

Mouloud Mammeri University Of Tizi-Ouzou
Faculty Of Letters And Languages
Department Of Translation And Interpreting



جامعة مولود معمري – تيزي وزو
كلية الآداب و اللغات
قسم الترجمة

Item number :.....

Serial number :.....

A dissertation submitted in partial fulfilment of the requirements for the master's degree in Translation.

DOMAIN: Foreign Languages

SUBJECT: Translation

SPECIALITY: Translation Arabic/English/Arabic

Title

*The Impact of Translation in Teaching English language:
The Case of Middle School Teachers at Sellam Arezki (Draa El
Mizan) and Ait Mohand Mohand (Timizart)*

Presented by:

_ Laidaoui Narimane

_ Sekour Ouiza

Supervised by: Abdenour HADJ AISSA

Board of examiners:

Chairwoman: Nacera Si TAYEB

Supervisor: Abdenour HADJ AISSA

Examiner: Taous Asma BENCHIDJEB

A.T.A, MMUTO

Assistant teacher A, MMUTO

Assistant teacher B, MMUTO

Class: 2019

To

My adored family

My parents; Rachid and Nadia, my brother Redouane

My two sisters Nawel and Thiziri

Special dedication to Dahmane

All my friends

Narimane

To

My dearest parents Mezian and Fatma

My brothers Moukran, Mourad, Youcef and Mustapha

My sisters Ferroudja, Kahina, Lila, Naima and Hassiba

All my nephews

All my relatives

My beloved ones

Ouiza

Acknowledgment

First of all, we are particularly grateful to our supervisor, Mr Abdenour Hadj Aissa for his efforts to read, correct and help to improve each chapter of our dissertation.

Our special gratitude goes to the board of examiners who accepted to read, evaluate and comment on this dissertation.

We are also indebted to all teachers of middle school in Draa El Mizan and Timizart who have collaborated with their insights and suggestions.

List of Abbreviations

ALM-Audio Lingual Method.

DM-Direct Method.

EFL-English as a Foreign Language.

FL- Foreign Language.

GTM-Grammar Translation Method

L1-First Language.

L2-Second Language.

MT-Mother Tongue.

TL-Target Tanguage.

List of Figures

Figure01: The use of Translation in Classroom.....	24
Figure02: Whether Translation is Necessary or not?	25
Figure03: Teacher's Opinions about The Most Language Used in Classroom	26
Figure04: Times of Using Translation in Classroom	27
Figure05: Different Levels of the Use of Translation	28
Figure06: Situations of Using Translation.....	29
Figure07: The View of Teachers on Those who Use Translation	30

Table of contents

General introduction

Statement of the Problem	3
Research Question and Hypotheses	3
Aims and Objective of the Study.....	4

Chapter one: Teaching Foreign Languages And Translation

I.1 Translation and Teaching	6
I.1.1 What is Translation	6
I.1.2 What is Teaching	7
I.1.3 Who is a Teacher	8
I.2 The role of Teacher.....	9
I.3 Methods of Teaching Languages	10
I.4 Relationship between translation and Learning.....	

Chapter two: Translation in English Teaching

II.1 The use of Translation in Teaching Foreign Language	14
II.1.1 The Use of First Language in Teaching the Second /Foreign Language (L1 in L2 teaching)	15

II.1.2 Reasons behind Using L1 in Teaching L2	16
II.2. Supportive and Opposite positions toward the use of translation in English classrooms	17
II.2.1 Arguments against using Translation in English Classrooms.....	18
II.2.2.Arguments for Using Translation in English classrooms	19

Chapter Three: Finding and Analysis

III.1 Methodology of Analysis.....	24
III.2 Findings and Analysis of the Questionnaire	24
III .3 Result of Teacher’s Interview.....	30
III.4 Finding of Classroom Observation.....	32
Conclusion	35
Bibliography	40
Appendix1: Teachers’ Questionnaire.	45
Appendix2: Teachers’ Interview	47

Introduction

Translation has been an important pillar in language education for a long time, and it predicts a prominent position in the field of teaching. It is a real, necessary activity in the global environment. Translation becomes a source of attraction for many activities of class communication and a conducive factor in education, even though translation is considered as a difficult skill to be mastered. Teachers and learners must take into account the importance, role and impact of translation in teaching and learning foreign languages. Since translation has good effects such as to aid learners to practice what has been learned and allow them to relate a new knowledge.

We cannot speak about teaching a second or a foreign language without mentioning the Grammar Translation Method. Which is the most known method in the United States in 20th century as Prussian method; It is derived from the classical method of teaching Greek and Latin.(Cook2010)

The Grammar Translation Method has superlative role in foreign language teaching and learning since it helps students to read literature and translate sentences and texts word for word. In addition, words are taught through bilingual word list to allow students notice the differences, similarities between L1 and L2 that will make them understand a language better.

The overall aim of this study is to figure out the impact of translation in teaching English language and to distinguish different strategies and methods used by teachers and see their vision toward translation in the classroom. The present research is designed to deduce the extent to which translation can be a mean that helps learners to master a foreign language.

The subjective ones are related to our curiosity and great desire to check by ourselves and examine if translation can really serve English learners, and if it can be an effective learning tool.

Some teachers and researchers support the idea that translation is important and necessary in teaching English but others are against this idea. From the statement, we ask the following question: Does translation has an impact in teaching English language?

From the previous, problematic we derive the following main questions:

- To what extent English teachers at middle school use translation?
- In which situations do English teachers at middle school use translation?
- What are the different methods used in teaching English?

In an attempt to foresee the result, the following hypotheses are advanced:

- Translation may not succeed to play an effective role in teaching English.
- Teachers could use translation more in reading rather than in grammar.
- Grammar Translation Method (GTM) may be the most used beside Direct Method (DM) and Audio-lingual method (ALM).

We opt in the study for an experimental design, which is as follow. First, a questionnaire is distributed to 30 English teachers of middle school in Draa El Mizan and Timizart. The second is an interview with 06 middle school English teacher at SellamArezki and Ait Mohand Mohand schools; while the last design is the classroom observation in which we attend 05 lessons with all the levels at the above-mentioned middle schools. Because it will be more appropriate for our study to test the impact of translation in teaching language and what is the methods applied by teachers.

In order to approve or reject the hypothesis above mentioned and answer the problematic of our research, we have devoted three chapters to the present work; the first and the second are purely theoretical, the third is practical. In the first chapter entitled«teaching foreign language and translation» aims at providing plain definitions to the main concepts:

translation, teaching and teacher according to some scholars, then we move to review some teaching methods related to teaching foreign languages.

The second chapter entitled «translation in English teaching» introduces different titles like that of translation in teaching foreign language, the L1 use in L2 teaching, reasons behind using L1 and arguments against and for using translation in English classroom.

The third chapter entitled « findings and analysis» aims at introducing the results obtained from the questionnaire, interview and classroom observations. Then a discussion and analysis of the collected information is followed.

Concerning the previous contributions that have been carried out in this angle we have to mention for example ‘The impact of using grammar translation method on the performance of Saudi secondary school’ by Saber Ahmed Hago Eissa and ‘Ways of integrating translation in teaching English for Algerian students’ at university of ourgla by Souhaila Allal.

At the end, a conclusion that summarizes the results of this research as well as an answer to the questions of the research.

CHAPTER ONE
TEACHING FOREIGN
LANGUAGES
AND TRANSLATION

I.1 Translation and Teaching

The present chapter sheds the light on some basic definitions of this research, we shall introduce the role of the teacher and to what extent it is important to be. We are going to review some main teaching methods regarding the use of translation.

I.1.1 what is translation?

The word Translation is defined by many researchers and scholars such Catford (1974). *“Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)”* (1974:20). That is to say that translation is changing a piece of writing in source language to its corresponding in the target language ,it is such an activity performed by different people.

According to Newmark (1988), *“translation is a craft consisting in the attempts to replace a written message statement in one language by some message or statement in other language”*.(1988:7), From this definition translation is a process of rendering written message from the source language to target one without adding or reducing the message.

As For Hleil (1990) *“translation is the process to transfer written or spoken source language (SL) text equivalent written or spoken target language (TL)”*.(1990:16) That is to say the main purpose of translation is to reproduce various types of texts in another language thus making them available to readers.

As for Ghazala (1995). *“Translation is generally used to refer to all process and methods used to convey the meaning of the source language into the target language”* (1995:20-21) That is to say that translation is understanding the meaning of the source text and have the

Chaptre One: Teaching Foreign Languages and Translation

appropriate equivalent in the target text. The process of translation needs special skills so that the intended meaning is well conveyed.

All the above-mentioned definitions stress the importance of meaning; some add the importance of style as well. In this research, we may emphasize on the concept of translation as a process because once we understand the mechanism of the process; we will get surly a good product. So, as a result the student may get familiar to each unit and segment of the text or the sentence.

I.1.2 What is Teaching?

Teaching is an organized process that aims at acquiring a person's knowledge; It is done in orderly manner and with specific objectives. Teaching helps the recipient to achieve different goals through their knowledge. It is a process by which the teacher seeks to guide learners to achieve different goals and accomplish learner's work and responsibilities. Teaching is also a process in which an effort is made by the teacher to interact with his students in order to provide a productive and effective science, It is a shared commitment between the teacher and his learners that aims to prepare them to educate themselves throughout their lives and have the capacity to do many different things since teaching develops capacities and enable individuals to think intensively (احمزة هاشم محييد السلطاني 2011)

Teaching is defined by so many Scholars such as Gage (1963) teaching is a "*form of interpersonal influence aimed at changing the behavior potential of another person* " (1963:121). From this definition teaching is an activity that connects to students in order to create an organized learning atmosphere, teaching has a significant impact on the child personality.

Chaptre One: Teaching Foreign Languages and Translation

Morse and Wingo (1968) consider teaching as *“understanding and guiding of children as individual and as a group .it means the providing of learning experiences that will enable each learner to grow continuously and sequentially towards his delt role in society”*(1968:70) From this definition teaching is a process that involves students in learning activities so the students will understand what they received in the lesson presented by the teacher to create the purpose of learning.

As for Joyce and Weil (1985) define teaching as *“a process by which teacher and student create shared environment including sets of values and beliefs which in turn colour their view of reality”* (1985:86) It means that teaching is a process of interaction between the teacher and their students, the teacher does something to a student; the students do something in return.

I.1.3 Who is a Teacher?

Many scholars have defined a teacher differently such as Nyerere (1966). *“A teacher is the only person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge. Teachers are capable of living and moulding the youths such that their power is paramount as they determine the fate of the society. Both teachers and parents live with the children for a long time and hence they are capable of imparting knowledge, skills an values that cannot be easily challenged by the society.”* (1966:10) It means that teachers play an essential role in the field of education, they try their best to bring the students on the right track by motivating them positively towards study, and teachers leave good impressions over their students because they can be a mom or a dad for students if the need is there.

As for Senge a teacher is:

Chaptre One: Teaching Foreign Languages and Translation

An expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learners knowledge, skills and values that enhance development. An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact well in the society (2000:26).

From this definition teacher is that person who helps students to acquire knowledge, competence or virtue and encourage the students to develop into a leader who leads on the power of ideas and energy he is also the person who know how to draw attention of students towards study and teach them how to be a person of good moral and behavior, equip students with lots of knowledge, skills and positive attitudes so that students can never feel lost and go ahead.

I.2 The role of the teacher

Teachers play vital role in the life of the students and in their classrooms too. Teachers are best known for the role of educating the students that are placed in their care they serve many other roles in the classroom such as:

I.2.1 Teacher as facilitator

The teacher is the best facilitator toward his learners; it is so important to let students think and feel that their teachers carry about them in all aspects of life and education.

A teacher should guide and support his learners to trust themselves and develop learning environment in and out of the classroom. . (<http://www.reasearchgate.net>)accessed on 04/28/2019 at 11.25am

Chaptre One: Teaching Foreign Languages and Translation

I.2.2 Teacher as an assessor

Teacher's role is not completed just by teaching a lesson; it is also by preceding a continuous assessment for his learners. It is an operative assessing tool for making student's learning perfect. The teacher may also suggest some tactics and strategies that help learners to overcome their challenges, correct their mistakes and enhance their potentials as a result.

I.2.3 Teacher as a manager

Teacher's role as a manager is very important and effective in managing a class by making an advanced plan to deal with all chapters within stipulated time, a teacher can organize the time according to their own experience and by using the major mechanism that lead to a successful teaching and learning processes .(ibid.)

I.3 Methods of Teaching Foreign Languages

Throughout history, many English language-teaching methods have been developed. Some methods were used to encourage using first languages and some were not. One of the first English languages teaching methods that support the use of first language is the Grammar Translation Method. Larsen-Freeman (1986) had given a detailed description of this method and other teaching methods in her book named Techniques and Principles in Language Teaching. Larsen, in her book, explains how the teachers dependent in their classes on translation from English to L1. Grammar is taught in a deductive way, which means the teacher provides the grammar rules and examples, and then he asks students to memorize them and apply the rules again in other examples. All The communication and interaction between students and their teacher runs in their first or mother language L1. The grammar translation method had been used for 19 centuries before teachers and educators started to think of using other different methods.

Chaptre One: Teaching Foreign Languages and Translation

With the huge spread of the Grammar Translation Method to teach English, some other methods have been developed and banned the use of the first language. Direct Method is one of these methods that do not permit students to use their first language. In this method students were taught using different objects like pictures and direct connection between the language and what it implies.

Some other methods such as Audio-Lingual, Community Language learning and Silent Way do not encourage the use of the first language, but allows first language whenever it is needed to facilitate language learning.

There have been several methods encouraging teachers and students to use their first language and some do not, both teachers and students follow different principles to address this issue. As they do not have any opinion on how to address it, has made it even more confusing to the students to either use it or not as they come through different teachers who either encourage or prohibit it. Thus, two approaches have appeared with regard the use of L1 in EFL teaching: The Bilingual Approach and the Multilingual Approach.

The Bilingual approach is developed by C.J Dodson in 1967 this method allow teachers and learners to use two languages; one is the target language to be learnt and the other is the mother tongue which is used to achieve the target language English. The Multilingual approach is the use of more than one language .The main reason behind using this approaches in teaching foreign languages are:

_Learners can understand the words and sentences in foreign languages easier by the use of mother tongue or the first language acquisition

_It facilitates even an average teacher to teacher the lesson successfully.

Chaptre One: Teaching Foreign Languages and Translation

_Helping learners to develop fluency in spoken English and provide proper training for different skills namely listening, speaking reading and writing.

CHAPTER TWO
TRANSLATION IN ENGLISH
TEACHING

The present chapter is devoted to explore the concept of translation in English teaching and it is divided into two main parts. The first part provides the use of translation in teaching foreign language which is also divided in two main sub titles the use of first language in teaching the second foreign language and the reasons behind using L1 in teaching L2. The second part deal with the supportive and opposite position toward the use of translation in English classroom divided in two sub titles the arguments for and against using translation in English classroom.

II.1 The Use of Translation in Teaching Foreign Language

Translation is a useful tool in teaching process, furthermore it helps to enhance foreign languages proficiency, it has an easier function in comprehension of the foreign language. The grammar translation method has a supportive role in foreign language teaching, it allows student to notice the difference and make the student understand the language system better.

In the process of teaching foreign languages, teachers can use translation in different situations, levels and stages. According to Newmark (1988) *“translation is a useful tool to be used in beginning, middle and advanced stage of language learning”*(1988:p5). Translation from L2 to L1 of words and sentences may be useful in dealing with different difficulties can the learners face in classroom. According to Dilkova (2010) when teachers permit their student to use the mother tongue in the classroom in order to let the students distinguish the similarities and differences between mother tongue and target language or the second language they are learning. Moreover, translation can be used to give the meaning of new words (Nation 2001) *“there are numerous ways of conveying the meaning of unknown words”* (2001:296), that is to say that teachers can give different meanings to different unknown words by using different tools in classroom such as demonstration if it is an

abstract, or a picture if it is found or a real object by using different materials in classroom such as table window, board, and chair and so forth.

II.1.1 The Use of First Language in Teaching The Second/ Foreign Language (L1 in teaching L2)

There have always been contradictory views about the use of mother tongue L1 in foreign language classroom; some scholars claim that L1 is a valuable contribution in the process of English language teaching L2. On the other hand, others state that L1 should be eliminated for teaching process of L2. Since L1 can influence the acquisition of the L2, this may make the learners think in their mother tongue L1. According to Harbord (1992), there are several reasons for using L1 in the classroom as:

- Saving more time and avoid perturbation
- Facilitating the relationship between the teacher and his students.

Scrivener (2005) adds that *"Since this activity can reveal interesting inside about the learning understands or misunderstood"* (2005:308). For him using L1 in the classroom has a great opportunity, he supports that different good ideas on how to exercise it in an agreeable and reasonable way such as asking students to translate any book, story, dialogue or why not a song in the L1.

On the other hand, Harmer (2007) posits that *"There should be an English environment in the room, when the English is heard and used as often as possible, and not spending time talking in the student's L1"* (2007, pp.38-39). Because English must be used in order to enhance their acquisition and learning in the classroom as it is a very good opportunity for them to master and practice the use of English, and make the communication between the student and teacher useful and comfortable way.

In the same context, Seligson (1997) stresses that “*using English most or all of the time in the class, you give student vital listening practice and the opportunity to respond naturally in spoken English*” (1997,p.22).For him the teachers who use only English in their classroom fluent and enrich their students English vocabulary contrary to those who use translation they make their lessons boring.

II.1.2 Reasons Behind Using L1 in Teaching L2

The fact that L1 plays a vital role in English foreign language context especially where teachers and students share the same L1 background it is proved by researchers and scholars such as Atkinson (1993), Auerbach (1993),and Cook (2010) ... etc.Their research base on the matter when L1 should be used. Many situations have been proposed to teachers where L1 is used for example: Cook (2010) suggests that L1 is used at the beginning and middle classes by teachers to check the grasp of the meaning of different and difficult words. L1 is used to give instruction while doing the tasks like a group work in this case the teacher can explain the details in above situation by using the learner’s mother tongue as a result to help the learners to do the tasks correctly with no any confusion it is also used in teaching grammar rules.

Although teachers try their best to separate L1 in classroom, but student try to make a connection to their L1, because L1 always comes to their mind. Some teachers see that is important and necessary to start an L2 class through the L1 because they think that their mother tongue can be a useful tool to give students sense of security, through using L1 teachers create a good connection with their students which help the teacher to fulfill the aim of his lesson, also keeping the students open to the learning process and permit them to say and express what they want. Schweers (1999) argue that when it is for students to use their L1 it is a valuable source to relax them because students are more free to express their ideas in

their first language acquisition .Cainflone (2009) finds that teachers need to use L1 in terms of explanation of grammar and vocabulary items since most of students have difficulties in understanding the grammar rules .Sharma (2006) also suggests several reasons for using L1 in classroom:

- clarify the meaning of difficult words
- explaining grammar rules
- Establish close relationship between students and teachers. In other hands during the lesson teachers need to use translation to L1 in any obvious words without waiting their students to ask also it must be a great connection between the student and his teacher especially when they share the same L1.

From the reasons above we notice that English teachers use translation as a teaching tool for explaining aspects within the classroom such as instructions, grammar, unfamiliar vocabulary and expressions in order to save time and avoid lengthy explanations in the target language for non-abstract words, because even teachers give examples there are certain grammatical points that are very difficult for students to understand in spite of similarities between the language.

II.2 Supportive and Opposite Positions Toward the Use of Translation in English Classrooms

The issue of using translation in foreign /second language teaching has divided scholars into supporters and opponents. Some scholars such as Harbord (1992) and Duff (1989) hold the view that translation should not be used in foreign language teaching, this view is apparently based on criticism of the grammar translation method in foreign language teaching, others like Atkinson(1987) and Malmkjaer (1998) and think that translation can be an aid and useful to English foreign language teaching.

II.2.1 Arguments Against Using Translation in English Classrooms

Newson (1988) is strongly against using L1 language while teaching or learning a foreign language, he assesses four disadvantages in favor of his ideas:

a) Translation keeps ones in the circle of interfering with the L1 language in turn thinking also in ones L1 language.

b) Losing the benefits or the ability of using only one language while learning or teaching

c) It prevents from achieving the goals of learning and developing ones spoken language.

In addition, Harbord (1992) is against using translation “*rather than the word for word translation that occur when the learners unconscious need to make assumption and correlation between languages is ignored*” (1992:355). This can be the results of the influence of the mother tongue. Thus it may seem easy for the learners to translate word for word but this may affect the meaning on the whole, because when the learner try to explain he thinks in the mother tongue. however one of the best way to express the right meaning is through thinking in the language one is learning.

Carreres (2006) is also against using translation as a language-teaching tool by giving some arguments:

A) Translation focuses only on two skills reading and writing and it neglects communication

B) It makes learners think in L1 while learning what limits free expression in L2.

C) Translation is useless exercise because the learners cannot be competent in accuracy of what is given to them by their teacher.

Duff (1989) is also against using translation in classroom because he thinks that it is not a communicative act, it has nothing to do with the communicative approach to language teaching. As Mogahed (2011), claims that translation is not suitable for all learners since it can be only work with those are interested in literature or who have acquired a significant level of proficiency in foreign language.

From these arguments, we notice that those scholars consider that translation is not beneficial to L2 learners since they won't have opportunities to use L2 in classroom, translation prevent learners from thinking in foreign language. while, for us English teachers do not all have the same background in languages so in some cases some of them give false credence of word to word equivalence.

II.2.2 Arguments that Support the Use of Translation in English

Classrooms

The first voice to call for the use of translation in English classroom is Atkinson (1987) suggests different reasons for using translation in EFL classroom. Firstly, translation is the favorable strategy and way for the majority of learners, secondly, it is a personal technique since it is useful and helpful for students to expose their feelings and ideas; finally, it is a valuable technique exploiting class time.

Rossen Stoitchvok (2006) states some arguments for the use of translation in classroom which are as following:

- It helps learners to know what is the influence between L1 on L2 and correct errors of different words and structure.

- It supports and encourage learners to take risks than avoiding them.
- Translation permits recognize the potential of both language.
- Translation invites for assessment and discourse.
- Students use translation all the tile outside the classroom so why not using it inside the classroom too?

Shiyab and Abdullateef (2001) think out that translation is very substantial in teaching a foreign language because it permit for learning and controlling of a foreign language, as a consequence, it reduces the interpose of mother tongue. The use of translation can make learning significative because the learners are energetic and active member in this process.

Liao (2006) recapitalizes the positive sides of using translations:

- It can help student to understand L2.
- It can help student to test and check in case their comprehension is good and correct.
- It relives memory limitation in saving more words, expressions, grammatical rules and sentences structure.
- Translation can be helpful for students in developing and expressing ideas in another language.
- Translation can also help students decrease learning anxiety and enhance motivation to learn L2.

Malmkjaer (1998) discusses that if translation is taught in sort that correspondence the real and true life activity of translation can play and lead into play the four basic skills, and achieving the acquisition of the L2 language .He adds that modern thinking on language learning has emphasized the potential of translation as a mean of learning the language, if this process is considered as an evolution of multilingual competence.

Levenston (1985) views that translation considered as an effective teaching, and evaluation tool in teaching language .He proposed for teachers to use interpretation and explanation in role playing activities for example the students will play a role of a foreign visitor who came to their school and visited the classroom and have a conversation so at this moment another student came as an interpreter to help ,so in this original situation translation serves a communicative purpose rather than a static grammar drills out of context.

According to Chellappan (1991) translation raises learners awareness of the difference and the similarities between the two languages .This is in turn makes it easier for learners to discover how to use the dramatically structure and vocabulary items correctly. He adds that using translation does not prevent and get in the way of the acquisition of the L2 learning but rather helps learners through the differential analysis a systematic comparison between two languages in terms of morphology, syntax and negative signifier connotation of L1.

Some other researcher such as Hussein (1994) and Baddeley (1990) consider translation to be easy and a facilitator of student's language acquisition. In their opinion once the learners can make use of their knowledge of their L1 in L2 learning, the burden of learning L2 may reduce. In other way, state that the acquisition of L2 might be easy and facilitated if L1 can be effectively incorporate and combined into the process of L2 learning.

From the arguments that support the use of translation in classroom we can say that translation is a useful tool in teaching foreign language because it helps learners understand different concepts such as grammar, vocabulary in order to simplify and facilitate all complex activities that face the learners in classroom. Due to the use of translation, teachers gain more time for explaining the lesson in their L1.

CHAPTER THREE
FINDING AND ANALYSIS

III.1: Methodology of Analysis

In order to complete this investigation and get the reliable and valid data, we choose two mixed methods which consist on Descriptive statistical methods by using <<Percentage rule >> to analyze the numerical data concerning the questionnaire that we have handed with thirty English middle school teachers in Draa El Mizan and Timizart, it is made up of seven questions divided in two types includes both closed- ended question in which the teachers are expected to choose one of the responses suggested, and the open ended question where the teachers are asked to answer with their own proper words. For the interview we choose the qualitative content analysis to interpret and explain the open ended question of the interview we have conducted with six English teachers at Sellam Arezki and Ait Mohand Mohand.

III.2 Findings and Analysis of the questionnaire

In this section, we have asked our participants main questions as an investigation of their attitudes toward translation.

First Question: do you use translation in your classroom?

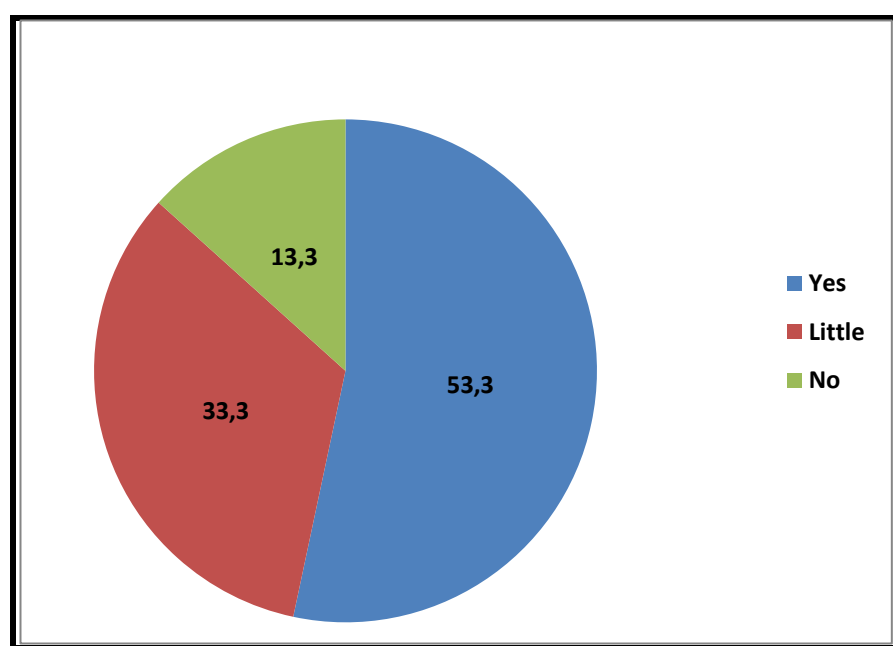
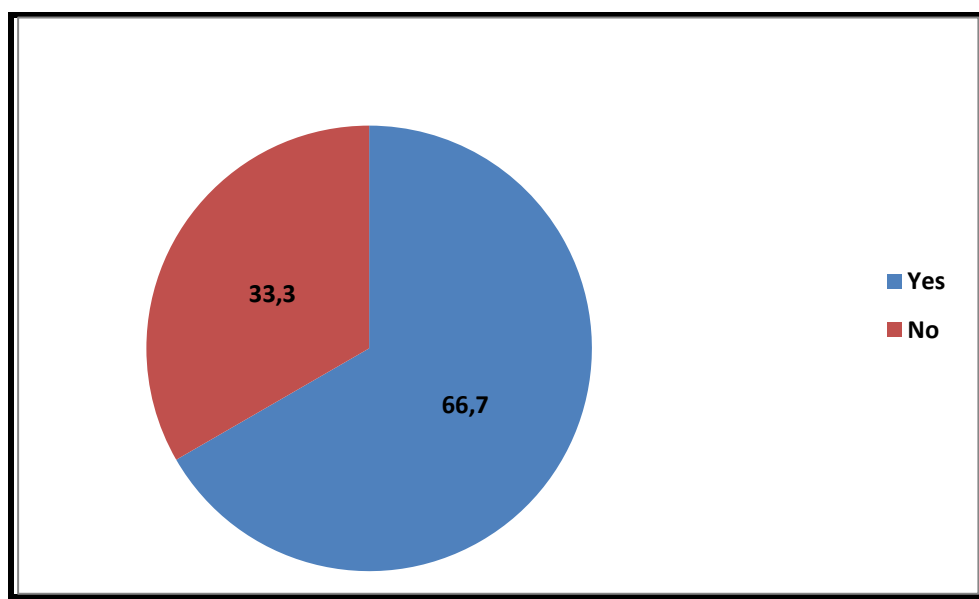


Figure1: The use of Translation in English Classroom.

53.30% of teachers affirmed that they widely use translation in their classes because of lack of time 02 hours per a week is not enough to explain everything in English, learners are unable to understand word, expressions in English so teachers are obliged to use translation to give the right equivalent, while 33.30% confirmed that they use translation rarely .On the other hands only 13.30% said that they don't use it in their classes since using translation in classroom is not a good strategy to teach someone a new language because it makes the learners think always in their first language acquisition or their mother tongue.

Second Question: Is it Necessary to Use Translation in English Classroom?**Figure02: Whether Translation is Necessary or Not?**

Concerning the necessity of using translation in English classroom 66.70% of teachers find it important and necessary to use it to make sure that their learners are not misled. learners of a second or foreign language have already built linguistic knowledge in L1, so

they are likely to benefit from a mode of learning built on their previous learning and they grasped the real meaning, such as using it during a grammar or reading lesson, while 33.30% consider that there is not a great importance such method in class to not make the lesson bored also learners will used to have an English environment .

The Third Question: In which Language you Translate?

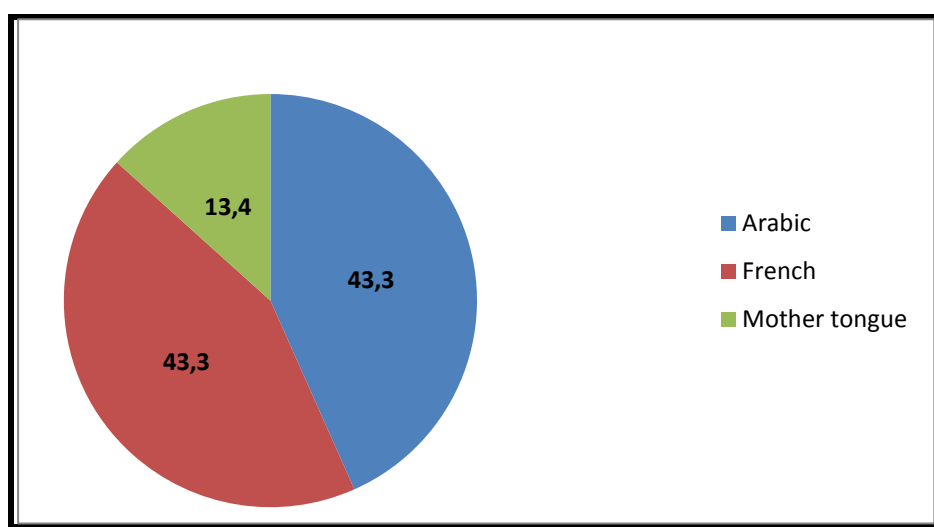
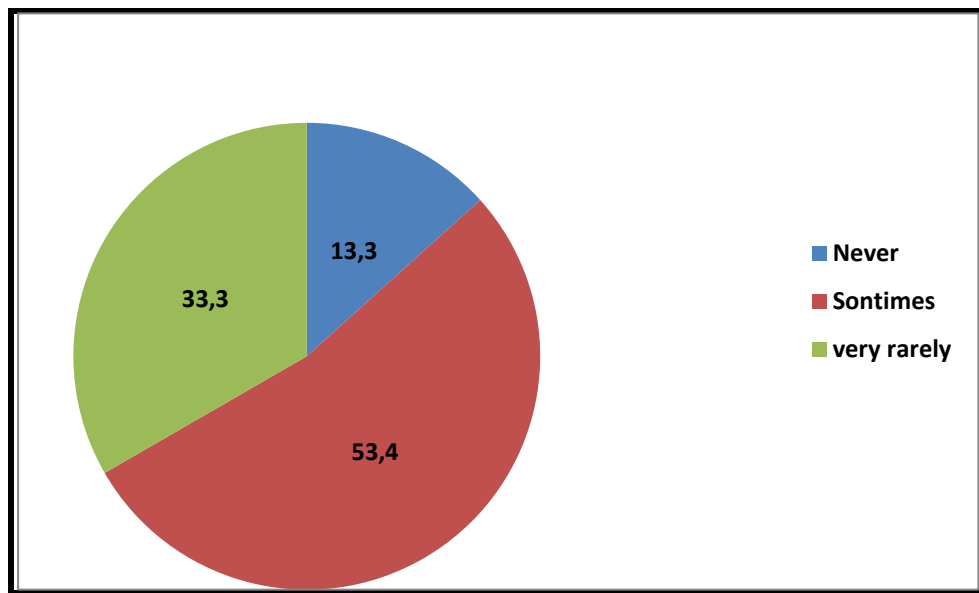


Figure03: The Language into Which Teachers Translate.

From the experience of our participants teachers translate more into Arabic 43.33% , then French 43.33% because most English lessons were taught before and learners already have an idea example the French language have similar vocabulary as English such the words environment /environment ,society /society .so it is direct and obvious means to arrive at the target ,sometimes major differences between Arabic and English can be pointed out English structure can be summarized in Arabic or French . the third language mother tongue (Tamazight) 13.40% since they see that student lose confidence in their ability to communicate in English reduce students opportunities to practice English ,teachers who over use their mother tongue deprive his students of an important language process in which students try to make sense of what is being said in class.

Fourth Question: How often do English Teachers use Translation?**Figure04: Times of Using Translation in English Classroom**

From the figure 04 we notice that the majority of teachers with 53.40% use translation, Because they use it in their classes wherever learners do not understand any word meaning or expression. whereas other use it rarely with 33.30% when they feel that the learners are really in need, the rest of them they never use it 13.30% of because for them it is detrimental to language teaching.

Fifth Question: In which level you Use This Strategy more?

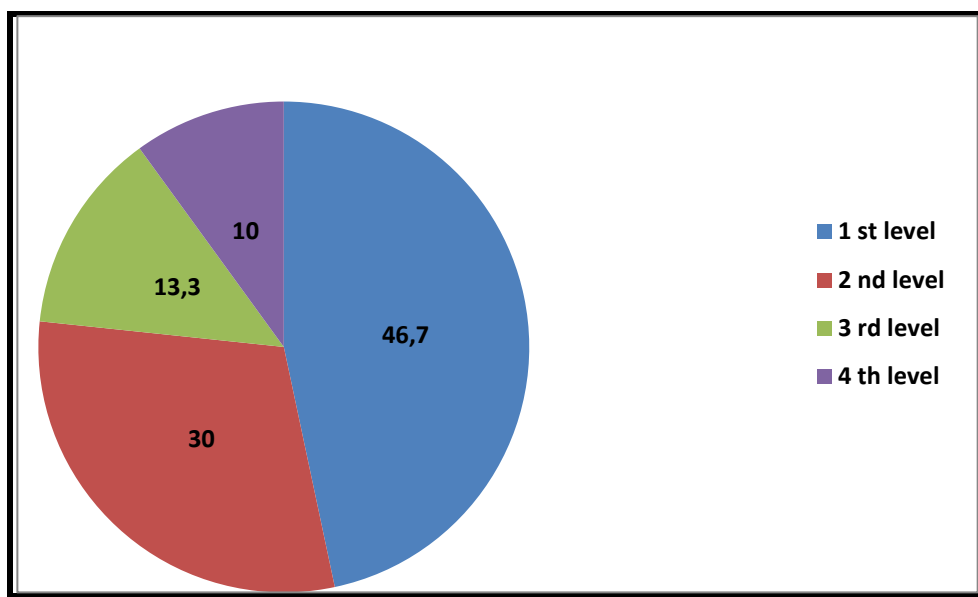


Figure05: Different Levels of Using Translation in English Classroom

It is also apparent from the figure 05 that teachers use translation with high percentage 46.70% in the first level because it is effective with beginners level to check instructions, and to ensure that concepts have been correctly understood so learners in this level are not quick enough to understand the flow of a foreign language so they go word by word, followed by 30% in the second level in order to help them memorize English vocabulary and grammar rules. And the last two levels the third with 13.30% and the fourth with 10%, teachers start reducing the use of translation because student's level is a bit higher they just read and understand since they already have some English background.

Sixth Question: in which Situations Do Teachers use This Strategy more?

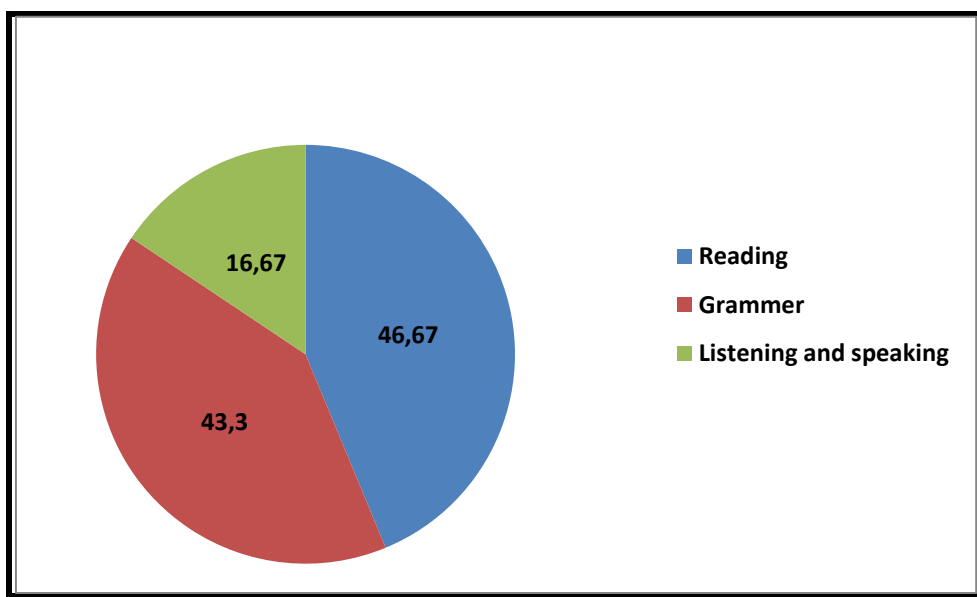


Figure06: Situations in which Teachers Use Translation.

From the above diagram it is apparent that the majority 46.67% of teachers use translation in reading in order the students obtains the correct sense; make them develop their reading comprehension by asking them to translate a part of reading text into another language to ensure if they have fully grasped the meaning. While 43,3 % of teachers use translation in teaching grammar for explaining structures since students are often want to know exactly a grammatical structure means in the other language to provide an easy association between translation and language teaching in student's mind, they may able easily understand the grammar rules. 16, 67 % use translation in listening and speaking except when the learners ask them about meanings of some words since the role of the lesson is listening speaking activities only in English.

Seventh Question: What do you think about Those who use Translation in English Classroom?

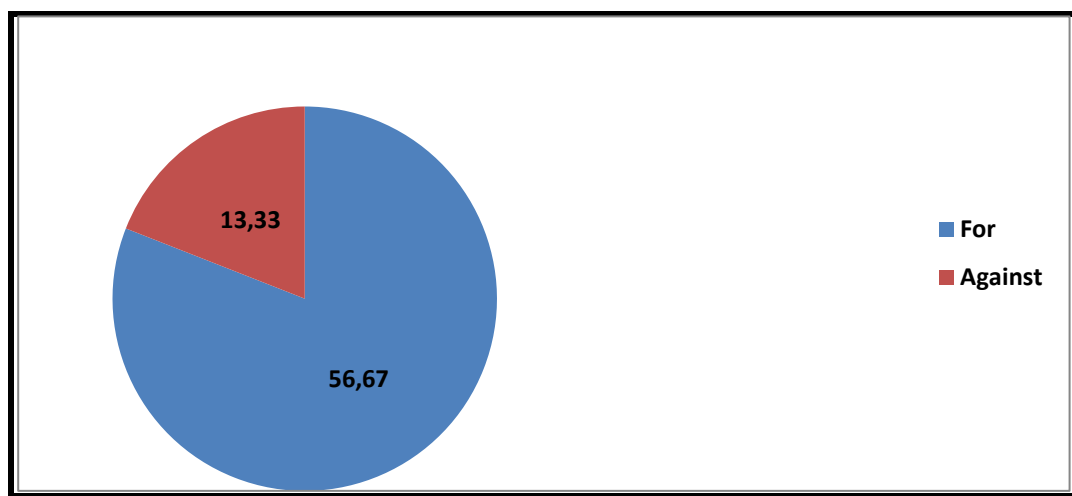


Figure07: teacher view on those who use translation in classroom.

As it is showed in the diagram 56.67% of teachers are agree on the matter of using translation in classroom because the learners cannot simply act as if they any linguistic knowledge while learning a new language since translation require a motivated class and can be a support for the writing process especially at the lower level .The use of translation promotes learners ability to expend their range of expressions and vocabulary , on the other hand 13.33% are against use it arguing that English teachers must avoid translation while teaching , since it decrease learners exposure to L2 ,learners will not be exposed to enough input when teachers rely too much on translation ..

III .3 Result of Teacher's Interview

The analysis of this part is mainly based on the outcomes obtained from the interview conducted with six teachers in middle school. The interview is only hand script.

Questions:**First Question: What is Translation for you?**

This question is asked to teachers in order to see what does translation means for them.

Teachers define translation as an aid for learners, it is to explain words or phrases in another language to be clearer in class, it is to reproduce meanings in another language using equivalent words to express the same thing as it is said in the first language.

Second Question: What do you Think About Teaching English Through Translation?

This question seeks to find out how teachers think about translation during the process of teaching foreign language ,some teachers opinions about using translation in classroom is not usually successful and suitable way to teach someone a new language it is preferable to use more English vocabulary for explaining . However some other teachers find that using translation in classroom is effective if it is used in a serious way.

Third Question: Do you think it Could be Detrimental to The Learning process?

The aim of this question is to know whether translation is a beneficial tool in the process of learning. They respond by totally agreeing that it is a detrimental process if it is not used in an accessible way which makes the lesson boring. In another hands some teachers don't see it as a detrimental process, except with a condition of not being a habit for learners, and in situations where teachers feel that learners are really lost.

Fourth Question: What are the positive Effects can Translations have on Teachers in English Classroom?

According to the participant's answers the positives effects are:

- 1- Gain time as two hours per a week isn't sufficient
2. To make sure that the ideas are well conveyed
3. Students get bored if they do not understand something in the target language
4. Learners feel more free to express their ideas in their mother tongue

Fifth question: In your Opinion what is the most Language used in English Classroom and Why?

We asked this question to confirm which language is mostly used and why, according to the participants it is naturally English language in order to let the learners think always in English, but sometimes we are obliged to use either Arabic or mother tongue and very rarely we use French because of the bad, the low level of learners and because lack of time.

III.4 Finding of Classroom Observation

Observation is a systematic method that helps to collect both rich and depth qualitative and quantifiable data. The present study is about the impact of translation in teaching English language, five classes of two middle schools (five teachers were observed) from different classes .the process of observation took a week: one hour for each class i.e., five lessons. We needed more time but they started exams.

The table shows the frequency and occasions that the teachers used translation during one hour in English classroom at Sellam Arezki and Ait Mohand Mohand middle schools .It clearly shows the greatest number of 22 times translation was used for explaining the meaning of the words, followed by explaining complex ideas, and explaining complex grammar rules. The first two teachers were from Ait Mohand Mohand middle school the rest were from Sellam Arezki middle school.

Teachers	Levels	Explaining the meaning of the words	Explaining the ideas	Explaining the grammar rules	Total
Teacher 1	1 st level	06	04	0	10
Teacher 2	4 th level	02	0	04	06
Teacher 3	2 nd level	08	0	0	08
Teacher4	3 rd level	0	0	0	0
Teacher 5	4 th level	06	0	0	06
Total	/	22	04	04	30

Teacher 1: with a teaching experience of 02 years at Ait Mohand Mohand she uses translation in her classroom with the first level around 06 times in total ,the largest number 04 times for explaining complex idea since the lesson is about the rights and the duties so she is oblige to use translation to transfer the ideas for her students, then she explains the meaning of the words in Arabic and mother tongue ex:

Rights: حقوق

Duties: واجبات

To sing: ittgheni

But, she doesn't use translation to explain grammar points.

Teacher2: with a teaching experience of 03 years at Ait Mohand Mohand middle school, she use translation with the fourth level 06 times in total in passive voice lesson, the largest number 04 times for explaining grammar rules: she gives the rule in French (sujet+verbe+objet) and explain it (dans la voix passive le sujet subit la action, en peut dire que le sujet et passif) example:(the statue of liberty is visited by mor than 3 million visitors) dans cette phrase le sujet subit l'action .she use French because the learners already study it, 02 times for explaining the meaning of the difficult words ex: statue of liberty : تمثال الحرية passive voice : مبني للمجهول

Teacher 3: with 01 years of teaching experience at Sellam Arezki middle school, he use translation most (08times) with the second level. For explaining the meaning of these words:

Amphitheatre: مدرج

Museum: متحف

Biology lab: laboratories de science

Honesty: أمانة

Opportunities: فرص

Roman ruins : ruines de romaine

Teacher 04 : with 06 and a half years teaching experience at Sellam Arezki The lesson is about naming geometrical figures with the third level .he doesn't use translation in this

course he just draw different shapes on the board and write down their names such as : a triangle, a square, a circle and a cube

Teacher 05: with 05 years of experience at Sellam Arezki The lesson is with the fourth level in title «word similar to and word similar to so». The teacher use translation to French 06 times because his learners did the lesson before; he gives the equivalent for each of these words.

In addition : de plus

Furthermore: en plus

As a result: du fait de

As a consequence: par consequence

Moreover: en outre

We conclude from the data obtained questionnaire, interview answers and classroom observation that translation is a useful tool and it help learners improve their skills and develop their knowledge. besides, translation in EFL classroom can enhance better understanding of the two languages .most of participants teachers believe that translation is an effective, valid tool in EFL classroom to improve knowledge in English language. we notice that teachers who have experiences in teaching don't use too much translation especially to the mother tongue contrary to those who just starts teaching.

Conclusion

Translation as a method of language teaching is still subject under research and continues to be one of the most frequently discussed topics among linguistics and teachers. Our study explores the impact of using translation in teaching English language at middle school. There are many arguments for and against the use of translation in the classroom. On the other hand, it attempts to find out the different strategies used by middle school teachers in teaching process. Also it seeks to examine several teachers point of view on using translation in classroom. The investigation on this thesis is important since translation as a method of language teaching is still subject under research and continuous to be one of the most frequently discussed topics among linguistics and teachers.

For the sake of answering the research questions and confirming or refuting the hypothesis suggested above. In order to finish out with good outcomes, the study relies on several research 'instruments which are as following: 30 middle school teachers are selected randomly to answer the questionnaire, in addition to 06 teachers at Sellam Arezki and Ait Mohand Mohand to be interviewed. We have attended 05 English lessons as well as class observation.

The discussion of three instruments has provided answers to the fundamental research questions. In first question, we asked if the English teachers in middle school use translation during their class we hypothesized that translation may not succeed to play an effective role in teaching English. From the analysis of this research we conclude that the use of translation in teaching English language plays an effective role in classroom. According to English teachers the differences of students understanding urge teachers to use this approach.

In the second question, we are wondering the situations in which English teachers use translation! Whereas we hypothesized that teachers could use translation more in reading activities rather than grammar lessons. The results of the research proved that translation is

mostly used in reading and grammar lessons especially at the beginning levels, which makes English teachers ensure that their learners are well received the message and well understood the grammar rule.

For the last question, what are the different methods used in teaching English? Where, we hypothesized that most teachers use grammar translation. So, we have noticed that most of teachers do not use grammar translation method anymore, the direct method and the Audio lingual method are neglected too so they prefer to use two different approaches as the bilingual and multilingual since they are appropriate approaches of teaching someone a new language.

To conclude, the impact of using translation in teaching English language consists on their use of translation into several languages according the situations. Some teachers strive to find several solutions before translation, but they find that the latter is the best one in order to facilitate the task and guarantee that the message is well received.

The place of translation in foreign language classroom requires further investigation that may involve extra data tools and samples like teacher's questionnaire and interview. It will be more interesting to examine the amount of using translation at primary schools since English will be as second foreign languages in Algeria primary schools, we encourage the new generation teachers to take into consideration the importance of translation in the field of teaching.

Appendices

Questionnaire

The present questionnaire is a part of our research work concerning the impact of translation on teaching English language in middle school ,we would really be grateful if you contribute by filling this questionnaire that will serve to gather data for our investigation .

Please try to give honest answers to this questionnaire.

Thank you for collaboration please put cross in write box and provides statement wherever required.

Questions:

1) Do you use translation in your classroom?

Yes

No

A lot

2)Is it necessary to use translation in your classroom?

No

Yes

3) In which language you translate?

Arabic

French

Mother tongue

4) How often do you use translation?

Never

Sometimes

Very rarely

5) In which level you use this strategy more?

1st level

2nd level

3rd level

4th level

6) In which situation you use this strategy more?

Reading

Grammar

Speaking and Listening

7) What do you think about those who use translation In English classroom ?

.....

.....

.....

Interview's questions

Q1:What is translation for you ?

Q2:What do you think about teaching English through translation ?

Q3:Do you think it could be detrimental to the learning process ?

Q4: What are positive effects can translations have on teachers in English classroom?

Q5: In your opinion what is the most language used in English? And why?

Abstract

The present research aims at investigating the impact of translation in teaching English language at Sellam Arezki and Ait Mohand Mohand middle schools, it also aims at exploring different arguments for and against using translation while teaching English language. In order to gather reliable and valid data we conducted a questionnaire with 30 English teachers, an interview with 06 teachers and a classroom observation. On the base of the findings of the study, we conclude that most English teachers at the two middle schools prefer to use translation while explaining their lessons by using multilingual approach. We find also that teachers strive to perform their teaching method regarding the use of translation

يهدف البحث الحالي إلى دراسة تأثير الترجمة في تدريس اللغة الإنجليزية في المرحلة المتوسطة في مدرستي سلام أزركي وآيتموحند محند، كما يهدف إلى اكتشاف مختلف الحجج المؤيدة والمعارضة لاستخدام الترجمة أثناء تدريس اللغة الإنجليزية. ومن أجل جمع بيانات موثوقة وصحيحة أجرينا استبياناً مع 30 مدرساً للغة الإنجليزية، ومقابلة مع 06 مدرساً وملاحظة فصل دراسي. وبناءً على نتائج الدراسة، نستنتج أن معظم مدرسي اللغة الإنجليزية في المدرستين المتوسطيتين يفضلون استخدام الترجمة أثناء شرح دروسهم بالاعتماد على منهج تعدد اللغات نجد أيضاً ان المدرسين يسعون جاهدين لأداء طرق التدريس الخاصة بهم فيما يتعلق باستخدام الترجمة

References

English references

- Atkinson, D. 1987. “*The mother tongue in the classroom: A neglected resource*”. ELT
- Atkinson, D. (1993) *Teaching Monolingual Classes*. Harlow: Longman
- Auerbach, Elsa Robert. (1993),”*Reexamining English only in the ESL classroom*”TESOL.
- Baddeley, A. (1990).*human memory:theory and practice*.Needham Heights.MA: Allynand Bacon.
- Catford, J.C. 1974. *A Linguistic Theory of Translation*. New York, Toronto: Oxford University Press
- Chellappan, k. (1991). *The role of translation in learning English as a second language*. International journal of translation vol N 3. PP61_71
- Cianflone, E. (2009). *L1 use in English courses at university level*. ESP World, 1-6.
- ClanfieldL, Food D, (2000).*Using L1 in the classroom*. In defense of L1 in the classroom.
- Cook, G. (2010) .*Translation in Language Teaching – An Argument for Reassessment*. Oxford:Oxford University Press.
- Corder, S. (1981).*Error analysis and interlanguage*. Oxford: oxford university press
- Dilkova, Ts (2010). *learning strategies in foreign language teaching: Using translation in English language teaching*.
- Duff, A. (1989). “*Translation*”. Oxford: Oxford University Press.
- Ellis. (1985).*understanding second language acquisition*. Oxford: oxford university press.
- Foster. (1985).”*Translation from/in Farsi and English*” .Retrieved April, 2007
<http://www.parosa.ts.com/index.htm>

- Gage, N.L (Ed.). (1993), *handbook of research on teaching* .Chicago: RandMcNally.
- Ghazala, Hasan,(1995).*translation as problems and solutions*. (4thed) Syria: Dar Elkalem El Arabi.
- Harbord, J. (1992). “*The use mother tongue in the classroom*”.*ELT Journal*. PP350-355
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching*.
- Hatim and Munday, (2004).*translation, An Advanced Resource Book*. London Rutledge.
- Hleil, M. (1990).) “*Collocations and translation*’ proceedings of professional Arabic translation and new technologies
- Hussein, k. (1994).*assessing the role of translation as a learning strategy in ESL*. *International journal of translation*.
- Joyce and Masha Weil, (1985), *models of teaching*, New Jersey, BRUCE JOYCE and MARSHA WEIL.
- Larsen-Freeman, D, (1986), “*Techniques and principles in language teaching*”. Oxford University press.
- Lawrence,P.J (1966), “*The Anatomy of teaching*”
- Levenston, E.A.(1985) *the place of translation in the foreign language classroom*. *English teacher’s journal*, 32, 33, 34.
- Liao,P. (2006) EFL learners“ beliefs about strategy use of translation in English learning”.pp191_2150
- Macaro, E. (1997).”*target language, collaborative learning and autonomy*”.clevedon, Avon: Multilingual Matters.
- Malmkjaer, K. (1998).*Introduction: translation and language teaching in Malmkjaer, K. (Ed)*.

- McDonald. (1993), using the target language. Cheltenham, UK: MaryGlsagow.
- Mose and Wingo (1968). *Psychology and teaching*, Bombay,
- Nation,I.S.P. (2001). *Learning vocabulary in another language*. Cambridge : Cambridge University Press.
- Newmark, (1988).*A textbook of translation*. Hertfordshire: prentice hall international.
- Nyerere, J. (1968) *Freedom and Socialism*. A Selection from Writings & Speeches, , Dar es Salaam: Oxford University press.
- Newson (April 1988): *the teaching and testing of translation*” Edinburgh, Scotland.
- Ross,N.J.(2000).*Interference and intervention :using translation in the EFL classroom*.
- Schweers, C. (1999) *Using L1 in the L2 Classroom*. English Teaching Forum, 37, 6_13
- Sharma, K,. (2006) “*mother tongue use in English classroom*”
- Shiyab,S. &,Abdullattef ,M.(2001).*translation and foreign language teaching*. Journal of king saud university language and translation.
- Senge,J,(2000) schools that learn Double day publishing group New York.
- Scrivener, Jim. (2005). *Learning Teaching: Second Edition*.
- Stoitchkov, R. (2006).How to use translation in the language classroom.
- Stern,H.H,(1992),*issues and options in language teaching*, oxford university press.
- .

Arabic references

احمزة هاشم محيّد السلطاني مفهوم التدريس اطلع بتاريخ 2019/07/19

Web page

<http://llufb.llu.lv/conference/REEP/2018/Latvia-REEP-2018-proceedings-ISSN2255808X-109-177Pdf>

<http://bu.umc.edu.dz/theses/anglais/FAN1152.PDF>

<https://shodhgana.inflibnet.ac.in/bittream/50177/5/05/chapter%201.pdf>.

<http://www.cambridge English.org/images/525579.reasons to use translation in elt.pdf>

<http://www.research gate.net/publication/308633917/use translation in classroom by EFL teachers in Libya>.

<http://www.researchgate.net> accessed on 28/04/2019 at 11.25am