

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
Ministry of higher Education and Scientific Research
Abbas Laghrou University -Khenchela-
Faculty of Letters and Foreign Languages
Department of English



The Effect of Using Translation in EFL Classrooms.

The Case of Middle School Teachers in Khenchla.

Thesis submitted in partial fulfillment of requirements for Master degree in
foreign languages and culture.

Presented by:

- BEN ABBES Amira
- ATHAMNA Souhila

Supervisor:

Ms.CHICHOUNE.R

Board of examiners:

- Supervisor University of khenchela
- Chairman..... University of khenchela
- Examiner..... University of khenchela

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Dedication1

I dedicate my humble efforts to:

My father

The person who gave everything to make me standing where I'm today. But he couldn't see me reaching this. I hope you were here so I can see you proud of me.

My sweet and loving mother

The one who tried and struggled a lot to cover the huge absence my father left. Whose affection, love, encouragement and prayers of days and nights make me able to overcome all the obstacles and reach successfully to where I want. I hope your spoiled daughter can return a little of your good one day.

To my precious brothers and sisters

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Who supported me on every step I made and have never left my side. Who were always my constant support whenever I needed a prop and being the hand I leaned on whenever I got weak.

To my dearest friends

Souheila, Amina, Afraa, Hadia, Samah, Afaf, Manou, Maissa and Nouha

Thank you for being in my life and make me lucky for being surrounded by all this love you are giving to me.

To my colleagues with whom I spent all those years were full of good memories that I will never forget.

To my little diamonds

Eyad, Elina, Fadi, Amjed and the little Ghilas,

I wouldn't forget my future son, he would be mad if I didn't mention him too.

To that hidden person who made a positive turning point in my life so I become a better version of me

Last but not least

To all my lovely cats that have been not just pets but best companions in all this long way I've been through.

Amita Benabbes



Dedication 2

In the Name of *Allah*; most Gracious, most Merciful, All the praise is due to God alone, the sustainer of the entire world.

I would like to dedicate this modest work to the person who has been lightly my road since my first steps in this life, teaching me all what I need to learn from rules and principles and lifting me higher to reach my goals and realize my dreams, to the pillar of my life my dearest Mother.

To all my sisters:

Samah, Habiba, Lamia, Meriem, and lovely brother ***Djamel***

For their endless support and encouragement to go further.

Also it is dedicated to all my friends, ***Dhikra, Houda, Khadidja*** and specially my dearest friend ***Aouad Yamina***, really no words can express my love , gratitude and appreciation of all what you have done to help me I will never forget your support may Allah give you all the success and glory.

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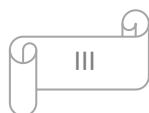
Last and not least

, I would like to use this chance to thank the love of my life, my fiance ***Bassem*** for being beside me in all my life situations whether in happiness or sorrow, I was really inspired by his words, faith, love, prayers and encouragement.

To all my teachers:

Who taught me from the first year till the last year during 5 beautiful years in which I learned a lot from what will benefit me in my life.

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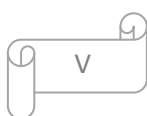
Thanks to my partner, and more than a friend *Souheila*. with whom I shared this long time of working, studying and researching .which was really full of challenges, failure, depression, hope, but also great moments that it will last forever, all this fatigue and the efforts we made, were not in vain, but rather summarized in this research in an effort to make it a full work free of errors as possible as we can. During all these five years we were always together in all the good and hard moments we had been through, we conclude it with this research, which will be the last joint work between us in our educational life. It was a great pleasure working with you.

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Abstract

This study was carried out in Khenchla Middle schools to investigate the use of translation among EFL teachers. The main objectives were to check if middle school teachers use translation in their EFL classrooms, and the effect translation can have on EFL learners' achievements. To gather data about the situation, a questionnaire was administered to middle school teachers to gain precise and in depth information about the situation. The findings of data analysis revealed positive results concerning teachers' use of translation in EFL classrooms. Additionally, the results of the study also showed that most of the responding teachers agreed upon the idea of using translation have positive effects on EFL learners' achievements. Therefore, teachers are preferred to apply translation, but it would be better if it is used judiciously for evoking pupils in EFL classes. It is also advised that teachers should be aware about the importance of using translation.

Keywords: Teachers.Using translation.EFL pupils.Positive effect. Learners' achievements.



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List of Abbreviations

EFL: English as Foreign Language

ENS: Ecole Normal Superior

ELL: English Language Learning

GTM: Grammar Translation Method

L1: First Language

L2: Second Language

Ph.D: Philosophae Doctor

SLA: Second Language Acquisition

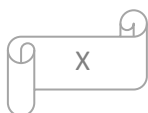
TEFL: Teaching English as Foreign Language

TL: Teaching Language

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General Introduction

General Introduction

The global spread of English over the last few years, is making this language the most widely spoken language in the world, the reason why English became a compulsory schools subject, since it has become the number one foreign language and second official language for many countries, which makes it necessary to be employed officially in the educational system, this new position that it has acquired, leads to increase the interest in trying to discover the best method towards English teaching. One of the current issues was and still in debate on whether to use translation in teaching English as foreign language classrooms, which is going to be the subject of our thesis, some argue about using translation in classrooms where the focus should be on maximising English, then using translation should be minimized or even prohibited at all learning stages, in order to reach one of the goals of a communicative classroom or atmosphere where the pupils can use the target language as much as possible, in this way the pupils are expected to get as much as exposure to the target English, in the opposite of this point of view the approach of “English only” can be a constraint only on teaching high learners in an EFL classroom, in such a classroom teacher can face difficult situation, acting like a “contortionist” when trying to explain a language item while a simple translation could have saved a great amount of teacher’s and pupils’ time, one of the reasons why many educators support using translation as a useful tool to some extents for certain purposes, which can be really helpful in making valuable contribution to the learning process.

1. Statement of the Problem

The fact is that teachers often have to face the dilemma of using translation while teaching EFL. And it was always difficult to decide when the use of the mother tongue was or was not appropriate method to teach English as foreign language, this question still unanswered and

General Introduction

even controversial; on the one hand the opponents allege that translation should be excluded while teaching a foreign language, and on the other hand the supporters see that translation should be included and used in EFL classrooms systematically. The present study deals with this problem by recording instructors of middle schools at kenchela city to see the circumstances and the amount of L1 they use as well as shedding lights on its impact on EFL pupils. The teachers are asked through questionnaires, the results obtained from studying this problem might be used as an example and instructions for other teachers to overcome these difficulties and determine the right approach to use in EFL teaching.

2. Objectives

- The present study seeks to investigate if the teachers apply translation in their EFL classrooms, and the amount of the use of mother tongue in their classes.
- The second purpose of the study is to determine the impact of using translation on EFL learners' achievements, and whether to consider it as a facilitator or debilitating matter.

3. Research Questions

In order to reach the objectives in our study we put some research question stated as :

- 1- Do middle school teachers apply translation in their TFL classrooms?
- 2- What is the effect of using translation on EFL learners' achievements?

4. Research Hypotheses

The hypotheses of this study are put forward as follow:

- 1- The majority of middle school teachers apply translation in their TEFL classrooms.
- 2- Using translation has positive effects on EFL learners as long as it is used judiciously.

5. Background of the Study

There has been a long continuous standing debate over whether the use of translation should be avoided or welcomed in TEFL classrooms; many researchers start to re-evaluate

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their negative position towards applying translation in their classes, after the emergence of studies that have been conducted in different parts of the world to settle this debate. Back to the beginning of this process, the translation had an important position in the foreign language teaching, especially in the era of the Grammar-Translation method when the students had to translate long historic texts word for word, some methods were rather sceptic to translation to be considered as a useless tool that must be rejected in the TEFL classes, this negative approach continued for long time, and only recently; simultaneously with the development of the Communicative approach, the translation has become again a valuable method for the foreign language teaching. The similarities between the history of the use of the mother tongue and the translation in ELT are obvious. Not surprisingly, both teaching methods are closely related and neither of them could exist without the other. As Gabrielatos (2001) named it “L1 (mother tongue) use in ELT: not a skeleton, but a bone of contention” (p.33). which clarify that mother tongue use in the language classrooms has always been a controversial issue starting with the language teaching method Grammar-Translation Method that known as the “Classical Method” too, which was the method used to teach foreign language dominantly between 1840s and 1940s (Patel and Jain, 2008, p.73), and then continuing with the Direct Method, it was developed as a reaction to the previous one, and It seized an important place in most of language teaching methods developed until this day. Grammar -Translation Method, strongly support the use of mother tongue in the classroom, the language used in the classroom is generally the mother tongue of the students and translations are done between the mother tongue and the target language (Larsen-Freeman, 2000, p. 18), Next comes the Direct-Method to criticize the Grammar-Translation Method for being not satisfactory in training the students to be able to use the target language to communicate (Larsen-Freeman, 2000 p. 23). It was developed against the grammatical translation method and thus the use of the native language in the classroom is strictly

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prohibited .While some methods follow the opinion based on the absolute prohibition of the use of the mother tongue in teaching, there are others that allow its use. Communicative language teaching claims that there is no problem in using the mother tongue as long as it is used moderately. Larsen-Freeman(2000, p. 132). Even nowadays there are many disputes about its usefulness and linguists are still divided into two opinion groups. (Kaye, 2009, when it comes to Audio Lingual Method “As far as possible, the target language is used as the medium of instruction, and translation or the use of the native tongue is discouraged” Richards and Rodgers (1999, p.58). In the same context as for the Silent Way, it bases on the target as a means of instruction. “Just as the Fidel Figures are used to visually illustrate pronunciation, the coloured Cuisenaire rods are used to directly link words and structures with their meanings in the target language, thereby avoiding translation into the native language” (Richards and Rodgers, 1999, p.108). Hence, these language teaching methodologies attempt to avoid or prevent the use of the mother tongue. Unlike Suggestopedia method that take translation as part of teaching process when; “the students follow the text in their textbooks where each lesson is translated into the mother tongue” (Richards and Rodgers, 1999, p.151). Moreover, in Community Language Learning, “A group of learners sit in a circle with the teacher standing outside the circle; a student whispers a message in the native language (L1); the teacher translates it into the foreign language (L2)” Richards and Rodgers (1999, p.113) this indicates that two methodologies for teaching the language encourage the mother tongue in the classroom.

6. Research Methodology

6.1 Choice of the Method

The research methodology is conducted using the quantitative approach. It is known that the quantitative method involves studies that make use of statistical analysis to obtain their

findings. Key features include formal and systematic measurement and the use of statistics (Alan& Nadeem, 2005).

6.2 Participants

The targeted population of this work comprises 50 teachers from middle schools in Khenchela. Precisely, the sample size encompasses teachers with different teaching levels and grades. The participants have been chosen to participate in this study using convenience sampling technique. This latter involves selecting certain participants due to their convenient accessibility and proximity to the researchers.

6.3 Data Gathering Tools

In order to test the hypotheses, the researchers designed a questionnaire for teachers as a quantitative instrument. The questionnaire is composed of twelve questions arranged from general to specific in which they are divided into two sections.

7. Thesis Organization

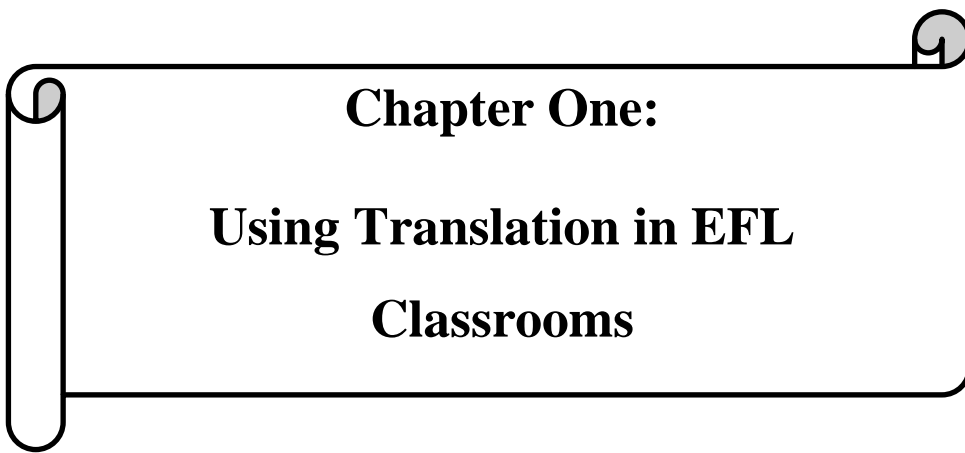
The dissertation consisted of three chapters. The first chapter is divided into two sections the first section shed light on translation perceptions, its definition, historical overview of using it in EFL classrooms, approaches, and methods. While the second section shed light on using translation as a didactic tool and as a facilitative learning strategy as well as some suggested activities using translation.

The second chapter deals with the advantages of using translation in EFL classrooms and their arguments additionally to the disadvantages of using it with their arguments. Also this section deals with the balance between using L1 and L2 in EFL classrooms.

The third chapter is divided into three sections. The first one is dedicated to the research methodology; it unfolds the research design, the sample and instruments used to reach the objectives of the study. In addition, the second section provides the analysis of the

General Introduction

instruments addressed to the sample of the study. Finally the last one presents the results of the findings with their interpretation, limitations and suggests some possible future research and general Conclusion.



Chapter One:
Using Translation in EFL
Classrooms

Introduction

This chapter is divided into two sections. The first section provides a brief definition of translation besides to the historical background of using translation in FLL. It focuses also on the monolingual and the bilingual approaches and sheds light on the ELT methods. The second section deals with the notion of translation towards teaching; it discusses translation as didactic tool and translation as Facilitative learning strategy in FLL. It ends with some suggested activities using translation.

I. Translation Perceptions

I.1 Definition of Translation

Translation is a broad and extensive concept that can be understood in many different ways. For example according to Oxford English dictionary translation means a written or spoken expression of the meaning of a word or book ... in another language. Translation is defined also by Oxford (1990) as converting the expression of the target language into that of the native language or the reverse.

Another definition of translation, according to Lin(2008), it is "expressing the sense of words or text in another language", either from English to Arabic or vice versa.(p.98)

According to Catford (1965), "translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". (p.20). This definition proves that translation is an activity practiced by people over time, it can be done in the same language by translating expressions into simpler ones (paraphrasing and rewording) and it can be done also from one language to another different language. On the other hand translation is also considered as product because it provides other different cultures, customs, and traditions.

The term translation also refers to "the reception and/or production and/or rewording of spoken or written bi-texts (pair discourses in two languages) within the classroom situation"(Pym&Ravira, 2013,p.7).

According to Ghazala (1995:p.1) translation refers to "the processes and methods used to convey the meaning of the source language (SL) into the target language". This definition focuses on the concept of meaning as an important element in translation. It means, when translating the meaning the source text is vital to have the appropriate equivalent in the target text. Translation according to Monday (2001), is the rendering of an original written text (the source text) in the source language into a written text (the target text) in the target language. Vermeer (1982) also looks at translation as: "information about the source text in another language" (as cited in Shuttle Worth and Cowie,1997:p.182)

Based on the above definitions, for EFL learners, translation is a transfer between the first language (the mother language) and the second language (the target language).

I.2 Historical Background of Translation in FLL

Teaching foreign/second language is like any other area of study. It is not strict and it does not have rules that should be followed and obeyed. Throughout history many methods of teaching the English language have been developed. Some were in favor of using the mother tongue and some were not. Byrams(as cited in Al-Nofeie,2010) states that in the sixteenth century Latin was the highest language used in Europe. It was considered as the language of education, religion, and commerce. The main focus was on teaching grammar instead of teaching communication. Grammar teaching relied on translation, meaning that the teacher provides his students with a list of words and requires them to translate a complete sentence. This is what is known as Grammar Translation Method. Harmer (2010) mentioned, the occurrence of GTM during the

previous century allows students to achieve fluency in English as foreign language after having studied it for a long period of time. As a result the use of the mother tongue in EFL classes started to be seen as uncommunicative, irrelevant, boring and senseless.

The idea of trying to eradicate the first language from language teaching classes began to appear at the beginning of twentieth century with the birth of the direct method (Harbors. 1992). According to Cook(2001), since the 1880s century almost all teaching methods have adopted the direct method that was based on the assumption that L1 is viewed negatively and its use should be minimized; while L2 is viewed positively and should be used to the maximum. The emergence of the "Reform Movement" was the main characteristic of the late of the nineteenth century whose aim was to develop new principles of language (Richard &Rodger, 2001). The debate begins and becomes a topic of whether the first language will be used in teaching English as foreign language which is a controversial issue among professionals in this field. Some of them believe that the use of L1 is effective and the rest believe in the opposite, depending on the idea of using two languages will not be effective for students to achieve fluency. Hawkins (as cited in Al-Nofaie, 2010) reported,J.S.Blackie was among the first reformers who believed in the exclusion of the first language. He thinks that words should directly relate to the object, without referring them to the first language, and the use of the mother tongue should be rejected. The direct method supports this idea believing that the learner acquires L2 just like the way he acquired his L1 in childhood (Richard &Rodger, 2001).

After a period of time, another method appeared which the Aoudio-lingual method is, it supports the same belief. The L1 and the foreign language are two different systems that should be linked; this is why the use of the L1 should be disallowed and

just the foreign language should be utilized (Jaddalah& Hassan, 2001). Krashen (1981), to support the idea claimed that the inputs of comprehension provide implicit and subconscious learning that helps the students achieve language proficiency. So the dominance of L2 can prevent the use of L1 in the classroom. Another category of researchers and theorists emphasized the idea that using the target language that using the target can develop the communicative skills and motivate both conscious and unconscious learning. They think that without knowing the exact meaning of every single word the learner cannot understand what has been said. Cook(2001), in this context mentioned that the interaction of classroom in FL has been encouraged to help the learner communicate in a natural and automatic way.

In recent years, attitudes against using the mother tongue and translation in the classroom have changed to positive. Cook (2001) identified that the pre-discussed opinion and method tells that in the classroom only the English should be used relay on the main week assumptions. The first one is the similarity of the process of learning between L1 and L2 considered as split process. Jaddalah and Hassan (2001) in this context saw, besides to negative language transfer, positive conversion also have an important role, that is, learners can benefit from knowing the similarities between the first language and the second language. Cook(2001) added, since L1 and L2 were separated in order to prevent first language interference, it was discovered that the transfer of L1 could develop language learning.

The above mentioned arguments provided by those who are against using L1 have not provided strong evidence. Recently, though supporters for an English only policy have been declining and some teachers and researchers have begun to advocate the monolingual approach, others start to believe that it is important and necessary to use the L1 in the classroom (Schewers, 1999).

I.3 Approaches for Using Translation in the Classroom

I.3.1 Monolingual Approach

Some EFL teachers strongly believe that teachers and students never use even one word from the mother tongue in the classroom. These teachers follow what is called "Monolingual Approach". For many years educators and professionals in second language acquisition SLA have considered the monolingual approach or English only approach in ELT as the correct and only appropriate way to teach a foreign language. In the nineteenth century, by emphasis on the spoken form rather than written one leads to the emergence of this approach. Furthermore, the influence of vast migration and colonialism in the twentieth century increased the monolingual approach (Miles, 2004)

According to Cook (2001) who is not proponent of the monolingual approach: there are three principles for those who are advocates for the monolingual approach. First, the learning of a second or foreign language should model the learning of the first language by maximum exposure to the L2. Second, the separation of L1 and L2 lead to successful learning. Third, the importance of L2 rules has to be made clear for the learners by its continuous use. Dujmovic (2007) mentioned that supporters of the monolingual approach believe that it is necessary for L2 to achieve a good proficiency in the English language to make a separation between the English language and their mother tongue, this is on one hand. On the other hand, foreign learners of the English language are intended to show interest toward the target language through its unique continuous use.

Philipson (as cited in Miles, 2004) reported five basic beliefs to support the idea of using nothing but English in the classroom. The first point is, English should teach in a monolingual classroom. The second point is, the perfect teacher should be a native

language speaker. Then, the earlier the English is taught the better the results. The following point is about the more the English language used in the classroom during lessons, the better results are gained. The last point indicates that, if other languages are used, the English principles will fall.

The ideas of Philipson have been criticized by Miles(2004). He said that being a native speaker does not mean that the teacher is more qualified or better in teaching. Actually, non native teachers are possibly better teachers. Hawkes (as cited in Miles,2004) believes that the strongest argument of the monolingual approach is the multilingual classroom. Because the teacher cannot speak all the students' L1s and there would be no benefit from the use of L1.

So,from the above discussed points (studies and views). Followers of the monolingual approach believe in the idea that it is better to teach English as foreign/second language through the regular English.

I.3.2 Bilingual Approach

There is another group of EFL teachers who hold a positive attitude towards the systematic use of the mother tongue. It has been accepted by researchers who believed that specific use of the mother tongue is a helpful technique in L2 classrooms (Atkinson, 1987; Auerback, 1993; cook, 2001). They criticized the monolingual approach as a hard and inappropriate way to teach a foreign language

During its history, the bilingual approach gained support and justification from many scholars and researchers. According to Paiseck (as cited in Auerback, 1983), teaching bilingually does not mean a return to GTM, but rather a standpoint which accepts that the thinking, feeling, and artistic life of a person is very much rooted in their mother tongue. If the communicative approach is to live up to its name, then there are many occasions in which the original impulse to speak can only be found in the mother

tongue fit the initial stage of learning a new language, the students repertoire is limited to those few utterances already learnt and they must constantly think before speaking. When we need to speak in order to sort out our ideas, and when learning a new language this is often best done through the mother tongue.

Several views appropriate the benefits of using L1 or (Bilingual Approach). Atkinson is one of the first supporters who believed in this idea. He supported the use of L1 for three reasons. Firstly, translation is the best strategy for the majority of learners. Secondly, it is a personal technique since it helps students to show their feelings and ideas. Finally, it is a helpful technique exploiting class time (Atkinson, 1987).

Harbord(1992) points out that many ELT teachers train to use only English and create English-only classrooms, but they have found that they failed to convey the meaning which leads to student incomprehension and dislike. He considered L1 as a natural communication tool between the teacher and the student, as in giving class instructions, but he refused the use of L1 in explaining grammar rules. Auerback(1993) argues:" when the native language is used, practitioners, researchers, and learners consistently account positive rules" (p.8). He does not only recognize the positive role of the mother tongue in the classroom, but also identifies some valuable use of it.

In addition to the Monolingual and Bilingual approaches, Nation(2001) introduced another approach called "Balance Approach". It is based on the assumption that teachers need to show respect for learners' mother tongue and need to avoid doing anything that may make the students feel that their L1 seems inferior to English. This approach focuses on the idea that, the most important role of the teacher is not to help learners develop their proficiency in English. Here is that the balanced approach is

needed. It supports the role of the first language but, also distinguishes the importance of maximizing the use of the foreign language in the classroom.

I.4 Different ELT Methods

By discovering the use and the role of the students' mother tongue in English language classroom, one of the most important principles is the method by which EFL teachers manage the process of language lessons in their classroom. Generally, teachers choose a method that goes with their students' needs. Lazan(2000) presented a very brief and specific description of the mother tongue role in context. She agreed with those who support the use of L1 in the classroom procedure, and summarized the role of the mother tongue in the following different EFL methods.

- **Direct Method and Audio-lingual Method:** the students' native language should not be used in the classroom because it is thought that it will interfere with students' attempts to master the target language (p.30, 47)
- **Grammar Translation Method:** the meaning of the target language is made clear by translating it into students' native language. The language that is used in the class is mostly the students' native language (p.18).
- **Suggestopedia:** native language translation is used to make the meaning of the dialogue clear. The teacher also uses the native language in the class when necessary. As the course proceeds, the teacher uses the native language less and less (p.83).
- **Silent Way:** the students' native language can, however, be used to give instructions when necessary, and to help a student improve his or her pronunciation. The native language is also used (at least at beginning levels of proficiency) during feedback sessions (p.67)

- **Total Physical Response:** this method is usually introduced initially in the students' native language. After the lesson was introduced, rarely would the native language be used. Meaning is made clear through body movements (p.115)
- **Community Language Learning:** students' security is initially enhanced by using their native language. The purpose of L1 is to provide a bridge from the familiar to the unfamiliar (p.101-102).
- **Communicative Learning Teaching:** judicious use of the students' native language is permitted in communicative language teaching.

From what has been mentioned before, we may notice that learner's mother tongue/L1 has played a variety of roles in almost all teaching methods (mentioned above) except in the Direct and Audio-lingual methods. Because those two methods assumed that language learning is a process of habit formation.

Translation in Teaching

I.1 Translation as Didactic Tool

The process of language learning is not a new one, it is a process that begins with our birth and continues with us until the rest of our life. The language learning process allows students to report and transmit their ideas and problems. A major obstacle that teachers must take into account is that each student has his or her own method of learning. Newmark 1991.p.50) reports "the place of translation in FLT will always be dependent on the role that the learner and the teacher assign to the native language in the learning process. In this process both members are involved, teachers and learners"(As cited in Allen's Santamaria Izquierdo p.12)

In an interview about translation in language teaching and learning, Cook(2001) confirms that in teaching someone a new language, it is absolutely necessary and

obvious to use translation. It has a lot of positives. It can be considered as a tool used to aid learning, practice what has been learned, diagnose problems. It is such an essential base for language learning, and teachers cannot stop students translating in any case. Cook adds that translation is a helpful skill in teaching EFL and according to him, this process allows learners to link new language to existing knowledge, and enhance language awareness. Also translation shed light on the similarities and differences between the new language acquired and the original language. On the other hand it helps creating and building a good relationships between teachers and students. Based to that, Guy stated that translation has a big role in facilitating the management of the classroom and allow students to control their own sense of first language "students use translation to learn English, vocabulary words, idioms phrases, grammar, to read , write , speak English, to check their reading and listening comprehension" (Liao. 2006) (cited in RFLC journal)

For that reason, translation as a teaching tool provides students with an academic meta-language and broad and deep comprehension of language nature and language use. Teachers can focus on specific learning objectives like; grammar points, practice of certain vocabulary, styles and registers.

Using translation activities can be a way of integrating translation in EFL classrooms. Translation can be used as a dynamic activity to evaluate their learning procedure; for instance, reading and comprehension activities, the teacher asks the students to translate a passage from a given text into their mother tongue to ensure their understanding of the foreign text and recognizing the meaning. Also this kind of activities improves learner's four skills; writing, reading, speaking and listening (Cook.2001)

"Teacher should use English where possible and L1 when necessary" Atkinson cited. Therefore, the use of the first language may fulfill the criteria where translation is considered as didactic tool.

Within an interview about "Translation in EF" and according to Phillip Kerr; he mentioned

- **Intercultural knowledge:** has a great role in the context of teaching, it is concerned as a syllabus objective in which it is thought side by side a language, this is why it is not limited by language limitations, mother tongue will be necessary.
- **Discipline and delicate moments:** it is the second criteria in Kerr's point of view where his first language can be avoided and should be used, where some essential administrative points and for better understanding need to be discussed in students' first language also for sharing problems or some bad news. Also Kerr(1994) mentioned another important element which is the disciplinary talk, so for better interaction between the teacher and the student, the teacher should use the student's first language.

Another two researchers, Simon Gill and Abdulmoneim, justify that in the process of acquiring the foreign language the use of translation is necessary by mentioning those criteria:

- **Need assessments:** this is by knowing; who is well being able to communicate through the TL, and what are the needs of the learners, and did the use of pure L1 help them to reach their needs.
- **Explaining teaching rules and grammar:** using L1 while explaining grammar rules can simplify the rules of the students and help them to understand it better.

- **Clarify some ambiguous words and expressions:** many words and concepts can be vague to learners and not all of them are able to understand the explanation of those abstract concepts and it wouldn't reach their comprehension and the only way to explain those words and aspects is to use the learner's mother tongue.
- **Discussion of cross-cultural issues:** in many times teacher and learners need to use the mother tongue in order to reach the exact meaning of certain expression and to define the real meaning behind the hidden message which would differ with the difference of cultural background; such as: idiomatic expression, socio-cultural norms, gestures, politeness formulas.
- **Time saving:** it would be better to explain terms and expression in students' L1 instead of wasting time in explaining them in the target language and give misleading or confusing examples which won't be helpful for lower level learners and this to reserve the previous class time and to ensure that all understand (Kerr .1994) .

I.2 Translation as Facilitative Learning Strategy in FLL

According to Oxford (1990), learning strategies are certain behaviors carried by learners to make the learning process easier, faster, enjoyable, more active, and more efficient. The learning strategies are divided into two main categories: direct strategies and indirect strategies. Direct strategies refer to those directly related to learning, compensation strategies, including memory, and cognitive learning. While the indirect strategies are those strategies that manage the behaviors of learners; it contains three main categories which are meta-cognitive affective and social strategies.

In terms of direct strategies, learners usually use strategies linked to store, index, and regain messages from the brain. With cognitive strategies for instance creating

structure for input and output, practicing, analyzing, learners manipulate raw data to make the process of comprehension easier. The same with comprehension strategies, it is used to understand or express a foreign language to make up for grammar and limited vocabulary. Common comprehension strategies include guessing and using body language (Oxford, 1990). Concerning the indirect strategies, the meta-cognitive strategies are used to monitor and plan learning and assess the effectiveness of learning. With effective strategies learners can reduce fear caused by learning, for instance by encouraging themselves or sharing and discussing their emotions with someone they trust. Social categories indicate the interaction with others to enhance learning, these strategies include asking for outside help and cooperating with others (Oxford, 1990).

Translation has usually been identified as one of the cognitive learning strategies (Chamot&kupper; Oxford, 1990). Learning receives, processes, and transfers the target language according to their mother tongue. Hussain(1995) declares that with the use of translation the learners of the foreign language can efficiently understand and analyze the different combinations of the target language.

Studies showed that translation is used as a social, effective, memory and compensation strategy to help learners learn the foreign language efficiently through different channels. As an example, taking translation as memory strategy, Liao (2006) and Chern(1993) indicates that Taiwanese EFL learners often write Chinese translation in the margins of their textbooks to help them remember the meaning of English words and phrases. Although they are not encouraged to use translation as methods of learning the English language by some of their schoolmasters, the largest group of students interviewed claimed that translates is the best method for them to acquire vocabulary in L2 with limited English proficiency. In Prince's research (1996). It can

be found the positive and good effects of translation in the acquisition of L2 vocabulary. Prince thinks that strategic learners make clever use of the stock of their first language skills and translation in order to boost the amount of utterances they learn.

Besides that, translation as an effective strategy is able to reduce the anxiety of foreign language learning. When interviewing adult learners about how they use learning strategies, Wenden (1986) found that the interviewees when speaking English felt fearful and anxious. To calm themselves, they use strategy which is; they plan what they want to say in their native language then they express their ideas through translation. They reported planning their thoughts in the first language and expressing it in the second language through translation can ease their negative feelings. Concerning social strategies, the learners use translation or their mother tongue to ask questions or collaborate with others, which in turn enhance their learning outcomes. Cheng (1993) found that Taiwanese EFL college students translate textbooks cooperatively on technology topics and discussed their content based on translation. In this case, the translation acts as scaffolding in which language proficiency is raised to another step.

Regarding compensation strategies, translation is used by learners to compensate with their insufficient second language knowledge in order to accomplish their second language jobs. Dinner and koayashi(1992) investigated Japanese University writing English articles and discover that lower level students resorted to compensation strategies to found solutions to their writing issues. The strategies used by Japanese college students contain planning and developing thoughts in Japan and then they ask their friends or consult reference books to translate their Japanese essays into English.

To sum up, extensive research studies have proven that translation is a facilitative and positive learning strategy. Translation's role in learning foreign language is multiple; it can be used as memory, affective, cognitive, and compensation strategy to promote learners in the development of vocabulary, reading, and writing.

I.3 Suggested Activities

Activities to be used are varied and numerous, some follow and are explained in some details. These activities are generally intended for EFL use.

I.3.1 Lost in Translation

This activity is one of Weschler's(1997) ideas for an activity variation. Firstly, from a circle that seats up to 10 sitting students. All students will get a number from 1 to 10. Each numbered student will receive a different English sentence written on the top of a sheet of paper giving to him or to her. Each student in an odd number will get one of the same English sentences translated into a native language sentence, written on the top of the paper, and then students continue to translate the central idea of the sentence. The students fold the paper to hide the original sentence, showing only their translated version of the sentence. Then each student passes their papers clockwise, again repeating the same process of folding to hide the sentence that the student has read to write his translated sentence until the paper is completed in the circle or until the teacher decides to stop the activity.

Teachers are now examining what meaning has been lost in the translation of the students. This not only helps students improve their vocabulary base, which is very necessary to reach meaning but it also allows students participate in awareness raising activity that deals with grammatical and contextual structure in their native language and L2. English, as an expansion activity, students may try to figure out how to use

some sentences in dialogue. Examination of any suitable one, whether in terms of context or meaning, will assist students in identifying subtle structural differences in sentences related to the formulation and use of idioms. Students can then carry out some dialogue created in English with appropriate written translation through teamwork. This allows students to acquire a useful production practice, necessary to improve their speaking skills (Atkinson, 1989).

I.3.2 Bilingual Dialogue

This technique employs the pairing of students. One of them receives an original language of the dialogue, and the other one has an English version of the same dialogue. The two students try to translate the dialogue in English language. Based on the level of the students the discussion about the translated dialogue can be conducted in the original language of the students or in English. Again, this is another activity that acts as awareness raiser in comparing students L1 to his L2. Students' generally are able to access their first language and use it to learn new vocabulary through translation. This activity is also useful for indicating repetition embedded in language where there are many ways to express the same meaning. Finally acting outside the English dialogue introduces the student production practice that is necessary to improve their speaking skills (Cook, 2001).

I.3.3 Role-Plays with Native Language Brainstorming

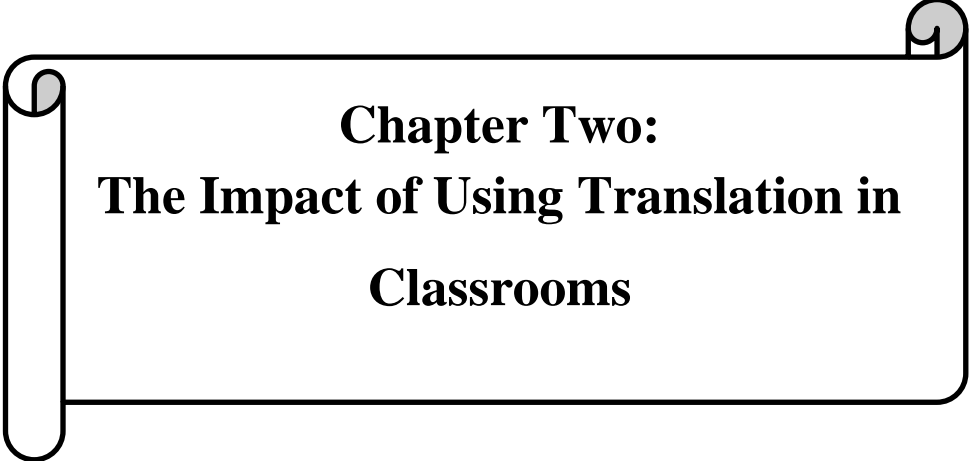
This is a method where a set of English debate phrases are usually pre-taught and exercised. Students now break into a brainstorming group to develop strategies for their later discussion with an opposing group. The students may use L1 for their brainstorming. Later students looking for extra appropriate English sentences and vocabulary for the discussion can ask for help from the teacher. Students first should use Arabic English dictionaries, trying to formulate expressions by themselves. The

teacher must indicate some differences in the meaning or formality of some words to be used in the discussion. Students can also, depending on their level of knowledge of the topic, get a list of potential strategies and situations they may use in subsequent discussion sessions. Finally, students prepare discussion by practicing the English expression that the teacher gave them before reaching the discussion itself. The teacher must follow critically to the discussion, this might include; grammar errors, body language, presentation sequencing, and word usage(Cook,2001).

Students benefit from this activity in several ways. First, they improve their capacity to formulate a strategy. Secondly, they work on the skills of using the dictionary with the teacher introducing different levels of appropriate language. Third, students can gain useful vocabulary and phrases in a contextual context with examples provided by the teacher and their other colleagues. Fourthly, students acquire the production practice necessary to improve their speaking in the form of conversations. Lastly, students will be introduced to cultural differences between L1 and L2 by the teacher's critique of their discussion about presentation and use of words and any follow up discussion (Cook,2001).

Conclusion

This chapter has outlined the theoretical framework of the dissertation. It is divided into two sections. The first section highlighted the historical background of translation, its definition, and the approaches of translation as well as the methods of ELT. On the other hand, the explanation of both translation as didactic tool and facilitative learning strategy in FLL besides some suggested activities using translation has been discussed in the second and the last section.



**Chapter Two:
The Impact of Using Translation in
Classrooms**

Chapter Two: The Impact of Using Translation in EFL Classrooms

Introduction

The second chapter is entitled the impact of using translation in TEFL. To be more specific, this chapter gives an explanation to the positive effect of using translation in EFL classrooms as well as the arguments advocated by the proponents of this theory. Additionally, it unfolds the drawbacks that come out from using translation. Also, it discusses its negative side and the balance between the two sides.

II.1 Positive Effects of Using Translation in EFL Classrooms

Many researchers have confirmed that applying translation in EFL classrooms may have a positive side and can be used as a useful tool in improving learners' involvements in learning and upgrading their literacy skills in the target language. The first language represents a powerful source that can be used in certain cases to enhance learning but it must be used in a limited and careful way with taking into regard the dosage of its use. Tang (2002) confirmed this when he said "moderate and judicious use of mother tongue can aid and facilitate the learning and teaching of the target language" (P.2). Here, the pupils can get the maximum benefits from it if only the teacher knows exactly when, where and how it should be used. As it cited in Naka (2014) "Teachers' code switching must necessary be applied, but in a sufficient extent, in the right place and time especially in cases students' necessities" (P.4). In this way the teacher is expected to play a leadership role in the classroom, his job is to control the students' use of L1, so that it will not be overused which leads to unwanted results, all that in order to increase the students' proficiency in English. According to Nation (2003): "It is the English teachers job to help learners develop their proficiency in English" (P.6). While monitoring the students during the lesson, the teacher can see the students who have troubles in understanding language, the teacher thus determines the situation in which they need to resort to the use of translation.

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Many researchers confirmed the idea about being translation activities beneficial in EFL classrooms. Thus, it has been indicated the most important advantages and useful properties related to this point:

- **Students Feel more Motivated**

Generally, students need to be motivated in the classroom which makes the teacher obliged to use different methods when explaining the lesson, including the ones that are based on using translation which is considered necessary to help the learner to be engaged and focus with the lesson. Spira (2007) states that; teachers should motivate their students to become better English speakers. Patel and Jain (2008) also mentioned this point when they explained the situation in which the mother tongue should be used and they said in motivation “if a child is motivated by his teacher to learn English with the help of mother tongue, he can easily learn English” (p.16). This shows that translating to the students’ mother tongue plays an important role in motivating them; this latter itself helps in the learning process.

- **Students Become Able to Express Themselves**

Using mother tongue by translating opens the chance for the students -especially shy ones who feel they are not very proficient- to participate and share their ideas with no fear of the obligation to use only the target language, this idea is clearly supported by Schweers (1999) when he said: “L1 provides a sense of security and validate the learners: live experiences, allowing them to express themselves; the learner then willing experiment and take risks with English” (P.7). The purpose of such exercise is to supply the students with the occasion to voice their ideas. The learners who have bounded vocabularies in English need opportunities to express their thoughts, and by forcing them to use only English in the classroom may refrain them from speaking at all, what makes the teacher not sure whether the lesson is understood or not. In order to reduce this risk the teacher should always propel his/ her

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students to express their opinions even in their native language if they are unable to do so in English; because it is essential in learning that learners volunteer to speak.

- **Creating a Cooperative Relationship between Teacher and his Student**

In the perspective of using translation as a useful tool in EFL classes, it is very beneficial in creating a communicative and positive classroom environment which plays a significance role on learning, where students need to feel safe and comfortable in the classroom, result of avoiding any kind of any embarrassing situation because of the problems that occur due to misunderstanding of the teacher's explanation while using the English language. Thus, the teacher resorts to translating in order to facilitate the understanding of the pupils , in this way the teacher build-up a cooperative relationship with his pupils in which they communicate better and integrate more into the class by participating and sharing opinions. In order to determine the quantity of L1 used in the classroom, Atkinson (1987) suggested that the teacher must consider factors and mentioned: “the closer the relationship with the teacher, the easier to conduct the class on L1”. This shows that this kind of relationship between teacher and his students helps to create a psychologically appropriate environment which is advantageous in increasing the attention in foreign language education.

- **It Enriches the Learners' Vocabulary**

Another point of view is highlighted by Aurbach (1993) who have claimed that: “the use of the learners' L1 in the L2 classrooms will have a positive effect on learners' second language especially in the area of vocabulary”; which shows that it is very effective for the students to develop their vocabulary through language transfer. Considering L1 as a source of knowledge, so by doing translation activities on texts in the classroom is effectively helpful for students to have a clearer picture of the new words and clarify the difficult concepts that

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are unfamiliar, as well as changes raise their memorizing especially when they do not have sufficient acquired knowledge of the target language.

- **Explaining Grammar**

Using translation in the classroom can also be very enhancing in the area of grammar, when the students are allowed to use their L1 that leads them to make a comparison between English and their L1. So it will highlight the differences between both languages; a tool for both teachers and learners can use to avoid the negative transfer which is considered generally as the source of errors in grammar. According to Harbord (1992) : “Through L1 we can learn to think, to communicate, and to acquire intuitive knowledge of universal grammar”. This awareness can explicate the differences between the structure in focus and other similar previously taught target language constructions, which will be especially beneficial, taking into consideration the commonly mistaken structures that invoke negative transfer and boost the internalization of the target language.

- **Saving Time**

Other advantage of the use of translation in EFL classrooms is that it can be used easily to save time; instead of going through a long explanation in the target language that might takes minutes for the teacher to explain, with no guarantee that it had been understood correctly, in such cases it is easier and more efficient to translate the vocabulary items or to explain the grammar points,as well as to clarify difficult language patterns by providing it with the equivalent in L1.Larsen and Freeman(2000) supports the idea when they state that: “ the native language translation is used to make the meaning of the dialogue clear, it can be used in class when necessary, its use decreases time“ (p.83).

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- **It is a Source of Creativity and Adventure**

The term creativity was handled by Tim Bowen when he explained that the creativity of the translation presented the fact that it is not only the translation of words from one language to another but the translation of ideas, concepts and images". Otherwise, Atkinson(1993,p.54) explains how can translation be a source of adventure through his words that clearly shows that translation enables learners to take risks in the lesson since they are supposed to express even the ideas which are not so clear for them, in such case learners cannot do anything else than just take a risk and try.

Other benefits which should be definitely mentioned is that translation can trains learners to work with dictionaries, because learning a new language is naturally connected with the use of dictionaries, and that can solve the problem with looking up in the dictionary that pupils have.

According to Mogahed Malmkjaer(1998), states that some advantages for applying translation in EFL classes. He mentioned that it helps learners understand the influence of L1 on L2 and correct errors of misuse of particular words or structures, allowing them to think and comparatively. Also, it enables us to explore the potential of both languages, the strengths points as well as weaknesses because translation involves contrast. Moreover, it pushes learners to think carefully about meaning, not just mechanically manipulate forms. Add to that, it lets students take risks rather than avoid them. All above he added, learners use translation outside the classroom all the time, we cannot prevent them when they come to the class.

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II.1.1 Arguments for Using Translation

In terms of using the mother tongue in teaching EFL learners, some educators advocated this idea by listing a set of arguments. Starting with Duff (1989) who claims that “translation develops three qualities essential to all languages learning; accuracy, clarity, and flexibility. It trains, the learners to reach (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity)” (p.7). In addition,” teachers have a possibility to choose texts for the translation; which consist of the grammatical items that need to be practiced, including grammatical items or grammar rules which learners have difficulties along with the same lines”. (p.6). he added “translation happens everywhere all the times, so why not in classroom?” meaning that the problem was not using translation as a teaching tool because it is already employed in EFL classrooms, it is rather approach of teaching was misconceived and overused, that violent use of translation resulted in bad reactions against the grammar-translation method in teaching language. Also, the students while learning the foreign language use their native language (translate silently) naturally in the acquisition of the target language. In light of this, using translation can help the learner to contract the learning mechanism that occurs anyway.

According to Vesely (1974/1975, p.217) highlights the importance of translation; from mother tongue into the foreign language, and he insists that this type of translation should be used in the classroom the most of time because it is good way to prepare the learner to express what they want to say in the target language. Kaye (2009) confirms that and he said: “although the opposite direction can also be seen in the lessons with more specific aims”.

In describing the most important function of translation in the foreign language classroom, Vesely (1974/1975, p. 22-24) claims that it can have three main functions:

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- Translation can facilitate the teacher's job in explaining new grammatical and lexical items which is considered often the most economical way in the case when finding difficulties for the learners to understand, Vesely recommends using an exact translation here.
- After introducing new elements and items, It is necessary to put them in practice, sometimes translation can be an appropriate method for training, but it should never be the dominant nor the only used method, rather it should be accompanied by activities that do not use translation.
- Translation is also a convenient way to verify learner's knowledge .The teacher have the opportunity to choose, either a text that includes the elements that they are currently studying in the classroom, it can act as notes for both teacher and learners.

Schmidt(1995, P .23) gives several reasons for using L1in the classroom:

”Arguments for using student's native language (L1) include these : in mixed level classes, less advanced students can be easily left behind if only the second language (L2) is used; the mother tongue (L1) can provide bridge for overcoming problems of vocabulary ,sentence structure, confidence ;when an ESL writing topic is originally acquired in the L1,its use Supports student planning , L1can assist lower-level students in generating ideas that can then providing meaning for new vocabulary through translation has advantages over inductive approaches ,particularly in acquiring abstract concept; translation of whole passages can make relatively difficult texts comprehensible, and L1use can save time and have a positive effect on the teacher student relationship”.(p.23)

Pollard (2008) agreed with Schmidt by adding some other arguments for using native language in the classroom:“as if it is hard for the student to understand something that the

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teacher explained in English especially for avoiding wasting time because translation is faster”.(p.6)

Atkinson (1987; 242), referring to Bolitho (1983), states that “another important role of the mother tongue is to allow student: to say what they really want to say sometimes (surely a valuable “humanistic element in the classroom”. meaning that providing the learners with chances that let them expressing themselves more efficiently especially for those who have limited knowledge of the target language , they show difficulty to articulate their opinion in English so the teacher should encourage them to do so through translation:

Other research shows that the foreign language students in the class. To understand their teachers they often translate into their native language. Sariçoban(2010:174,175) also supports applying translation for classroom management and states :”understanding the teacher (67%),making contact individually (60,4)”, organizing takes (60,4%), checking for comprehension ,(59,5%),drawing attention(57,3%),warning about off-task. behaviors (55,2%) ,maintaining discipline (54,2%), summarizing the matters already covered (53,2%), explaining teacher’s own emotions (57,3%) ,motivating to speak in el (54,2%),for testing such as planning activities (56,3%),for error correction (69,6%), for metalinguistic uses such as explaining the relationship between linguistic NL. and FL (59. 8%). Translation for explaining difficult concepts (77,1%), defining new vocabulary items (70,9%), explaining and instructing how to do an activity (63,6%), answering students’ questions and translating upon request (58,6%), introducing new materials (56,3%)”. As it is seen; it is clear that students need translation in some cases as a help as the teachers need to use it too. According to Kopczynski also supports the use of translation with some arguments that are listed as the following:

- It allows for conscious learning as well as controlling the foreign language, this way it reduces the interference.

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- The learner must be included in the learning process by being active participants which enhances learners' skills and makes the learning meaningful.
- Conscious learning does not prevent automatic habits
- Learning a foreign language is not the same as acquiring the mother tongue.
- The problems that are caused by using translation are possible to be avoided by the learner.

The same token, according to Randaccio, added more arguments in favor of translation which would help natural and easy comparison between the target and native language.

- Facilitating faster decoding of difficult target language items and structures.
- Considered fast and effective comprehension control to overcome the transmission issues. Moreover, instead of using translation as an obstacle to the true use of language, translation may be seen more as a means of fine-tuning the language for use in specific situations and circumstances. Newmark (1991) goes on to detail up to this point when he mentioned that translation can be very useful as a class activity "If taken as a tool among others to help in the learning and not as the only possible approach".

To continue giving reasons for support translation validity:

- By translating between the two languages the students become more aware of pattern language and the correspondence between both L2 and L1.
- Structures are placed within the cognitive frame of L2, so L1 as well as the target language structure are studied.
- Reducing translation problems, as it develops mental agility, flexibility and memorization.

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- Translation is something that students do often outside the classroom, the reason it could form a natural part of the learning process.

Also, Shiab and Abdullatif (2001) added some other reasons why translation can be used in language teaching.

- Translation can be utilized as a method of comparing and contrasting between L1 and L2
- Translation facilitates in speeding up the learners understanding process.

Other arguments to support translation use is presented by Duff (1989, p.9) who offers useful strategies in order to prevent wasting time during the lesson and one of the strategies he suggested is to use mainly the oral translation as the written translation is shorten time, adding to that also he boosts pair and group translation, and he claims that translation often lead to classroom discussion because generally there is a multiplicity of answers, not just one possible answer.

According to Atkinson(1993, p.5) explains that the purpose of using translation in the classroom is not for preparing students for their future career as professional translators, but to give them an opportunity to compare the differences between both languages in order to improve language skills, even for those learners who have not the intention to become professional translators, there are many other jobs in which the use of translation is necessary at least sometimes, and applying some translation activities in EFL classrooms can prepare the learners in best way.

II.2 Drawbacks of Using Translation in EFL Classes

Many English language teaching professionals debate the use of translation in the classroom, it is something should not happen especially in today's modern communicative

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lesson, keep that teaching English should be in English language in order to familiarize the students with the language which would strengthen their knowledge of English and accelerate their learning, if students are constantly relying on their first language they would not really appreciate target language exchanges. As Ellis (1984) said about the excessive usage of mother tongue could “deprive the learners of valuable input in the L2” (p. 133).

This kind of tendency can lead to an excessive dependency of the use of mother tongue by both teachers and students; this point is well explained by Atkinson (1993) when he said: “it is easy to start by using the L1 “now and again”, because it is easier or more convenient. But any teacher has to be careful. Because “now and again “can quickly become reactive, before you know it, the L1 becomes the main language of the classroom “(P2). Consequently, the learners lose confidence in their ability to communicate in English because in that way the student is accustomed to understanding what the teacher says only when it has been translated. Moreover, it would lead them to use their first language even in case they are capable of expressing their ideas in English, this should greatly minimize students’ opportunities to practice English in the classroom which is considered as an essential tool that influences students’ achievement and proficiency in the target language, because of the experiences they gain in class. Besides, Spira (2007) gave recommendations to support the target language use, and he mentioned that according to the students’ proficiency levels, the teacher should prepare warm-up activities and work to motivate them to become better English speakers. Therefore, students feel relaxed and confident using the target language which makes them ready to use it more. Jones (2020) supports that: “the learner’s L2 proficiency will improve as will the learner’s confidence in using the L2 if the students find the task meaningful they will learn quickly”(p.8). Thus, it can be said the more the target language is used in the classroom, the more the students will get used to it and the teacher will

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be able to model the use of language. Atkinson (1989; P.246) claims that the biggest danger the use of translation is its overuse and it can result in the following problems:

- Without translation, learners or even teachers begin to feel that they have not “really” understood some items of target language.
- The teacher or/and the students fail to observe distinctions between equivalence of forms, semantic equivalence and pragmatic features, and thus over simplify to the point of using crude and inaccurate translation.
- Learners become lazy in using target language even in simple communicative tasks, which is easy for them to discuss it in L2 without resorting to use mother tongue.
- Students fail to realize the essential role of the target language in many activities.

In the same idea since students rely on translation, this causes them to make no effort to try to understand the meaning from context and interpretation, or even to express what they want to say within their knowledge boundaries of the target language especially when the students and the teacher share the same first language they will get used to using it whenever they want which would reduce their learners’ communication skills.

As other big disadvantage of using translation in the connection between mother tongue and the foreign language teaching is the interference or so-called negative transfer that means the negative influence of learners’ L1 on L2 which is responsible for the negative attitude towards the use of translation in foreign language teaching and this causes interference when transferring a typical L1 to the foreign language being studied. As Nunan (2001) states “where the first and second language rules are not the same, errors are likely to occur as a result of interference between the two languages”(89).

Cook (2001) set down several reasons why translation should not be used in the classroom:

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- The expended impact of the “grammar-translation method which has become stereotypical of translation use in language teaching.
- The problems associated when transforming from L1 to L2.
- The reinforcement of a reliance on processing the L2 via L1.
- L1 intervention caused by learners’ first language influence.
- The negative effect on the acquisition of “native-like” processing skill and speed.

Supporting to this idea, Newson (1998, p.-64-65) also have talked about the down side of translation use in teaching and testing, and here are some list of disadvantages he mentioned:

- Encourages in thinking in one language then transference into another, accompanied with interference.
- It is totally independent of the four skills that define language competence: reading, writing, speaking and listening.
- Instead of working with the target language mother tongue deprives both teachers and learners of the opportunity to exploit L1 and practice it in the classroom.
- It gives a false judgment about word to word equivalence between languages.
- Does not allow or facilitates the achievements of generally accepted foreign language teaching objectives.
- Translation also creates a problem of over simplification because many cultural and linguistic differences cannot be translated directly.

To explain more, taking the sentence “that is so cool!” iN English it means that it is so amazing or this expression is a product of a continual evaluation of the English language that was affected by a specific culture at a certain time. A direct translation of this sentence into another language “Chinese” for example, would not have the same meaning as English; in fact, it would not make sense at all.

Chapter Two: The Impact of Using Translation in EFL Classrooms

II.2.1 Arguments Against Using Translation

It is clear that the positive effect of translation in the classroom is remarkable, on the other hand, critics can argue with some powerful arguments that should not be overlooked.

First, Vermeer (2010) asserts that: “English is best taught monolingually”, and he added: “the ideal teacher of English is a native English speaker”.

Vivian Cook (2001) also strongly supports the monolingual approach and he claims that the only use of target language can create a prosperous learning, even more when learners recognize that their frequent practice of English will develop their abilities in the target language. Which means that the teaching of English should be completely through the target language and use it as the sole medium of communication as far as possible without resorting to the use of translation and inserting the mother tongue.

This theory considers that English-only classes is the most appropriate solution in teaching English as far as a foreign language for several reasons, Philipson (1992: 185) explained the reasons for using only English by giving five principles as presented below:

- The best way to teach English is by using monolinguals.
- English native speaker considered as much better as a teacher.
- The earlier English is taught, the better the result.
- If other languages are used too much; the standards of English will drop.

In the same side, Carless (2008), rejects the randomness in using translation in the classroom and he strengthened his opinion with arguments against using translation as teaching tool:

- Translation basically is an artificial exercise that should not be included in the communication methods

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- As well as it is restricted in which it limits language practice to only reading and writing skills.
- Translating into the target language can be counterproductive, because it imposes learners always to see L2 through L1, this leads to the interferences and much relying on L1 that block the free expression in the target language for the students.
- Translating into L2 is useless practice that does not relate to the real world, add to that it is frustrating and unmotivated exercise make the students could never reach the level of accuracy or stylistic polish of the version that was given by the teacher.

It appears to be an exercise that has been designed to elicit mistakes rather than accurate use of language. In supporting of the same point; Alan Duff (1992) explains the reasons for being translation not favoured by language teaching community, those reasons are presented as follows:

- Text –bound, only implies tow skills, reading and writing.
- Corresponded just with certain types of texts; there are some texts such scientific do not suit to the general needs.
- Undesirable for its dependence on the native language.

Moreover, Lado (1964); emphasizes that using translation in EFL classrooms restrains students from obtaining the valuable acquaintances in the target language. Obviously, the target language should be the prevailing language in the foreign language lesson, Butzkamm (2003) confirms this with his words: “we do not learn any language by using another one” (p.30), also Atkinson 1993 supports it and states: “If English is not the main language used in the classroom, the learners are not going to learn very much English” (p.12). And he justifies this idea by mentioning some arguments:

- ”listening to English is learning English”

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- “if you want to learn to play the piano, you have to play the piano”
- ” routine use of English helps learners adapt to ‘real’ situations outside the classroom”

As it is cited in Cook (2001), Lado added more: If the major problems in the second language (L2) learning come from the L1, then let us eliminate it as much as we can. This compartmentalization is particularly evident in the many twentieth century attempts to teach meaning without recourse to the L1. Teachers explain the L2 word, define or mime its meaning, show pictures and so on, without translating, in the long-term hope. This builds up the L2 as a separate system. Atkinson (1993) agrees with the need to maximize the second language band he states: “every second spent using L1 is a second not spent using English, and every second counts” (P, 12)

II.3 The Balance between the Use of Both L1 and L2

Despite all the arguments presented in of both group, it seems that translation took a strong position in classroom methodology. However, everyone agree that English. Should be the prevailing language EFL classroom, once the mother tongue has completed its role in lesson, it has to stay in the backward and the focus should be moved to the target language. On the other hand, using just English in the classroom does not seem to be the best way neither. As attempts were made to create English-only classrooms but failed to achieve the goal of efficient language teaching as a result of facing many unexpected problems. It led to the lowering of students level and English skills, because this environment forces them to communicate in a language that exceeds their cognitive abilities what puts them in uncomfortable environment where they struggle learning simple language points in English, which decreased participation, and that causes a lot of time to be spent on little learning. Davies and Pearse(2000) agree with when said: «if you simple speak English all the time will quickly drive beginners even more advanced learners, to despair” (P.6).On account of what is

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already mentioned in the previous part, that using translation should not be forbidden by emphasizing. Nation (2003) made a balance between distinct sides and he claims that “teachers need to show respect for the learners’ L1 and need to avoid allowing things that make the L1 seems inferior to English” (p.6) and he added: “a balanced approach is needed which sees a role for the L1 but also recognize the importance of the maximizing L2 use in the classroom” (p.6) .This way the students will overcome their negative feelings that will help them learn the target language.

From all of above, English is still the dominant teaching language but the question is how far this dominance should be, and what is the correct ratio between both languages L1 and L2? Many researchers tried to answer this problem by suggesting proportions according to the need for the use of both languages, but it appears that it is not possible to determine the exact ratio and that is because it depends on variable factors that can change at different stages in the teaching process. Atkinson (1993, p. 14) mentioned some of them:

- **The Students’ Previous Experience**

The students keep changing their classes where they are used to different methods and ideas to change the method completely at once, it is better to give the learner the chance for acclimatization, and as Atkinson proposes the increase in the amount of English Language should be gradually.

- **Level**

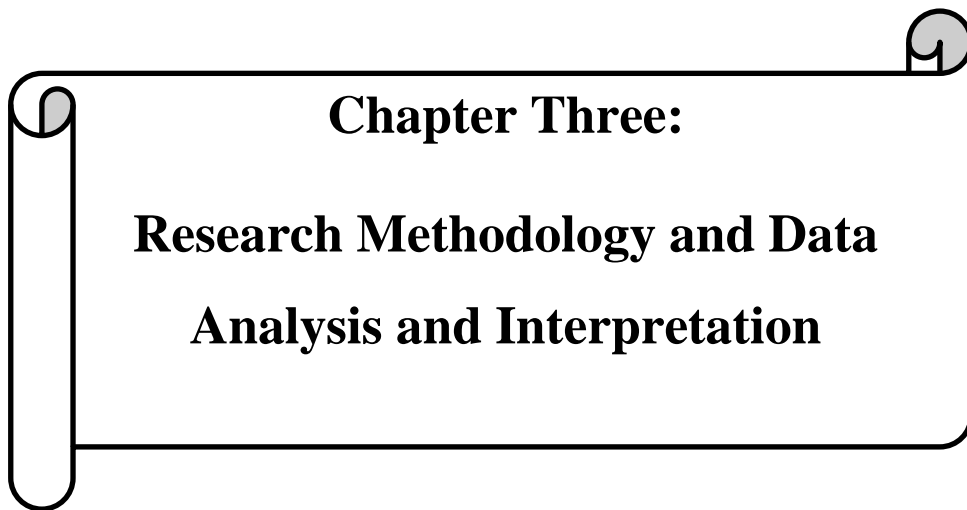
In the lower levels the use of translation for most of the time is obvious because of their little knowledge of vocabulary. After higher levels the teacher can use more and more English with his learners, the higher the level, the native language use decreases, while the target language use increases as the levels progress. Before the teacher starts to teach a new class, he should first think about these points. Even though it does not give the exact proportion

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between L1 and L2, but at least it helps to decide where using L1 is justified during English lessons.

Conclusion

This chapter dealt with the impact of using translation in the EFL classrooms. In mean, translation can have both positive and negative effects on EFL learners. It discusses the main aim of using translation is to show similarities and differences between the mother tongue and the native language. According to some theories translation can affect negatively the second language process due to the linguistic asymmetries between the two languages. This can be avoided by the balance between them.



Chapter Three:
**Research Methodology and Data
Analysis and Interpretation**

Introduction

This chapter is designed for the practical part of the work. It is divided into three sections; the first section presents the methodological framework of the research. To be specific, this section will provide an explanation about the methodology followed, data gathering tools used to test the hypothesis and the sampling. The second section deals with the analysis of data obtained from the instruments. Finally, the last section deals with the discussion and interpretation of the results.

III.1 Research Design

The term research was defined by Kothari (1990) as “The systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solution(s) towards the concerned problem”. That it is to say, the research is an organized plan which is based on scientific application in order to find answers to questions.

The research methodology is conducted using the quantitative approach. It is known that the quantitative method involves studies that make use of statistical analysis to obtain their findings. Key features include formal and systematic measurement and the use of statistics (Alan& Nadeem, 2005). This kind of research method seems to be more suitable for this study for the reason that it helps to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics, and understand how prevalent it is by looking for projectable results to a larger sample population. Furthermore, it helps obtain results with a greater value of objectivity and accuracy. Personal bias, also, can be avoided by selecting such kind of research design. This claim is clearly supported by Massey (2003) “quantitative data are collected under controlled conditions in order to rule out the possibilities that variables other than one under study may account for the relationships identified, while qualitative data is collected within the context of its natural occurrence.

III.2 Data Gathering Tools

In order to test the hypothesis, the researchers designed a questionnaire for teachers as a quantitative instrument. A detailed explanation is provided below.

III.2.1 Questionnaire

It is the most applicable technique that is mostly used by researchers in all the cases in order to gather the required data. The questionnaire is defined as the means for collecting the primary data (Cohen, 2013, p.101). ‘*Primary data*’ by extension is data that would not otherwise exist if it was not for the research process and is collected through both questionnaires and interviews. (O’Leary, 2014, p.68). The researchers have chosen the questionnaire in order to carry out this study. This latter consists of a series of questions for the purpose of gathering information from the respondents as well as it helps in getting answers to the preceding questions.

III.2.1.1 Description of the Questionnaire

Teachers’ questionnaire consisted of 12 questions arranged from general to specific. These questions are divided into two sections.

The First Section: consists of three questions addressed to the participants in order to get personal information about them such as educational level, teaching experience and teaching level.

The Second Section: contains nine questions, the aim of this section is to gather information from the participants about whether the use of the mother tongue in the EFL classrooms have effects on the pupils or not. .

All in all, the questionnaire includes both closed-ended and open-ended questions. In the former the participants were asked to answer with yes or no or to agree or disagree on some points of view.

III.2.1.2 Administration of the Questionnaire

An online questionnaire was posted on Facebook for three days in which the respondents were kindly requested to answer it. The number of the responding teachers constituted our sample.

III.3 Participants

The targeted population of this work comprises 50 teachers from middle schools in Khenchela. Precisely, the sample size encompasses teachers with different teaching levels and grades. The participants have been chosen to participate in this study using a convenience sampling technique. This latter involves selecting certain participants due to their convenient accessibility and proximity to the researchers.

Section Two: Data Analysis

III.1 Analysis of the Questionnaire

Section One: Background Information

Question One: which degree do you hold?

Table 1: Teachers' Educational Level

Options	N°	(%)
Bachelor degree	16	32
MA degree	25	50
ENS degree	4	8
Ph.D. degree	5	10
Total	50	100

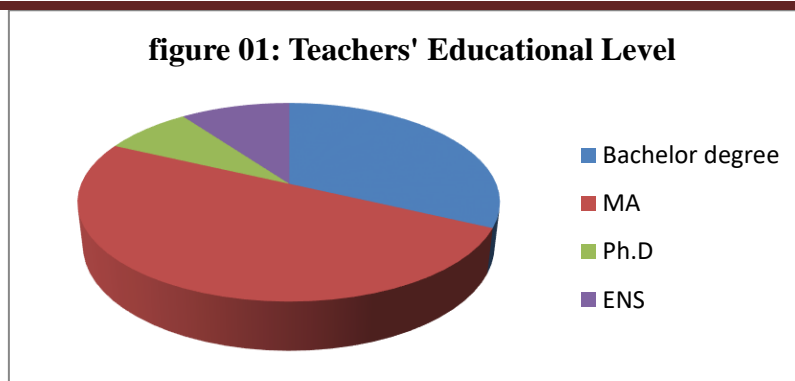


Figure 1: Teachers' Educational Level

Results in figure01 shows that the majority of the participants (50%) have a MA degree (magister/master degree). About 32% of them answered that they have a bachelor degree while 10% of our respondents are graduated from ENS. Only 8% of the teachers have a doctorate degree.

Question Two: how many years have you been teaching?

Table 2: Teachers' Teaching Experience.

Options	1-3 years	3-5 years	5-7 years	More than 7 years	Total
N	10	12	20	8	50
%	20	24	40	16	100

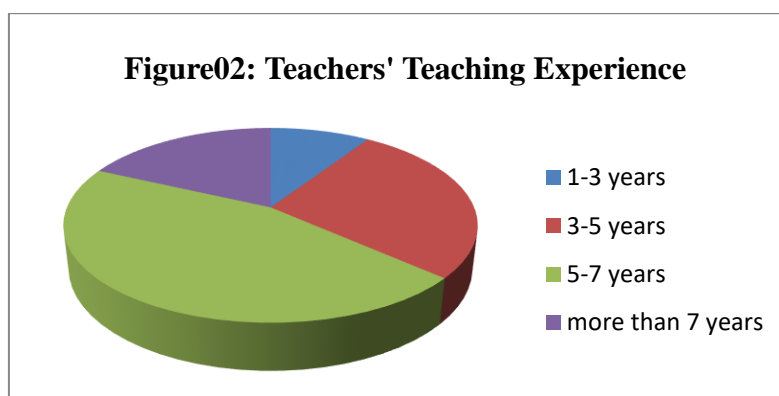


Figure 2: Teachers' Teaching Experiences

Table 02 shows that 40% of the participants have a teaching experience between 5 – 7 years old while 24% of them answered that they have a teaching experience of 3 to 5 years. 20% of teachers' teaching experience ranges between 1-3 years. Finally, it comes in the category of more than 7 years with a percentage of 16%.

Question Three: Which level do you teach?

Table 3: Teachers' Teaching Level

Options	First year	Second year	Third year	Fourth year	Total
N°	16	14	17	3	50
%	32	28	34	6	100

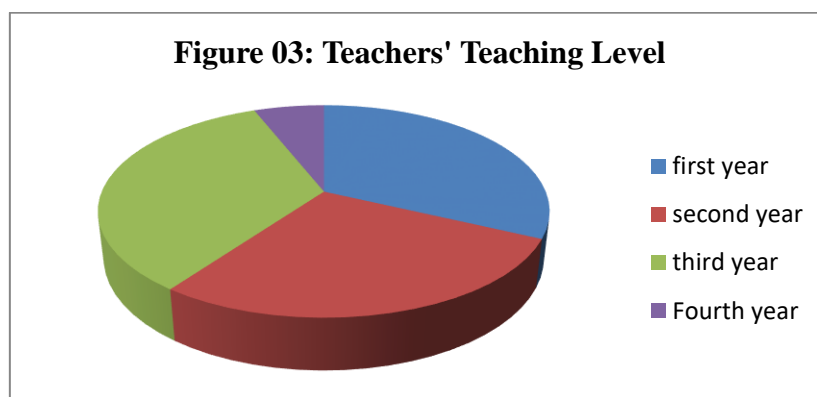


Figure 3: Teachers' Teaching Level.

The graph above reveals that 32% of the teachers are teaching the first level pupils, 28% of them are teaching the second level whereas 34% of the responding teachers are teaching the third level pupils. Only 6% of them are teachers of fourth year pupils.

Section Two: Using Translation in EFL Classes

Question Four: How do you evaluate your students' level?

Table 4: Teachers' Evaluation of their students' Level in English

Options	Excellent	Good	Average	Poor	Total
N°	6	12	13	19	50
%	12	24	26	38	100

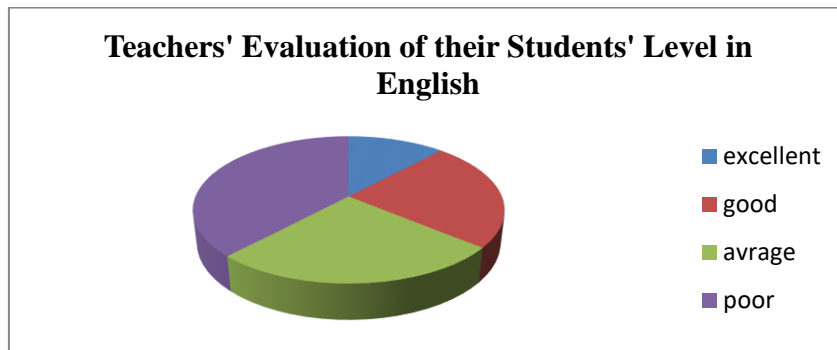


Figure 4: Teachers' Evaluation of their Students' Level in English.

This question is addressed to our participants in order to know the level of their pupils in English. As the results shown in table 04, the majority of the pupils have poor level in the English language with a ratio of 38% while 26% of the pupils have an average level. Meanwhile, some teachers see that their pupils' level in English is good, making up 24% from the total sample. Only 12% of them have an excellent level in the English language.

Question Five: Do your students' get all what you say in English?

Table 5: Students' Ability of Understanding their Teachers' Explanation.

Options	Yes	No	Total
N°	22	28	50
%	44	56	100

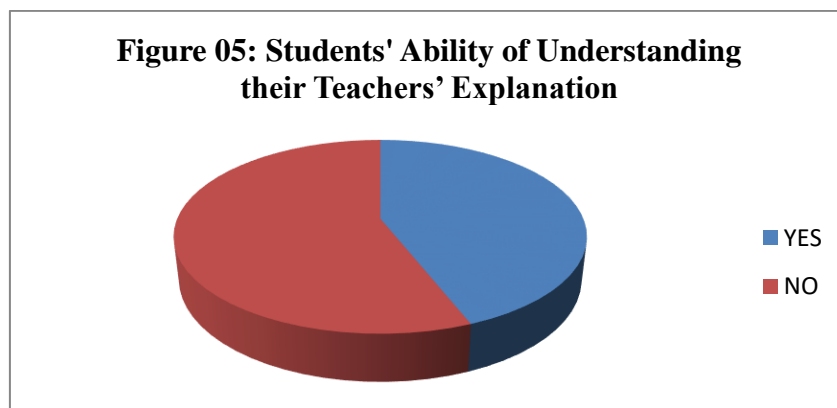


Figure 5: Students' Ability of Understanding their Teachers' Explanation

Chapter Three: Research Methodology and Data Analysis and Interpretation

When the teachers asked if their pupils understand all what they say during English classes, the majority of them, with a percentage of 56%, answered negatively to this question that it is to say that their students have difficulty in understanding what their teachers say in English while 44% of the participants answered that their students understand all what they say in English.

Question Six: What are your students' reactions when misunderstand your explanations?

The majority of the respondents answered that their students reactions when they misunderstand the explanations is asking for clarification whereas few of them said that they keep silent and the teachers can understand that from their facial expressions.

Question Seven: Do you use translation in your class?

Table 6: The use of Translation in EFL Classes

Options	Yes	No	Total
N°	44	6	50
%	88	12	100

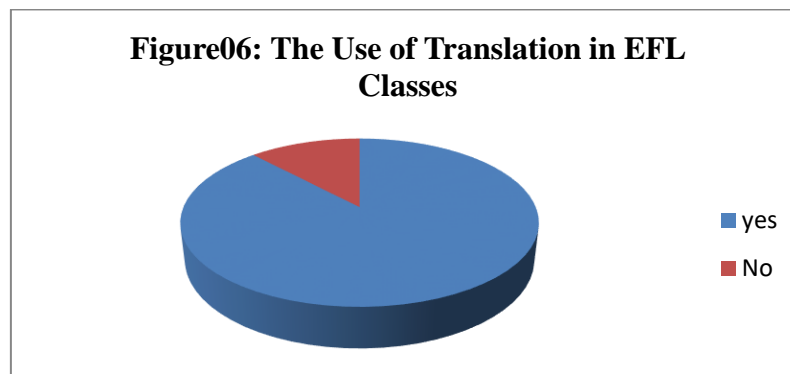


Figure 6: The Use of Translation in EFL Classes

The results in the graph above displays that the majority of the teachers, forming up 88% from the whole sample, use the mother tongue when they are teaching the English courses whereas, 12% of them do not use it. Depending on this question, the teachers who answered yes were asked to provide the frequency of using the mother tongue.

Table 7: The Frequency of Using Translation

Options	Always	Usually	Sometimes	Rarely	Total
N°	9	14	13	8	44
%	21	31	29	19	100

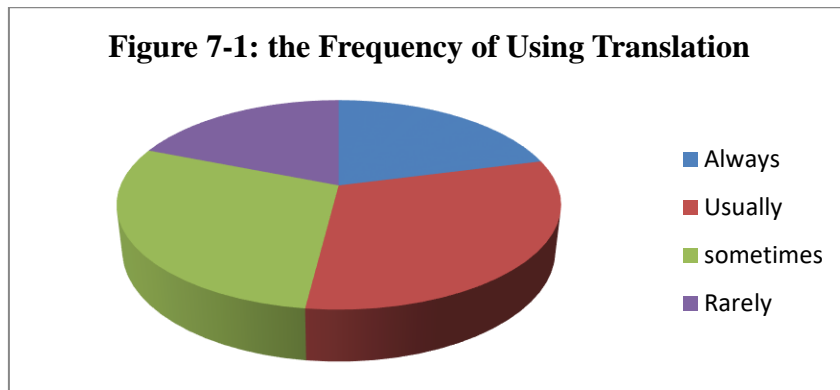


Figure 7: The Frequency of Using Translation

This question is forwarded to know the frequency of using the mother tongue during English classes among teachers; the results reveal that 21% of the teachers always use the mother tongue in English classes, 31% of them used it while 29% of the participants sometimes use the mother tongue in their classes. Only 19% of the responding teachers rarely use it.

Question Eight: Do you translate into mother tongue for:

Table 8: Reasons for Using Translation.

Options	N°	%
Explain the meaning of a new vocabulary	24	48
Explain grammar rules.	12	24
Give instructions.	8	16
Solving disciplinary problems	6	12
Total	50	100

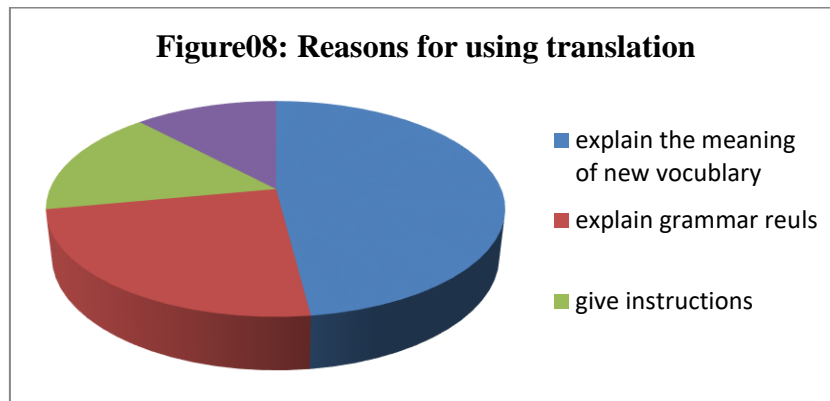


Figure 8: Reasons of Using Translation.

The aim of this question is to know the purpose of using the mother tongue among the teachers; the results show that the majority of the teachers, making up % from the whole ratio, use the mother tongue in order to explain the meaning of new vocabulary whereas % of them said that they use the mother tongue in their classes to give instructions to their learners. Only few of them answered that they use it for the purpose of explaining grammar rules while the remaining, making up % from the whole sample, use the mother to solve disciplinary problems.

Question Nine: Should students be allowed to use mother tongue?

Table 9: Allowing students to use mother tongue

Options	YES	NO
N°	42	8
%	84	16
Total	50	100

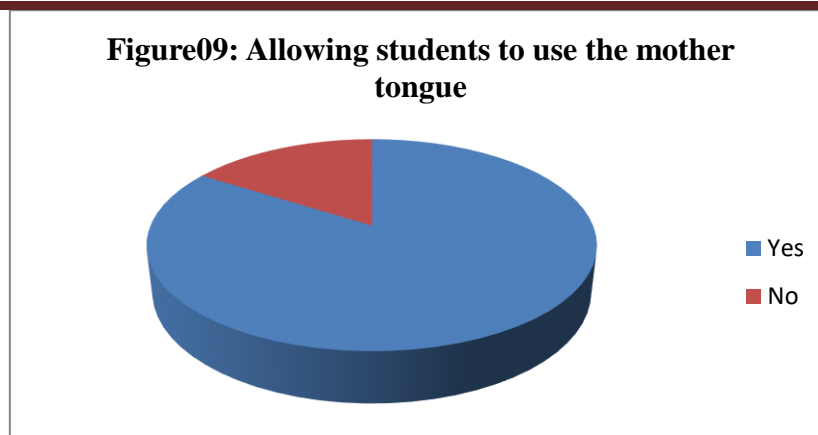


Figure 9: Allowing Students to Use the Mother Tongue

The results in table 09 reveal that the majority of the participants 84% allow their students to use the mother tongue during English classes while 16% of them do not allow their students to use it.

Following this question the teachers who answered positively to this question were asked to give reasons why they allow them to use it. Their answers were as follow:

- 42% said that they use the mother tongue to make their own contributions.
- 40% answered that they use mother tongue to ask how to say something in English.
- 21% of the teachers allow their students to use the mother tongue in order to translate a word or phrase to understand the context.
- 39% of the participants allow their students to use the mother tongue during group work.
- 9% of the teachers said they use the mother tongue to ask for more explanation

Question Ten: how do you rate the ratio between the use of the two languages?

Table 10: The Ratio of Using the Two Languages

Options	N	%
The English prevails over mother tongue	11	22
The use of mother tongue and English is equal.	14	28
The mother tongue prevails English.	25	50

Total	50	100
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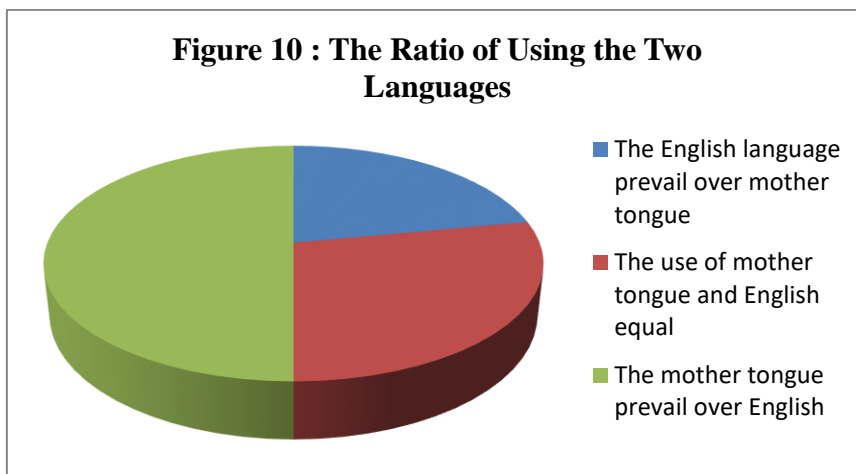


Figure 10: The Ratio of Using the Two Languages

Figure Ten displays data regarding the ratio between the use of the mother tongue and the English language. As we can notice that most of the respondents answered that the mother tongue prevails the English language in the use, while 14 of them said that the use of the mother tongue equals the English language. Only 11 of them answered that the English language prevails the mother tongue.

Question Eleven: Does using mother tongue help establishing a well teacher-students relationship?

Table 11: Establishing the Relationship between Teacher and Pupils

Options	Yes	No
N°	36	14
%	72	28

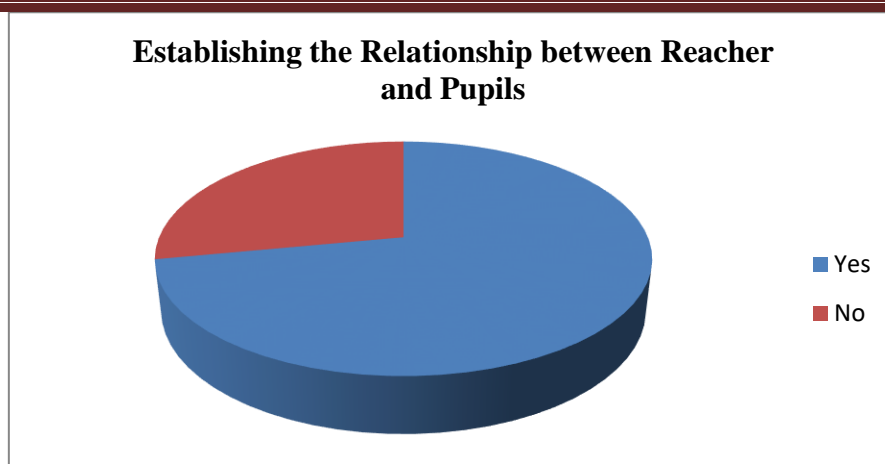


Figure 11: Establishing the Relationship between Teacher and Pupils

The results in the graph above show that the majority of the participants agreed that the use of the mother tongue helps in establishing a well teacher-students relationship while only 28% of them answered negatively in which they said that the use of mother tongue does not help in establishing a well teacher-student relationship.

Question Twelve: Do you think that the use of translation can have more positive than negative effect on EFL students?

Table 12: The Effect of Using Translation in EFL Classes

Options	Yes	No
N°	43	7
%	86	14

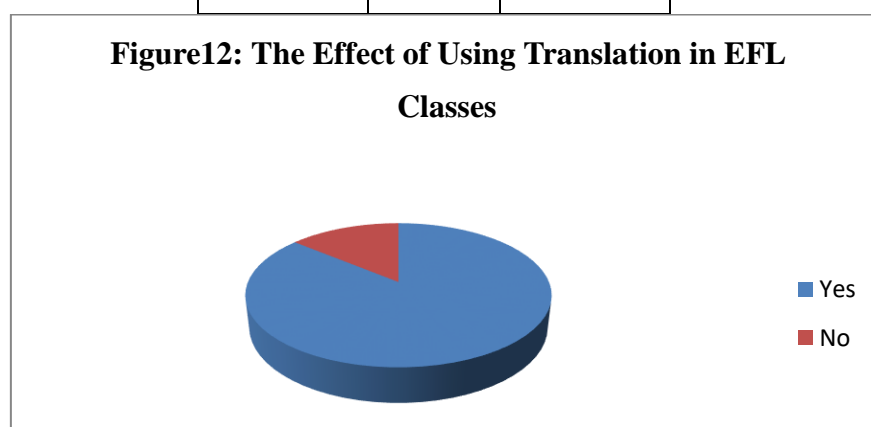


Figure 12: The Effect of Using Translation in EFL Classes

As it is represented in the figure 12, the majority of the responding teachers, making up 86% from the whole ratio, answered that the use of translation can have more positive effect rather than negative effect on the EFL learners, while only 14% of them answered that using translation in EFL classes has negative effect.

Section Two: Discussion and Interpretation

Serge of interest in using translation in English class has recently been developed, for its important a good method to pave the way for learners to acquire the second language. The current study revealed that the majority of teachers had a positive attitude towards the use of translation in EFL classes. After analyzing the data obtained from teachers' questionnaire, the results reveal that the majority of middle school teachers in Khenchela use translation in their EFL classroom as it shown in figure (07) 88% of them answered positively. And this proved our first hypothesis which states that "Middle school teachers use translation in their EFL classroom". That is to say that middle school teachers' use translation in their classes simply because they find it as a useful tool which helps them in transmitting their ideas and thought to their pupils in the best way as well as enables them to achieve the understanding of the English lesson. Moreover, the results also proved our second hypothesis "using translation has a positive effect on EFL learners". As it is represented in the figure 12, the majority of the responding teachers, making up 86% from the whole ratio, answered that the use of translation in EFL classrooms has a positive effect while only a minority of them with a percentage of 14% said that translation have negative effect. This explained the fact that translation is a strategy to explain difficult concepts and facilitate the learning process for the pupils. Also, it provides them with a comfortable environment, makes them feel confident and motivated to participate and share their opinions. From all these discussions, it is clear that translation has a great impact on EFL pupils' performance in that it helps them to overcome their fears, minimize their hesitation and increase their self-confidence, all of these cannot be

achieved unless translation is used in the sufficient and in the appropriate ways. Sometimes translation can be harmful if it is over used.

Conclusion

To sum up, this chapter has mainly discussed the research methodology followed in order to analyze the data in order to check if the stated hypothesis have been confirmed or rejected. More importantly, it provided the discussion and the interpretation of the findings. This latter provided positive results towards both the use and the effect of using translation in EFL classrooms.

Suggestions and Recommendations

It has been reflected positively the use of translation in the language classroom based on the idea that translation activities may contribute to the practice and skills that learners need to interact in an accurate, meaningful and appropriate way, and to have better results, it is important that teachers explore translation activities from a poststructuralist perspective and make using translation in the EFL classroom as a learning strategy .The following recommendations are important steps that teachers can take to improve the teaching environment and ensure learners' success .

- A teacher should first try to convey the meaning of new and abstract lexical items, and explain difficult concepts through action and demonstration. If he fails to communicate the meaning or make the students comprehend, he can switch to L1 since comprehension is the prime importance of any lesson. Moreover, the use of L1 is recommended if the teacher has to cover vast content within a limited amount of time.
- At the beginner levels, teachers are preferred to include students' first language, but it would be better if it is used judiciously for evoking pupils in EFL.

Chapter Three: Research Methodology and Data Analysis and Interpretation

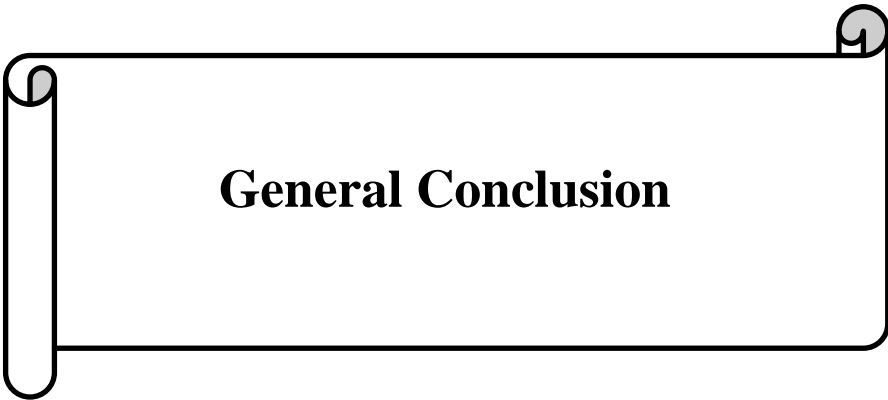
- Teachers should choose to use simple ways that pupils clearly understand and use. Since, using L1 limits the input required for the learners.
- Take advantage of guiding pupils to use L1 creatively and take an active part in group activities as well as providing them with the security of first language, especially by setting and stating classroom rules. Positively contributes to their communication skills, leading to speaking fluently in EFL class.
- In order to prevent misunderstanding and misuse, it should be better to teach grammatical issues by means of cross-lingual features, and properties common with the pupils' first language.
- It should be known that the use of L1 reduces students' anxiety and increases their confidence and rapport with their teachers
- From an affective perspective, language learning for many learners is full of anxiety and stress. Thus, the teacher can give pupils confidence and motivation by pushing them to try to use L2, but for difficult concepts they are allowed to use L1 in the class. There should also be flexibility of L1 use in group work, checking for comprehension, asking questions and for other communication purposes.
- Translating into L1 must be moderate and judicious in EFL classes. The teacher should not use it always so that the students become dependent completely on it, instead of practicing the L2.
- It is important that the major medium of instruction must be the target language and the learners should be given as much exposure as possible to the target language input during limited class time. The pupils ought to be made familiar with English with its pronunciation, structural, socio-cultural and semantic contents to learn clearly and appropriately different contours of English. Therefore, the teacher has to be alert not to use translation very frequently.

- Last of all, the excessive dependence and excessive use of L1 may hinder the opportunity to hear the target language, leading to an inability to develop speaking strategies.

Limitations of the Study

Several limitations were found when investigating our study and they are presented as follows:

- We found difficulties in obtaining references, due to the closure of all public and university libraries under the current circumstances that we are going through.
- Most of the books' websites are not free and require a payment card, which is not yet legally enforceable here in Algeria.
- Cancellation of the application of field study in educational institutions due to the closure of schools
- We found ourselves compelled to cancel our interview with teachers due to the school closures. Also cancelled our questionnaire with pupils; for the reason that we couldn't reach to a sufficient number of them online. Because their age does not allow them yet to use social media. This prompted us to change the research methodology that we were going to adopt.
- Difficulty finding teachers and communicating with them in order to answer the questionnaire because they are outside the scope of work.



General Conclusion

General Conclusion

The over use of L1 has been considered as harmful in ELF classes, but the systematic and well-planned apply of mother tongue plays in fact crucial role in foreign language process. The benefit of using L1 in foreign language learning has been recognized by many researchers. It should be noted that L1 remains a neutral source in L2 learning. Our main aim of this study is to answer questions that have been raised in this research. The first question is to see if middle school teachers use translation in their EFL classrooms or not then to see what is the effect of using translation on the EFL learners' achievements is another question that has been focused on. As primary predictions to the previous stated questions, the researchers suggested two main hypotheses:

1- Middle school teachers use translation in their EFL classrooms.

2-Using translation in EFL classrooms has positive effect on learners.

The current study is a total of three chapters. The first chapter dealt with translation towards teaching. In mean, this chapter is divided into two sections. The first section provided a brief explanation of translation producers in which we focused on translation definition, historical background of using translation in EFL classes, approaches and methods of translations. The second one entitled translation in teaching; translation as didactic tool and as facilitative learning strategy besides some suggested activities using translation. Second chapter discussed the advantages of using translation in EFL classrooms supported with arguments given by educators and then disadvantages followed by their arguments as well, in addition to the balance between the use of L1 and L2. The third chapter provides a description of the research methodology, data analysis and discussion and interpretation of the results, and conclusion of what has been discussed previously.

General Conclusion

The results of the study showed that middle school teachers, in Khenchela, use translation in their classrooms and all of them agree that translation has more positive effect than negative which answers our questions and confirms our hypotheses. We came to the conclusion that English is better taught through the use of translation because after collecting most the contra translation arguments we came at the weakness of the reasons of panning translation and the weakness of excessively monolingual approach in the EFL classrooms that is supported only by selective elements and doubtful reasoning and that is opposite to students and teachers need. Besides, the participants teachers emphasized some purposes why they use Arabic in their classroom, the majority of them used Arabic to save time and efforts, to introduce new vocabulary, explain complex concepts.

To conclude, the study investigated teachers' use of translation in Khenchela middle schools. The findings of the study could be of some value for both teachers and EFL learners. On the whole, the results from this study are supposed to open up areas for further research about using translation in EFL classrooms. Such findings would change our teachers' level of awareness about using translation in EFL classrooms thus, implementing special methods to help EFL learners to improve their achievements.

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Appendix : Students' Questionnaire

Questionnaire

Dear Teacher

We are carrying out research about the use of translation in English Language Teaching, we will be grateful if you take part in the research. Please read carefully and answer all the questions. The questionnaire is anonymous and all the information will be used only for the purpose of finding the benefits and drawbacks of using translation in EFL settings, for our diploma thesis. Thank you in advance for your cooperation.

Section One:

Please tick the correct answer

Question One: Which degree do you hold?

- Bachelor degree
- MA (Master, Magister)
- Ph. D(Doctorate)

Question Two: How many years have you been teaching
1-3 years

- 3-5 years
- 5-7 years
- More than 7 years

Question Three: Which level do you teach?

- First year
- Second year
- Third year
- Fourth year

Section Two: Using Translation/ mother tongue in EFL classes.

Question Four: How do you evaluate your students' level in English?

- Excellent
- Good
- Average

- poor

Question Five: Do your students' understand all what you say in English?

- Yes No

Question Six: What are your students' reactions when they misunderstand your explanations?

.....
.....

Question Seven: Do you use translation in your class?

- Yes No

If yes, how often do you use it in English classes?

- Always
- Usually
- Sometimes
- Rarely

Question Eight: Do you translate into the mother tongue for:

- Explaining the meaning of a new vocabulary
- Explaining the grammar rules
- Giving instructions
- Solving disciplinary problems
- others.....

Question Nine: Should students be allowed to use mother tongue in the classroom?

- Yes No

If yes, is it for the purpose of allowing students to:

- Make their own contributions
- Asking how to say something in English
- Translating a word or a phrase in order to understand the context

- During group works
- Asking for more explanation
- Asking for permission
- Others.....
-

Question Ten: how do you rate the ratio between the use of the two languages?

- English prevails over mother tongue
- The use of mother tongue and English is equal
- Mother tongue prevails over

Question Eleven: Does using mother tongue help in establishing a well teacher-students relationship?

- Yes No

Question Twelve: Do you think that the use of translation can have more positive than negative effects on EFL students?

- Yes No

Thank for your contributions

المخلص

أجريت هذه الدراسة في المدارس الإعدادية لولاية خنشلة. وذلك للتحقيق في مدى استخدام الترجمة بين مدرسي اللغة الإنجليزية كلغة أجنبية. اين كانت الأهداف الرئيسية من هذه الدراسة هي التحقق مما إذا كان مدرسو المدارس الإعدادية يستخدمون الترجمة في فصول اللغة الانجليزية, وكذا التأثير الذي يمكن أن تخلفه الترجمة على إنجازات التلاميذ في تعلم اللغة الإنجليزية كلغة أجنبية، ولقد تم إجراء استبيان لمعلمي المدارس المتوسطة من اجل جمع البيانات والحصول على معلومات دقيقة ومتعمقة حول هذه الوضعية, حيث كشفت نتائج تحليل البيانات عن نتائج إيجابية فيما يتعلق باستخدام المعلمين للترجمة في فصول اللغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك، أظهرت نتائج الدراسة أيضاً أن معظم المعلمين اتفقوا على أن فكرة استخدام الترجمة لها تأثير إيجابي على إنجازات متعلمي اللغة الإنجليزية كلغة أجنبية. من اجل ذلك يفضل المعلمون تطبيق الترجمة، ولكن من المستحسن أن يتم استخدامها بحكمة من اجل إدماج التلاميذ في فصول اللغة الإنجليزية كلغة أجنبية. كما يُنصح أيضاً بضرورة أن يكون المعلمون على دراية بأهمية استخدام الترجمة في الفصول الدراسية.

الكلمات المفتاحية:

المدرسين - استخدام الترجمة - تلاميذ اللغة الإنجليزية كلغة أجنبية - التأثير الإيجابي- إنجازات التلاميذ.