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Department of Foreign Languages

**Investigating Students' Attitudes towards the Use of
Translation in Enhancing Learners' Vocabulary in
EFL classrooms**

**The Case of Second Year LMD Students of English at the Department of Foreign
Languages at Abdelhafid Bousouf University Centre- Mila**

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DEDICATION

The first thank to Allah who helps me to complete this work.

I dedicate this dissertation to:

My Father who passed away before sharing me this success. May Allah accepts

him in paradise.

My dear Mother who devotes her life to see me a happy and

Successful person

My sisters Souad, Fadila, Salima, Nadia and Noura who always support me

My brothers in- law

My nephews and nieces

My friends

All people who help and encourage me

HOURIA

DEDICATION

I dedicate this work to:

- *My wonderful parents: Amina and Azzedine who always support and encourage me.*

- *My husband Ahmed for his help, patience and continuous encouragement.*

- *My dear Brother Salih to whom I wish success in his life.*

- *My lovely sisters Manel, Ibtissem, and Imen .*

- *To my family in-law*

- *To all my relatives.*

- *To all my best friends houria, Ikram, and faten .*

- *To all my classmates.*

NIHAD

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Abstract

 The present study is mainly attempted to investigate students' attitudes towards the use of translation for enhancing their vocabulary in EFL classroom. It is also concerns with the use of translation as a pedagogical tool to develop learners' proficiency in foreign language learning. The basic hypothesis that is used in this study set out that students' attitudes towards the use of translation in foreign language classes would be a positive one. They may agree that translation helps them to build new knowledge and expand their vocabulary.

The method of this research work is descriptive. That is to say, it attempts to describe two variables, the use of translation as the independent variable and its role in enhancing students' vocabulary as the dependent variable. Moreover, the data were gathered through the use of questionnaire that administered to second year students of English Departments at Abdelhafid Boussouf University Centre of Mila and we use the interview with teachers of translation module at Abdelhafid Boussouf University Centre of Mila and at University of Mentouri-Constantine. The result of this study shows that using translation in EFL classes helps learners to build up a set of word knowledge which in turns enables them to enhance their vocabulary. On the basis of this result, the hypothesis is confirmed that students need to use translation as an efficient tool to enrich their vocabulary. This study has certainly its limitations, but its finding provides us significant implications.

Key words: The use of translation, vocabulary enhancement, EFL classes.

List of Abbreviations

EFL: English as a Foreign Language

e.g: Example

FL: Foreign Language

FLT: Foreign language teaching

Lge: Language

LMD: Licence, Master, Doctorate

L1: First language

L2: Second Language

Q: Question

SL: Source language

TL: Target Language

Vs: versus

%: Percentage

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General Introduction

Learning English as a foreign language needs learners to enhance their vocabulary. Thus, vocabulary development is an important aspect in language learning. This occurs by applying diverse learning strategies. Translation is one strategy which is required in learning EFL. Recently, scholars agree that using translation in foreign language classes is beneficial since it expands students' L2 vocabulary. Moreover, it is always used as a learning strategy to deal with language which is different from the mother tongue. Koletnik (2012) claims "One of the areas of FLT where a "natural" use of translation seems most apparent is the acquisition of new vocabulary" (p.4). From this regard, applying translation in the field of foreign language teaching is mainly concerned with the development of vocabulary learning. More precisely, translation provides learners the knowledge they need to expand their vocabulary.

1. Statement of the Problem

The use of translation in foreign language classroom has been rejected by many researchers. They argue that translation is not a useful tool to acquire a foreign language. Also, they did not consider it as a learning method because it has nothing to do with a communicative approach. Guerra (2014) states "Translation has long been neglected in second or foreign language (FL) classrooms because it was considered an inadequate reminder of old teaching methodologies, especially those associated with (or derived from) the grammar-translation method" (p.154). This indicates that researchers' point of view was negative towards the use of translation in EFL classroom.

2. Aims of the Study

This research work aims at exploring learners' attitudes about the use of translation in EFL classes to enhance their vocabulary. Also, it aims at indicating how students respond to the use of translation and evaluates whether translation is a helpful source that enables EFL learners to enlarge their vocabulary.

3. Research Questions

In order to know learners' attitudes towards the use of translation in enhancing their vocabulary learning, it is necessary to ask the following questions:

1-What are the students' attitudes towards the use of translation in enhancing their vocabulary in EFL classes?

2-Does the use of translation in EFL classes enlarge the students' vocabulary?

3-To what extent translation helps students increase their vocabulary knowledge in EFL classroom?

4. Hypothesis

Depending on the research questions, we hypothesise that:

students' attitudes towards the use of translation in foreign language classes would be a positive one. They may agree that translation helps them to build new knowledge and expand their vocabulary.

5. Research Methodology

This research relies on quantitative and qualitative study that includes learners' questionnaire and teachers' interview. The former will be used with second year LMD students at the department of English at Abdelhafid Boussouf University Centre-Mila. It aims at investigating students' perception and opinion about the use of translation as a means for enhancing foreign language vocabulary. The latter will be performed with teachers specialised in translation to know the effectiveness of using translation for developing learners' vocabulary.

6. Structure of the Study

The present research includes three chapters. The first chapter provides definitions, types, and dimensions of vocabulary and related insights that cover the concept of

vocabulary learning in EFL classroom. The second chapter deals with translation theory, its history in teaching languages and how it contributes to vocabulary development. The last Chapter is the practical part of our research. It includes data analysis of students' questionnaire and teachers' interview.

Chapter One: Vocabulary Learning

Introduction

Vocabulary knowledge is the central element to understand a foreign language. Its use facilitates the process of language acquisition. Thus, it offers an important insight in foreign language learning that can be helpful to develop students' knowledge. This chapter will discuss the concept of vocabulary as well as related areas in the vocabulary acquisition. In addition to the definition of vocabulary, this chapter tackles vocabulary types and dimensions. Also, it deals with the components of word knowledge. Then, it examines the taxonomy of vocabulary learning strategies and word learning strategies. Finally, it will present vocabulary boost, the importance of learning vocabulary and teaching vocabulary in EFL classes.

1. Definition of Vocabulary

Vocabulary has been a subject to various studies. This concept is defined by many researchers. According to Sealey (2009), "...vocabulary is recognized as a legitimate challenge for learners of a foreign lge, discussion in the L1 literature is often tinged with the idea that vocabulary is a reflection of how educated, intelligent or well read a person is" (p.39). From this regard, vocabulary is defined as an indicator of a successful learner who has a highly level and sufficient knowledge in a foreign language. Laufer (1997) says "Vocabulary is words that are slightly familiar in a particular context, or new words whose meaning can be inferred from context, as both would require conscious attention during reading ..." (p.22). From this quotation, vocabulary is defined as recognizable words in a given situation. Also, it is unknown words that are understood from a particular area. Students need to take into account the meaning of words while the process of reading. As Read (2000) defines vocabulary "...is an inventory of individual words, with their associated meanings. This view is shared by many second language learners, who see vocabulary learning as a matter of memorizing long list of L2 words"(p.16). It is means that vocabulary is defined as

list of words that are accompanied with particular meaning. Students acquire a large amount of vocabulary through the process of memorization. It is a way for them to learn an acceptable amount of words to enlarge their vocabulary learning. Moreover, McCarthy (1990, p.12) affirms that "Vocabulary can be defined as words of language, including single items and phrases or chunks of several words which cope a particular meaning". From this side, Vocabulary has to do with words, as well as, different lexical items which are associated with specific meaning.

2. Types of Vocabulary

Vocabulary knowledge includes two types, receptive and productive vocabulary. Both of them aid students to acquire new words. Knowing these two elements have a significant part in learning a foreign language.

2.1 Receptive Vocabulary

In foreign language classroom students acquire many words. This enables them to enlarge their vocabulary knowledge. According to Mondria and Wiersma (2004), "Receptive knowledge can be defined as words that the learners recognize and understand when they are used in various contexts" (p.81).Receptive vocabulary includes knowledge that learners know and comprehend when they apply it in different situations. In other words, receptive knowledge is primarily concerned with words that are understood. Besides, Mondria and Wiersma (2004) add "Receptive learning leads to a substantial amount of productive knowledge, and productive learning leads to a substantial amount of receptive knowledge" (p.82).This indicates that receptive and productive knowledge are interrelated. In this respect, Hiebert and Kamil (2005) assert that "Receptive vocabulary can be used in order to facilitate the understanding of words in Second Language when reading and listening and their meaning can be easily used in different context" (p.3). Hence, receptive knowledge facilitates the production of vocabulary. It helps students to know the meaning of new words and this

mainly allows them to activate their learning process.

2.2 Productive Vocabulary

Productive vocabulary includes those words that are produced by the learner. When students learn a wide range of lexical items, they can create a meaningful sentence. Using vocabulary in foreign language classroom gives students the opportunity to communicate with others successfully. Nation (2001) states that "Productive vocabulary carries the idea that we produce language forms by speaking and writing to convey messages to others […], it is activated by hearing or seeing the language forms, but not through associational links to other words" (p.38). It means that productive vocabulary can be summed up as words which are understood in reading and listening skills, then, they are highly used in productive skills which are speaking and writing.

Teichrow (1982, as cited in Meara, 2009) suggests that productive vocabulary can be addressed as an active process because the learners can produce different words to express their thoughts successfully. It is activated through the understanding of several words in a given context. Hence, productive knowledge gives learners the ability to learn more about vocabulary items.

3. Dimensions of Word Knowledge

Vocabulary knowledge is built upon the comprehension of words in different situation. Vocabulary Dimensions of word knowledge have to do with the quantity and the quality of several words.

3.1 Breadth Knowledge

Breadth knowledge refers to the surface meaning of words. Marzban and Hadipour (2012, p.5297) say that "Breadth vocabulary knowledge refers to the number of words the meaning of which one has at least some superficial knowledge". Breadth knowledge has to do with the size of vocabulary learning. That is to say, the amounts of word knowledge lead

students to be more familiar with the target language. According to Dòczi and Kormos (2016):

> Estimation of vocabulary size are relevant not only for understanding how the Knowledge of L2 vocabulary develops but also for gaining insights into how many words one needs to be familiar with in order to use and comprehend lge in specific tasks and contexts. (p.8)

It means that knowing a wide range of words enlarges vocabulary knowledge. When the student learns an acceptable amount of words, he will develop his learning of a foreign language. Thus, this provides him a better learning by producing the words which are learned in particular situations. Additionally, Hu and Nation (2000, as cited in Dòczi &Kormos , 2016, p.155) argue that "... it is crucial for L2 learners to build up a large lexicon, for adequate unassisted reading comprehension, learners are required to understand over 98% of lexical items in a written text". In other words, students have to know a rich package of words in order to use them successfully. This enables them to understand the meaning of words that are presented in a certain text.

Furthermore, Milton (2010, as cited in Dòczi &Kormos, 2016, p.156) reports that "... the number of words a second lge learner know is a strong indicator of his or her overall lge proficiency; specially, vocabulary size is closely linked with communicative skills as well as with the spoken and written text comprehension". That is to say, developing vocabulary in foreign language learning is mainly related with knowing a large amount of words. When the students have a wide range of words, they can express their thoughts and ideas easily and communicate with others effortlessly. Knowing many words has a positive effect in the students' comprehension since it is the source of enhancing foreign language learning.

3.2 Depth Knowledge

Unlike the first dimension, depth knowledge means that the learner should know the different aspects of words. To explain more, Nation (1990, as cited in Shmitt,2000) mentions

that knowing a word requires the mastery of such components as "Meaning, written, spoken, grammatical, collocations, register, association and the frequency of the word" (p.31). In this regard, all these components give learners the opportunity to use words in different contexts. Read (2004) states that:

> ...second dimension of vocabulary knowledge namely the quality or 'depth' of understanding. We shall assume that, for most purposes, a person has a sufficiently deep understanding of a word if it conveys to him or her all the distinction that would be understood by the students under normal circumstances. (p.210)

From this quotation, depth knowledge relates with a profound explanation of words. It helps students to understand more about the use of words in different contexts. Besides, it is a significant aspect in foreign language vocabulary because it develops the understanding of new lexical items.

Moreover, Read (2004) asserts that:

> The assumption is that, as a learner's vocabulary size increases, newly acquired words need to be accommodated within a network of already known words, and some restructuring of the network may be needed as a result. This means that depth can be understood in terms of learners' developing ability to distinguish semantically related words and, more generally their knowledge of the various ways in which individual words are linked to each other. (p.219)

Depth knowledge has to do with the relation between the word that students already know and the new ones that they attempt to acquire. Through this connection learner build their lexical knowledge, then, the association between a set of words expand the students' vocabulary and generally provides them with a deep understanding of lexical knowledge.
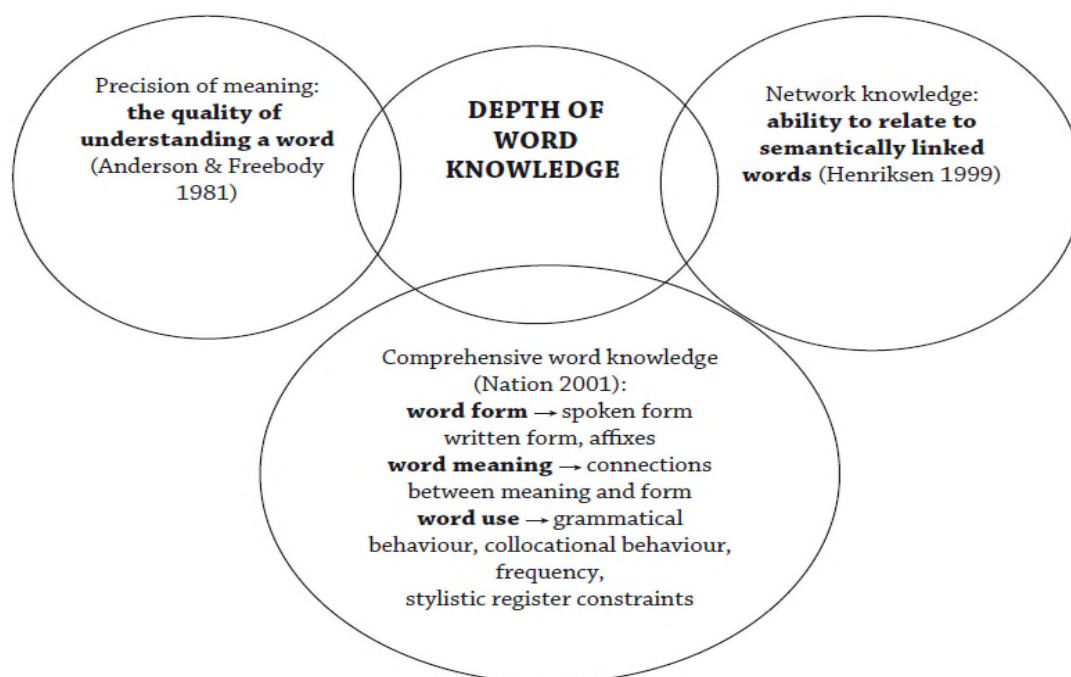
Figure 1: Conceptualization of depth of word knowledge (Dòczi & Kormos, 2016, p.10**)**

3.2.1 Components of Word Knowledge

Knowing a word involves much more than knowing its structure, it is all about identifying its meaning in a specific context.

3.2.1.1 Polysemy

Most of words that are used in languages have different meanings. As Palmer (1976) points out "… not only do different words have different meaning; it is also the case that the same word may have a set of different meaning" (p.65). According to Palmer's definition, polysemy is the use of word with various meaning. Palmer (1976) illustrates this idea by presenting different examples. The word 'flight' means 'passing through the air', 'power of flying', 'air journey', 'volley'. It means that a word has more than one meaning. Another example, the verb 'eat' expressed in 'eating meat' and 'eating soup'. The first meaning is expressed with knife and the later one with spoon. Even with simple words not all the time students determine the exact meaning. Thus, it is difficult for learners to distinguish between two meanings even they are the same. Furthermore, Stock (1984, as cited in Carter, 1998,

p.165) asserts that "The use of multiple meanings under a single word leads directly to the confusion between senses". This means that the various meaning of the word cause a misunderstanding of the right meaning.

3.2.1.2 Denotation and Connotation

All words have denotation and connotation meaning. Thus, both give power to understand any word. Jackson (1988) states that "…denotation and connotation meaning concern with the relation of a word to the world" (p.58). From this quotation, the term denotation and connotation are mainly related to each other because both contribute to build the specific meaning of a word.

According to McCarthy, O'Keeffee, &Warsh (2010) "Denotative meaning is the core meaning of a word or phrase; it is the literal meaning" (p.18). The term denotation describes the basis meaning of a word. In other words, it is the first idea that comes in the individuals' mind. However, expressing the first meaning of a word is not enough and it should be accompanied with connotation meaning. McCarthy, O'Keeffee, &Warsh (2010) claim that:

> Connotative meaning may be specific to each individual. For example, home means the place where you live. Home also has emotional meaning associated with it and these are often subjective. Home can mean a place of comfort and security, a warm and loving place with my family, and so on. (p.18)

In this respect, the authors provide an explanation and example of connotation meaning. For them, the connotation meaning of a word is associated with persons' feeling and opinion. It is changeable when it combined with certain word. Connotation meaning is primarily related with denotation meaning since both of them aid students to learn new words and express a particular meaning.

3.2.1.3 Frequency

Phillips (2006) explains "Frequency words that are used in any language for many times lead to successful learning" (p.40). That is to say, the use of repeated words helps learners to

realize success in their learning process. Also, Milton, 52009) indicates that the major component in word complexity is word frequency. He stresses that not all the words acquired in the beginning of language learning, they can be gained when the word is used more frequently. Consequently, the learners are able to understand new words in a given context. Milton (2009) adds "The most frequent words are always function or structure words, and less frequent words tend to be content, lexical words, nouns, main verbs, adjectives and this appear to carry a greater importance in the meaning of a sentence" (p.23). It means that all the linguistic structures that are more or less used in foreign language are significant for understanding the appropriate meaning of a given sentence.

3.2.1.4. Collocation

Word is not just a single element; it comprises a set of words. Most of students in foreign language need to learn various words for successful learning. McCarthy, O'Keeffee, &Warsh (2010) mention that:

> Collocation is all about how likely it is that two words will occur next to each other,
> or very near each another. For example, it is likely that we will find that *bright* and
> *light* will occur together, as will *bitterly* and *cold*. *Bright light* and *bitterly cold* are
> collocations. (p.28)

Collocation deals with the combination between words. It is principally described a set of words which serve a particular meaning. When the words combined to each other, they shape collocation. Thus, it will aid students to figure out the meaning of different words. Crystal (1994) claims that "The use of a right collocation depends on the mutual expectancy of words not a free combination" (p.162). From Crystal's point of view the lexical items that involved in collocation are always linked to serve a specific meaning. According to Nesselhauf (2005), "The most important aspect of knowing a word for non native learners is the collocation of new vocabulary" (p.1). In other words, learning different collocations help the learners to know new words. Thus, it is mainly increased the vocabulary knowledge.

3.2.1.5 The Connection between Form and Meaning

Learning different vocabulary items is always associated with the link between form and the meaning of words. This relation offers learners a chance to know more about the use of vocabulary knowledge. Schmitt (2010) states that:

> …while learning meaning is undoubtedly an essential initial step, more precisely, this involves developing a link between form and meaning. If one thinks about it, this linkage is the minimum specification for knowing a word. If a lexical form is familiar, but its meaning is not known, then this item is of no communicative use. Likewise, if a meaning is known, but not its corresponding form, then the item cannot be either recognized or produced. (p.24)

When students learn the form of a word, they should learn its meaning to use them in the right way. For a better learning, the students should take into account the proper use of specific words that build upon the connection between the form and meaning. Whenever the students learn a new word, they will be familiar with the relation between its form and meaning because both of them are significant. In addition to that, Nation (2001) affirms that "The strength of the connection between form and its meaning will determine how readily the learner can retrieve the meaning when seeing or hearing the word form, retrieve the word form when wishing to express the meaning" (p.64). It means that the association between the word form and its meaning enables the student to learn the word efficiently. All the time when the students use both of them, they will express their ideas in a right way. Klapper (2005) acknowledges that the form of a word and its meaning are considered as an organized system since the link between the two formulates meaningful information. Learners need to know about the relation between the use of word in particular situation.

4. Taxonomy of Vocabulary Learning Strategies

Vocabulary learning strategies are important element in foreign language learning. They increase students' potential for better language learning. Nation (2001, pp.354-357) builds up a general classification of vocabulary learning strategies:

- Planning

- Sources

- Process

The first one is 'planning'. The students decide which words they focus on to set up their vocabulary goals, then, according to Gu and Johnson (1996, as cited in Nation, 2001),"Learners should have a clear strategy for deciding what vocabulary to focus on and where to find this vocabulary" (p.354). Students have to choose their strategies to organize their learning process and increase their vocabulary knowledge. Furthermore, in learning vocabulary student should be aware of the aspects of word knowledge. They focus on the form of the word and its usage. Gu and Johnson (1996, as cited in Nation, 2001, p.355) state that "Most successful groups of learners were those who actively drew on a wide range of vocabulary learning strategies. Their least successful group used a much more limited range. Successful strategy users need strategy for controlling their strategy use". It means that using one strategy is not enough for developing learners' vocabulary. It is better for them to apply various strategies that enable them to succeed in their language learning.

Nation (2001, p.356) mentions that the second vocabulary learning strategy is 'sources'. In order to deal with a new vocabulary and to learn unfamiliar words, students have to get information about the vocabulary by using different strategies. 'Analysing word parts' is a useful strategy because being recognizable with stems and affixes can give importance to the link between several words. In addition, 'consulting reference sources' aids students to get information about vocabulary. In other words, developing the vocabulary knowledge associated with the use of different sources like dictionaries and teachers' help for providing

information, Then, Kellerman (1985, as cited in Nation, 2001) believes that "...learners move towards being more cautious about using first language patterns in the second language as they learn more about the second language"(p.356). That is to say, using equivalent words among two languages helps students to acquire vocabulary.

Besides to the previous vocabulary learning strategies planning and sources, Nation (2001) declares:

> The third vocabulary learning strategy is process, which is establishing vocabulary knowledge. The third major set of strategies involves ways of making vocabulary knowledge be remembered and be available for use. The major categories used here relate to the conditions for vocabulary learning noticing, retrieving, generating, these conditions can apply to all aspects of vocabulary knowledge, and are ordered according to their effectiveness with generation being the most effective for leaning. (p.356)

It means that the third strategy for learning vocabulary associates with the process of remembering. Also, vocabulary learning related to the basic elements such as noticing, retrieving and generating.

'Noticing' is a way of getting new vocabulary for deeper processing of words, besides 'retrieving' the information gives a strong connection between the sign and the retrieved knowledge. The last step is 'generating' that involves a rich training which enable students to use their vocabulary knowledge. It is done through adding previous knowledge to the new one so that learners can use words in different context (Nation, 2001).

General class of strategies	Types of strategies
Planning: Choosing what to focus on and when to focus on it	Choosing words Choosing the aspects of word knowledge Choosing strategies Planning repetition

Sources: Finding information about words	Analysing the word Using context Consulting a reference source in L1 or L2 Using parallels in L1 and L2
Processes: Establishing knowledge	Noticing
	Retrieving Generating

Table1: Taxonomy of kinds of Vocabulary learning strategies (Nation, 2001, p.353)

5. Word Learning Strategies

Most of EFL learners lack knowledge about the meaning of words. Consequently, they have to apply different strategies such as:

5.1The Use of Dictionary

It is a learning strategy that is utilized by learners in foreign language classroom. It is a necessary means to acquire new lexical items and enlarges students' vocabulary knowledge. As Folse, (2004) asserts that "... learners who use a dictionary learn more vocabulary than those who rely on guessing from context and that learners who use a bilingual dictionary actually remember vocabulary better than those using a monolingual dictionary" (p.8).

For developing vocabulary, the use of dictionary is more effective way than guessing meaning from context. Monolingual dictionary is beneficial tool to know different words; however, using the bilingual dictionary is the most effective strategy to learn vocabulary. Thornbury (2002) states that:

> However, the role of dictionaries in vocabulary learning has been reassessed, as sources of words, and of information about words, they are unequalled. Nowadays, an excellent selection of learner dictionaries is available, and course books regularly

include activities designed to encourage resourceful an efficient dictionary use". (p.60) It means that using dictionaries is a helpful means to learn vocabulary. It gives the meaning of unknown words. Also, the dictionary includes what the learners need to know about words. Using dictionaries facilitates to process of learning new lexical items.

5.2 Using Word Parts

Using word parts is a learning strategy for knowing the meaning of words. It helps students to discover the right meaning of words through dividing them into several parts. McCarthy (1990) states that "Recognizing the composition of words is important; the learner can go a long way towards deciphering new words if he or she can see familiar morphemes within them" (p.4). It means that learning the surrounding units of words is a source for students to figure out the meanings of words. Using word parts such as affixes, prefixes and roots enables students to recognize the significance of vocabulary items. Each unit provides more understanding to the word knowledge.

Furthermore, McCarthy (2000) asserts that "... words are composed of identifiable smaller parts (at least two), put together in a systematic fashion so that the meaning of the whole word can be reliably determined" (p.16). Word parts are helpful to identify the right meaning of a given lexical item.

5.3 Inferring Word Meaning from Context

The use of context clues is considered an important strategy. It is useful to know the sense of new words. According to Hanson and Padua " Context clues are the words, phrases, sentences, paragraphs, pictures, and other text features that give clues to the meaning of an unknown word"(p.30). This emphasises the idea that most of the time it is impossible to understand the meaning of a given word immediately. Thus, learners look for some clues that help him to identify the meaning of words. This process occurs involuntarily. Inferring words from context is manipulated as a learning strategy to overcome learning problem.

Many students rely on the context to understand difficult words. Furthermore, Hatch and brown (1995) state that "Learners guess the meaning of words from the situation, discourse, and/or context in which they are used, and from the structure of the words themselves" (p.384). From this quotation, words 'meaning associates with the understanding of the surrounding situation. Also, the construction of the word in a particular context helps learners to get the appropriate meaning of the new words.

6. Vocabulary Boost

The use of vocabulary in FL classroom has an important place in developing student's knowledge. According to McCarthy (1990), "Success in the vocabulary lesson crucially depends on the interaction between the teacher and the learners to construct meaning" (p.121).That is to say, the teacher works hard with his students to build acceptable vocabulary which contributes for successful learning. He presents meaning in a way that is comprehensible to learners' mind by relating the new meaning to the previous one. Related to that, developing vocabulary knowledge is depending much more on the interaction between teacher and his students.

Nation (2001) extends McCarthy's concept by stating that "An important way of helping learners gain control of vocabulary knowledge is for the teacher to enter into a dialogue with the learners encouraging them to produce vocabulary" (p.207).That is to say, teacher gives his students the opportunity to speak and share their ideas and thought. This way activates their vocabulary learning since it pushes students to speak fluently and subsequently discover new words. While the process of interaction through dialogues, teacher asks his students to explain the meaning of different vocabulary items. This process undoubtedly increases the connection between various elements in vocabulary. For instance, when students know the Meaning of specific word, they will mainly be accompanied with context that would be helpful for them to construct the right meaning of a given word.

7. The Importance of Learning Vocabulary

Vocabulary has important part in language learning. As Wilkins (1972, cited in Schmitt, p.3) "… Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Learning vocabulary is the most essential component of foreign language acquisition. Thus, without learning this core element, students cannot understand others or express their thought. In the same line, Hinkel (2006, as cited in Hirsh, 2012) points out that learner need to acquire an acceptable amount of vocabulary in order to communicate successfully in all second language skills. Consequently, the nature of vocabulary learning builds upon the understanding of word knowledge. On the light of Hinkel's point of view, Hirsh (2012) asserts that "There is evidence that lexical competence is strong predictor of language proficiency in second language context, it is widely accepted that mastering a second language involves second language words" (p.118). Learning a second language mainly depends on learning word knowledge.

8. Teaching Vocabulary in EFL Classes

Teaching vocabulary in EFL classes attracts the interest of many researchers. Particularly, vocabulary considers as the basis of any language learning. Indeed, there is no agreement among researchers about the practice of vocabulary teaching. There are researchers who support teaching vocabulary through direct instruction. However, the others reject this idea and believe that vocabulary should be taught indirectly.

8.1 Direct Vocabulary Teaching

Direct vocabulary teaching occurs through formal instruction in which students learn words intentionally. Nation (2001, as cited in Takač, 2008) states that:

> Direct vocabulary teaching encompasses the use of teaching strategies, i.e. ways in
>
> which teachers introduce and present the meaning and form of new lexical items,
>
> encourage learners to review and practice, i.e. recycle what is known, and monitor and

evaluate the level of the acquisition of various components of lexical knowledge.(p.19)

In this regards, the teacher is the coordinator in foreign language classroom. He helps students to acquire new lexical items by using different strategies. The variety of these strategies gives learners the opportunity to decide the most effective way for their own learning since everyone has a particular way of learning. Pritchard (2009) finds that "The learner might find it particularly straight forward to take information through one particular medium and another learner would find this quite difficult" (p.4).This means that what is understood by one learner causes difficulties for others. Hence, direct vocabulary teaching helps students to use different strategies to overcome their learning problems.

Moreover, Judd (1978, as cited in Takač, 2008) says "Explicit vocabulary teaching would ensure that lexical development in the target lge follows a systematic and logical path, thus avoiding uncontrolled accumulation of sporadic lexical items" (p.18). On this point, teaching vocabulary explicitly presents a regular and valid way for developing the students' knowledge in foreign language classroom.

8.2 Indirect Vocabulary Teaching

This point of view stresses that learning vocabulary occurs in natural setting. That is, learners do not need a direct instruction since they can develop their vocabulary knowledge naturally. Takač (2008) believes that "Learners can learn lexical items if they are exposed to sufficient amount of comprehensible input" (p.17). From this, learners acquire new vocabulary subconsciously. This occurs by presenting comprehensible input based on students' level. In this respect, Krashen (1982, as cited in Carter &Nunan, 2001) asserts that "'Comprehensible input' was necessary condition for language learning'' (p.8). Thus, the input should be adjusted to the learners' abilities for the learning process takes place.

Moreover, Schmitt (2000) states that:

In contrast to explicit approaches to vocabulary teaching and learning, the key to an

incidental learning approach is to make sure that learners get maximum exposure to

lge. Undoubtedly, the most effective way to do this is to transplant the learners into

country or situation where the L2 is the primary lge. (p.149)

On this matter, the author emphasises that suitable way for the student to learn second

vocabulary items is to be associated with real situation or context in which they can learn

from the native speakers. Providing students with authentic context has a positive effect on

enhancing their vocabulary acquisition since they can learn new lexical items through

listening to native speakers.

However, not all the students have the opportunity to meet the native speakers for that

They can use another ways to acquire new vocabulary items. Schmitt (2000) sees that

"Teachers must find way of increasing their students' exposure to the L2 without their getting

into an airplane. The consensus on how to do this is to have the students to read more"

(p.150). In other words, reading texts is a better source for acquiring new words. It allows

students to learn new lexical items and offers a classroom interaction.

Conclusion

From what has been said before, vocabulary has a significant part in foreign language

learning. The central concern of vocabulary learning is to build sufficient amount of words

and to identify the relation between their form and meaning. Students need to learn

components of word knowledge such as polysemy, denotation and connotation, frequency,

collocation. All of these help learners to enlarge their vocabulary knowledge. Further, in

foreign language classroom, students develop their vocabulary learning through the

interaction with their teachers. This allows them to discover their learning strategies. To sum

up, this chapter provides a clear understanding about vocabulary learning and related

elements that help students to extend their knowledge in foreign language classroom.

Chapter two: The Relationship between Vocabulary Development and Translation in EFL Classes

Chapter Two: The Relationship between Vocabulary Development and Translation in EFL Classes

Introduction

Translation is an activity that was used for a long time to teach foreign languages. It is connected with different debatable issues. This chapter aims at investigating the correlation between translation and vocabulary development. Firstly, it discusses translation theories, then, it defines translation according to each of the discussed theories, explains translation and context, gives a brief history of translation in language teaching, shows the difference between pedagogical and professional translation and indicates how translation is used as a learning strategy. Not only that, this chapter examines the role of the first language in English foreign language classes, and learners' motives behind the use of translation in EFL classes. Finally, it explains the usefulness of translation in expanding EFL learners' vocabulary.

1. Definition of Attitude

In this study, knowing students' attitudes has a significant role since it gives insights to conduct this research work. Baron and Byrne (1984, as cited in Jain, 2014) define attitudes as "relatively lasting clusters of feelings, beliefs, and behavior tendencies directed towards specific persons, ideas, objects or groups" (p.2). Besides, Eagly and Chaiken (1993, as cited in Jain, 2014) claims "Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (p.3). Hence, attitude means people's point of view towards a particular phenomenon in which they may support it or dislike.

2. Translation Theories

Translation theories represent researchers' perception of translation practice. They show different point of view about the process and the product of translation. These theories started as pre-linguistic theories in which both literal and free translation was the main debate at that time. Then, shift to linguistic ones which emerged in the period of 1950s and 1960s. By the

late of 1970s and early1980s, a cultural turn in translation theory is emerged. The latter gives new perspectives towards translation practice.

2.1 Pre-Linguistic Theories

Before the nineteenth century, translation theory deals with the relationship between languages. Pre- linguistic theories of translation focus more on the comparison of the source and the target language by giving more interest in the written form of such text. The main issue in pre-linguistic theories is literal vs. Free translation. In this regard, Munday(2001, p.19) claims that "The distinction between word-for-word (literal) and sense for sense(free) translation goes back to Cicero(first century BCE) and ST Jerome (late fourth century CE)...". It seems that the major issues discussed in early time were literal and free translation. That is, theorists do not agree about the suitable way for translating a given text.

2.2 Linguistic Theories of Translation

After a long time of debate concerning literal and free translation, theorists begin to change their focus on translation analysis to be more systematical. However, scholars such as Roman Jakobson, Eugene Albert Nida, John Cunnison Catford, Peter Newmark give different linguistic views concerning translation process. Equivalence is the main issue discussed in linguistic theories. In fact, this does not imply that all of them share the same principles about the use of equivalence while translating from the source text to the target language.

2.2.1 Roman Jakobson's Theory

Roman Jakobson is considered as the first theorist who discussed linguistic issues related to translation theory. Munday (2001) confirms that "...Roman Jakobson describes three kinds of translation: intralingual, interlingual and intersemiotic, with interlingual referring to translation between two different written languages. Jakobson goes on to examine key issues of this type of translation, notably **linguistic meaning** and **equivalence**" (p.36). In this respect, Roman Jacobson divides translation into three types, then, he goes further

and investigates problems concerning interlingual translation. Jakobson (2000) clarifies "Most frequently, however, translation from one language into another substitutes messages in one language not for separate code-units but for entire messages in some other language" (p.114). For Jakobson's point of view, interlingual translation means the replacement of the whole message rather than the smallest linguistic units from one language to another.

2.2.2 Eugene Albert Nida's Theory

Nida's theory of translation is based on two essential elements which are hereby explained, formal and dynamic equivalence. According to Nida (1964), "Formal equivalence focuses attention on the message itself, in both form and content" (p.159). Formal equivalence emphasizes on translating the exact words of the source text by keeping its form and content. However, Nida (1964, as cited in Munday 2001, p.42) says "Dynamic equivalence is based on [...] 'the principle of equivalent effect', where the relationship between receptor and message should be substantially the same as that which existed between the original receptor and the meaning". This means that dynamic equivalence seeks to transmit the thought of the source language into the target language and it aims to convey the same effect of the source text without changes on the meaning. The first and the second readers should understand the same meaning.

2.2.3 John Cunnison Catford's Theory

Catford describes equivalence in two kinds. He considers it as the main problem during the process of translating. Fawcett (1997) asserts that "Catford makes a distinction between formal correspondence and what he calls 'textual equivalence'(1965: 27), but is not necessarily a distinction between two approaches to translation" (p.54). According to Catford's point of view, formal and textual equivalence are not separately from each other. Indeed, translating each grammatical unit leads to the realisation of textual equivalence. Catford (1965, as cited in Munday, 2001, p.60) adds "Textual equivalence is 'any' TL text or

portion of text which is observed on a particular occasion [...] to be the equivalent of a given ST text or portion of text". From this, textual equivalence includes transferring the whole meaning of the source text to the target one. Besides, Catford (1965) acknowledges that:

> A formal correspondent, on the other hand, is 'any TL category (unit, class, structure, element of structure, etc.) which can be said to occupy, as nearly as possible, the 'same' place in the 'economy' of the TL as the given SL category occupies in the SL".
> (p. 27)

This emphasises the idea that formal correspondent occurs when a given linguistic category in the target language replaces those categories of the source language. Obviously, equivalence is considered as the central concern in Catford's theory. Depending on this view, translation from the source text to the target language occurs in different levels. It starts by giving linguistic structures of the source language its correspondent, then, moving to the whole text equivalence.

2.2.4 Peter Newmark'sTheory

Another contribution in the field of linguistic translation is made by Newmark. His work *Text book of translation* includes examples of translation practice focusing more on the analysis of the text. To him, translation process starts by the analysis of the source text before transferring its meaning to the target text. He suggests two types of translation semantic and communicative translation. On one hand, Newmark (as cited in Munday, 2001, p.44) clarifies that "Semantic translation attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original". Therefore, the focus here is on the source text. The message of the original text should be remaining as it is. On the other hand, Newmark (1988) suggests that "Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership"

(p.41). Newmark emphasises more on the target text. He aims to convey the meaning of the ST into the target language by respecting the intention of the ST.

2.3 Cultural Theories of Translation

Translation theories shifted from linguistic approach to the cultural one. This view is illustrated by Baker and Saldanha (2009) who state that "...Cultural translation is counterposed to a 'linguistic' or 'grammatical' translation that is limited in scope to the sentence on the page" (p.67). This cultural turn focuses more on non-linguistic matters since linguistic translation restricted on translating sentences.

Furthermore, Bassnett considers the most presentational theorist who gives new cultural views about translation studies. Jixing (2013) says that "In Bassnett's opinion, translation is not only a kind of pure lingual activity but also a kind of communication intra-culture and inter-culture" (p.11). On the light of this point, translation is not only a means for transferring linguistic structures from one language to another, but it is an instrument for communication between different cultures. Thus, the translator takes into consideration cultural features which consider as convention that should be respected.

3. Definition of Translation

Regarding to the linguistic and cultural theories, translation is defined from different perspectives. Each theorist gives a specific definition according to his interest and orientation at that time. Generally, translation can be understood from two angels. According to Hatim and Munday (2004), "**Translation** An incredibly broad notion which can be understood in many different ways. For example, one may talk of translation as a **process** or a **product** ..." (p.3). Accordingly, translation is viewed as a procedure for translating and a final product.

Moreover, this is not the only definition of translation, but there are other researchers who differ in their views. Especially, those scholars who define translation related to the linguistic perspectives. Among them; we mention the most famous in this field: Nida, Catford

and Newmark. To begin with, Nida and Taber (1982, p.12) believe that "Translating consists in reproducing in the receptor language of the closet nature of equivalent of the source-language message in terms of meaning and styles". On this point, translation involves recreating the same effects on the target language without changes in the meaning and styles of the message. Consequently, the message is important during the process of translation since it helps readers understand what has been translated.

According to Catford (1965), "Translation may be defined as follows: the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)" (p.20). More precisely, from this definition translation is the substitution of textual elements from the SL to the TL. Translation is the achievement of equivalence among two languages. In the line of what has been presented above in the definition of translation, keeping the same meaning when translating from one language to another is an important aim for translation process. Under the leading of linguistics theory, Newmark (1988) gives his definition of translation as the following "Often, though not by any means always, it is rendering the meaning of a text into another language in the way that the author intended the text" (p.5).To him, the meaning of the text is crucial and the translator should respect the authors' intention.

Besides to the definitions above, cultural theories define translation in its own principles. (Jixing, 2013) states that "... translation is not as mere linguistic transfer but across cultural activity" (111). From this quotation, translation should not be limited only on linguistic studies; however, it is better to take into consideration the other aspects especially the cultural one. House (2009) believes that "Translating is not only a linguistic act; it is also a cultural one, an act of communication across cultures" (p.11). For him, translation is an act which combines both language and culture because they are an interrelated system. In other words, language is a means for expressing the individual's culture.

4. The Role of Context in Translation

The context in the process of translation has an important role in language learning. Catford (1965) affirms that during the process of translation, the comprehension of a text is mainly related with the association between words' meaning and context. Consequently, the meaning of the text will be better understood when it is associated with its context.

In this respect, Nida (2001) argues that:

> Translators need to know the meanings of words in particular texts, but not necessarily all the meanings that are listed in comprehensive dictionaries. Similarly, translators do not need to analyze all the layers of grammatical structures if they can comprehend accurately the ways in which they relate to one another. The comprehension of a text as a whole is much more important to a translator than outlining the structural levels.... (p.10)

Identifying words' meaning from the whole passage is something necessary for translators. That is to say, translating each word in isolation is not obligatory since translators have the ability to understand the meaning of words from its context. Relating the meaning of words to the context is beneficial for comprehension.

5. The History of Translation in Language Teaching

The focus on teaching foreign languages leads to the emergence of different methods. Each one tries to emphasise its principles to be the most dominant one in language teaching. Grammar translation method was the first method used in teaching foreign languages. Lateral, the coming of communicative approach adds new concepts in the process of language teaching. Its ultimate aim is to develop communication in the target language away from the use of L1. After these movements, translation is rejected in language teaching.

Indeed, this was in early times when it was associated with grammar translation method. However, new perspectives emphasise the revival of translation in language teaching and researchers agree on its importance as pedagogical tool for developing learners' proficiency.

5.1 The Use of Translation in Early Days

In the past, the use of translation in language teaching was associated with grammar translation method. Grammar rules are presented by the use of translation. Machida (2011, p.740) claims that "Translation became the major method for the target language (SL/FL) teaching in the 19th century (named as G-T paradigm)". To explain more, by the end of the eighteenth century grammar translation method emerged as a method for teaching foreign languages. In the same line, D'Amore (2015) states that "**Grammar-Translation Method (GT):** A traditional method in which exercises in grammar and translation are carried out in order to develop reasoning capacity as well as reading ability so that students can read literature in a foreign language" (p.135). In grammar translation method, translation is used for the sake of teaching grammar rules. This helps students to activate their interpretation. Also, this method offers EFL learners the chance to promote reading skills which enable them to read foreign language texts. From what is said, grammar translation method does not focus on all language skills.

5.2 The Rejection of Translation in Language Classes

Reform movements have emerged as a reaction to the use of grammar translation method. They demonstrated a clear preference to the listening, reading, writing and speaking skills. Hence, Translation is rejected in teaching foreign languages and it is considered an inadequate method for teaching. Accordingly, different objections regarding the use of translation in EFL classes were advanced by different researchers. For them, translation does not help students to develop communication in the target language since it encourages the use of the first language.

Duff (1989, as cited in Guerra, 2014) acknowledges that "Translation is not a communicative act and, thus, has nothing to do in a communicative approach to language teaching" (p.153). According to Duff's point of view, translation is not a communicative

activity during learning a foreign language. Thus, it is not concerned with communicative approach. More precisely, this objection is associated with the practice of grammar translation method in which students translate isolated sentences out of context.

In the same line, Malmkjaer (1998, as cited in Vermes, 2010) demonstrates that "Translation is independent of the four skills which define language competence: reading, writing, speaking and listening" (p.87). This means that translation is separated from the four language skills which are the most important components of linguistic competence.

5.3 New Trends towards the Use of Translation in Language Teaching

Although translation is rejected for a long time, today; it gains consistent place in the foreign languages classes. Gradually, several supporting arguments rise concerning the importance of translation. As Malmkjaer (1998, cited in Leonardi, 2011) indicates that "Nowadays, however, there are significant and visible signs of a revival of translation in language teaching according to recent literature on applied Linguistics" (Introduction). From this, it can be said that new attitudes towards the use of translation in teaching foreign languages emerge. Thus, translation in language classes undergoes positive change.

Furthermore, House (2009) believes that "The important purpose to which translation has been put for a long time is pedagogic: translation has been proposed as a means for learning and teaching a foreign language" (p.59). Translation is used as a form of pedagogical tool in language teaching and learning. On this point, Leonardi (2011) states that:

> Translation should be neither associated with the Grammar-Translation method nor with the traditional activity aimed at training translators. Translation in foreign language classes becomes a form of pedagogical translation aimed at enhancing and further improving reading, writing, speaking and listening skills. (p.22)

This suggests that translation turns out to be a pedagogical tool designed to develop learners' proficiency in all language skills. Also, it should not be related to grammar translation method

or professional translation. This means that the use of translation as a pedagogical tool to enhance learners' proficiency is different from the professional translation.

6. Pedagogical Vs. Professional Translation

The aim behind our research is to know the effectiveness of using translation in enhancing learners' vocabulary. Thus, the focus will be on pedagogical translation not on professional translation. The main concern is the use of pedagogical translation in an educational setting.

6.1 Pedagogical Translation

Pedagogical translation means the use of translation in an educational setting to assist and promotes learners' foreign language. According to Boshrabadi (2014), "Pedagogical translation [...] is an instrumental kind of translation in which the translated text serves as a tool of improving the language learners' foreign language proficiency" (p.382). In Pedagogical translation, the production of translation is a helpful tool for developing students' levels of foreign language proficiency. In this respect, Leonardi (2011) affirms:

> Translation as a pedagogical tool can be successfully employed at any level of proficiency, at school or University, as a valuable and creative teaching aid to support, integrate and further strengthen the four traditional language skills: reading, writing, speaking and listening". (p.22)

This shows that pedagogical translation is engaged in all levels of proficiency. It is considered a supportive technique employed by teachers to develop learners' language skills. Hence, Pedagogical translation is a helpful means to promote learner's knowledge in EFL classes.

Nowadays, translation is used by learners and teachers as pedagogical tool to enhance learners' proficiency.

6.2 Professional Translation

Professional translation is a means of gathering the final product of translation in which

the translated text expresses the meaning of the source text. For Vermes (2010, p.83) "The object of real translation is information about reality, contained in the source text". The purpose of professional translation is transferring meaning and carrying information about reality which is found in the source text. It helps the target readers to understand the meaning of the source text. On this basis, Schaffner (1998, as cited in Vermes, 2010, p.84) clarifies the aim of professional translation "On the other hand, translation for professional purposes involves "text production for specific purposes", which would entail that in simulated translation attention is focused rather on the function of the text". This means that professional translation is an end itself and focuses on the production of a given text. In other words, this kind of translation focuses on the content of the translated text.

7. Translation as a Learning Strategy in EFL Classes

Learning a foreign language is something complex since it is different from the mother tongue. Consequently, it is expected from learners to use multiple learning strategies to solve their learning problems. Liao (2006) reports that "Since language learning strategy research mushroomed and various classifications of these strategies were carried out, translation has usually been identified as one of the cognitive learning strategies" (p.196).

It seems that translation is categorized as cognitive learning strategy. In general, learning strategies are effective tools on the part of the learner to achieve success in the learning process. More precisely, translation is a cognitive strategy used by EFL learners to understand unknown meanings.

Furthermore, Cook (1998, as cited in Laviosa, 2014) argues that "Exclusive focus on foreign language use in the classroom leading to formal inaccuracy" (p.27). This should probably be understood to mean that translation is used to overcome leaning difficulties and prevent errors in FL classroom. This occurs when learners understand the English words and use them in the right context. Thus, to transmit appropriate meaning from the target language

to the source language effectively, applying translation as learning strategy serves this purpose.

8. The Use of the First Language in FL Classroom

In the past, the use of the mother tongue in language learning and teaching is rejected. Many scholars believed that it prevents students from developing fluency. However, in recent time, almost educators agree about the usefulness of the first language in EFL. This indicates that, positive attitudes appear towards the importance of using the mother tongue in learning a second language. On this point, Kheirabad (2015) claims that "The mother tongue acts a scaffold not a barrier to the second language. This is because many skills learned in the mother tongue transfer to the second language" (83). The mother tongue has positive effects on EFL learners since it supports them during the learning process. It is one step for learners to go further in their learning.

In the same line, Ellis (1994, as cited in Du, 2016) "Learners' prior linguistic knowledge is an important factor in L2 acquisition, and theories of L2 acquisition ignoring learners' L1 cannot be considered complete" (p.15). The author here asserts that the previous knowledge that learners develop is a crucial feature to acquire second language and the rejection of students' mother tongue is something incomplete.

Furthermore, Cummins (1979, as cited in Leonardi, 2011) mentions that proficiency in first language is beneficial in learning a second language. In other words, a foreign language learner develops EFL proficiency only if he has a high level of competence in his first language. Thus, first language proficiency affects positively foreign language learning process.

9. Learners' Motives behind the Use of Translation in EFL Classes

9.1 Translation Assists EFL Learners' Reading Comprehension

Reading comprehension is the ability to read and comprehend the meaning of the text. According to Machida (2001, p.742) "Text comprehension is seen as a process of meaning making...". Meaning is a crucial part for understanding the whole passage. In fact, this is not an easy task for students. Accordingly, it is better for them to improve their reading comprehension. Accompanying translation with reading is an effective strategy to check learners' comprehension of the text that is exposed to read.

Further, Farahani (2015) acknowledges that:

> It was naively assumed that by translating the content of the text under instruction into the native language of the students, they would be able to comprehend better the material in the second language and thus have a better performance in reading comprehension tests. (p.50)

When students translate from the target to their first language, they understand the foreign text which in turn develops learners' reading comprehension. That is, translation provides them with good results during reading comprehension assessments.

9.2 Translation as Communicative Activity

Communication in EFL classes is a resource to master the language. In foreign language classroom, students require translation as a means for communication since it facilitates the process of learning. Robinson (1997) makes the point that:

> Translation users need to be able to rely on translation, they need to be able to use translation as a reliable basis for action, in the sense that if they take action on the belief that translation gives them the kind of information that they need for communication". (p.7)

Students use translation for gaining knowledge that enables them to communicate in different context. Hence, processing translation as a communicative strategy eases the process of communication.

House (2009) clarifies that "The use of translation as a communicative activity that fulfils important 'real' functions such as enabling the students to understand otherwise incomprehensible texts" (p.65). From this quotation, translation has a significant part in language learning since it is used for communication. It helps learners to increase their understanding in foreign language. Consequently, practicing translation ascommunicative action easies the process of language learning because it allows students to comprehend different texts.

10. Translation and Vocabulary Enhancement

During the last decades the importance of vocabulary learning has been the subject of many researchers. Nowadays, scholars look for the best method to teach vocabulary. Indeed, translation is an effective tool while learning EFL. It is primarily used by the teacher as a pedagogical tool to develop EFL learners' proficiency.

According to D'Amore (2015), "Nonetheless, translation used as a resource designed to assist the student in improving his or her knowledge of the foreign language through reading comprehension exercises,[...] and reflection on written texts continues to be practiced" (introduction). In this quote, through translation practice in language classroom, students obtain information that can be a scaffold for the development of vocabulary. Translation is a supportive tool to understand the target knowledge. This occurs when translation is accompanied with various activities in EFL context which in turns gives EFL learners the opportunity to practice and expand their knowledge in foreign language.

Translation is an aid in language learning since it facilitates the process of learning foreign language. Koletnik (2012) claims that "One of the areas of FLT where a "natural" use of translation seems most apparent is the acquisition of new vocabulary" (p.4). In this sense, the use of translation in language learning is associated more with the development of vocabulary. Once the student comprehends the meaning of new words, he uses it in different

context. In other words, he will be aware of the connection between the form of a given word and its meaning. This enables learners to enlarge their foreign knowledge. In addition, Folse (2004) reports that:

> Numerous empirical studies have shown the value of Ll translations in vocabulary-learning activities [...]. Vocabulary expert Paul Nation (1982) concludes that learning vocabulary is faster for many learners if the meaning of the word is given through an L1 translation first. (p.5)

This suggested that different experiments indicate the usefulness of translation in learning vocabulary. More precisely, if learners use translation as a first process to know the meaning of words, they will learn vocabulary rapidly.

Conclusion

Nowadays the use of translation in an educational context eases the process of language learning. It is an aid in foreign language classes in which students rely on. On the one hand, it is used in EFL classroom as a pedagogical tool to develop learner's competence. Hence, it is not an end itself. On the other hand, translation is utilized as learning strategy to learn foreign language. It enables students to communicate and express ideas in classroom. Moreover, translation is an instrument for students to know the meaning of words in the target language and how they are used in different and appropriate context. By doing this, learners can expand their vocabulary which in turns enables them to learn EFL without difficulties.

Chapter Three: Field of Investigation.. 41

Chapter Three: Field of Investigation

The Analysis of Students' Questionnaire and Teachers' Interview

Introduction

This chapter represents the field of the study which investigates the student's attitudes towards the use of translation in enhancing learners' vocabulary in EFL classes. The study work utilizes a questionnaire for students and an interview for teachers. This study is conducted during the academic year 2016/2017.We work with second year students of English LMD and as well as with teachers of translation module at the department of English at Abdelhafid Boussouf University Centre –Mila and the university of Constantine. This chapter provides a description and administration of students' questionnaire and teachers' interview. Also, it involves the analysis of both of them. Finally, it concludes with the discussion of the results that was obtained from the students' questionnaire and teachers' interview.

1. Description of Students' Questionnaire

The students' questionnaire composed of 28 questions. It aims at finding out learners' attitudes towards the use of translation in enhancing their vocabulary learning in EFL classes. The questionnaire includes four sections which are personal information, students' perception about vocabulary learning, students' attitudes towards the use of translation in EFL classes and finally further suggestions. Learners are asked to answer on various questions by choosing the right response from different options.

Section One: Personal Information (Q1-Q4)

This section includes four questions; students' gender, the baccalaureate stream, choice of studying English at university, and learners' level in English. It aims to check students' personal information about the English language.

Section Two: Students' Perception about Vocabulary Learning (Q5-Q17)

This section involves thirteen questions. It aims to know the perception of students about vocabulary learning. The presented questions (5-6-7-8-9) attempt to know the significance of vocabulary in foreign language learning and to check students' opinion whether acquiring words has a positive influence on their language development. Also, (Q10-Q11) seek to identify the appropriate strategy that helps students to understand the meaning of new words. (Q12) aims to know the opinion of students whether producing several words improve their vocabulary learning.

Besides, (Q13) attempts to know whether learning an English word accompanied with form, meaning, use, or all of them. (Q14) seeks to know the view of students that learning different words enables them to put in the right context. (Q15) is designed to know that the use of different collocations expand the students' vocabulary acquisition. (Q16) attempts to explore that vocabulary develops through knowing the meaning of words in various context, mediation on the part of teacher, or interaction between teacher and his students. Finally, (Q17) aims to investigate the opinion of students whether vocabulary should be taught explicitly or implicitly.

Section Three: Students' Attitudes towards the Use of Translation in EFL Classes (Q18- Q27)

The third section explores students' attitudes towards the use of translation in EFL classes. Question 18 investigates students' feeling towards translation session. The definition of translation is asked in (Q19). Then, Questions (20-21) are aimed to know learners' attitudes towards the use of the first language and the importance of translation in an educational context. In addition, (Q22-23) is designed to know the utility of translation in language skills and translation activities which are used in language classroom. Concerning question (Q24), it dealt with learners' frequency of using translation in EFL classes. Furthermore, students'

choice for using translation is investigated in (Q25). Questions (26-27) investigate students' perception of teachers' use of first language in FL classroom.

Section Four: Further Suggestion (Q28)

Section four is designed to discover reasons behind learners' use of translation in EFL classes.

2. Administration of Students' Questionnaire

The students' questionnaire was administered to second year students of Centre University of Mila. We work with 80 students from the whole population 196 students. They are selected randomly. Dörnyei (2003) indicates that "… there is ample evidence in the measurement literature that questionnaire administration procedures play a significant role in affecting the quality of the elicited responses" (p.70). Basically, organizing students' questionnaire with a particular group of population has a central importance in analyzing the answers of students.

3. Analysis of Students' Questionnaire

Section One: Personal Information

Q1. Gender: are you

a- Male

b- Female

Options	Male	Female	Total
Subjects	28	52	80
%	35	75	100

Table2: Students' Gender
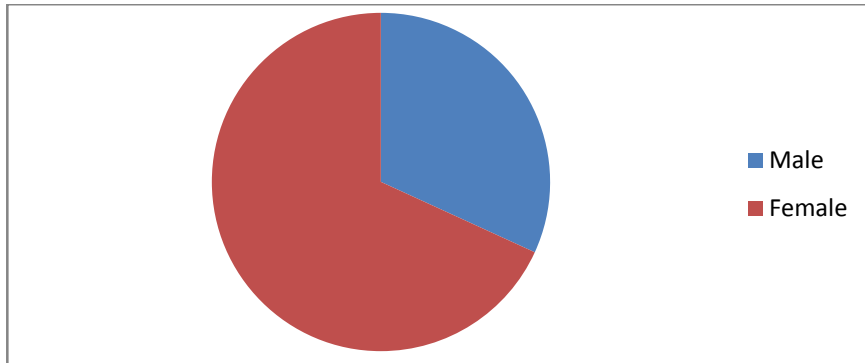
Figure2: Students' Gender

As the table indicates, (35%) male and (75%) female. The majority of students are female. It can be said that, female are likely to be more interested in studying foreing languages more than males.

Q2. Your baccalaureate stream:

(60%) of students were studied foreign languages. (23%) of them were interested in scientific stream, and the rest (9%) studied philosophy. This indicates that the majority of students were studied foreign languages which gives them the apportunity to learn the english language.

Q3. Was it your choice to study english at university?

a-Yes

b- No

Options	Yes	No	Total
Subjects	66	14	80
%	82.5	17.5	100

Table3: Students' Choice for Studying English at University
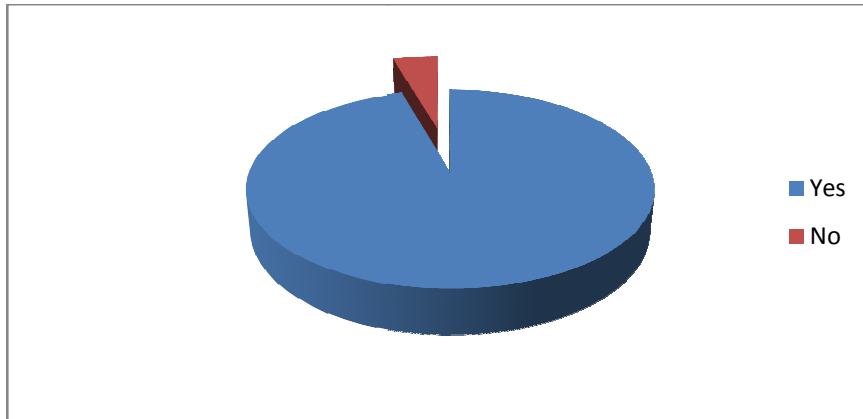
Figure3: Students' Choice for Studing English at University

Most of learners (82.5%) respond by 'Yes'. It was their choice to study english. However, only (17.5%) answer by ' No'. It can be deduced that the majority of students prefer to study English language and this helps them to achieve their goals.

Q4.Your level of English is?

a- Good

b- Average

c- Poor

Options	Good	Average	Poor	Total
Subjects	25	52	3	80
%	31.25	65	3.75	100

Table 4:Students'Englsih Level

Figure 4: Students'English Level

From the table above, the majority of students (65%) state that their level in english is average, while (31.25%) of students point out that their level is good, and we have only (3.75%) who state that their level of english is poor.

Section Two: Students' Perception about Vocabulary Learning

Q5. According to you learning foreign language associated much more with the development of ?

 a-Phonology

 b-Grammar

 c-Vocabulary

Options	Phonology	Grammar	Vocabulary	Total
Subjects	0	16	64	80
%	0	20	80	100

Table 5: Development of Foreign Language Learning
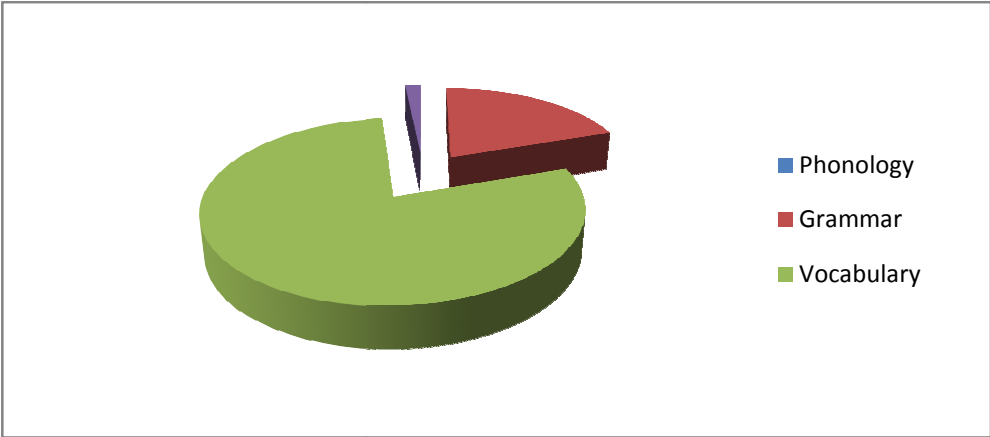
Figure 5: Development of Foreign Language Learning

Students are asked to answer whether learning foreign language associated with the development of phonology, grammar, or vocabulary. We figure out that the first choice is not opted by students.They do not give it any importance.Whereas, (20%) show that learning

foreign language is related with the development of grammar. The majority of students (80%) state that vocabulary is a part of foreign language development.

Q6. Justify your answer:

Students justify their answer. Those who say that learning a foreing language is associated with the develompent of grammar affirm that language is a set of rules. They cannot use it without knowing its rules.The majority of students (80%) state that vocabulary is a part of foreign language development.They argue that, in order to master the language it is better to learn new words. Thus, this allows them to communicate successfully.It can be deduced that, students are interested in learning vocabulary since the majority confirm that learning foreign language is developed through learning new words.

Q7. Do you think that acquiring a large amount of English words is important for you?

a-Yes

b-No

Options	Yes	No	Total
Subjects	80	0	80
%	100	0	100

Table6: Importance of Learning Words
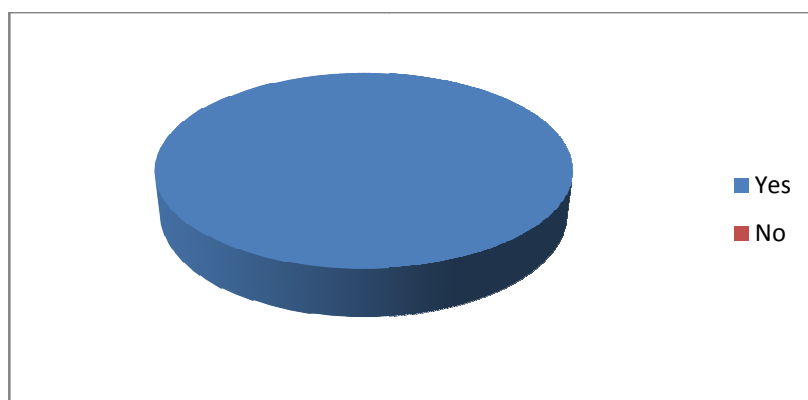
Figure6: Importance of Learning Words

As it is indicated in the table 6, all students (100 %) say that learning a large amount of English words is important for their success. As Schmitt (2010) states "…learners must learn a very large number of lexical items to be able to operate in english…."(p.8).This means that students are interested in learning different words to improve their levels in foreing language.It is noticed that acquiring an acceptable amount of English words help students to enlarge their vocabulary knowledge. In fact, learning words is the source of language development.

Q8. How often do you understand the meaning of English words?

a-Always

b-Sometimes

c-Rarely

d-Never

Options	Always	Sometimes	Rarely	Never	Total
Subjects	26	54	0	0	80
%	32.5	67.5	0	0	100

Table7: Frequency of Words'Understanding
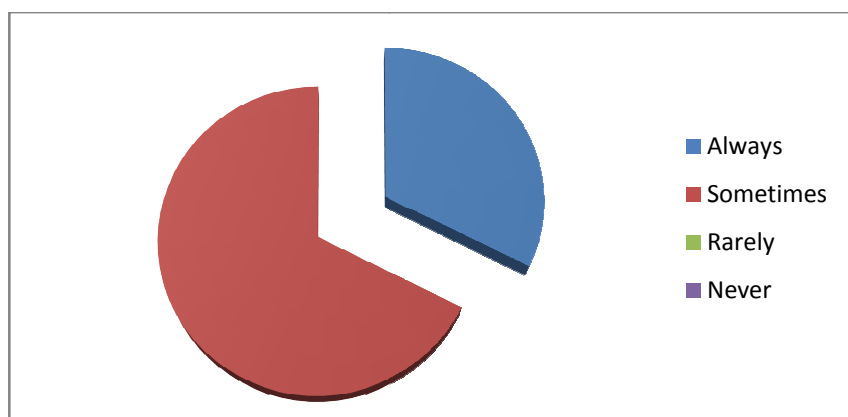
Figure7: Frequency of Words'Understanding

The result shows that most of students(67.5%) affirm that they sometimes understand the meaning of English words, and the rest (32.5%) point out that they always comprehend

words'meaning. It means that students face some difficulties in understanding the English words .

Q.9 When you face unknown word in English language you:

   a- Avoid it

   b- Try to understand it

Options	Avoid it	Try to understand it	Total
Subjects	9	71	80
%	11.25	88.75	100

Table8: Students' Option about how to Deal with Ambiguous Words
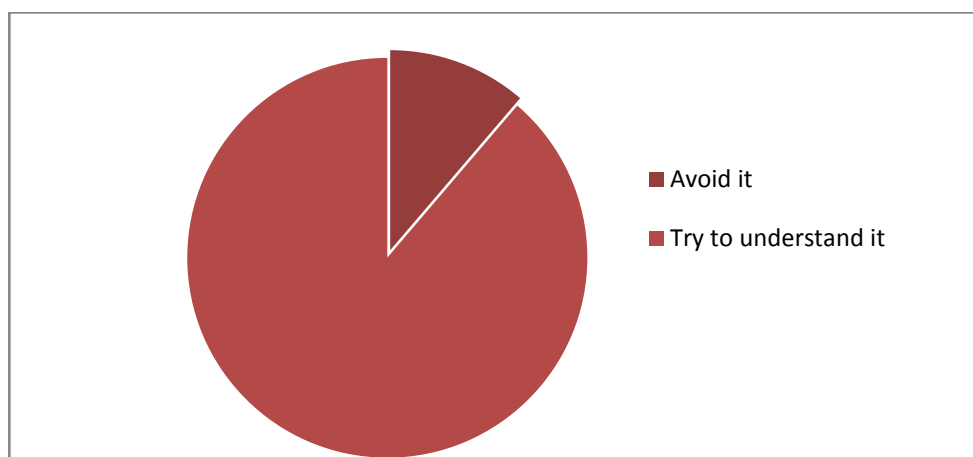
Figure8:Students' Option about how to Deal with Ambiguous Words

   The majority of students (88.75%) state that when they face unknown words in the English language, they try to understand it. However, (11.25%) of participants affirm that they avoid it. From the analysis,it isnoticed that most of students have the desire to understand the meaning of unknown words.Thus, this is done through the use of different strategies.

Q.10 If you have the choice to choose your strategy to understand the meaning of new words which one you select?

   a-Using bilingual dictionary

   b-Try to understand the meaning from context

c-Use word parts (suffixes, root, and prefixes)

Options	Using the bilingual dictionary	Try to understand the meaning from context	Use word parts(suffixes, root, and prefixes)	Total
Subjects	38	31	11	80
%	47.5	38.75	13.75	100

Table 9: Students' Strategies for Understanding the Meaning of New Words
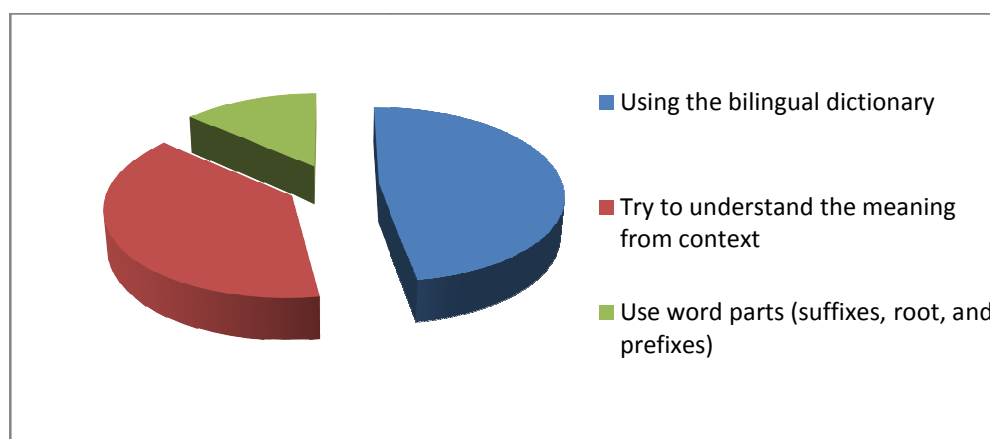
Figure 9:Students' Strategies for Understanding the Meaning of New Words

From the table9,(47.5%) of participants confirm that using bilingual dictionary is the siutable strategy to understand the meaning of new words.Whereas, (38.75%) point out that the preferable strategy is to understand the meaning from context and only (13.75%) affirm that using word parts is the helpful strategy. From these results it is clear that the majority of students agree that the use of bilingual dictionary is a preferable strategy for them.

Q11. Please, justify your answer:

Students are asked to justify their answers.Those who prefer the use of bilingual dictionary, they say that using dictionary is an easy process. As Read (2000) indicates that students who utilize bilingual dictionaries gain more vocabulary knowledge than those who do not use it.While students who prefer to understand words from context, they state that it is

a valuable way to discover the meaning of new words since it provides them with better understanding. Finally, the rest who favor using word parts, they affirm that this strategy allows them to be more familiar with the meaning of words. From the responses of participants, it is noticed that using dictionary is the most favourable strategy to comprehend the meaning of new words.

Q12. In your opinion, producing several words develop your foreing language learning?

a-Yes

b-No

Options	Yes	No	Total
Subjects	80	0	80
%	100	0	100

Table10: Relation between Words Production and FL Development
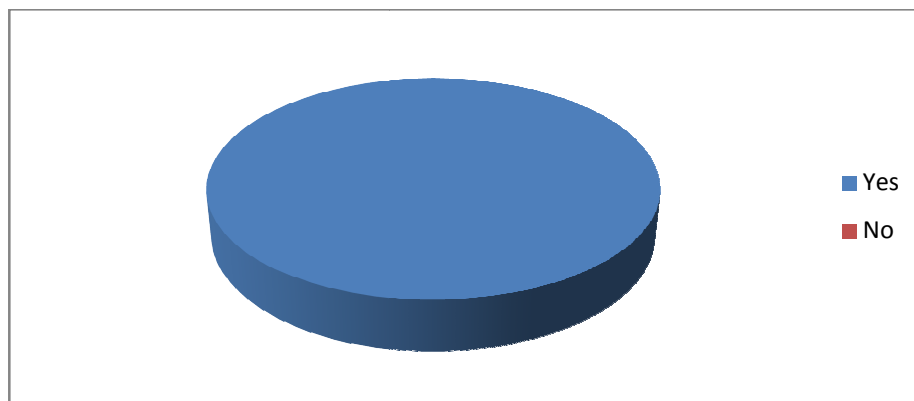
Figure10: Relation between Words Production and FL Development

From figure 10,all the participants (100%) confirm that producing several words develop their foreign language learning. It means that students are aware that using words in speaking and writing can be a helpful way to improve their foreing language learning. Therefore, using words in various situations gives students the opportunity to pratice the language.

Q13. According to you, learning an English word means that you should know its:

a-Form

b-Meaning

c-Use

d- All of them

Options	Form	Meaning	Use	All of them	Total
Subjects	4	6	5	65	80
%	5	7.5	6.25	81.25	100

Table11: Components of Word Knowledge
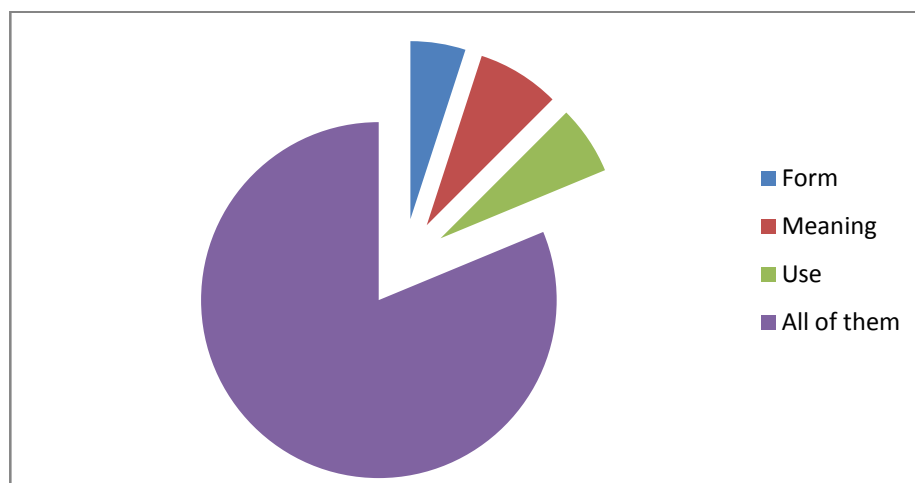
Figure11: Components of Word Knowledge

From the table11, (5%) of students answer that learning an English word means that you should know its form; however, (7.5%) point out that they should know its meaning, (6.25%) of participants affirm that they should know the use of word. In addition, (81.25 %) say that they should know all of them (form, meaning and use).

As Nation (2001) claims that "Producing the word form should be left encounters in meaning focused use" (p.49). It means that acquiring an English word means knowing its

form, meaning and usage.Knowing one element of these components is not sufficient to expand learners' knowledge of foreing lannguage words.

Q14. When you face a word that is repeated several times, are you able to use it in the right context (in meaningful sentences)?

a-Yes

b- No

Options	Yes	No	Total
Subjects	73	7	80
%	91.25	8.75	100

Table12:Putting Words in Context
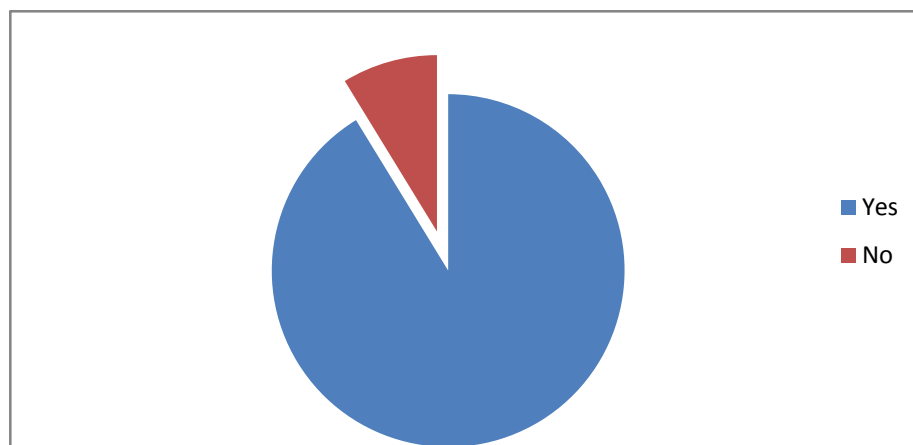
Figure12:Putting Words in Context

The majority of students (91.25%) answer by 'Yes', and only (8.75%) respond by 'No'. It is clear from these results thatmost of the participants are able to put words that repeated many times in appropriate context. It means that they have a great potential to learn several words in different situation and this allows them to increase their vocabulary knowledge.

Q15. According to you the relation between spesific words(collocation) enlarges your vocabulary acquisition?

a-Yes

b-No

Options	Yes	No	Total
Subjects	80	0	80
%	100	0	100

Table13: Using Collocation
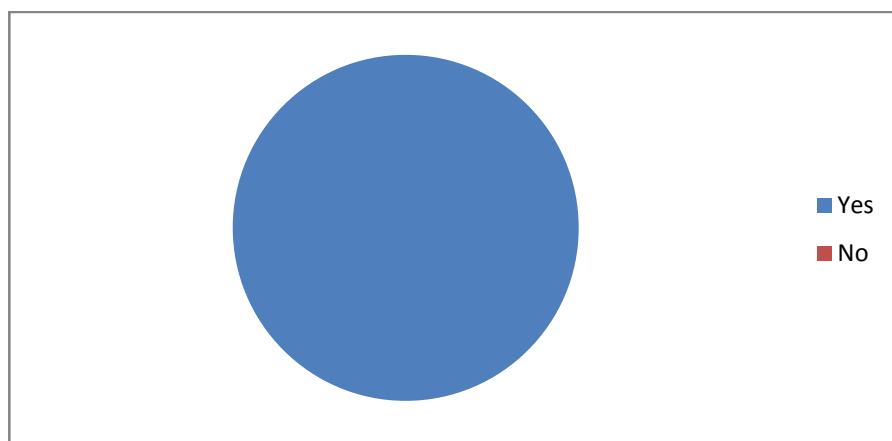
Figure13: Using Collocation

All students (100%) agree that the relation between words enlarge their vocabulary acquisition. Gairns and Redman (1986) emphasise that collocation descibes the association between specific words. It helps student to increase their vocabulary acquisition.Thus, it is a valuable element in vocabulary learning .

Q16.Vocabulary learning is an active process that can be developed through:

a-Knowing the meaning of words in different context

b-An active mediation on the part of the teacher (by using different strategies)

c-Interaction between the teacher and his students

Options	Knowing the meaning of words in different context	An active mediation on the part of the teacher(by using different strategies)	Interaction between the teacher and his students	Total
Subjects	33	10	37	80
%	41.25	12.5	46.25	100

Table14:Vocabulary Development
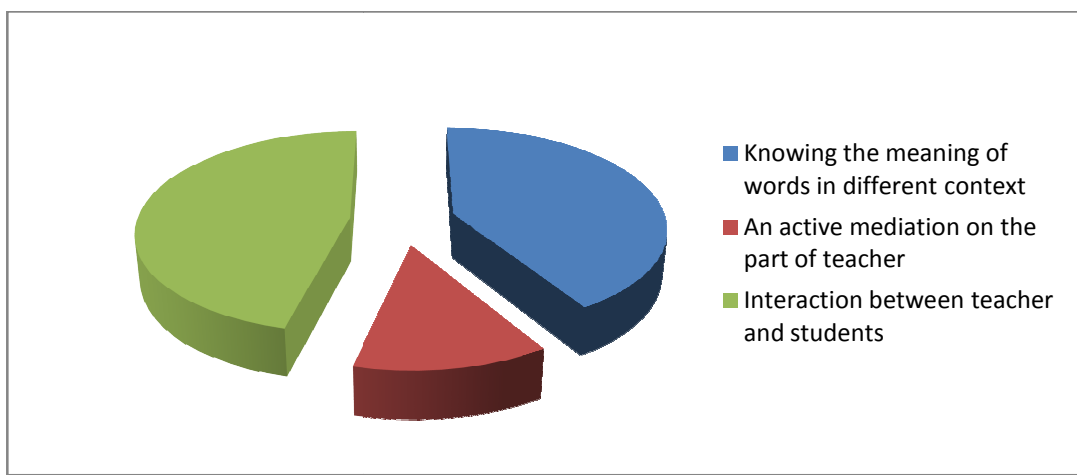
Figure 14:Vocabulary Development

The analysis of the table 14 shows that (46.25%) of students state that vocabulary develops through the interaction between the teacher and his students. Whereas,(41.25%) point out that vocabulary learning develops through knowing the meaning of words in different contexts, and the rest (12.5%) affirm that it develops through an active mediation on the part of the teacher. From the above result, it can be deduced that the majority of students confirm that vocabulary learning increase through the interaction between teacher and his sudents. Therefore, this process gives learners the opportunity to communicate easily and to extend their vocabulary knowledge.

Q17. Do you think that vocabulary should be taught:

a- Explicitly(directly)

b-Implicitly(indirectly)

Options	Explicitly(directly)	Implicitly(indirectly)	Total
Subjects	69	11	80
%	86.25	13.75	100

Table15: Teaching Vocabulary
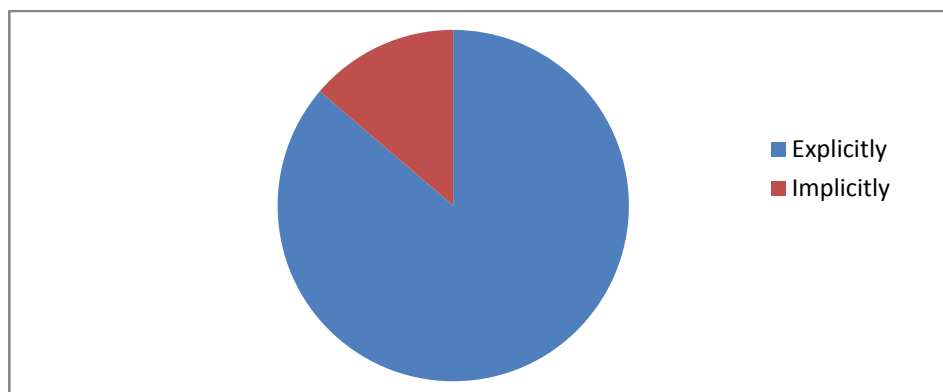
Figure15: Teaching Vocabulary

As it is indicated in table15, (86.25%) of students answer that vocabulary should be taught explicitly, and the others (13.75%) respond that it should be taught implicitly. Most of participants believe that vocabulary should be taught explicitly. It means that teaching vocabulary explicitly has a positive influence on the students' development.

Section Three: Students' Attitudes towards the Use of Translation in EFL Classes

Q18. Do you enjoy translation session?

    a-Yes

    b-No

Options	Yes	No	Total
Subjects	71	9	80
%	88.75	11.25	100

Table16: Students' Feeling towards Translation Session
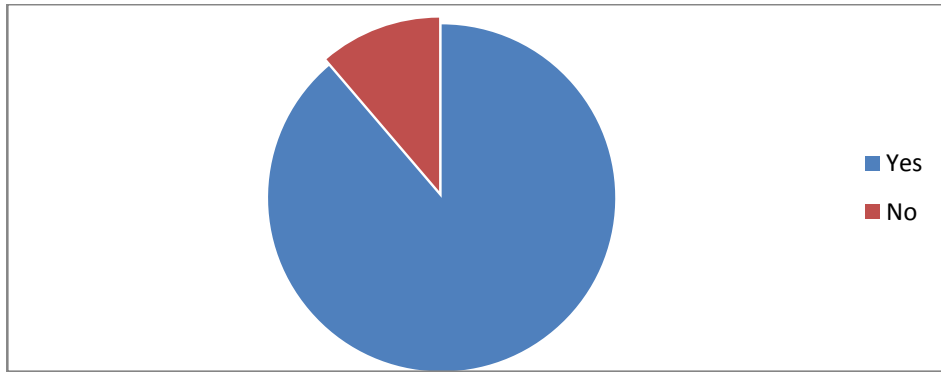
Figure16: Students' Feeling towards Translation Session

From the table above, the majority of students enjoy translation session. That is, (88. 75%) of them say 'Yes'. Whereas, (11. 25%) declare 'No'. This is explained that translation is a preferable activity for EFL learners.

Q.19 In your opinion, what is the meaning of translation?

From the analysis of question 19, students do not share the same definition of translation. (82. 5 %) of them state that translation means the transference of the meaning of the text from the source to the target language. Only (17. 5%) of them declare that translation is the production of equivalent words between the SL and TL. From these answers it can be said that the right meaning is established by respecting the whole context of a given text.

According to Jensen and Heine (2009, as cited in Robinson, 1997) "Sometimes we find the word in dictionary or online but we are fairly sure that the meaning given is what we are looking for in context" (p.125) . Translating words according to its context helps learners to reproduce the same meaning between two languages. However, translating words away from its context may lead to wrong understanding and use of that word.

Q20. Do you agree that using your first language (Arabic) facilitates the process of English language learning?

a- Strongly agree

b- Agree

c- Strongly disagree

d- Disagree

57

Options	Strongly agree	Agree	Strongly disagree	Disagree	Total
Subjects	18	42	8	12	80
%	22.5	52.5	10	15	100

Table17: Students' Opinion about the Usefulness of the Mother Tongue
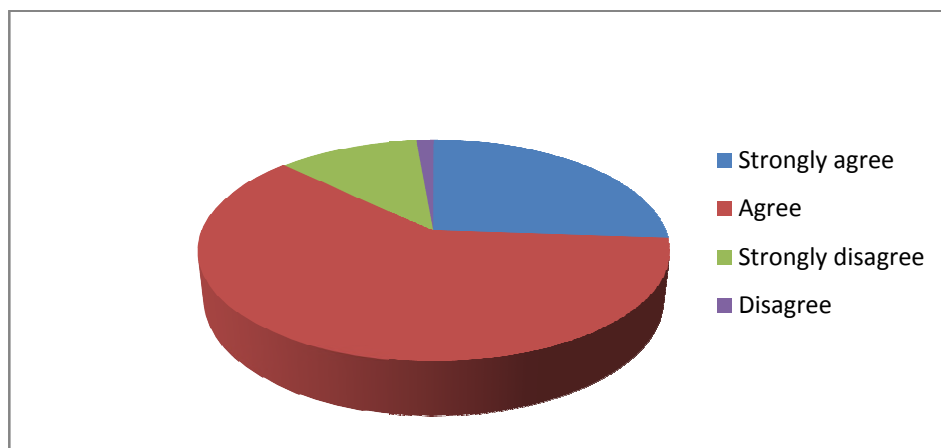
Figure17: Students' Opinion about the Usefulness of the Mother Tongue

Concerning this question, it aims at knowing learners' opinion about the usefulness of the first language in EFL classroom. (22.5%) of them strongly agree that L1 facilitates the process of English language learning. (52.5%) of participants agree about this point of view. This indicates that EFL learners show positive attitudes towards the use of the first language. However, (15%) of the respondents disagree about this point of view and (10%) strongly disagree that the first language eases the process of English language learning. It seems that L1 is a supportive means for EFL learners. Kheirabad (2015) acknowledges that "Children who continue to learn through their mother tongue are more likely to reach a **higher** level of proficiency in the second language" (p.83). Using the first language develops learners' skills and gives them the opportunity to perform better while learning foreign language.

Q21. According to you, why translation is important in the context of language learning?

a- It helps to understand FL words

b- It raises awareness about the use of L1 and L2

c- It develops communication in language classroom

Options	It helps to understand FL words	It raises awareness about the use of Ll and L2	It develops communication in language classroom	A-C	Total
Subjects	43	18	9	10	80
%	53.75	22.5	11.25	12.5	100

Table18: Importance of Translation in EFL Classes
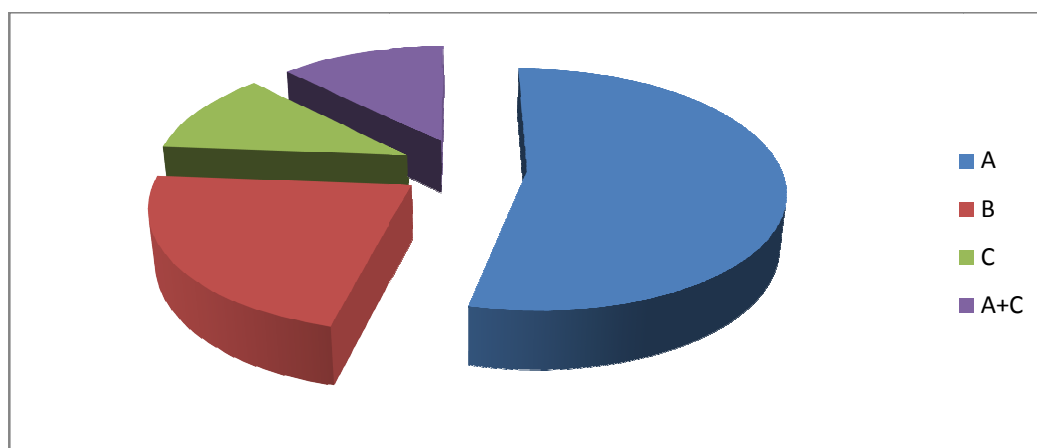
Figure18: Importance of Translation in EFL Classes

From the table 18, it is noticed that the majority of students (53.75%) claim that translation helps them to understand FL. Sweet (1900, as cited in Laviosa, 2014) affirms that:

> In the first stage translation is used only as a way of conveying information to the learner: we translate the foreign words and phrases into our language simply because this is the most convenient and at the same time the most efficient guide to their meaning. (p.9)

Therefore, translation is an effective tool to grasp meaning of the foreign language. Some of respondents (22.5%) claim that it raises awareness about the use of the L1 and L2. Hence, translation is a good means to know similarities and differences between the mother tongue

and target language. This helps them to avoid interference between two languages. Harvey 1996, as cited in Laviosa, 2014) confirms that "Translation helps students to recognize errors deriving from L1 interference..." (p.27). Others (11.25%) state that translation develops communication in language classroom. whereas, (12. 5%) of respondents affirm that translation helps them both to understand FL and develop communication in language classroom. This means that translation provides EFL learners the information that is required to practice FL.

Q22. When do you use translation much more?

> a- In reading
>
> b- In writing
>
> c- In listening

Options	In reading	In writing	In listening	Total
Subjects	59	14	7	80
%	73.75	17.5	8.75	100

Table 19: Utility of Translation in Language Skills
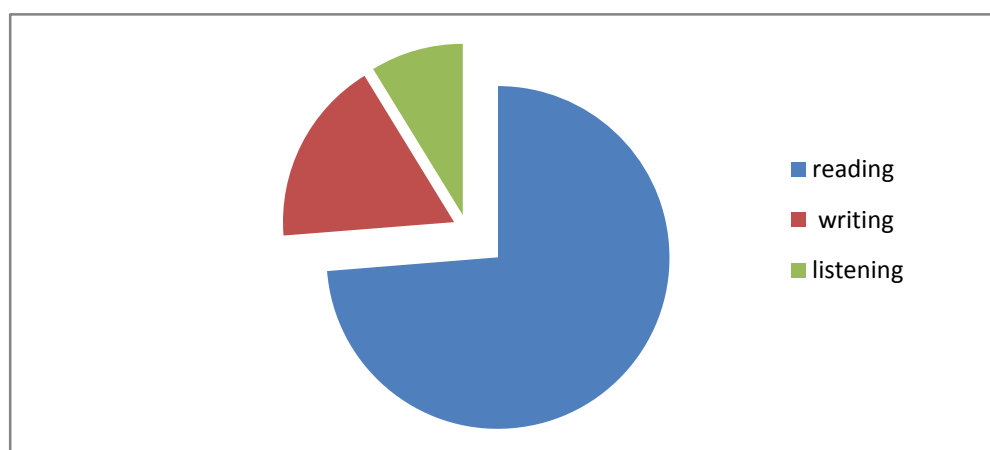
Figure19: Utility of Translation in Language Skills

According to the results in the above Table, (73. 75%) of students indicate that they use translation while reading. However, (17. 5%) of them say that they translate when they write. The remaining students (8. 75%) mention that they use translation in listening.

It can be said that translation is a beneficial tool for learners during reading. It leads to reading comprehension. In other words, translation is a means for EFL learners to check comprehension.

Q23. Do translation activities in classroom provide you with the required vocabulary?

a-Yes

b-No

c-Somehow

Options	Yes	No	somehow	Total
subjects	43	2	35	80
%	53.75	2.5	43.75	100

Table20: Students' Attitudes towards the Usefulness of Translation Activities in Developing their Vocabulary
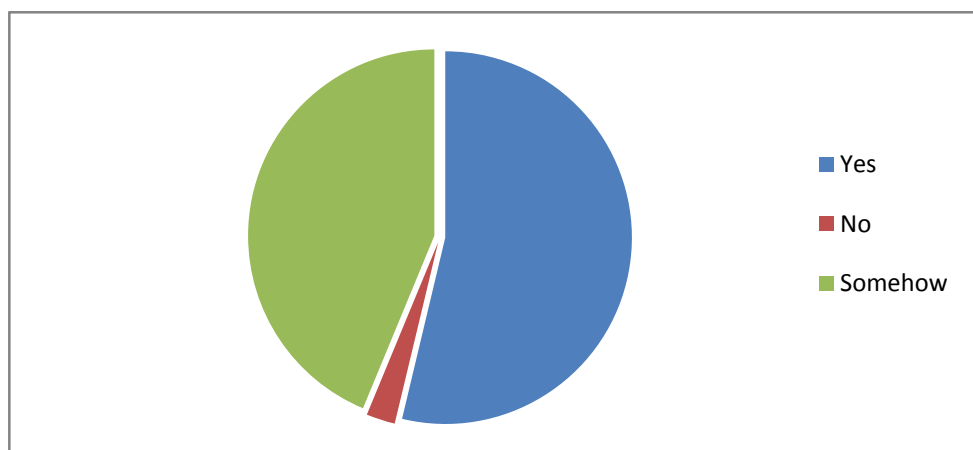
Figure20: Students' Attitudes towards the Usefulness of Translation Activities in Developing their Vocabulary

From the table 20, the majority of the students (53. 75%) opt 'Yes'. However, (43. 75 %) say somehow. Only (2. 5%) opt 'No'. It is clear from the table that translation activities which are practiced by EFL students enable them to acquire new knowledge and provides them access in learning EFL.

Q24. How often do you use translation in the classroom?

a-Always

b-Sometimes

c-Often

d-Rarely

options	Always	Sometimes	Often	Rarely	Total
subjects	48	18	1 4	00	80
%	60	22.5	17.5	00	100

Table21: Students' Frequency of Using Translation in EFL Classes
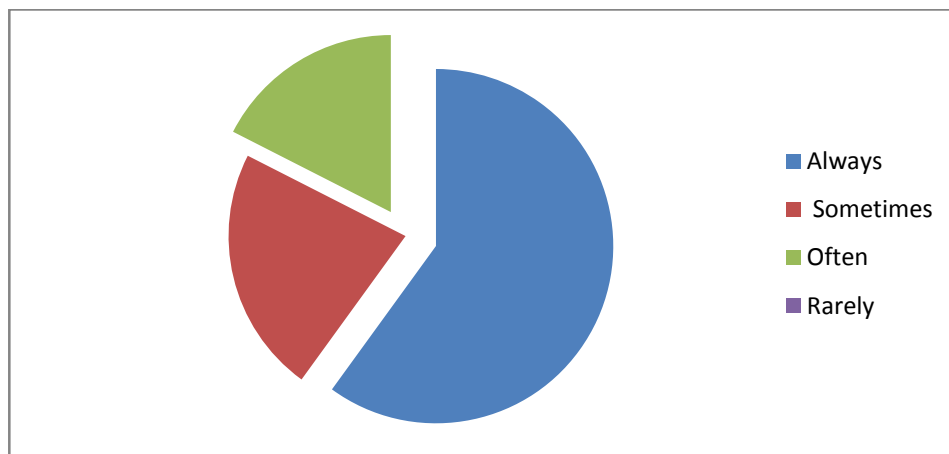
Figure21: Students' Frequency of Using Translation in EFL Classes

In accordance with table21, high percentage of respondents (60%) always uses translation. Some of them (22. 5%) state that they sometimes use translation. Others (17.5%) often use translation. This indicated that it is impossible for EFL learners to avoid the use of translation in language classroom.

25. Who is behind your choice when you use translation in EFL classes?

a-You

b-Your teacher

options	you	Your teacher	total
subjects	58	22	80
%	72.5	27.5	100

Table 22:   Learners' Self-Choice for Using Translation
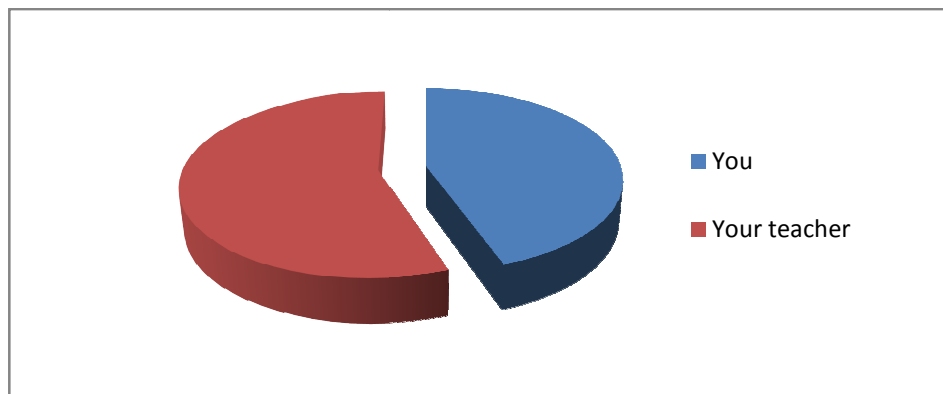
Figure 22: Learners' Self-Choice for Using Translation

In the above table, it is explained that the majority of students (72. 5%) claim that it is their choice to use translation; however, (27. 5%) of respondents find that translation is the teachers' choice.

This emphasises that in EFL context translation is learners' choice. Leonardi (2011) asserts that "...although translation is a deliberate teaching choice for language teachers, it is, at the same time, a naturally-occurring and cognitive activity for students when learning a foreign language which cannot be stopped or avoided" (18). From this, translation is a cognitive action used by learners while acquiring new language to face their learning problem. Thus, it is considered as learning strategy.

Q26. Do you think that the teacher should use the mother tongue in teaching English as a foreign language?

a- Yes

b-No

options	Yes	No	total
subjects	44	36	80
%	55	45	100

Table23: Students' Attitudes towards Teachers' Use of L1
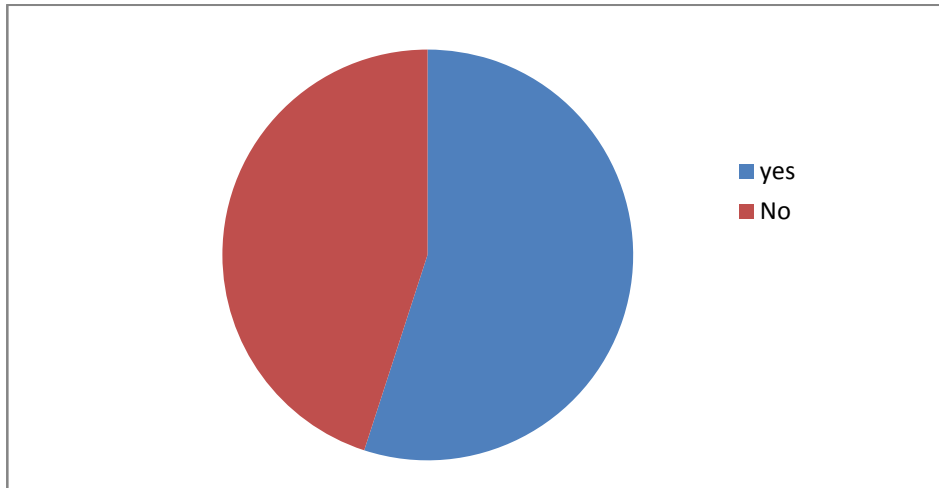
Figure23: Students' Attitudes towards Teachers' Use of L1

The table shows that (55%) of students believe that teachers should use translation in EFL classroom. While (45%) of them opt 'No'. This indicates that the majority of learners prefer their teacher to use the first language. This helps them to communicate in language classroom. Also, it gives them the opportunity to understand foreign language easily.

Q.27 If your answer is "yes", how often do you think that your teacher should use translation?

 a- Always

 b- Sometimes

 c- Rarely

 c- When it is needed

options	Always	Sometimes	rarely	When it is needed	Total
subjects	3	5	2	34	44
%	6.81	11.36	4.54	77.27	100

Table24: Frequency of Teachers' Use of Translation in EFL Classroom
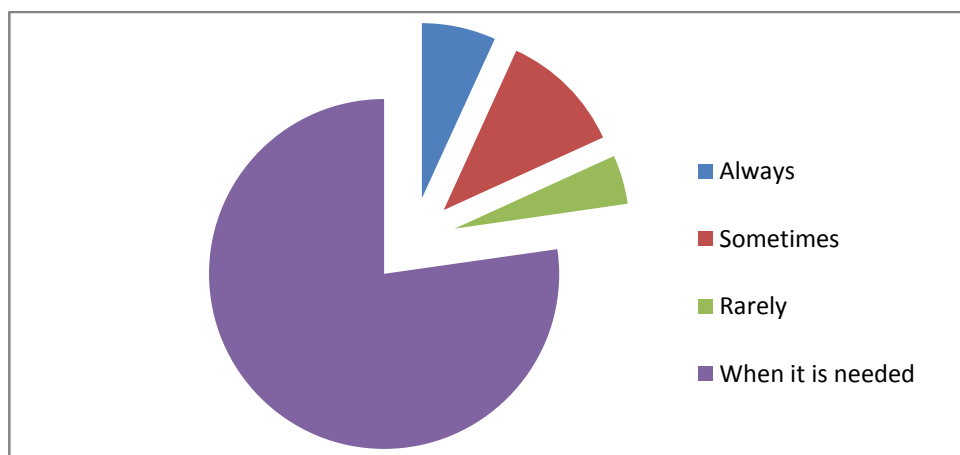
Figure24: Frequency of Teachers' Use of Translation in EFL Classroom

As it is shown in the table above, (77.27%) of respondents state that teachers use translation when it is needed. This can be understood that translation should be used in the appropriate situation. In the second option (11. 36%) of students prefer that the teacher sometimes use translation. This means that translation is needed because it facilitates the process of learning foreign language. Also, this indicates that learners support translation to be a tool for teaching EFL.

Section Four: Further Suggestions

Q. 28 Why do you need translation in EFL (English as a foreign language) classes?

This question is an important one because it aims to shed light on the use of translation in EFL classroom. The analysis reveals that EFL students really need translation. 53. 75% of participants say that they use translation to understand difficult words. Whereas, (46. 25%) believe that translation enables them to use English words.

In this respect, translation is an aid for learners to rich both receptive and productive vocabulary. This occurs when students translate the meaning of ambiguous words. Then, they will be able to use new words in different context. Hence, translation is used to develop learner's competence.

House (2009) suggests that "Translation helps in the development of proficiency by economically and unambiguously explaining the meaning of foreign language items" (p.63). From this point of view, translation is a helpful resource to improve students' proficiency since it allows them to understand the meaning of new words.

4. Discussion of Students' Questionnaire

The analysis of students' questionnaire reveals many facts about their attitudes towards the use of translation in enhancing vocabulary in EFL classroom.

First of all, Q10, Q25 show that translation is a preferable learning strategy to grasp the meaning of unknown words. (53. 75%) of students appreciate translation as a tool to transmit the appropriate meaning of FL words. In Q21 (22. 5%) of participants receive translation as a means to avoid FL interference. Besides, the majority of respondents (52. 5%) agree that the first language is a supportive means in EFL classroom. However, (53. 75 %) of students believe that translation activities which are practiced in EFL classroom enable them to enlarge their vocabulary. In (Q28), when students are asked for reasons behind their needs to use translation in EFL classroom, most of them claim that translation helps them to understand difficult words. Whereas, the others mention that they need translation because it helps them to use English words.

To sum up, the use of translation in foreign language classroom helps EFL students to know different aspects of English words which in turns enable them to acquire new vocabulary.

5. Description and Analysis of Teachers' Interview

As it is mentioned before, our study deals with investigating students' attitudes towards the use of translation in enhancing EFL learners' vocabulary. In order to collect more information about the effectiveness of translation in developing learners' vocabulary in EFL classroom, we conduct this structured interview with teachers in order to know their opinions concerning this study.

5.1 Description of Teachers' Interview

This structured interview is conducted with teachers of translation module. It is made with one teacher at Abdelhafid Boussouf University Centre –Mila and two others translation teachers at Mentouri University of Constantine. It consists of ten (10) open ended questions to get full explanation. Firstly, we ask our interviewees about their held degree and about their period of teaching to know if they have enough experience in teaching translation module. Also, they are asked to explain the necessity of acquiring vocabulary in EFL classes, then, about their definition of translation in an educational context. In addition, we ask teachers whether translation increase students' awareness about the use of the first and the second language, and whether it is considered as a fifth skill which is separated from the other language skills or it complement them. Moreover, this interview seeks to know teachers' explanation of the relationship between translation and reading comprehension, and whether they consider the first language as an obstacle for EFL learner. Finally, the interviewees are asked about translation activities that are used in language classroom, and to what extent they agree that translation in EFL classes expand learners' vocabulary.

5.2 Analysis of Teachers' Interview

Question one: What degree do you currently hold?

Teacher one: "Doctorate degree"

Teacher two: "Magister degree"

Teacher three: "Doctorate degree"

From the above responses, two teachers have a doctorate degree whereas one teacher has a magister degree. This indicates that our interviewees have a high level. Hence, they are conscious about the usefulness of translation in enhancing learners' vocabulary and its importance in an educational context.

Question two: How long have you been teaching translation module?

Teacher one: "Thirteen years"

Teacher two: "Five years"

Teacher three: "Ten years"

This question aims to know teachers' experience in their profession. Two teachers have more than five years teaching translation module and the third one has five years **.**This shows that the our interviewees are experienced in teaching translation module. For that, they can provide us with information we need to investigate our study.

Question three: How do you explain the necessity of acquiring vocabulary for EFL learners?

Teacher one: "Without a rich vocabulary learners would not feel able to express ideas easily and fluently."

Teacher two:"It gives learners the opportunity to speak and express ideas. Without vocabulary learners cannot master the language effectively."

Teacher three: "Vocabulary is the collection of words a student knows and uses, so it is directly connected to this student's written and oral expression competences. A poor gained vocabulary engenders a less ability of expression, or more, incapacity of expression."

All teachers emphasize that acquiring new vocabulary is really an important aspect for an EFL learner which cannot be neglected. It is the core element in language learning. Vocabulary is a means to clarify thought and expressing ideas. Also, it is the base for successful communication.

Question four: In an educational context, how do you define translation?

Teacher one: "Translation may be a supporting pedagogical tool for learners to acquire new concepts and grow aware of linguistics richness and divergences."

Teacher two: "Translation is a mediating tool to explain foreign language."

Teacher three: "Translation is a means for learning languages purposes."

From teacher's definitions to the concept of translation in an educational context, all of them agree that translation is used as a pedagogical tool in EFL classroom. The reasons behind its utility are to comprehend and develop learner's knowledge in the target language. As it is shown, in an educational setting, translation employs to assist learners acquire new language which is different from their mother tongue.

Question five: Can translation increase students' awareness about the use of the first and the second language?

Teacher: one: "Yes, it does if used appropriately without exaggeration."

Teacher two: "One of the main characteristics of translation is awareness because learners deal with different activities which help them to be aware of similarities and differences between the source and the target language."

Teacher three: "Translation for learning foreign languages purposes does really increase the student's awareness about the use of the two languages since it surpasses a simple linguistic exercise to other levels such as culture and extra linguistic knowledge."

All the interviewees agree that translation increase students' awareness about the use of the first and the second language. One teacher states that translation should be used appropriately. This indicates that the problem in translation associated with the way it is used in the classroom. Whereas, the others indicate that the variety of activities enables learners to distinguish between similarities and differences between the first and second language. From the analysis above, translation prevents the interference between the two languages since it raises awareness about the use of both languages.

Question six: Do you believe that translation is a fifth skill in EFL classes?

Teacher one: "It depends on the pedagogical aim of the syllabus. Translation may be seen as an applied linguistic skill."

Teacher two: "Translation is not a fifth skill in EFL, but it is an efficient check up and a real improving means for the student's language competence or skill."

Teacher three: "Translation is not a fifth skill, but it is intellectual activity which attempt to develop foreign language skills."

All the interviewees show that translation is not a fifth skill. They justify their point of view by different explanation. The first teacher considers translation as an applied linguistic skill. The second one says that translation is a supportive means to the language skills. Whereas, the third teacher emphasises that translation is an intellectual activity which develops the four language skills. This shows that translation is not separated from the four language skills, but it complements them. Thus, translation is applied as a strategy to promote foreign language proficiency in all language skills.

Question seven: How do you explain the relation between translation and reading comprehension?

Teacher one: "There is a connection between the two elements. Reading comprehension is an intellectual activity that is used in the process of translation. It enables learners in FL classroom to decode the message or the meaning of a given text."

Teacher two: "Of course, Learners cannot translate what they have not already understood. Developing reading comprehension skills is a previous phase that insures a better translation skill."

Teacher three: "Reading comprehension helps students to understand the underlying message of the text, which is the most important thing a translator should be faithful to."

All teachers confirm that reading comprehension relates with the process of translation.

One of teachers emphasises that students cannot translate text, if they do not understand its message. As well as, another one states that reading comprehension is an intellectual activity that aids students to determine the accurate meaning of text. The third teacher confirms that reading comprehension and translation have the same purpose which is understanding meaning of the text.

Consequently, translation and reading comprehension are interrelated processes in EFL classes. That is to say, translation is a means to interpret the message of a particular text and reading comprehension allows learners to transmit the appropriate meaning.

Question eight: Do you find that the use of the first language (Arabic) is an obstacle for your EFL learners? If your answer is in the affirmative, please point out the contexts and the reasons why?

Teacher one: "Using Arabic in an EFL course helps students to understand difficult words in the target language. I think that English must be used more than Arabic language to reinforce students' language competence by teaching them to think, speak and write in English especially at this level."

Teacher two: "Using first language is a helpful source for learners to discover the meaning of new words, but too much reliance on the first language can hinder students' acquisition of the foreign language."

Teacher three: "The use of first language is not an obstacle for EFL students; it is a beneficial instrument that allows them to interpret the meaning of a target text. Indeed, students need to constantly exercise their competence of the foreign language."

All the interviewees point out that utilizing the mother tongue (Arabic) is not an obstacle for EFL learners. On one hand, teachers assert that it is a useful means for students to know the meaning of new words. On the other hand, they emphasize that not all the time learners rely on Arabic language since it can prevent their acquisition of the foreign language.

From teachers' answers, it can be deduced that using the first language is a support for EFL learners to develop their proficiency in foreign language, but they should use it in the appropriate context.

Question nine: In translation sessions, what are translation activities that you rely on?

Teacher one:"I can rely on a variety of exercises that goes from indirect exercises that may help students to translate better, like asking them to reformulate a passage within the same language, or extracting the key words from a text or summarize a passage, to direct practice of translation by asking students to translate sentences or passages."

Teacher two: "In translation session, I use different activities that suit students' needs. For instance, I apply translation of different texts and idiomatic translation."

Teacher three: "Most of the time I use translation of texts and translation of idioms. The first activity enables students to understand the message from context, while the second allows them to know the culture of others."

As it is indicated in the answers, our interviewees use different activities in translation session. They ask EFL learners to reformulate the whole passage or summarise it in the same language, give them sentences, texts and idioms to translate them from the SL to TL. From the teachers' responses, it is noticed that everyone uses a variety of exercises that allow students to understand the meaning of English words. Not only this, translating idioms enable them to be familiar with the target culture.

Question ten: **To what extant do you agree that translation in EFL classes helps learners to acquire new vocabulary knowledge?**

Teacher one: "Of course, translation in EFL classes helps students to acquire new vocabulary knowledge. Asking students to translate means forcing them to search and find the adequate meaning then the corresponding one in the other language, here, the research is deeper and more fructuous. Translation is really an efficient tool to enrich the student's vocabulary."

Teacher two: "Using translation in FL classes develops students' mental abilities for the acquisition of new vocabulary items since they can integrate them easily in their already existing schemata."

Teacher three: "I agree more that translation helps student to acquire new vocabulary knowledge. This process requires more than a simple comprehension of texts; it allows learners to understand multiple words in various contexts and this done through the use of different activities."

All the interviewees assert that translation helps students to acquire new vocabulary knowledge for many reasons. For them, translation process means forcing learners to search deeper for the adequate meaning. In addition, the application of translation in FL classroom develops learners' cognitive abilities and this allows them to build up new vocabulary.

All of all, translation enables students to comprehend new words by the exposure to various activities and gives them the opportunity to enlarge their vocabulary.

5.3 Discussion of Teachers' Interview Results

The results that are obtained from teachers' interview indicate that teachers agree that using translation in FL classroom helps students to enhance their vocabulary learning. They consider it as a pedagogical tool for learners to acquire new vocabulary items.

All the teachers' answers concerning the importance of vocabulary acquisition for EFL learners, the concept of Translation in an educational setting, the role of translation to increase student's awareness about the use of first and second language, the relation between translation and reading comprehension, and the use of translation for vocabulary development indicate that teachers of translation at Abdelhafid Boussouf University Centre of Mila and Mentouri University of Constantine appreciate the use of translation as a pedagogical tool in EFL classroom to improve learners' proficiency.

Finally, the above results show that all teachers of translation module confirm that the

application of translation in FL classes enrich students' vocabulary and this done through different activities in translation session.

Limitations of the Study

This research shows positive results about the usefulness of translation in enhancing learners' vocabulary in EFL classroom. However, there are some limitations:

❖ Our sample deals with second year students of English LMD at Abdelhafid Boussouf University Centre –Mila. Normally, the teachers' interview should be done with teachers of translation module at Abdelhafid Boussouf University Centre –Mila. Since there are only two teachers who specialized in this module and one of them is our supervisor, the interview is made with one teacher at Abdelhafid Boussouf University Centre –Mila and two others teachers at Mentouri university- Constantine.

Pedagogical Implications

The finding of this study indicates that the use of translation in EFL classroom is a useful tool for enhancing learners' vocabulary. In order to show the importance of translation in foreign language classroom, there are some suggestions for learners and teachers concerning the use of translation:

➢ Both learners and teachers can use translation as a pedagogical tool in foreign language classroom.

➢ Teacher can use translation as a technique to enhance learners' proficiency in language skills.

➢ Learners should be aware of the differences between their mother tongue and English language to avoid interference between the two languages.

➢ Providing EFL learners with various translation activities help them to practice the target language.

- Teaching learners techniques of translation is a good way to develop learners' translation skills.

- Students should use different strategies that help them to acquire new vocabulary.

- Students should know that learning a foreign language depends on the understanding of words in various contexts.

- Students have to focus on meaning rather than word for word translation.

- Learners need to know that using translation has a positive influence on reading comprehension.

- Teachers need to be aware that minimizing the use of first language in foreign language classroom has an effective role in developing students' proficiency.

- Students should know that using translation in foreign language classroom help them to understand the culture of others.

Conclusion

To conclude this chapter, the analysis of students' questionnaire and teachers' interview indicates positive results concerning the investigation of students' attitudes towards the use of translation in enhancing learners' vocabulary in EFL classes. Indeed, these results support our hypothesis. On one hand, students show positive attitudes about the use of translation in EFL classroom, and they indicate that it helps them to enlarge their vocabulary. On the other hand, the results obtained from the teachers' interview reveal that teachers of translation module consider translation as an efficient tool to enhance learners' vocabulary since translation session associated with various activities. Teachers aim to apply translation as a pedagogical tool to develop learners' proficiency in all language skills.

General Conclusion

This study highlights some important elements in the process of foreign language teaching and learning. Through this research we hypothesise that students' attitudes towards the use of translation in foreign language classes would be a positive one. They may agree that translation helps them to build new knowledge and expand their vocabulary. We believe that the use of translation in EFL classes is essential for developing students' vocabulary since it helps them to understand the meaning of new words and this allows them to communicate successfully.

The examination of the results confirms our hypotheses that students have positive attitudes towards the use of translation in enhancing their vocabulary. Related to that, the positive finding of this research reveals that the use of translation as a pedagogical tool enables students to acquire new words and to develop their proficiency in foreign language learning. All in all, this study is valuable because it provides us a better understanding about the usefulness of applying translation as an aid to enrich learner's vocabulary.

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Appendices

Appendix 1

<div align="center">

Students' Questionnaire

</div>

Dear students,

      This questionnaire is administered for the aim of collecting data to our study. It attempts at investigating students' attitudes towards the use of translation in enhancing learners' vocabulary in ESL classes. We will be so grateful if you could answer the following questions. Please choose the answers by ticking the box (√) that seems appropriate to you. Please feel free to share your opinion and thoughts about this topic.

Section One: Personal information

Q.1 Gender: Are you

    a- Male   ☐

    b- Female   ☐

Q.2 Your baccalaureate stream is …………………………………………

Q.3 Was it your choice to study English at university?

    a-Yes   ☐

    b- No   ☐

Q.4 Your level of English is:

    a- good   ☐

    b- Average   ☐

    c- Poor   ☐

Section Two: Students' Perception of Vocabulary Learning

Q.5 According to you, learning a foreign language is much more associated with the development of:

a- Phonology ☐

b- Grammar ☐

c- Vocabulary ☐

Q.6please, justify your answer

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Q.7 Do you think that acquiring a large amount of English words is important for you?

a- Yes ☐

b -No ☐

Q.8 How often do you understand the meaning English words?

a- Always ☐

b- Sometimes ☐

c- Rarely ☐

d- never ☐

Q.9 When you face unknown word in English language you:

a- Avoid it ☐

b- Try to understand it ☐

Q.10 If you have the choice to choose your strategy to understand the meaning of new words which one you select?

a- Using a bilingual dictionary ☐

b- Trying to understand the meaning from its context ☐

c-Using word part (suffixes, root, and affixes) ☐

Q.11Please, justify your answer:

………………………………………………………………………………………………

………

……..

Q.12 In your opinion, producing several words develops your foreign language

learning?

a-Yes

b- No

Q.13According to you, learning an English word means that you should know its:

a-Form

b -Meaning

c- Use

d- all of them

Q.14 When you face a word that is repeated several times, are you able to use it in the

right context (in meaningful sentences)?

a-Yes

b-No

Q.15 According to you, the relationship between specific words (collocation) enlarges

your vocabulary acquisition?

a-Yes

b.-No

Q.16 Vocabulary learning is an active process that can be developed through:

a- Knowing the meaning of words in different contexts

b- An active mediation on the part of the teacher

c.-Interaction between the teacher and the students

Q.17Doyou think that vocabulary should be taught:

a-Explicitly (directly)

b-Implicitly (indirectly) ☐

Section Three: Students' attitudes towards the use of translation in EFL classes

Q.18 Do you enjoy translation session?

a-Yes ☐

b- No ☐

Q.19 In your opinion, what is the meaning of translation?

....

....

....

Q.20 Do you agree that using your first language (Arabic) facilitates the process of English Language learning?

a- Strongly agree ☐

b- Agree ☐

c- Strongly disagree ☐

d-disagree ☐

Q.21 According to you, why translation is important in the context of language learning?

a-It helps to understand L2 words ☐

b-It raises awareness about the use of L1 and L2 ☐

c- It develops communication in language classroom ☐

Q.22 When do you use translation much more?

a-In reading ☐

b-In writing ☐

c-In listening ☐

Q.23 Do translation activities in classroom provide you with the required vocabulary?

a- Yes ☐

b- No   ▭

c- Somehow   ▭

Q.24 How often do you use translation in the classroom?

    a- Always   ▭

    b- Sometimes   ▭

    c- Often   ▭

    d- Rarely   ▭

Q.25 Who is behind your choice when you use translation in EFL classes?

    a-You   ▭

    b-your teacher   ▭

Q.26 Do you think that the teacher should use the mother tongue in teaching English as a foreign language?

    a- Yes   ▭

    b-No   ▭

Q.27 If your answer is "yes", how often do you think that your teacher should use translation?

    a- Always   ▭

    b- Sometimes   ▭

    c- Rarely   ▭

    d-When it is needed   ▭

Section Four: Further Suggestions

Q.28Why do you need translation in EFL (English as a foreign language) classes?

....

....

....

Thank you for your precious collaboration

Appendix 2

Teachers' Interview

Dear teacher,

This interview aims at collecting information for our study. It attempts at investigating students' attitudes towards the use of translation in enhancing learners' vocabulary in EFL classes. We would be grateful if you could answer these questions. Thank you in advance for your collaboration.

The Questions

1. What degree do you currently hold?

....

2. How long have you been teaching translation module?

....

3. How do you explain the necessity of acquiring vocabulary for EFL learners?

....

....

4. In an educational context, how do you define translation?

....

....

....

5. Can translation increase students' awareness about the use of the first and the second language?

....

....

6. Do you believe that translation is a fifth skill in EFL classes?

....

....

7. How do you explain the relation between translation and reading comprehension?

....

....

8. Do you find that the use of the first language (Arabic) is an obstacle for your EFL learners? If your answer is in the affirmative, please point out the contexts and the reasons why?

....

....

9. In translation sessions, what are translation activities that you rely on?

....

....

10. To what extant do you agree that translation in EFL classes helps learners to acquire new vocabulary knowledge?

....

....

ملخص

تهدف هذه الدراسة إلى التحري عن ومعرفة مواقف وسلوكات الطلبة حول استخدام الترجمة لتحسين الحصيلة اللغوية الخاصة بهم في أقسام تعليم اللغة الإنجليزية كلغة أجنبية. كما أنها تركز على استخدام الترجمة كأداة تعليمية لتطوير كفاءة المتعلمين في تعلم اللغة الأجنبية. تحدد الفرضية الرئيسية التي تم اعتمادها ان مواقف الطلاب من استخدام الترجمة في أقسام اللغات الأجنبية ستكون إيجابية. وقد يتفقون على أن الترجمة تساعدهم على بناء معارف جديدة وتوسيع مفرداتهم . وقد اعتمدنا على طريقة وصفية في عمل هذا البحث. بمعنى أن هذه الدراسة تحاول وصف عاملين أساسيين، استخدام الترجمة كعامل مستقل ودورها في تعزيز حصيلة الطلاب اللغوية كعامل تابع له. تم جمع البيانات من خلال استخدام الاستبيان الذي تم مع طلاب السنة الثانية من اللغة الإنجليزية في المركز الجامعي عبد الحفيظ بوصوف بميلة، و قمنا كذلك بإجراء مقابلات مع أساتذة الترجمة في المركز الجامعي عبد الحفيظ بوصوف بميلة وفي جامعة منتوري بقسنطينة. وتظهر نتيجة هذه الدراسة أن استخدام الترجمة في أقسام اللغة الإنجليزية كلغة أجنبية يساعد المتعلمين على بناء حصيلتهم اللغوية. وعلى أساس هذه النتيجة، يتم تأكيد فرضية أن الطلاب بحاجة إلى استخدام الترجمة كأداة فعالة لإثراء المفردات الخاصة بهم. ومن المؤكد أن هذه الدراسة لها نطاقاتها ، ومع ذلك تقدم لنا نتائجها تلميحات هامة.

الكلمات المفتاحية : استخدام الترجمة، تدعيم الحصيلة اللغوية ، أقسام تعليم اللغة الإنجليزية كلغة أجنبية.