively, 2011). Translation can also be helpful for English language learners who may struggle with complex sentence structures and unfamiliar idioms.

Translation can promote cultural understanding.

Finally, using translation can help promote cultural understanding and appreciation. When students have access to translations of literary works from different cultures, they can gain a deeper understanding of the values, beliefs, and traditions of those cultures (e.g., Fitzpatrick, 2019). This can help them develop empathy and respect for diverse perspectives and experiences.

In conclusion, using translation in English classrooms can have several benefits for students, including increased vocabulary, improved reading comprehension, and enhanced cultural understanding.

Conclusion

To sum up, when translating English language material into a students' native language, there are a few potential benefits. Firstly, this can help students who aren't yet fluent in English to better understand the content. Additionally, introducing new vocabulary words and phrases can be helpful, especially when accompanied by examples and images. However, there are also potential downsides to relying too heavily on translation. If done improperly, this can lead to

confusion and errors. Ultimately, translation should be used as a supplementary tool, not as a replacement for good English language skills.

Chapter three: practical part

Introduction

This chapter presents the analysis of the chosen instruments of this research, which are a students' questionnaire and a teachers' questionnaire. All the data obtained from learners and teachers' answers to the questionnaire will be analyzed, discussed, and interpreted to find an explanation about the use of translation as a learning method in teaching and learning English as a second language.

The cooperation of students is very important in this case since they are the ones who are going to use this method in their way of learning the English language through the translation method. It seems appropriate to give students the opportunity to express their ideas to gain a better understanding of the translation method. The teacher plays the role of the instructor and an observer of the students' level; he can notice the improvement in their level of the English language. In this chapter, we will see the results of the students' and teachers' questionnaires and check whether the research hypothesis has been confirmed.

3.1 Data collection tools:

In an attempt to explore the use of translation as a learning method in English language teaching, two questionnaires are used as a data-gathering tool and administered to both teachers and students in order to collect the necessary data, with the expectation that both informants, teachers, and students would share their thoughts, ideas, and attitudes about translation as a learning tool in English language teaching in the EFL classes.

3.2 The students' questionnaire

3.2.1 Description of the students' questionnaire

The students' questionnaire endeavors to explore the use of translation in learning the English language. Hence, the questionnaire was addressed to sixty third-year EFL students at AbdelhafidBoussouf Mila University Center. Of note, third-year students were purposely chosen to be our sample, as it was assumed that they are exposed to some questions about the use of translation and how it can meet the student's needs in learning English as a second language. When they get to answer the questions, the respondents are informed about the significance of their answers for the progress of the research.

3.2.3 Administration of the students' questionnaire

The students' questionnaire consists of twenty multiple-choice questions. The first two questions include general information in order to get an idea about the students' age and gender, and the second three questions talk about the students' attitudes towards translation and the English language. The second three questions include the students' knowledge about translation and its effectiveness, then translation and its relation to the English language, how it can be used as a method in EFL teaching classes, and the ways in which students used translation in their learning.

3.2.4 Analysis of the students' questionnaire

Question1: what is your age?

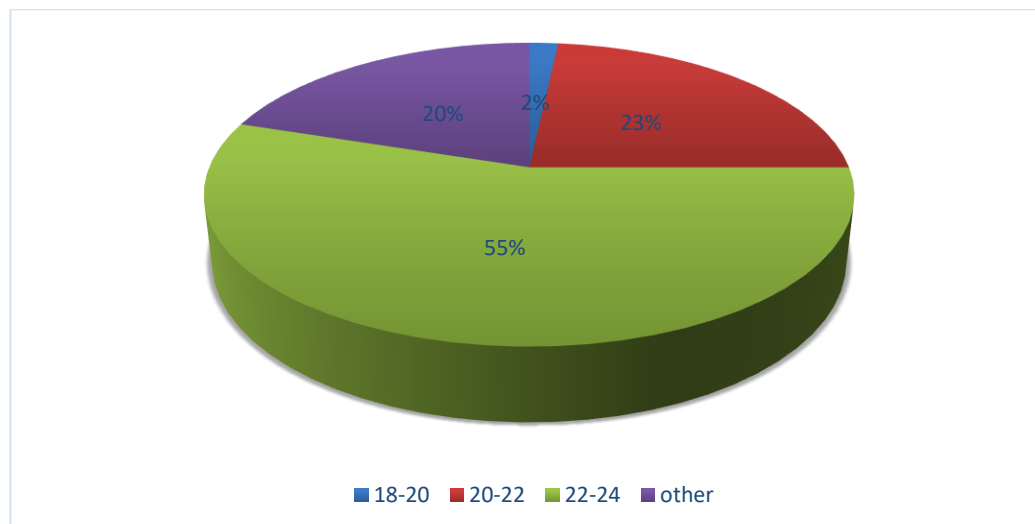


Figure 1: students' age

The result presented in the figure (1) shows that most of the students ages are between 22 and 24 (55%), while only one student's age is between 18 and 20, and the rest of the participants ages are older than 24 (20%). Additionally, the vast majority of third-year students are between 22 and 24.

Question 2: what is your sex?

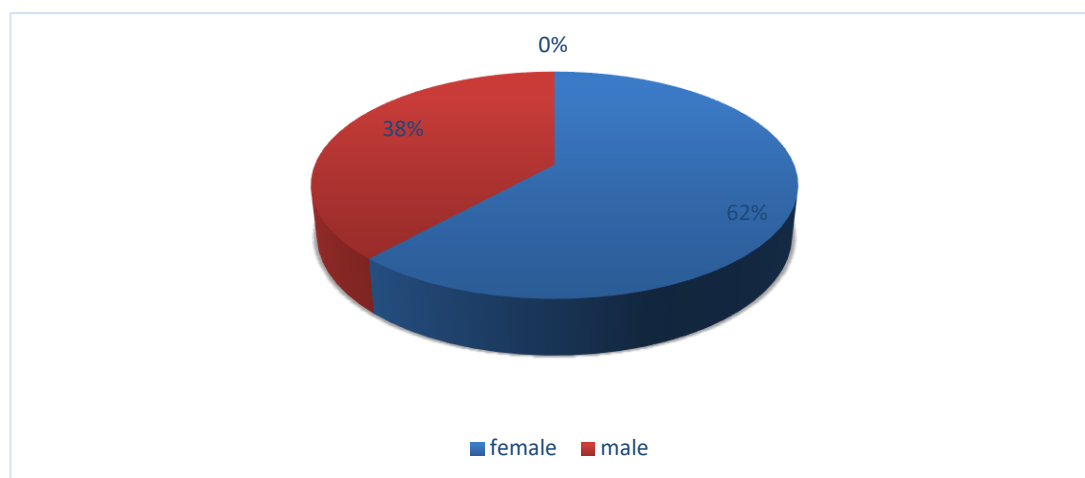


Figure 2: students' sex

In an attempt to discover the gender of the students, this question is inserted to give an idea about it. As shown in figure 2. The majority of students (62%) are female, which means that females are more interested in studying languages. The remaining 24 participants (38% of them) are male.

Question 3: Do you use translation in your classroom?

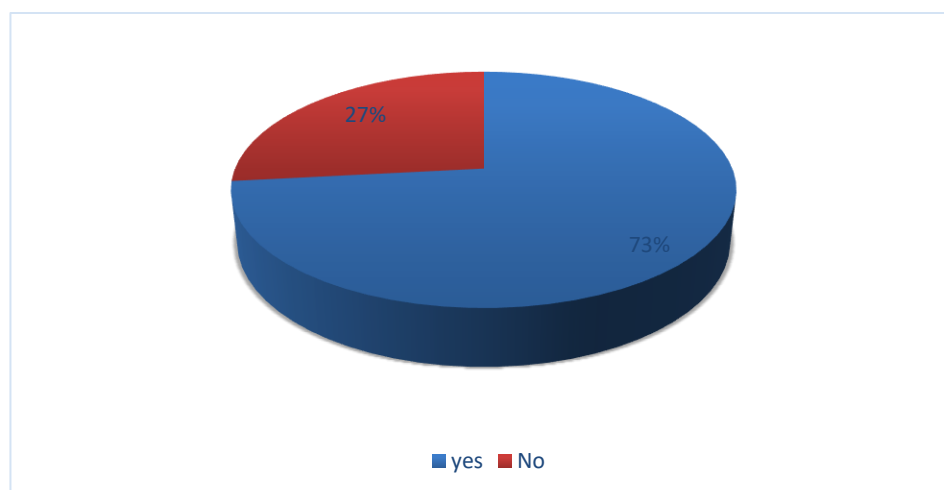


Figure 3: Students' use of translation in EFL classes

The purpose behind raising this questionnaire is to investigate whether third-year students use translation in their classrooms or not. According to the obtained data above, the vast majority of respondents, being forty-four (73%), answered "yes," revealing that they are keen on using translation. This is a result of their love for both the language and translation. As opposed to them, sixteen respondents out of sixty (27%) chose "no" and reported that it is not a good strategy to learn English because it makes them always think in their first language acquisition or their mother tongue.

Question 4: Translation is important in learning a language.

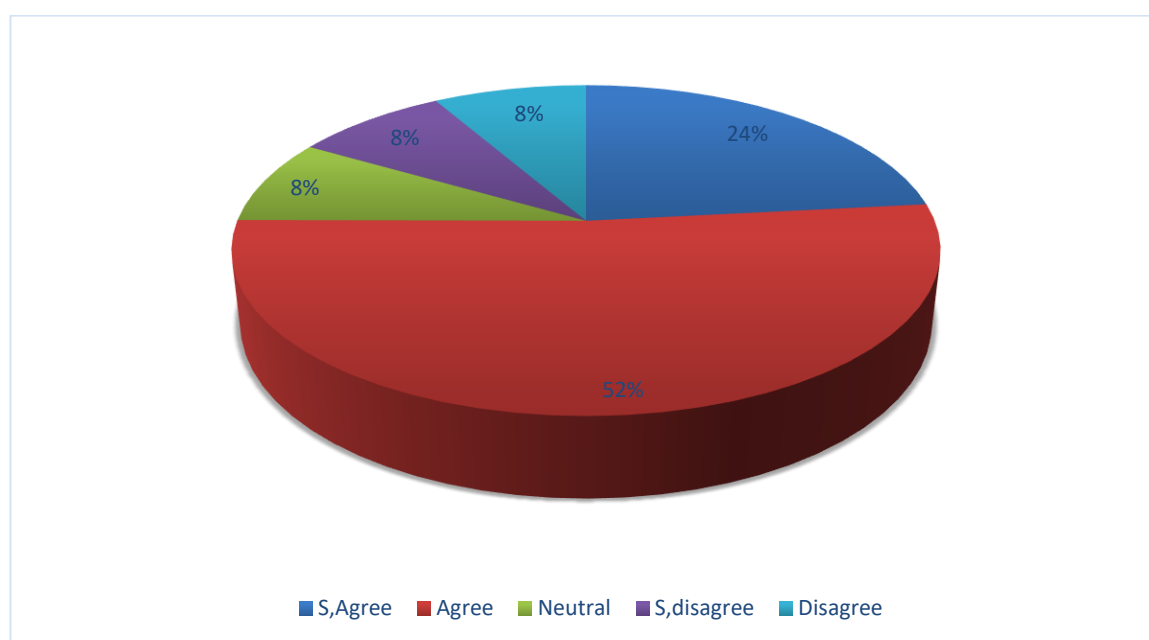


Figure 4: The importance of translation in learning a language

By raising this question, the aim is to know how important translation is in learning a language. The data above shows that the majority of participants agreed, constituting a total of 31 (52%),

and fourteen participants out of sixty strongly agreed (24%), indicating that translation is an important tool in the EFL classes. On the other hand, the minority of participants, five out of sixty, were 8% neutral. Five students (8%) disagreed, and 8% strongly disagreed; these participants declare that learning a language is not dependent on translation.

Question5: Is it necessary to use translation in your classroom?

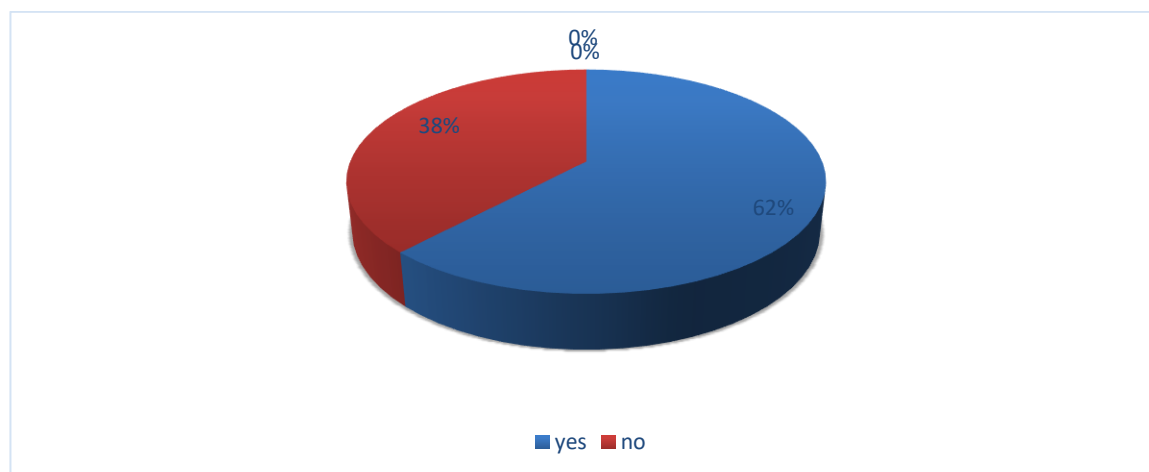
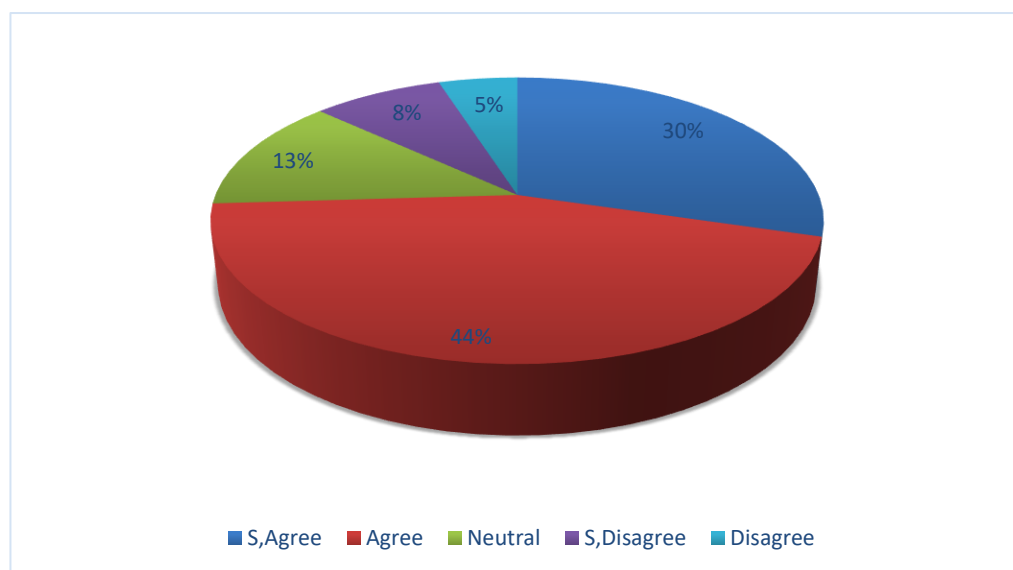


Figure 5: The necessity of using translation in classrooms

In order to investigate whether it is necessary to use translation in classrooms or not, this question is inserted to give us an idea about it. In response to this question, thirty-seven (62% of the participants) declared that it is necessary to use translation in classrooms. As opposed to them, only twenty-three (38% of participants) responded that it is not necessary to use translation in classrooms. Therefore, using it is not among their interests.

Question 6: Translation helps you enrich your vocabulary.**Figure 6: Students' responses on whether translation helps them enrich their vocabulary**

This question endeavors to explore whether using translation helps students enrich their vocabulary. The data above indicated that the majority of students (27 percent) agreed that translation helped them enrich their vocabulary. Eighteen students, 30% of whom strongly agree, on the contrary, four students strongly disagreed (8%), and only three students disagreed (5%). The other eight students were neutral.

Question 7: Does translation help you to understand the language?

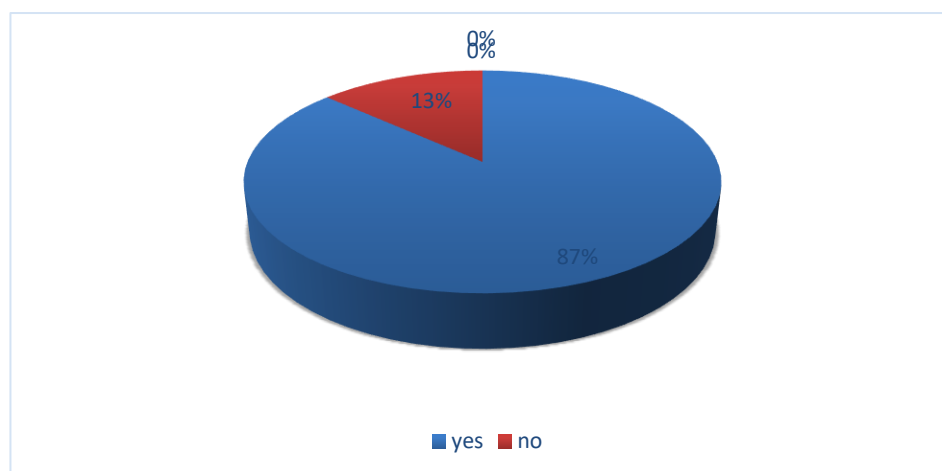


Figure 7: Students' responses to whether translation helps them understand the language

This item is meant to explore whether translation helps students understand the language. As the figure represents, the vast majority of the informants (52), or 87%, answered that translation helps them understand the language. As opposed to them, a minority of eight participants (13%) reported that students could not grasp the language better through translation.

Question 8: Translation helps you make progress in learning English.

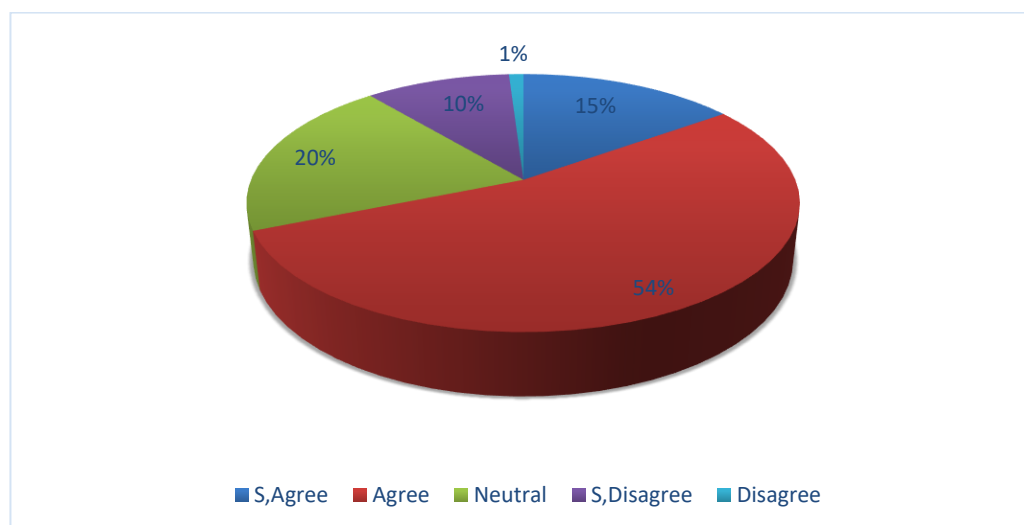


Figure 8: students' answers on whether translation helps them make progress in learning English

This item is designed to highlight students' views concerning whether translation helps them make progress in learning English. In response to this question, the obtained data revealed that the majority of informants, comprising a total of 36 (53.3%), agreed that they could learn English more effectively with the aid of translation. And nine of them (15%) strongly agreed on that as well; twelve of the participants (20%) had a neutral opinion; six (10%) strongly disagreed; and one student disagreed (1%); this is a very small percentage.

Question 9: It is effective to use translation in learning English.

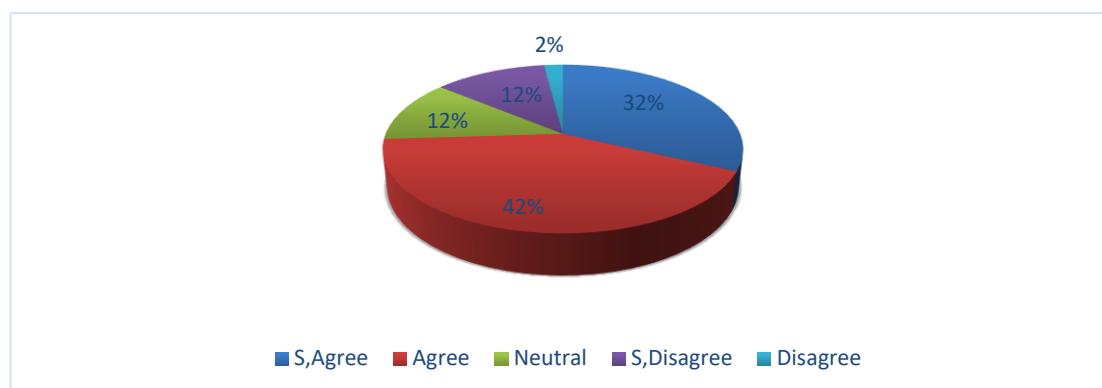


Figure 9: students' opinions about the effectiveness of using translation in learning English

What stands out in the figure above is that translation succeeds in playing an effective role in learning English, with the vast majority of participants (42%), twenty-five out of sixty agreeing on the fact that translation is effective in learning English, and nineteen of them (32% strongly agreed. Seven of them, or 12%, hold on to neutral. As opposed to seven participants, 12% strongly disagreed. The results indicate that the majority of the informants said that it is effective to use translation when learning English.

Question 10: How often do you use translation in learning English?

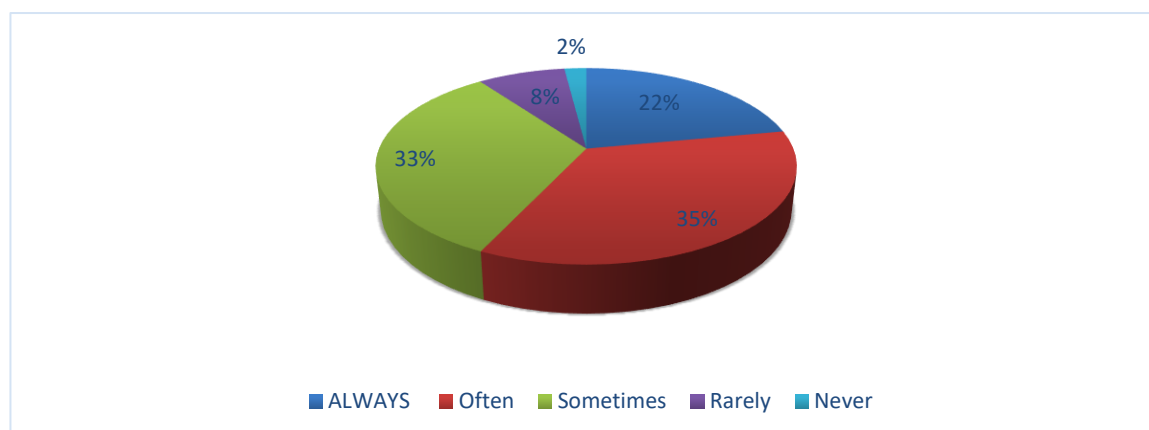


Figure 10: students' frequency of using translation in learning English

This question is devised to figure out the frequency of using translation in learning English. Thirteen respondents (22%), stated that they always use translation when learning English; twenty-one students (35%), use it frequently. While twenty students (33%) use it sometimes, however, 58% of the participants reported that they rarely use it, and no more than one student revealed that he never uses translation when learning English. The statistics indicated that the use of translation is an essential part of learning English.

Question 11: Do you use English-Arabic dictionaries to help yourself learn English?

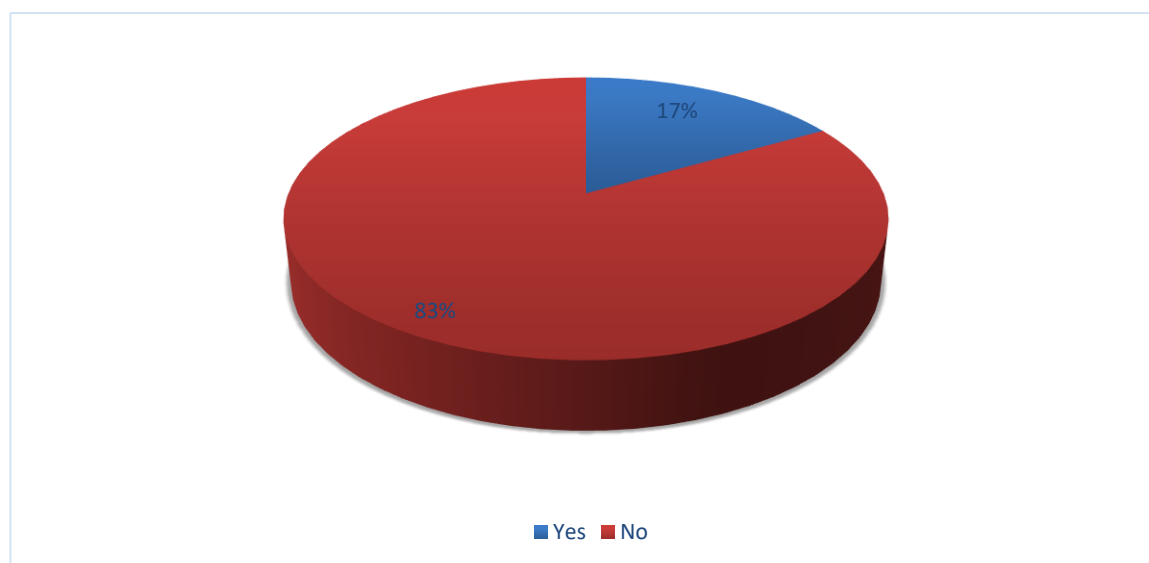


Figure 11: Students' use of English-Arabic dictionaries in order to learn English

This question attempts to shed light on the number of students who use English-Arabic dictionaries in order to learn English. Surprisingly enough, fifty participants (83%) reported that they use English-Arabic dictionaries in order to learn English. Conversely, ten of them out of sixty (17%) responded negatively, declaring that they could make progress in learning English without using English-Arabic dictionaries.

Question12: Do you use an electronic translation machine to help yourself learn English?

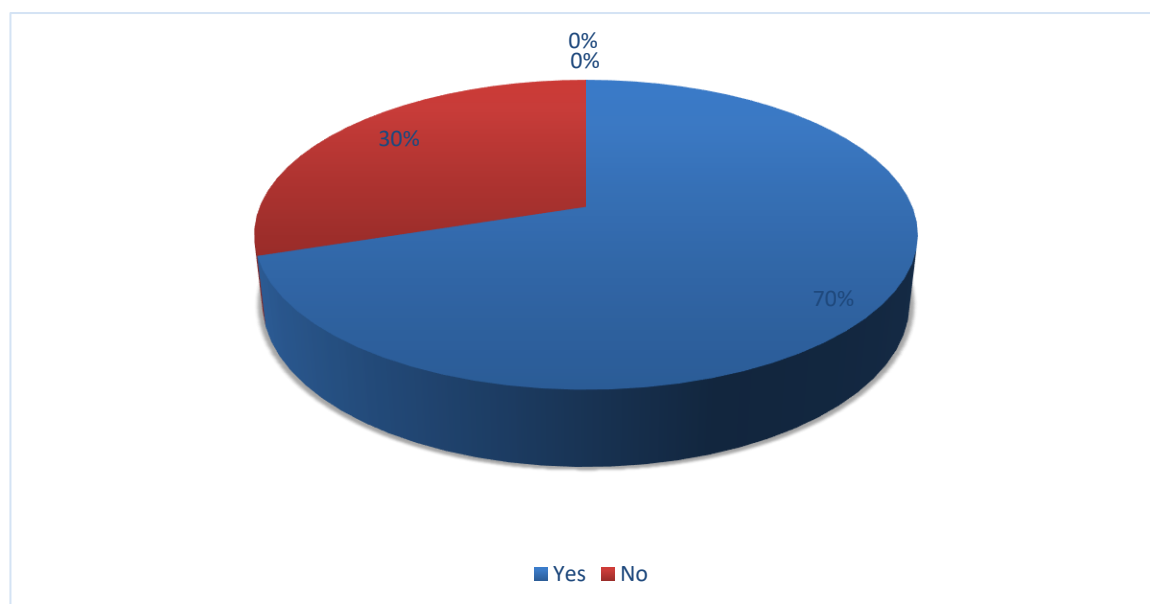


Figure 12: Students' use of electronic translation machine.

Attempting to discover whether students use an electronic translation machine or not, this item was set. As indicated in the display data, the majority of students (42%) said that they use an electronic translation machine in order to learn English because electronic translation machines can be useful tools for language learners who are trying to understand the language and communicate in it. These machines can quickly translate text or speech, whereas only eighteen students (30%) said no to the use of an electronic translation machine.

Question 13: When you write or speak in English, do you first think in Arabic and then translate your ideas into English?

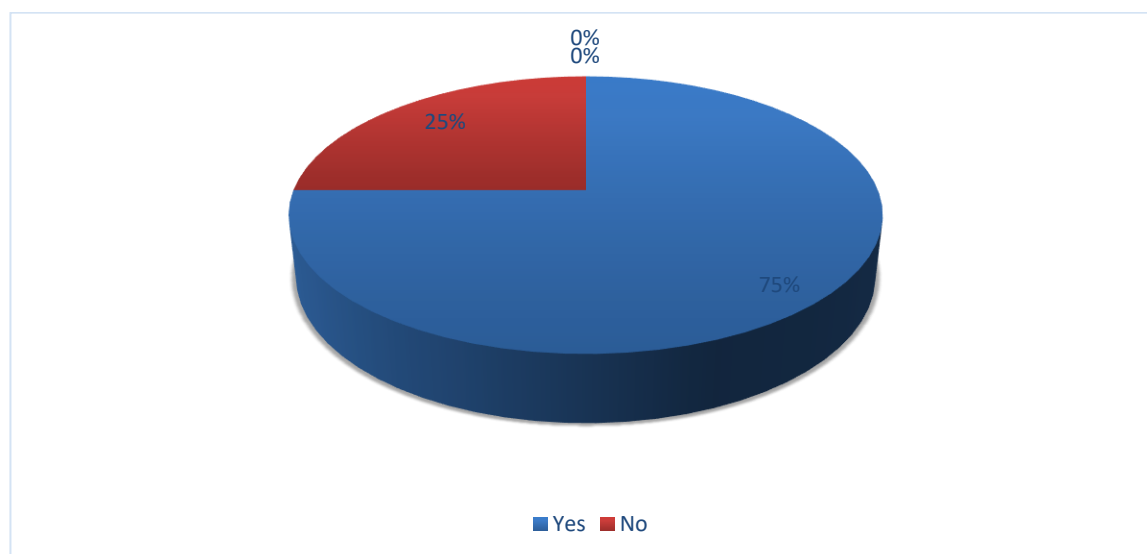


Figure 13: Students' Attitudes towards when they write or speak in English, they first think in Arabic or not

In an attempt to explore students' personal experiences about how, when they write or speak in English, they first think in Arabic and then translate their ideas into English, this question is chosen to be raised. The overwhelming majority of forty-four students out of sixty opted for yes, revealing that they find it easier to first think in Arabic and then translate their ideas into English. This is because they may not have developed enough fluency in English to think and express themselves quickly and effectively in the language. Contrariwise, a minority of fifteen participants (25%) had a different view; they claimed that they may start to think and communicate directly in English.

Question 14: Do you use translation to know the differences and similarities between L1 and L2?

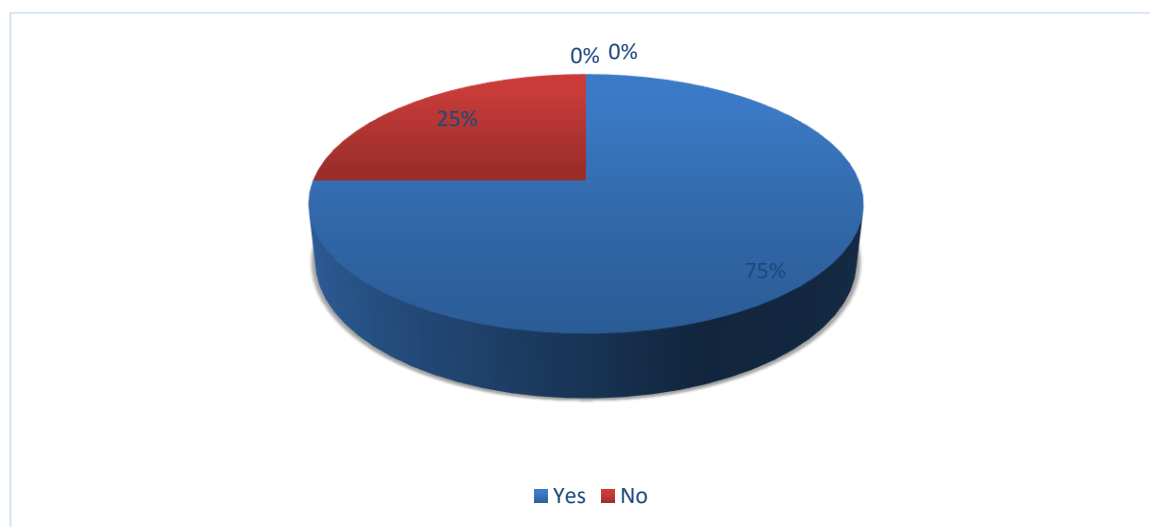


Figure 14: Do students use translation to know the differences and similarities between L1 and L2.

In order to investigate whether EFL students use translation to know the differences and similarities between L1 and L2, this question was devised. The data presented showed that 41 out of sixty respondents (75%) reported that they use translation to know the similarities and differences between L1 and L2. Conversely, nineteen of the participants claimed that they do not use it.

Question 15: Translation activities are enjoyable.

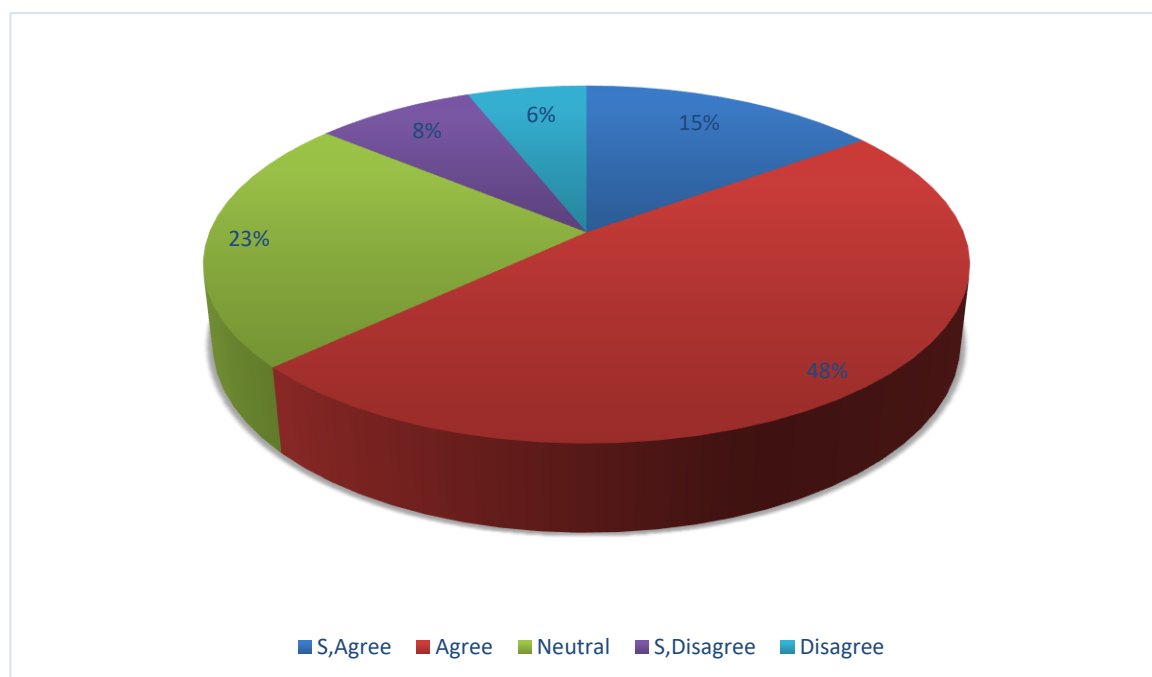


Figure15: Students' answers on how they see translation activities.

As we can see from figure 15, forty-one students do enjoy translation activities; twenty-nine agreed (48%), nine strongly agreed (15%), and fourteen students (23%) hold a neutral opinion. And they declared that they do not enjoy translation activities, with five of them strongly disagreeing (8%), and three disagreeing (6%). From this, it is believed that everyone's experience with translation activities will be different.

Question 16: Translation is not beneficial for learning a language.

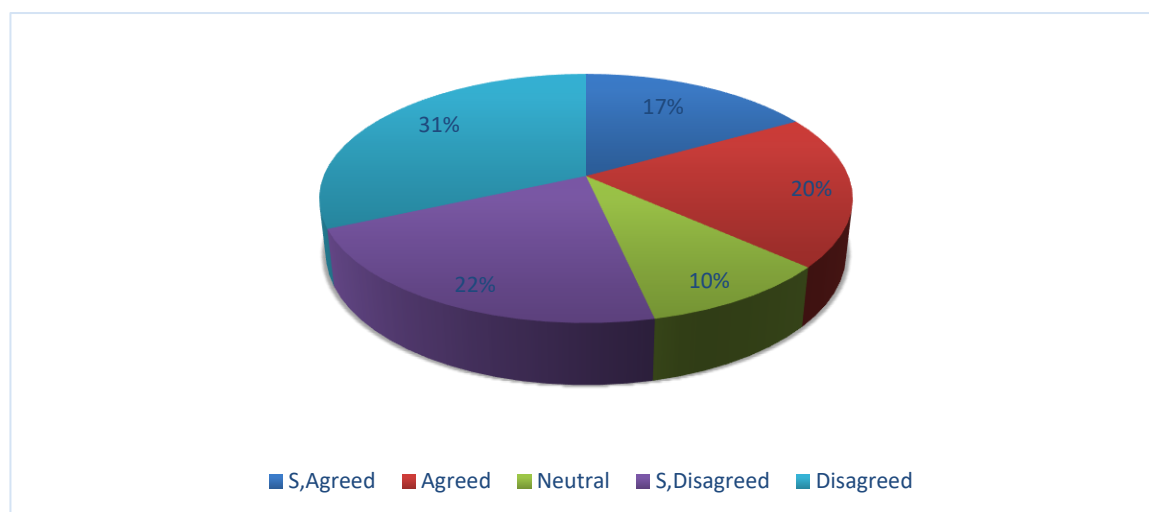


Figure 16: Students' attitudes towards translation whether it is beneficial or not.

This question is asked in order to know whether translation is beneficial. Among a total of sixty-nineteen students, 32% disagree. And thirteen of them, or 22%, strongly disagree because they consider it a beneficial tool. While, six of them hold on to a neutral opinion. On the other hand, ten of the students (17% strongly agreed) and the rest of the twelve participants agreed that the use of translation is not beneficial for learning a language.

Question 17: Translation makes you feel supported in learning L2.

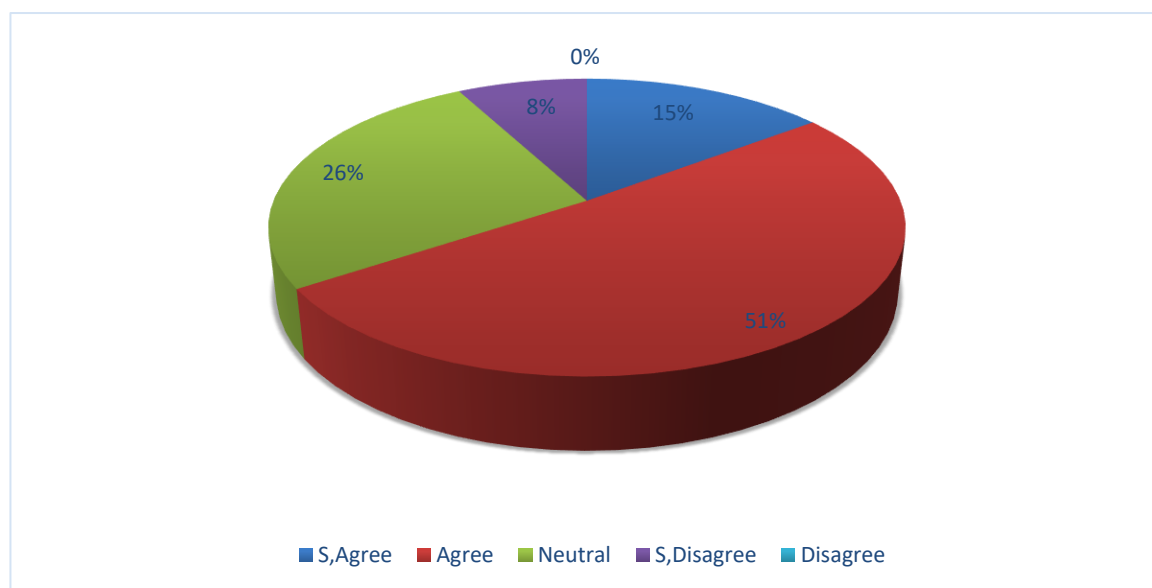


Figure 17: Students' attitudes on if translation makes them feel supported in learning L2

In figure 17, we see that the vast majority of students, 31 (52%), agreed that translation makes them feel supported in learning L2. Nine students (15%) strongly agreed. Only four students (8%) strongly disagreed, and the rest of the sixteen participants (26%), who were neutral, said that translation makes them feel supported in learning L2.

Question 18: In order to translate words I do not understand I use a bilingual dictionary.

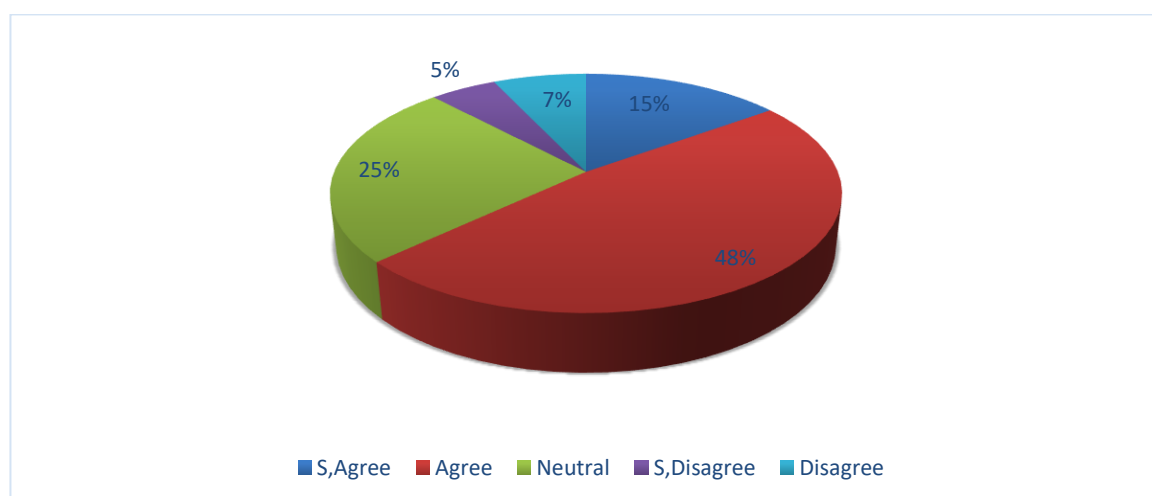


Figure 18: Do students use a bilingual dictionary in order to translate words they do not

understand.

As the figure above represents, the majority of students, twenty-nine out of sixty 48% said that they use a bilingual dictionary to translate words they do not understand and nine of them 15% strongly agreed. Fifteen participants 25% hold on to a neutral opinion. Whereas, seven participants said that they do not use a bilingual dictionary in order to translate words, three of them are strongly disagreed 5% and four 8% are disagreed.

Question 19: The majority of errors in the second language are due to translation.

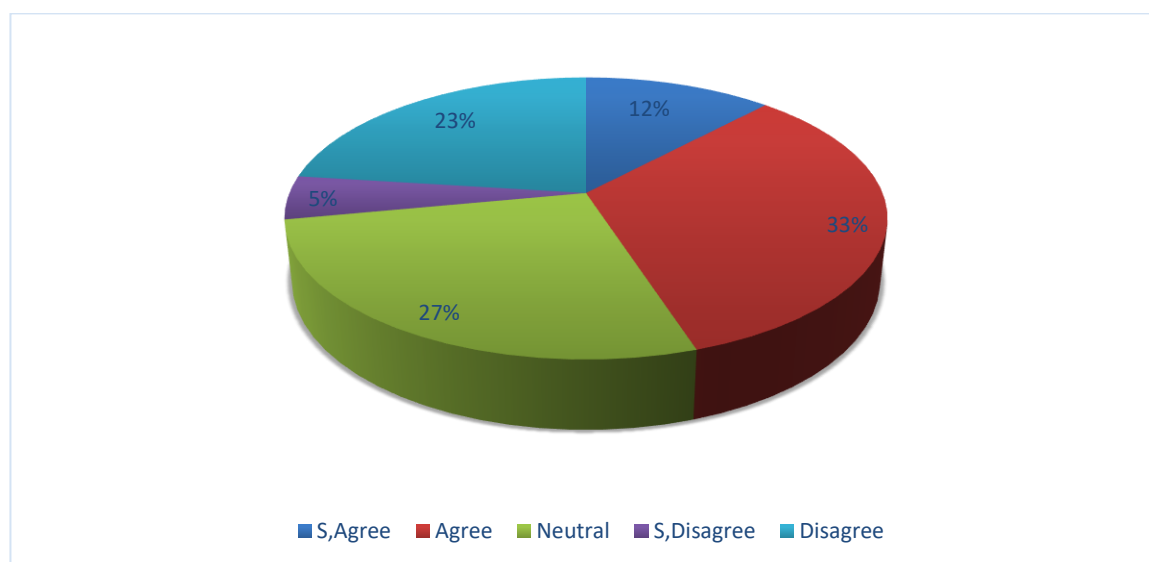


Figure 19: Students' attitudes towards if the majority of errors in L2 are due to translation

As we see in Figure 19, the majority of students' agree or strongly agree that the majority of errors in the second language are due to translation, with a rate of 38%; seven participants strongly agree at 12%; and twenty of them agree at 27%. While sixteen participants out of sixty (27%) had a neutral opinion and the rest had negative opinions about it, three participants (5%) strongly disagreed, and fourteen of them (23%) disagreed.

Question 20: Translation can be an influential factor in L2 learning.

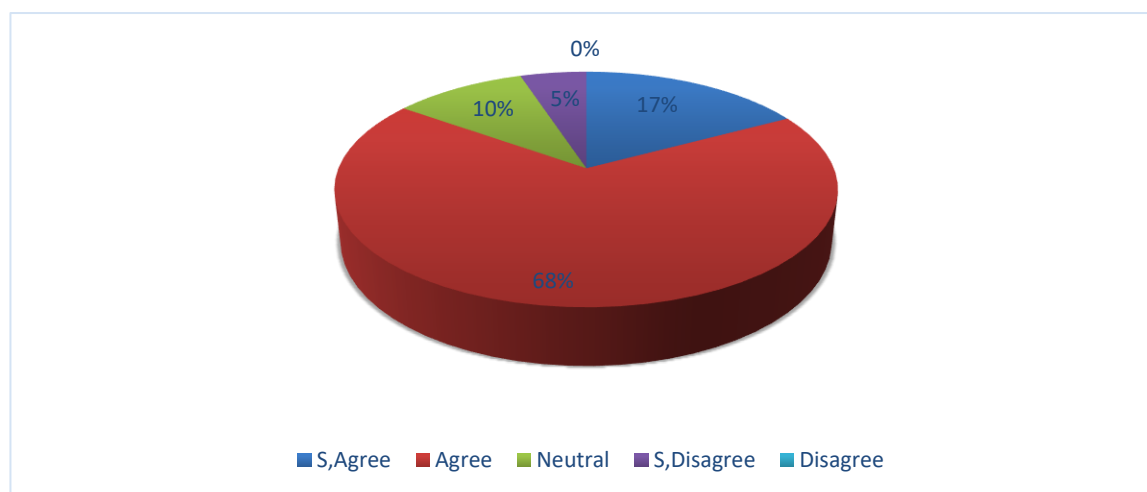


Figure 20: Students' perceptions on if translation can be an influential factor in L2 learning

This item is meant to find out that translation can be an influential factor in L2 learning. A vast majority of forty participants (67% agreed), and then of those who strongly agreed. A vast majority of forty participants (67% agreed), and then of those who strongly agreed, 17% conversely, three students (5%) strongly disagreed, and one out of sixty disagreed, which is the minority of participants.

3.2.4 Discussion of the main findings of the students' questionnaire

Through analyzing the students' questionnaire, the findings obtained showed that the overwhelming majority of third-year EFL students are aware of the importance of using translation in EFL classes. They report that translation helps them develop their language; they further mention that they see translation as a facilitating tool that helps them develop their language and acquire new vocabulary. Additionally, most of the students admit that translation can be a helpful tool to acquire a new language; it can provide learners with a way to connect the language they are learning with their native language, which can make it easier for them to

understand and remember new vocabulary. Besides, it was apparent from the student's answers that translation can help them identify similarities and differences between their native language and the target language. The vast majority of students declared that translation helps them understand the language and make progress in learning it. They stated that the use of translation is effective in learning English. Most of them enjoy the challenge of translating complex sentences or texts. Whereas, they think that translation can be an influential factor in learning L2, because it involves the process of transferring the meaning of words and sentences from one language to another, which requires learners to understand the meaning of the words and how they fit into the overall context.

3.3 Teachers' questionnaire

3.3.1 Description of the teachers' questionnaire

The teacher's questionnaire endeavors to explore the use of translation in learning the English language. Hence, the questionnaire was addressed to seven teachers from universities; the teachers who participated in this study have at least five years of experience in the field of teaching translation for EFL students.

3.3.2 Administration of the teachers' questionnaire

The teachers' questionnaire consists of twelve (12) questions: the first is about the proficiency level, the level of the teacher in teaching and his proficiency in that field; the second is concerned with the number of years of teaching at the university; the third is about the use of translation in teaching the L2 by teachers, and if translation helps in increasing learning vocabulary and grammar; the fourth is about the ways teachers use translation as a method of teaching English as a second language and how they applied it in EFL classes.

3.3.3 Analysis of the teachers' questionnaire

Question 1: What is your professional degree?

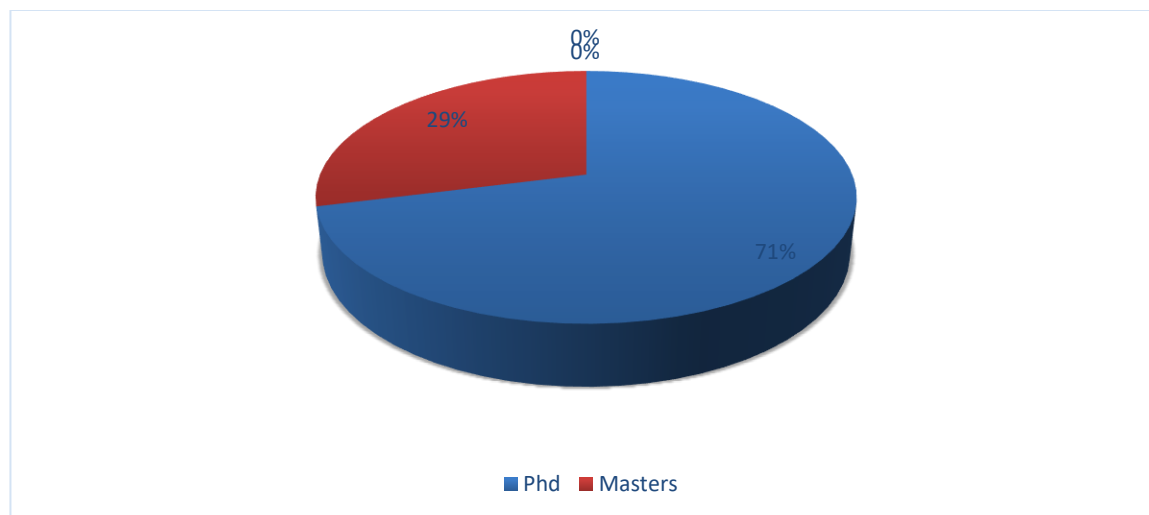


Figure 21: Teachers professional degree

In an attempt to know the professional degree of teachers and their credentials. This introductory question was raised. As figure 21 shows, more than half of the informants' (71%, constituting five teachers out of seven) are PhD holders, while two teachers (29%) hold a master's degree.

Question 2: How long have you been teaching at university?

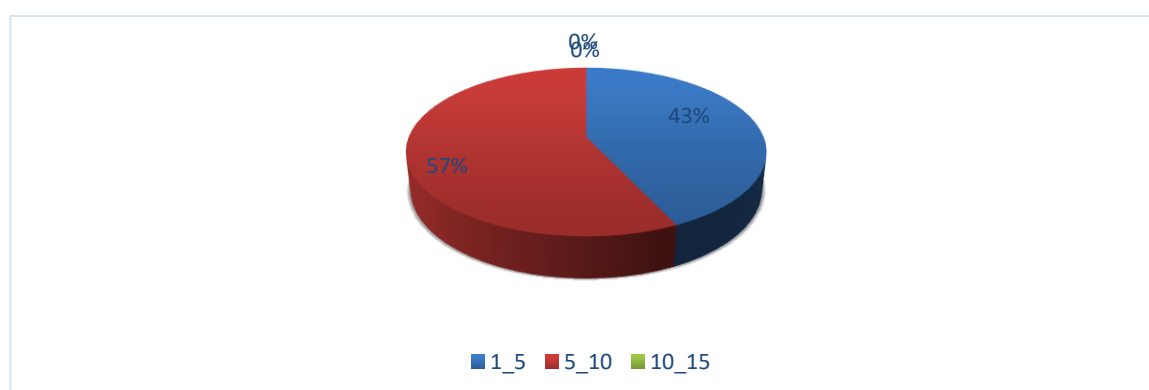


Figure 22: Teachers years of experience in teaching at university

This question attempts to reveal university teachers' experience in teaching at the university. As teachers were asked how long they had been teaching at the university, it was indicated that three teachers (43% of them) had been teaching at the university for less than five years. Whereas, the rest of the four teachers (57%), stated that they have taught at universities for five to ten years. From this, the majority of teachers in this study have a long history of experience at the university.

Question3: The use of translation help effectively in teaching and learning English as a second language.

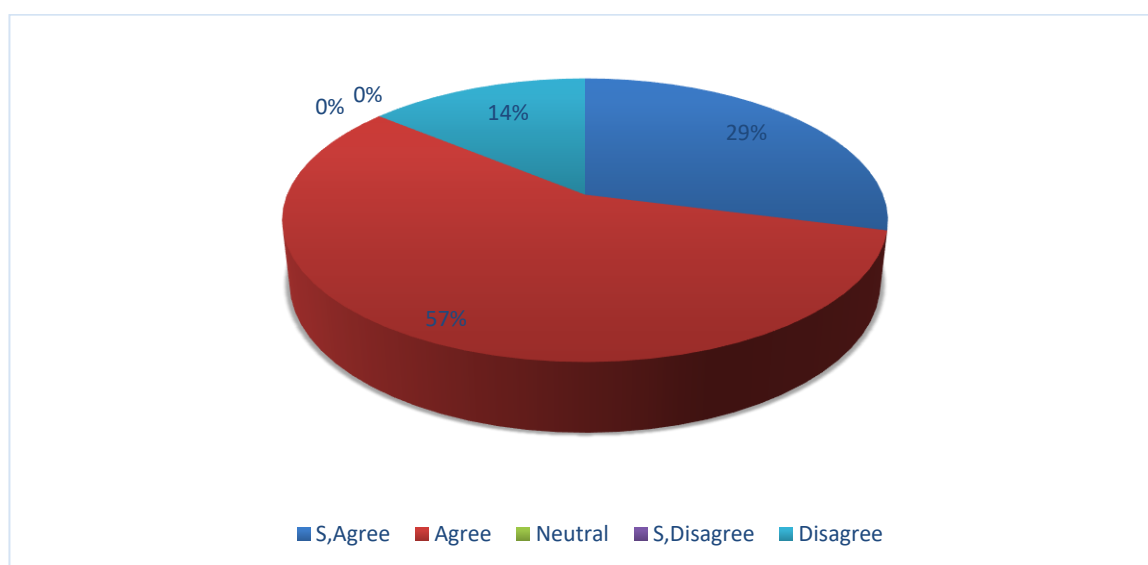


Figure 23: Teachers perception towards the use of translation in teaching and learning English as a second language

This question was raised to know the teachers' view about the use of translation in teaching and learning English and whether it is effective or not. According to the information obtained above, most of the involved teachers think that translation is effective in learning and teaching English. Around 28% of teacher participants strongly agreed that translation can be used effectively in teaching and learning English. Whereas (57%) of them agree on its efficient role

in teaching and learning the language. On the other hand, 14% of participants disagreed on its efficiency.

Question 4: As a teacher, do you think that translation really helps students increasing their vocabulary and improve their comprehension?

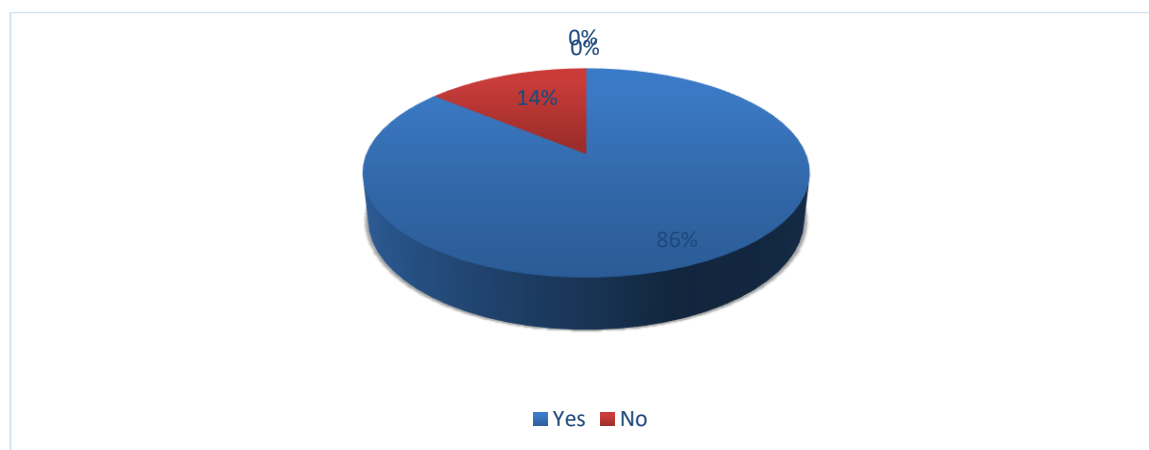


Figure 24: Teachers view on how translation helps students boost their vocabulary and comprehension

According to the figure, the above results show that the vast majority of teachers' (86%) think that translation really helps students increase their vocabulary and improve their comprehension. On the other hand, only one teacher out of seven (14%) thinks that translation does not help them increase their vocabulary or improve their comprehension.

Question 5: How often do you use translation as a teaching method in your English classes?

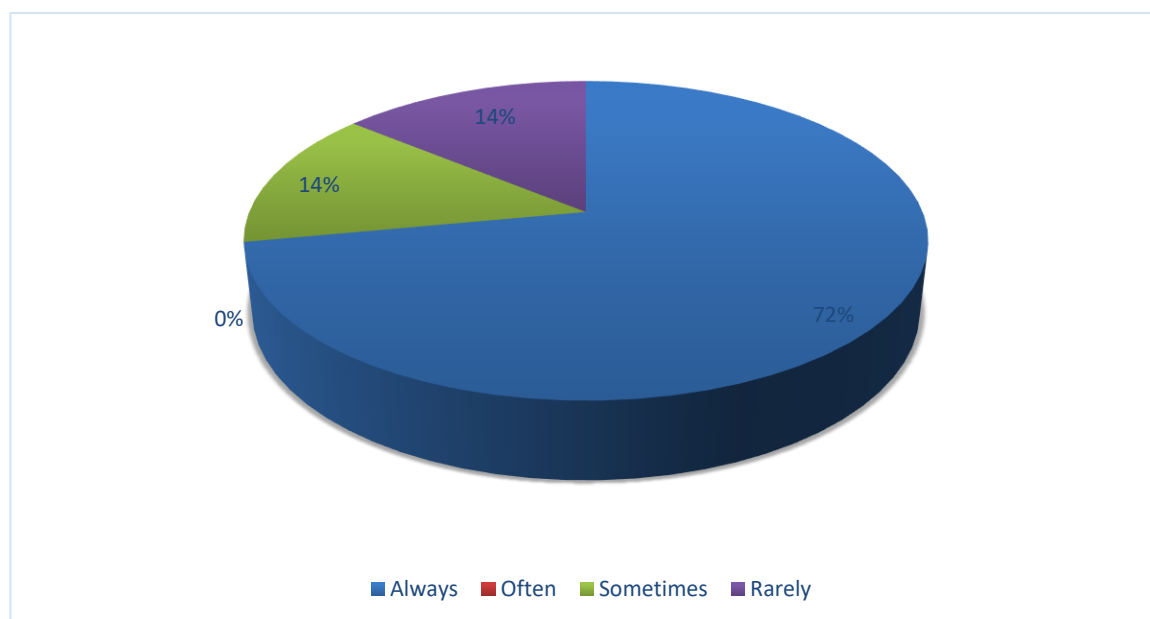
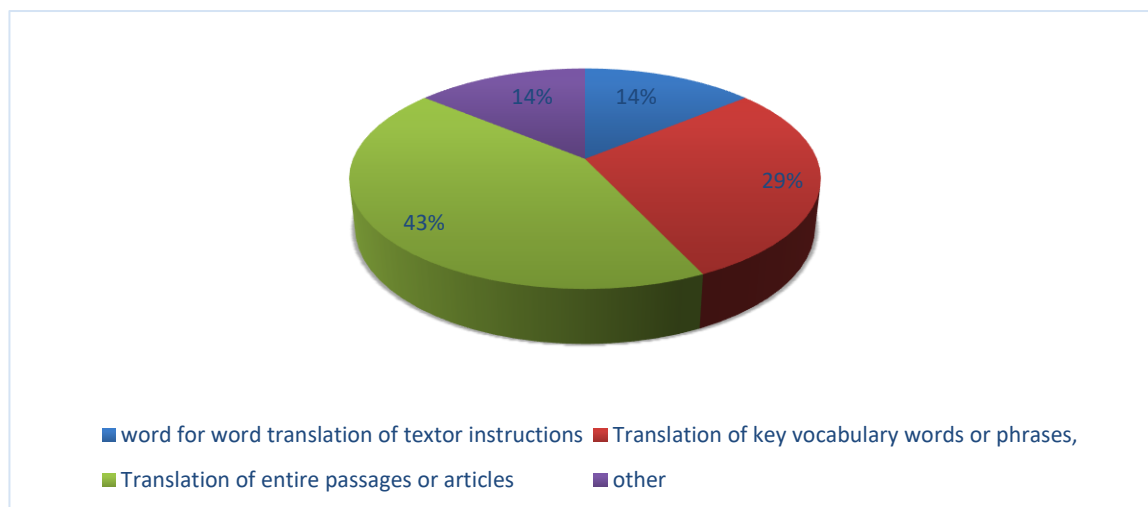


Figure 25: Teachers frequency of using translation in English classes

This question is devised to figure out teachers' frequency of using translation in EFL classes. Figure 25 shows that five participants out of seven, or 72%, declared that they always use translation in teaching. While one teacher out of seven reported that he rarely uses it in his teaching classes, another one (14%) claimed that he sometimes uses it. Whereas none of them ever or often use it daily.

Question 6: How do you use translation in your English classes?**Figure 26: How teachers use translation in their English classes**

The main goal behind asking this question is to figure out how teachers use translation when they teach. As figure 26 shows, three of the participants (43%) declared that they use translation of entire passages or articles, while two teachers (29% of the participants) said that they use translation of key vocabulary words or phrases. One teacher (14% of respondents) said that he uses translation of text or instructions, and another (14% of respondents) said that he uses other methods when teaching.

Question 7: Do you think that the use of translation in English classes should be limited to certain levels or types of students?

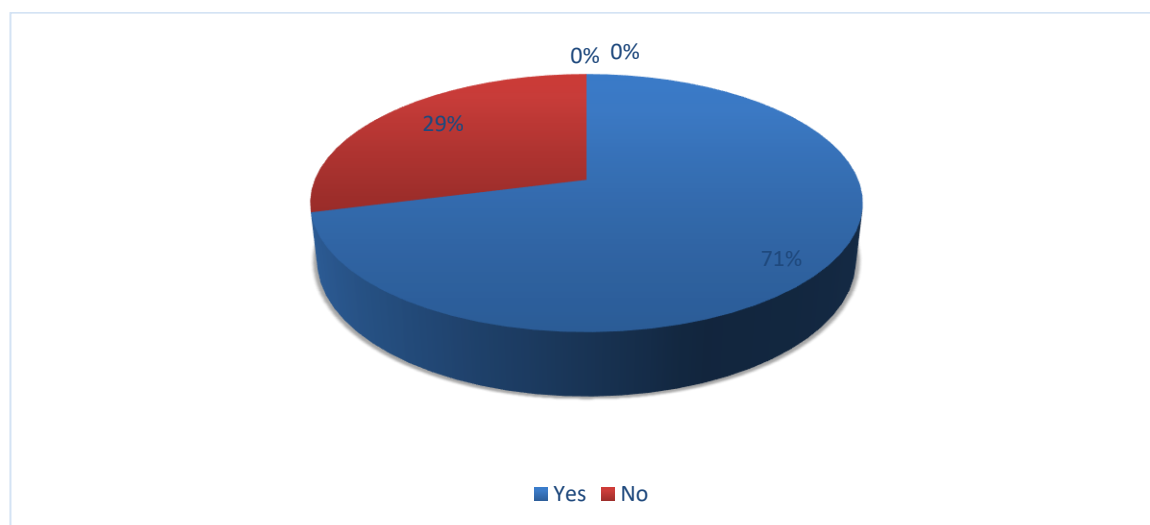


Figure 27: Teachers view on whether the use of translation should be limited to certain levels or types of students or not.

This question aims to investigate whether teachers think that the use of translation in English classrooms should be limited to certain levels or types of students. As shown in the stated data, the overwhelming majority of five informants (71% out of seven) think that the use of translation in English classrooms should be limited to certain levels or types of students. On the other hand, a minority of two teachers out of seven (27%) think that the use of translation in English classrooms should not be limited to certain levels or types of students’.

Question 8: Do you consider translation as an inevitable method in language teaching?

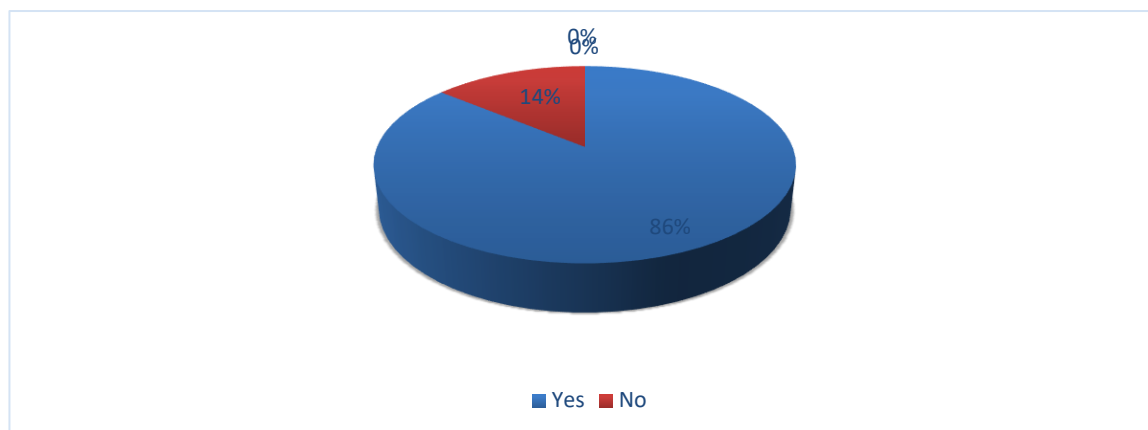


Figure 28: Teachers perception on how they consider translation

This question was applied to investigate whether teachers consider translation as an inevitable method in language teaching. Figure 28 above shows that the vast majority of teachers, six out of seven teachers, declared that they consider translation an inevitable factor in teaching language. On the other hand, one participant (14%) said that he considers translation an inevitable method of teaching language.

Question 9: The use of L1 in giving students feedback can be a valuable method in language teaching?

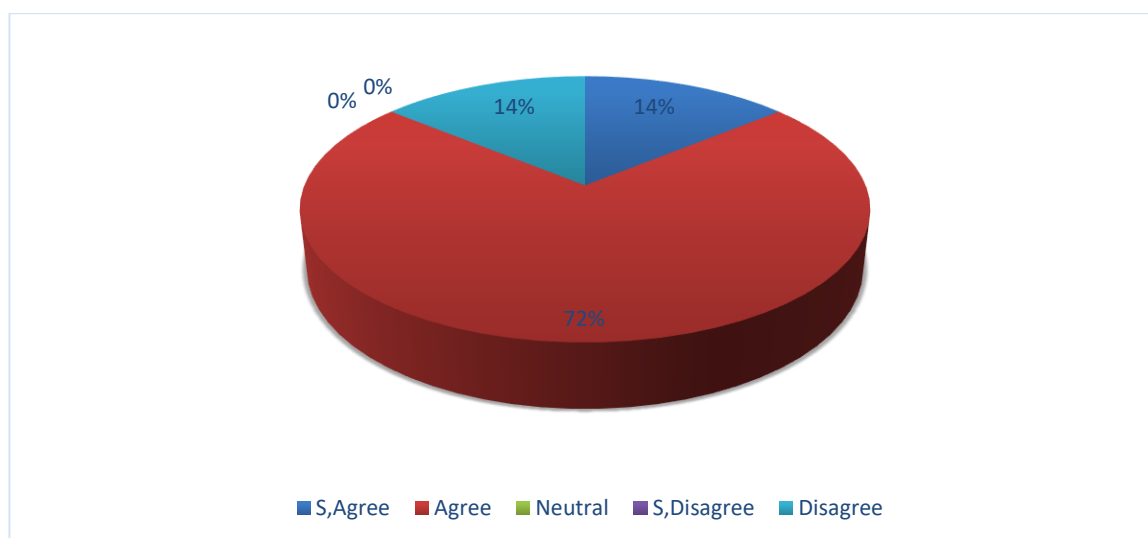


Figure 29: Teachers' view of the use of L1 in giving students feedback can be a valuable method in language teaching or not

From figure 29, when teachers were asked if L1 in giving students feedback can be a valuable method in language teaching, the vast majority agreed: five participants out of six (72%), while one teacher out of seven (14% strongly agreed). Conversely, one teacher out of seven (14% disagreed) on whether the use of L1 in giving students feedback can be a valuable method in language teaching.

Question 10: Do you think that the use of translation is a detrimental and de-motivational factor for students in learning L2?

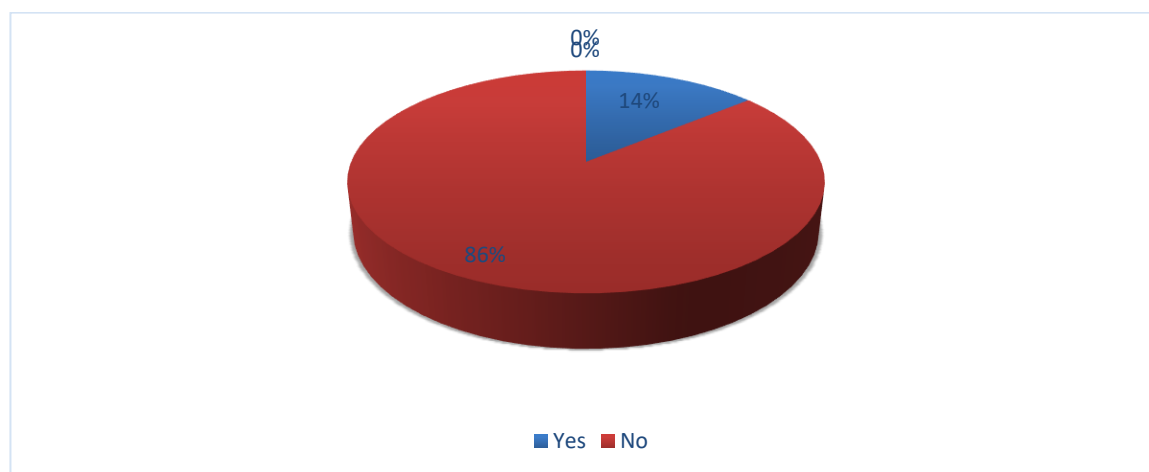


Figure 30: Teachers' responses on translation as a de-motivational and detrimental factor for students in learning L2

Based on the data above, one teacher out of seven picked a yes answer. Conversely, the majority of them (86%) said that translation cannot be a de-motivational and detrimental factor for students in learning L2 because, according to them, translation makes students better understand and facilitates L2 acquisition.

Question 11: When teaching a second language, it is useful when teachers use L1 in:

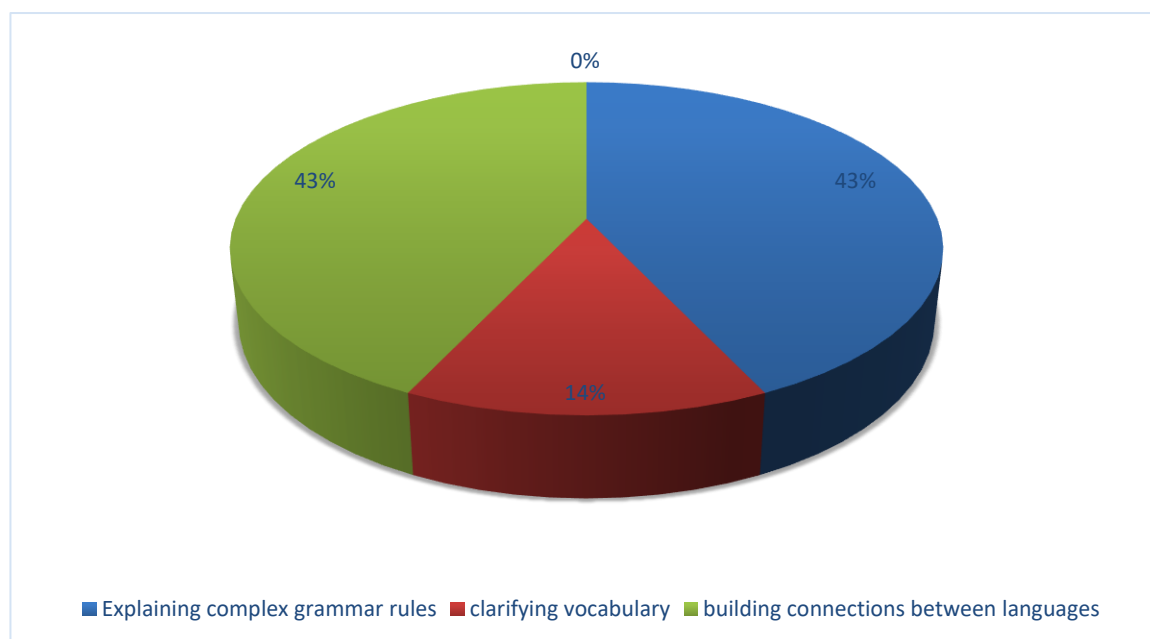


Figure 31: Teachers' view on how they should use L1

From figure 31, we can see that 43% of teachers said that when teaching a second language, it is useful when they use L1 to build connections between languages. Additionally, 43% of them declared that when teaching a second language, it is useful when they use L1 to explain complex grammar rules. Where, 14% said that they use it to clarify vocabulary.

Question 12: Would you be interested in receiving more training or professional development related to using translation as a learning method in teaching English language?

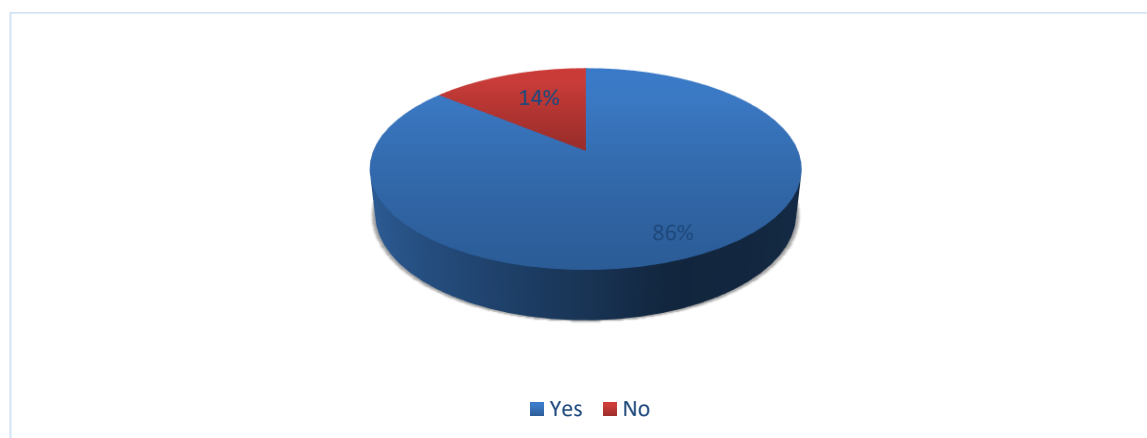


Figure 32: Teachers view on if they will be interested in receiving more training related to using translation as a learning method in teaching English language.

From figure 32, we can see that 86% of teachers declared that they would be interested in receiving more training or professional development related to using translation as a learning method in teaching English.

3.3.4 Discussion of the teachers' questionnaire

Upon careful analysis of the results of the teachers prove again that the use of translation is undoubtedly important in reaching English; just like the students' questionnaire, the answers to the teachers' questionnaire prove that teachers found that the use of translation helps effectively in teaching English as a second language. And it helps students increase their vocabulary and improve their comprehension. Furthermore, all teachers admit that translation can be used as a tool for contrasting and comparing two languages; they also admit that they consider translation an inevitable method in L1 teaching. While the vast majority of them declared that the use of 2 in giving students feedback can be a valuable method in language teaching and that they would

be interested in receiving more training or professional development related to using translation as a learning method in teaching English languages.

3.4 Recommendations

3.4.1 Recommendations for Teachers'

- Use translation as a supplementary tool, not as the primary method of teaching. Translation can be useful in helping students understand complex or unfamiliar vocabulary or grammar structures, but it should not be relied on exclusively.
- Encourage students to use translation as a way to check their understanding, not as a crutch. Students should be able to read and comprehend English without relying solely on their native language.
- Be mindful of the potential for errors in translation. Different languages have different grammatical rules and structures, and a direct translation may not always be accurate or appropriate. Encourage students to use context clues and other strategies to understand the meaning of English words and phrases.
- Use translation exercises sparingly and in a targeted way. For example, provide students with a short text in English and ask them to translate it into their native language, or vice versa. This can help them identify areas where they may need more practice.

3.4.2 Recommendations for Students'

- Use translation as a tool, not as a crutch. It's okay to use translation to check your understanding or to help you with difficult words or phrases, but try to rely on it as little as possible.
- Don't be afraid to make mistakes. Translation is not always perfect, and there may be times when a direct translation is not possible. If you're not sure about something, ask your teacher or a native English speaker for clarification.
- Use context clues to help you understand English words and phrases. Look for clues in the surrounding text or in the way the word is used. For example, if you see the word "book" in a sentence about a library, you can infer that it means a physical object that contains written information.
- Practice reading and listening to English as much as possible. The more you immerse yourself in the language, the easier it will become to understand without relying on translation.

Conclusion

Researchers have long been intrigued by the effectiveness of translation as a teaching tool for the English language, and many of them believe that translating from the L1 to the L2 will help students expand their word lists and learn new vocabulary. They contend that using translation to teach English can help language learners acquire the language more quickly and expand their

vocabulary. This separate chapter was then created to investigate the veracity of that assertion. By way of conclusion, this chapter is devoted to the practical portion of the current study, which centers on the use of translation as a strategy for teaching EFL students the second language. This article discusses study objectives and data collection methods. To sum up, this chapter is devoted to the practical portion of the current study, which centers on the use of translation as a strategy for teaching EFL students the second language. In this chapter, the objectives of the study and the data-gathering methods are covered. In addition to the discussion of the results, the chapter includes a thorough description of the administration and analysis of both the student and instructor questionnaires. According to the responses given by both students and teachers, translation is a highly recommended method for EFL students to learn the L2. In addition, based on the perspectives of both students and teachers, one can conclude that translation has a positive impact that translation influences a student's language, vocabulary, and comprehension favorably, which substantially supports the research's central theory. Ultimately, this chapter offers suggestions for both students and teachers along with a list of some of the challenges encountered when completing this job.

General Conclusion

As a matter of fact, the results of our study show that the use of translation as a learning method in English language teaching has more supportive effects than negative ones, which confirms our hypothesis and answers our research questions.

The use of translation as a learning method in English language teaching has been a topic of debate among educators and language learners for many years. While some argue that translation can be a useful tool for language learning, others believe that it can hinder progress and lead to overreliance on the student's native language.

The first chapter is concerned with teaching foreign languages and translation. To begin with, many definitions are given to define translation and teaching, as well as pedagogical translation. Next, the role of teachers is discussed, followed by the history of translation, the relationship between translation and teaching, without forgetting the use of translation applications, and then some teaching approaches and their methods with GTM.

The second chapter deals with the impact of using translation as a learning method in teaching English. It aims to provide arguments for and against using the first language in teaching a second foreign language, as well as the reasons for doing so. Further, there is a focus on the advantages and disadvantages of using translation in English classes, followed by arguments against and for the use of translation in English classes.

As for the third chapter, it is mainly devoted to the practical part, wherein the data is gathered and carefully analyzed. When gathering the data, both student and teacher questionnaires were involved. The student questionnaire was distributed to sixty third-year EFL students at Mila University Center, and the teacher questionnaire was distributed to seven teachers.

With reference to the obtained data, the use of translation as a learning method in teaching the English language can be an effective approach for learners.

Overall, it can be concluded that translation can be a valuable method for English language learners, but it should be used judiciously and in combination with other methods. Translation

can help students develop their understanding of grammar, vocabulary, and syntax and can provide a way for them to practice using the language in a meaningful way. However, it is important to note that relying solely on translation can limit students' ability to think and communicate in English. Students who rely heavily on translation may struggle to develop their fluency, accuracy, and confidence in using the language.

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Appendices

Appendix-1

Students' questionnaire

Dear students:

The following questionnaire aims to investigate the use of translation as a learning method in English language teaching. This questionnaire is considered a tool to gather data in order to accomplish the third-year degree research at AbdelhafidBoussouf University Center; therefore, you are kindly requested to help us accomplish this research by answering it thoughtfully.

Thank you in advance.

Note

L1 = Arabic language

L2 = English language

Question 1: What is your age?

- 18-20
- 20-22
- 22-24
- Older

Question 2: What is your gender?

- Male
- Female

Question 3: Do you use translation in your classroom?

- Yes
- No

Question 4: Translation is important in learning a language.

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

Question 5: Is it necessary to use translation in your classroom?

- Yes
- No

Question 6: Translation helps you enrich your vocabulary.

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

Question 7: Does translation helps you to understand the language?

- Yes
- No

Question 8: Translation helps you make progress in learning English.

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

Question 9: It is effective to use translation in learning English.

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

Question 10: How often do you use translation in learning English?

- Always
- Often
- Sometimes
- Rarely

- Never

Question 11: Do you use English-Arabic dictionaries to help yourself learn English?

- Yes
- No

Question 12: Do you use an electronic translation machine to help yourself learn English?

- Yes
- No

Question 13: When you write or speak in English, do you first think in Arabic and then translate your ideas into English?

- Yes
- No

Question 14: Do you use translation to know the differences and similarities between L1 and L2?

- Yes
- No

Question 15: Translation activities are enjoyable.

- Strongly agree
- Agree
- Neutral

- Strongly disagree
- Disagree

Question 16: Translation is not beneficial for learning a language.

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

Question 17: Translation makes you feel supported in learning L2.

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

Question 18: In order to translate words I don't understand, I use a bilingual dictionary.

- Strongly agree
- Agree
- Neutral

- Strongly disagree
- Disagree

Question 19: The majority of errors in the second language are due to translation.

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

Question 20: Translation can be an influential factor in L2 learning.

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

Thank you very much for your collaboration

Appendix-2

Teachers' questionnaire

Dear teachers'

The following questionnaire aims to investigate the use of translation as a learning method in English language teaching. The gathered data will help in accomplishing the third-year degree at AbdelhafidBoussouf University Center. The study relies on your precious feedback, which will contribute significantly, and you are kindly requested to be a part of this study by sharing your point of view. Your responses will be kept anonymous.

Question 1: What is your professional degree?

- PhD
- Masters

Question 2: How long have you been teaching at university?

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

Question 3:The use of translation help effectively in teaching and learning English as a second language.

- Strongly agree
- Agree

- Neutral
- Strongly disagree
- Disagree

Question 4: As a teacher, do you think that translation really helps students' increasing their vocabulary and improve their comprehension?

- Yes
- No

Question 5: How often do you use translation as a teaching method in your English classes?

- Always
- Often
- Sometimes
- Rarely
- Never

Question 6: How do you use translation in your English classes?

- Word for word translation of text or instructions
- Translation of key vocabulary words or phrases
- Translation of entire passages or articles
- Other

Question 7: Do you think the use of translation in English classrooms should be limited to

certain levels or types of students?

- Yes
- No

Question 8: Do you consider translation as an inevitable method in language teaching?

- Yes
- No

Question 9: The use of L1 in giving students' feedback can be a valuable method in language teaching.

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

Question 10: Do you think that the use of translation is a detrimental and de-motivational factor for students' in learning L2?

- Yes
- No

Question 11: When teaching a second language, it is useful when teachers use L1 in:

Explaining complex grammar rules

- Clarifying vocabulary
- Building connections between languages

Question 12: Would you be interested in receiving more training or professional development related to using translation as a learning method in teaching English language?

- Yes
- No

Thank you for your collaboration

Your feedback is greatly appreciated!

ملخص

تهدف هذه الدراسة إلى التحقيق في استخدام الترجمة كوسيلة تعلم في تدريس اللغة الإنجليزية. بالإضافة إلى ذلك، يستكشف فعالية الترجمة كأداة لتحسين إتقان الطلاب للغة. تم جمع البيانات من خلال طريقة جمع كمية، بما في ذلك استبيان المعلمين واستبيان الطلاب. تم توزيع استبيان الطلاب على 60 طالبًا في السنة الثالثة من طلاب اللغة الإنجليزية كلغة أجنبية في المركز الجامعي عبد الحفيظ بوصوف ميله. بعد تحليل البيانات، تم استنتاج أن استخدام الترجمة يمكن أن يكون طريقة تعلم فعالة لتحسين إتقان اللغة. يمكن أن تكون الترجمة طريقة قيمة لتعليم اللغة الإنجليزية وتعلمها. يمكن أن تكون طريقة جيدة لتعلم مفردات جديدة. من خلال ترجمة الكلمات الإنجليزية إلى اللغة الأم للمتعلمين والعكس صحيح، يمكن للمتعلمين تحسين فهمهم للمفردات الجديدة والاحتفاظ بها. إلى جانب ذلك، يفضل الطلاب والمعلمون استخدام الترجمة في فصولهم لتسهيل الفهم. من خلال ترجمة الكلمات أو الجمل الإنجليزية إلى لغتهم الأم، يمكن للطلاب "فهم معنى النص أو الدرس بسرعة. بالإضافة إلى ذلك، يمكن أن تساعد الترجمة الطلاب على فهم الفروق الدقيقة في اللغة الإنجليزية. من خلال مقارنة الجمل الإنجليزية بترجماتهم، يمكن للطلاب معرفة كيفية تنظيم اللغات وكيفية استخدام الكلمات المختلفة في سياقات مختلفة. يمكن أن يساعد هذا الطلاب على أن يصبحوا أكثر دقة في استخدامهم للغة الإنجليزية.

الكلمات المفتاحية : الترجمة ، تعلم اللغة تدريس اللغة ، فصول اللغة الانجليزية كلغة أجنبية.

Résumé

La présente étude vise à étudier l'utilisation de la traduction comme méthode d'apprentissage dans l'enseignement de l'anglais. De plus, il explore l'efficacité de la traduction en tant qu'outil pour améliorer les compétences linguistiques des élèves. Les données ont été recueillies au moyen d'une méthode de collecte quantitative, y compris le questionnaire des enseignants et le questionnaire des élèves. Le questionnaire des étudiants a été distribué à 60 étudiants de troisième année LMD d'anglais au Centre universitaire Abdelhafid Boussouf Mila. Après

l'analyse des données, il a été déduit que l'utilisation de la traduction peut être une méthode d'apprentissage efficace pour améliorer les compétences linguistiques. La traduction peut être une méthode précieuse pour enseigner et apprendre la langue anglaise. Elle peut être un bon moyen d'apprendre un nouveau vocabulaire. En traduisant les mots anglais dans la langue maternelle des apprenants et vice versa, les apprenants peuvent améliorer leur compréhension et la rétention du nouveau vocabulaire. En outre, les étudiants et les enseignants préfèrent utiliser la traduction dans leurs classes de EFL pour faciliter la compréhension. En traduisant des mots ou des phrases en anglais dans leur langue maternelle, les élèves peuvent rapidement saisir le sens du texte ou de la leçon. En outre, la traduction peut aider les étudiants à comprendre les nuances de la langue anglaise. En comparant les phrases anglaises à leurs traductions, les étudiants peuvent voir comment les langues sont structurées et comment différents mots sont utilisés dans différents contextes. Cela peut aider les élèves à devenir plus précis dans leur utilisation de l'anglais.

Mots clés: Traduction, Apprentissage des langues, Enseignement des langues, Leçon EFL.