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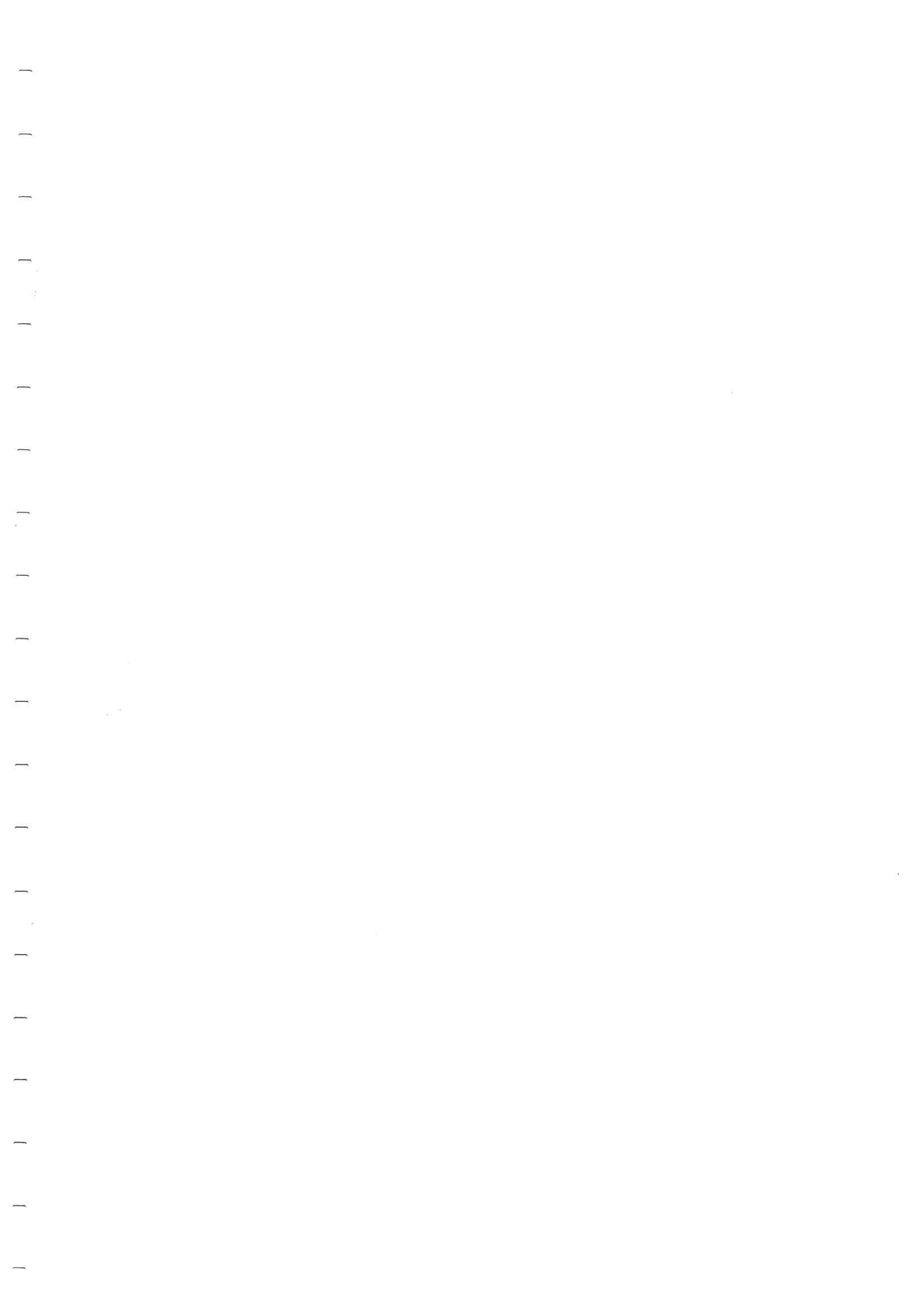
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Dedication

I dedicate this work to my parents and all my family: my beloved darling's children Helene and Aris.

To my husband and his family who has helped and supported me in my research.

To all my friends in the department of English and Translation.

Thank you all!

HAYET

I dedicate this work to my parents who have helped me to carry on my studies. to my two families Arab and Oultaf.
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to my angel Aghis.

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INTRODUCTION

Introduction

The position of translation has been conditioned over the years by different methods and approaches that have been applied in foreign language learning and teaching.

For this reason there is no point in defining the existing situation of translation without making a historical review of its evolution and its place in the classroom.

Grammar-translation method was the main method applied from the end of 19th century until the 20th century .It laid emphasis on grammar, accuracy, writing and making word-for - word translation exercises.

It is worth mentioning that during the 20th century translation has changed from being the most suitable resource implemented for a foreign language learning (FLL) as stated by proponents of the Grammar Translation Method (GTM).It became a forbidden procedure in all teaching methods teaching; especially; after the reform movement which criticized the way in which a foreign language was taught according to Grammar-translation method.

Although there were many methods against the use of translation, such as The Reform Movement, the Berlitz Method and the Direct Method, there were others, such as The Lexical Approach, which began to reveal little nuances of the favorable use of translation and positive aspects of this procedure in foreign language learning. Thus, translation began to make a space for itself in the classroom and to overcome the negative aspects associated with it.

According to what has been said previously, it is crucial to understand the reasons for avoiding its use over the years, as well as, to explain the advantages that this procedure can provide learners with.

Indeed, if we take the case of Algeria where Arabic is considered the first language (L1) of the population and French as a second spoken language (L2).So, learning English as a third language (L3) became a frame of questions.

As a result, our study suggests if Arabic (L1) may be used as a facilitator that leads the learner of English to understand.

If we choose to handle this topic, it is for two reasons that could be classified into objective and subjective ones.

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The objective reason is to describe translation activities, which raise learners' awareness of language use, and considered as an effective pedagogical tool in learning Foreign languages as it help learners to understand in the target language and gain confidence in themselves.

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

Our theme supposes the following research problem:

- To what extent could it be said that translation into Arabic is an effective learning method?

From which derived secondary questions:

- Do learners of English succeed to memorize what they have learned through translation?
- Which kind of activities pushes the learners to use translation?
- Does Arabic language have an impact on learning English?

To reach our objectives and in order to answer our research problem we have hypothesized:

- Translation is useful to learn new language vocabulary and structures.
- Translation into Arabic is useless in learning English.
- Learners of English memorize easily with translation activities.
- Learners don't memorize easily with translation activities.
- Translation into Arabic is an inappropriate method that can disturb the learning of English.

In order to check the accuracy of our hypotheses we have conducted a research by means of a number of classroom observations at the secondary school level and we elaborated a questionnaire that is designated to learners in different streams and levels.

The method of research we adopt is descriptive study of different classroom sessions and translation activities carried out by the learners. Our dissertation then includes two chapters.

We will start by the theoretical that is divided into three crucial parts: the first one deals with translation and learning foreign languages. The second part deals with multilingualism

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and languages' status in Algeria. The third one is devoted to the functional approach of translation including Skopos theory.

The second chapter consists of data collection, an analysis of the learners' questionnaire and classroom observations. The results are tabulated, described and analyzed to check the hypotheses veracity.

The most important book references we used to carry out this research are:

- Gentzler, E (2001), Contemporary translation theories.
- James, (1980), Error Analysis.
- Johnson, (2001), Learning Foreign and second language.
- Lado, (1957), Linguistic across culture.

Concerning the previous contributions that have been carried out in this angle we have to mention for example 'The Pedagogical utility of Translation in Teaching'. However, we want to be among the volunteers to study this phenomenon at our department from a different aspect that is learning and with a different corpus.

During the realization of this research we faced many difficulties and obstacles notably in finding the necessary references containing targeted data. In addition, we have met with the popular mobilization and strikes, so the learners took long time to answer the questionnaire this is on one hand. On the other hand we took long time to collect data and to accomplish our investigation.

Chapter One : Translation and Foreign Language Learning

This chapter entitled “Translation and Foreign Language Learning” is devoted to the theoretical part of our work. It is divided into three sections. The first one deals with the definition of translation including pedagogical and professional translation. We will try to shed light on the utility and the purpose of pedagogical translation in learning foreign languages, also on the different attitudes towards it. The second section is about foreign language learning in Algeria, where we have classified different languages that are taught in the Algerian Education System. The third section is devoted to the functional approach of translation and the Skopos theory.

1.1. Definition of Translation

The popular view on translation is that it is a process whereby a transfer of meaning takes place between two languages. However, this definition has some pitfalls since not everything in one language has its equivalent in another. For this reason translation has to be regarded not only as a transfer of meaning but also as a transfer of cultural knowledge ([Http://tauja.ujaen.es/bits stream/109553.1/2430/1/Carolina %20 Castro Moreno.pdf](http://tauja.ujaen.es/bits%20stream/109553.1/2430/1/Carolina%20Castro%20Moreno.pdf)). accessed on April 29th 2019 at 11:07)

It is important to know that when translation occurs there is always a source and target languages so the process is between two different languages.

Generally, translation is a process of rendering meaning, ideas or messages from one language to another language.

One of the most prominent definitions is stated by Peter Newmark (1988:5) who defines translation as “rendering the meaning of a text into another language in the way that the author intended the text.” In this definition Newmark considers translation as a process transferring the meaning of a given text from one language to another by keeping the author’s intention while writing the text.

Hatim and Monday (2004:6) define translation as “the process of transferring a written text from source language (SL) to target language (TL)”. In this regard, they don’t explicitly express that the most important thing is to transfer the meaning and the message of the text rather they emphasize on translation as a process.

Nida and Taber (1982:12), on the other hand, state that: “translating consists in reproducing meaning in the receptor language the closest natural equivalent of the source

language message.” They want to say that there is no absolute equivalence between two languages.

1.1.1. Pedagogical Translation

The term “pedagogical translation” was first used by Jean Delisle which means to use translation exercises to learn a foreign language. Translation has been considered as a means to teach and learn foreign languages and as a tool which helps the learner to understand and comprehension in the target language. In this regard Christine Durieu (2007:155) argued:

”الترجمة أداة تعليمية تساعد المدرس على تقديم معرفة و الحصول على نتيجة تعليمية”

“Translation is an educational tool that helps the teacher to provide knowledge and get its results” (Our translation)

In an educational environment, learners are expected to acquire a number of skills which will allow them to transmit and understand messages in a foreign language. To do this, there is a reference to the use of translation in teaching foreign languages in order to facilitate this process. However, there are linguists who reject the use of translation in teaching “nowadays, the widespread rejection of translation is due to the assumption that it is completely disconnected from communication, it is widely rejected in education. Nevertheless, Translation could be considered as another skill along with those of speaking, listening reading and writing (Witte and al, 2009:33). That is to say learning with translation prevents learners from communication.

A person who masters a foreign language has the capacity of interpreting messages in this language and to produce them in his/her mother tongue, to understand and to adopt them depending on the context. All in all, this person is able to translate.

According to De Arriba (1996), it is worth noting that when we speak about translation in language learning and teaching, we are not thinking about professional translation, but pedagogical translation which is significantly different from the former.

Pedagogical translation is the translation that takes place in language classroom and it has specific characteristics that are inherent to it. The goal of this type of translation is mainly pedagogical, and it is primarily intended for the teacher and the learners specifically. De Arriba argues that: “whereas professional translation focuses on the transmission of one message from the source language to the target language, pedagogical translation stresses on

Chapter One: Translation and Foreign Language Learning

the comprehension of the student and the improvement of the foreign language". (De Arriba, 1996: pp 275-276)

Therefore, the purpose of pedagogical translation consists in making the learner understand rather than making a reader or a listener understand which is the objective of professional translation.

Although pedagogical and professional translation shares some similarities, we can state that they are different in nature from each other in terms of objectives and situation of communication, nature of the translated text and sense of translation.

Thus, to make all this clear it is worth including the following table which compares these both types of translation:

Type of translation	Pedagogical	Professional
Objectives	It is a means to learn a foreign language, to control Comprehension and to explain words or structures that may be difficult for students.	It is an end in itself since its purpose is that of transmitting one message which has to be Understood by its audience.
situational communication	Translation takes place for the teacher .It is also possible to translate a produced text. "Naturalized" without context.	Translation only takes place when the parameters of the situations are known where should the text appear? For which kind of reader.
Nature of the translated text	Sometimes we translated without understanding at all, since the purpose of the exercise party consists in checking this understanding	Translation is not possible if it is not perfectly understood.
Sense of translation	Version or theme	It only occurs in the sense of Language 2 Language 1

Table1: pedagogical vs. professional translation. (Grellet 1991, p.13, in De Arriba, 1996, p.276. Translation by author)

1.1.2. Pedagogical Utility of Translation

According to Leonardi (2011), translation can be successfully employed at any level of proficiency, at school or at university as a valuable and creative teaching aid and support integrate and further strengthen the four traditional skills, reading, and writing, speaking and listening .One of the possible ways to integrate translation in foreign language classes can be through the use of translation activities. (<http://dx.org/10.5755/j01.sal.0.21.1469>).accessed on 05/10/2019 at 13:00

In this regard Ashouri and Fotovantia (2010:228) argue:”EFL learners and teachers have different perspectives towards translation and its use in their learning and teaching activities. While most teachers ignore the role of translation in EFL learning, learners on the other hand insist on a positive role of translation in their learning.” (ibid.).

Following this, it must be claimed that translation activities can be used as a fifth language skill and it is also considered as a communicative activity as it creates a desire to communicate and interact.

Moreover, researcher Duff (1994) claimed that: “Properly designed translation activities can be employed to enhance the four language skills and to develop three qualities essential to all language learning, accuracy, clarity and flexibility. The purpose of translation activities is not to train professional translators, but to help learners to acquire and strengthen their knowledge in the English language” (Duff, 1994:126)

Thus, using translation in English learning classes still a pedagogical tool to understand and learn the target language .translation activities can develop foreign language learners’ four skills it doesn’t aim at forming translators.

Upton (1997:386) asserts that: “reading in a second language is not a monolingual event and L2readers have access to their first language as they read and many use it as a strategy to help comprehend an L2 text. Moreover, some other researchers have stronger ideas and show that translation is a key element in processing target texts by learners.”

So, translation is an inevitable phenomenon in learning a foreign language, since learners translate consciously or unconsciously. It can be a strategy to overcome target language difficulties.

Stern (1992:394) asserts that: “Using L1 alongside with L2 is pedagogically facilitative and this totally depends on the characteristics of learners ‘interlanguage and the language learning process. On the other hand, overuse of L1 will naturally reduce the amount of exposure to L2 .Therefore; an attempt should be made to keep the balance between L1 and L2 use.”

From this, derived the idea that foreign language teachers and learners have to use translation with a certain degree so that they should not minimize the target language (L2) use instead (L1) should be a facilitator for learners in their learning process.

Similarly, Cook (2012:9), with regard to the use of L1 in the classroom, argues that all second language learners access their L1 while processing the L2.

She suggests that: “The L2 user does not effectively switch off the L1 while processing L2, but has it constantly available.”

Translation as a language learning activity was considered as being suitable within the context of foreign language learning because it creates communication, needs interaction and collaboration among learners and teachers.

In this regard, researcher Ross (2000:61-66) states that: “Translation is recognized as the fifth skill and the most important social skill since it promotes communication and understanding. As a form of communication, translation involves interaction and cooperation between people, which makes it a very useful tool in foreign language teaching”

1.1.3. Purpose of Pedagogical Translation

De Arriba (1996:281) provides different reasons for which translation ought to be introduced within the classroom. These reasons include the following:

- To improve comprehension: translation is a means to enhance comprehension, since by means of translation the teacher and even students can check if they have understood an utterance, either written or oral.
- To enhance the FL: as long as the FL deals with the previous knowledge of the L1, translation may help the teacher to take advantage of both languages to improve the Learning of the new language.
- To cope with difficulties of interference: translation can be exploited in order to overcome problems of interference between languages, since it provides the students

with different strategies for dealing with expressions, structures or words that do not work in the FL in the same way than in the L1.

- To reflect upon the L1: as we have mentioned before, the FL shares space with the L1; therefore, when translating, not only do students learn about the FL, but they also reflect upon their own language. Translation opens up doors to the functioning of the L1 and consequently, the improvement of the mother-tongue results in the mastering of the FL.
- To acquire the skills of translation: the introduction of translation within the classroom also offers the students the opportunity to learn how to translate. Nowadays, translation takes place in almost every daily situation. For this reason, more and more students think about it as a possibility to earn a living. Teaching them how they can translate messages or texts, will give them insight into how professional translation works.

Additionally, following the ideas of De Arriba, we must not forget that the inclusion of translation in learning a foreign language is a useful skill for communication. It is also a pedagogical tool that should be used in order to reach the learners objectives and purposes.

1.1.4. Foreign and First Language Learning

Language learning is a process that starts once we born and continues the rest of our life. Language learning allows students to convey their thoughts and problems and helps them to establish relationships with their family members and friends. An essential issue is that teachers have to consider that each learner learns in different way, that is to say; learning is a personal process. For this reason, the teaching of a foreign language (FL) and its methods will vary throughout time depending on the classroom background and on the skills of each student. (<http://biblioteca.unirioja.es/tfe-e/TFE001733.pdf>.accessedon 05/16th/2019at 12:51)

In this regard, William Little Wood has made a distinction between learning and teaching. He argued that teaching is carried out by the teacher and learning by the learner. “To learn means above all to react to stimuli and instructions provided by the main actor in the classroom: the teacher” (William little wood, 1984:1)

According to Stephen Krashen“learning is a conscious process that takes place in the language classroom.”(Quoted in Johnson, 2001:77)

“It is broadly true that all children, whatever their talent for language learning, whatever their social background their level of educational achievement, all learn to speak their native or first language by a very early age .Some will take slightly longer than others, but that all get there”.(Johnson Keith,2001:6)

So, all human are endowed to learn their first language (L1) since they are born and exposed in society whatever their social and individual differences.

A similar statement could not be made about foreign language learning. It is unfortunately very far from the case that everyone who attempts to learn a foreign language succeeds.

Indeed, the figures for successful school learning of a foreign language are in some countries depressingly shamefully low .With foreign language learning individual differences seems to make themselves felt. «Some people do it very well, others are hopeless, and they may be well intentioned, but they are simply dreadful, quite unable to put a sentence together in a foreign tongue and incapable of modifying their native language accent in any way.”(Richard Burton quoted in Johnson Keith, 2001:7)

In the light of what has been said, it is important to mention that individual differences have a great impact on the learning of a foreign language.

1.1.5. Learning and Acquisition of a Foreign Language

The distinction between learning and acquisition is that learning is a conscious and instructed process whereas acquisition is a spontaneous non instructed process. Acquisition is then a natural process. In this regard; Stephen Krashen argues that there are two distinct ways of mastering a foreign language .There is what he calls learning and acquisition.

“Acquisition is a natural process, where there is no conscious focusing on linguistic forms. It is what we have informally called the process of picking up a language just as you do if you go and live in the target language environment”. (Krashen, 1982 quoted in Johnson .K, 76)

He claims that what is known about L1acquisition is in general applicable to foreign language (FL) acquisition.

1.1.6. First and Second Language Acquisition

Language is a human being phenomenon .There is two immediately obvious sorts of language acquisition .the first is L1 acquisition, which every normal child manages at an early age. The second is foreign language (FL) acquisition where someone, child or adult picks up a language, for example while they are living in a target country.

He added that the responsible for the interest in L1and indirectly in foreign language acquisition are Chomsky' ideas. According to him L1 acquisition is a conundrum even a miracle and he considered the Language Acquisition Device (LAD) as being the machine that do the work for human quickly and successfully (Johnson, 2001:75)

According to this all human beings are endowed to acquire their first language (L1), the LAD is responsible about this acquisition rapidly and successfully, the same thing can be applied to foreign language acquisition.

Newmark and Rebeil considered that the first language acquisition is a quick and a successful process.

They argue:"L1 acquisition is the quickest and most successful instance of language mastery that we know of."(Newmark and Rebeil, 1968:145).

Based on the above, Newmark and Rebeil considered the process of acquiring first and foreign language as different processes .They assert that foreign language learning or acquisition is the difficult period comparing it with the learning or acquisition of the first language.

1-2-Contrastive Analysis:

1.2.1. Contrastive Analysis as a Language Learning Theory

According to the online free dictionary contrastive analysis means to contrast between differences and similarities of languages without looking at their origins. (<http://www.the free dictionary.com>) accessed on 05/23/2019 at 09:12am

Contrastive analysis (CA) is to take into account what is similar and what is different between two languages. For example: Arabic and English.

Contrastive analysis (CA) is the systematic comparison of two or more languages, with the aim of describing their similarities and differences.

CA has often been done for practical /pedagogical purposes. The aim has been to provide better descriptions and better teaching materials for language learners. ([http://www.researchgate.net/publication/313038420-A review study of contrastive analysis theory](http://www.researchgate.net/publication/313038420-A_review_study_of_contrastive_analysis_theory)) accessed on 04/28/2019 at 11:27am

The background for contrastive analysis applied to language teaching and learning, is the assumption that the native language plays a role in learning a second one.

Mother tongue influence is sometimes very obvious, for example in the case of foreign accent. We can often recognize foreign speakers by their accent.

Influence from the mother tongue (MT) is not just negative, however learning a related language is much easier than learning one that is very different. (ibid.)

“Those elements that are similar to the learners’ native language will be simple for him and those areas that are different will be difficult”. (Lado, 1957:2)

Lado was interested in what made some things easy for learners and other things difficult. He also believed that by comparing the native language (its structures, sounds, lexis) and the target language (TL), we would be able to find out about ease and difficulty of learning.

In addition to the above mentioned, Lee argues: “The prime cause of difficulty and error in foreign language (FL) learning is interference...” (Lee, 1968:180)

Following this, interference in foreign language learning is considered as an obstacle for language learners.

1.2.2. Goals of Contrastive Analysis

Generally, contrastive analysis tries to facilitate the learning and the teaching of a foreign language. Contrastive analysis has specific objectives that could be summarized through the following:

- To make the teaching of a foreign language more effective.
- To find out differences between the native language and the target one based on the assumptions that:

- Learning a foreign language is based on the mother tongue.
- Similarities facilitate Learning.
- Via contrastive analysis problems can be predicted.

1.2.3. From Contrastive Analysis to Error Analysis

In the 1950 and 1960's contrastive analysis was the favored paradigm for foreign and second language (FL and SL) learning and organizing its teaching. It was based on the procedure involved first in describing comparable features of mother tongue (MT) and target language (TL), then comparing the forms and resultant meanings across the two languages in order to spot what would predictably give rise to interference and error. (James, 1980:4)

According to James (ibid.), we can predict and explain errors depending on the degree of similarities between mother tongue and foreign language, he also believed that up to 30 percent of the learners' errors are the results of wrongly transferring L1 system to L2.

Error Analysis came to complete the gaps of Contrastive Analysis (CA). The novelty of this paradigm is that the mother tongue (MT) was not supposed to enter the picture (to be the source of language errors). The claim was made that errors could fully be described in terms of the target language (TL) without the need to refer to (L1) of learners, it is what James called intralanguage errors.

1.2.4. Transfer in Language Learning

“In applied linguistics, transfer is a term that refers to the process in foreign language learning whereby learners carry over what they already know about their first language to their performance in their new language” (Arabski, 2006:12).

In the light of this quotation we can understand that positive and negative aspects of language learning may be arise from L1.

Although it is true that positive transfer (PT) is more likely to take place between languages coming from the same linguistic family, negative transfer (NT) may also appear between languages which are proximal to each other.

Additionally, it is important to highlight that transfer is not a consequence of native language influence. When people master two languages, the acquisition of a third one is affected by the

knowledge of the other two languages. Therefore, transfer depends on many other aspects besides the L1 influence. In his book *Linguistic across Culture* (1957:2) Lado states that:

[...]Individuals tend to transfer the forms and meaning and the distribution of forms and meanings of their native language and culture to the foreign language and culture both respectively...that we can predict and describe the patterns that will cause the difficulty in learning by comparing systematically language and culture to be learned with the native language and culture.

1.2.5. Relation between translation studies and contrastive analysis

Contrastive analysis (CA) and translation studies (TS) are separate though related fields. Translation studies include a range of approaches, from theoretical and descriptive research on translation phenomenon to applied concerns, such as translation assessment and translator training. In one way, it is therefore wider than contrastive analysis. In another, it is narrower, as it is limited to texts that are translated and to the ways in which they are transmitted across languages. In spite of the different aims, there are mutual relationships.

The relationship between contrastive analysis and translation is bidirectional. On the first hand, the translation of specific piece of text may provide the data for contrastive analysis .on the second one, contrastive analysis may provide explanation of difficulties encountered in translation (Hoey and Houghton, 1998:49) from (<http://www.hf.uio.no/ilos/forskning/grupper/corpus-linguistics-and-English-language/paper.pdf>) accessed on 05/2/2019at 14:45

Translation is a source of perceived similarities between languages; most linguists working in the field have either explicitly or implicitly made use of translation as a means of establishing cross linguistic relationships.

According to Roman Jakobson (1959:234) “No linguistic specimen may be interpreted by the science of language without a translation of its signs into other signs of the same system or into signs of another system” and he continues: “Any comparison of two languages implies an examination of their mutual translatability ...” (ibid.)

In his book on contrastive analysis Carle James reaches the conclusion that translation is the best basis of comparison.

“We conclude that translation equivalence; of this rigorously defined sort including interpersonal and textual as well as ideational meaning, is the best available TC (tertium comparationist) for contrastive analysis”.(James, 1980:178).

As translation shows what elements may be associated across languages it is fruitful to base a contrastive study on a comparison of the original texts and their translation.

1.3. Algerian linguistic situation:

The Algerian linguistic background is very rich and a complex one. It makes of Algeria a particular Arab nation with a number of languages taught and used either in academic or in non –academic contexts as described by Euphrain and Mala Tabory.

The Algerian situation is complex, as it is at a cross road of tensions between French, the colonial language and Arabic, the new national language; classical Arabic versus colloquial Algerian Arabic, and the various Berber dialects versus Arabic. The lesson from the Algerian situation may be usefully applied to analogous situation by states planning their educational and cultural policies. (Euphrain&Tabory, 1987:145).

According to Lakhal Ayat (2008), “the presence of this variety created a language crisis, either political or educational and gave rise to outcries where every one claimed monopoly on the language issue: Arabisation, French, Arabic bilingualism, the English language status never reaching consensus.

In the light of this quotation we can deduce that, students learning weaknesses in general and more specifically in foreign languages are attributed to the educational system flaws and to the dominance of a range of languages.

1.3.1. Linguistic landscape of Algeria

Algeria is a meeting point of many different languages, it is known as a plurilingual or multilingual society .This is by the fact that Algerian people use more than one language when speaking.

The terms plurilinguism, multilinguism are currently used to refer to pupils who live in two languages or need to use two or more languages at home or at school .It doesn't mean

that they are competent and literate in both languages. (Hall, 2001) from ([www.open access library.org/images/0418Mohammed Amine Chemami.pdf](http://www.openaccesslibrary.org/images/0418MohammedAmineChemami.pdf)).visited on 06/12/2019at 11:36

Thus, the linguistic landscape of Algeria is plurilingual because there are many spoken languages; as local languages we have to mention literary Arabic, Algerian Arabic, and Tamazight. As foreign languages we have French and English.

1.3.2. Literary Arabic

Arabic language is considered as a first official language. It is a central semiotic and an Afro-Asiatic language, more than 280 million people speak it as a first language. Most of them live in the Middle East and Northern Africa. The roots of the Arabic language are linked to the revelation of the Qur'an to the prophet Mohammed. Therefore, there can't be Arabic without Islam and vice versa, since Arabic is the language of Qur'an. The Muslim people gave special consideration and respect to this language.

In this respect Motassime (1996) claims that: "*Muslims* attribute the Arabic language to a special position and total respect for conveying theological debates and secular sciences during the period known as the golden age of Islam "(Motassime, 1996:71)

Modern standard Arabic is widely taught in schools, universities and used in work places, government and the media. It is the official language and the first spoken language in Algeria since independence in 1962.

1.3.3. Status of Modern Languages (FL) in Algeria

The status of French and English languages in Algeria doesn't depend only on cultural preferences and educational options .The country's modern history and political alliances are also taken into consideration.(www.openaccesslibrary.org/images/0418/pdf) accessed on 06/25/2019at 14:00

1.3.4. French in Algerian Schools

Algeria has a special link with French language .Historically Algeria was proclaimed in 1870 as part of the metropolitan territory of the third republic. (Loyal, 2009:409).

Algeria remains the second French-speaking country in the world with nearly eighteen million speakers.

Today, the French language is taught from the third year of primary school, French has its place in secondary education, as a second language and in higher education especially in scientific fields.

French language is used in many private schools and is considered as being necessary to pursue higher education abroad or to find a job. Its mastery is related to young Algerians hope to immigrate into Europe and Canada. (Lacoste, 2006:231).

From what has been said we can say that French language is very useful and valid either at schools or at work places in Algeria. It enjoys a very specific status in the Algerian society; it is used in formal and informal discourse.

1.3.5. Status of English Language in Algerian Education

The role of English in the world has become a controversial issue which leaves little space to mention the positive aspects of a common international language .Technically speaking English is apprehended as a second foreign language in Algeria. Its teaching is in competition with French since the year 2000 at the first grade level of middle school. However, in universities 95% of undergraduate and post graduate courses of science or in medicine are taught in French language. (Meliani, 2000:20).

In short the desire to promote English in Algeria is due to a high corporation with the United States of America and Canada that are committed to freely support this educational reform policy in Algeria. This aid concerns the making of textbooks, the training of teachers of English and the introduction of new technologies. Thus, the mastery of English became indispensable in the life of people.

1.3.6. English in Algerian Schools and the Age Factor

In Algeria, English starts to be learned at about at the age of 13, which is regarded by many scholars to be the critical age for language learning .The delay in learning English and the little exposure to this language make learners much influenced by their first language (L1) or by French. This influence is revealed at many levels: phonology, grammar, word for word translation etc....At the phonological level learners find difficulties in articulating some sounds especially in spontaneous speech.

The English short vowel schwa for instance, is most of the time substituted by the great majority of the learners by the French open vowel/a/in words like approximants –acquisition-theatre-addition.

These examples involve believing that this kind of influence concerns mainly English words which have the same form and similar meaning to those of French.

1.3.7. Bilingualism as a Language Phenomenon in Algeria

Bilingualism is the fact that one speaks two languages in order to communicate and interact with others.

“Bilingualism has to be understood as the capacity of being communicative in two languages. No matter the level of each language; in addition to this, it is worth noting that nowadays not only bilinguals refer to the mastery of two languages, but also has to be related to the capacity for understanding two cultures.”(Pakorn, 2005:30)

In the light of this quotation, we can understand that bilingualism can be considered also as the ability to understand two different cultures but not only as the ability to communicate in two languages.

According to the Dictionary Le PETIT ROBERT (1996:184) bilingualism is defined as « personne qui parle deux Langues »

Bilingualism is “a person who speaks two languages” (our translation)

The Linguistic Dictionary (1993:65) has defined bilingualism as« d’une manière général le bilinguisme est la situation linguistique dans laquelle les sujets sont conduits à utiliser alternativement, selon les milieux ou la situation, deux langues différentes c’est le cas le plus courant du plurilinguisme »

“In a General way, bilingualism is the linguistic situation in which subjects are led to use two different languages alternately, according to the milieu or the situations .This is the most Common case of plurilingualism”. (Our translation)

The Algerian linguist Salah Belaid stated that bilingualism is:

“استعمال نظامين لغويين في آن واحد للتعبير أو الشرح و هو نوع من الانتقال و هذا موجود كظاهرة لغوية اتصالية في الشعوب التي خرجت من الاستعمار العدو و بقيت آثار العدو في التواصل اليومي الذي أصبح بشكل من الأشكال صورة عفوية للممارسات اليومية الكلامية العادية” (صالح بلعيد، 2012 : 306)

“Bilingualism is the use of two linguistic Systems at the same time for expression or explanation, and it is a kind of transition exists as a communicative linguistic phenomenon among people that came out of colonialism and the effects of the enemy remained in daily communication and has become in some form a spontaneous image of ordinary verbal practices”. (Our translation)

According to the Linguistic Dictionary (2006) bilingualism is:

“تعایش لغتين مختلفتين في المجتمع نفسه أو الرابطة الاجتماعية بشرط أن يكون أغلبية الأفراد والمتكلمين فعلا مزدوجي اللغة ” (George Maunin, 2006 :52)

“Bilingualism is the coexistence of different languages within the same social association, provided that the majority of individuals or speakers are actually bilinguals” (our translation).

According to Djalal Chams Eddine (2003:109) bilingualism is defined as:

“الإزدواجية اللغوية هي أن يجيد المرء لغتين معا إجادة تامة لغة الأهل و لغة أخرى وقد يكتسبهما معا ويكتسب لغة الأهل أولا”

“Bilingualism or linguistic dualism is that one is fluent in two languages proficiency, mother tongue and another language .It may be acquired together or He may acquire his Mother tongue first” (Our translation)

1-4- Functional Approach to Translation

Before 1970's translation scholars were primarily interested in researching translation products Translation researchers compared source texts with one or more target texts and studied the differences between the source text and the target text. This approach later started to include an interest in the translation process and finally in the translator himself. The above mentioned approach with focus on comparison of source texts and target texts was much concerned with the concept of equivalence and how it could be reached.

However, in the 1970's and 1980's, the equivalence based approach shifted and focus was instead placed on functionalism in the process of translation and on the receivers of the target text. The Skopos theory emerged with an emphasis on the function of the target text and on its

receivers. “This new approach has also drawn a shift in the translation paradigm .from linguistically oriented concepts to a functionally and socioculturally oriented framework.”(Prunc, 2003in de Leon, 2008:1)

In addition to this Sanwoo added: “Skopos theory has then signaled for the paradigm shift, from linguistics to functionalism, due to its focus of translation that lies between extra linguistic factors (i-e culture and client) and textual factors (i-e the purpose of the text). (Sanwoo, 2007:2)

Functionalism is a major shift from a linguistic equivalence to functional appropriateness. Thus translation is considered primarily as a process of intercultural communication whose end product is a text which has the ability to function appropriately in specific situation and context of use (Schaffner, 1993:3)

1-4-1-Definition and Origins of Skopos Theory

Skopos theory is a translation theory by the German translator Vermeer Hans in 1978 .in this theory the process of translation is determined by the function of the product .This function is specified by the addressee .It is one of the functionalist approaches whose aim is to dethrone the source text (ST) .This is done by emphasizing the role of the translator as creator of the target text (TT) and giving priority to purpose (Skopos) of the producing target text (TT). (Ibid.).

It is first introduced in the German journal *Lebende Sprachen*, this theory is claimed to be a framework for general theory of translation. This general approach is highly motivated by an attempt to seek for another way to translate without depending on linguistics level only.

“Linguistics alone won’t help us; first because translating is not merely and not even primarily a linguistic process. Secondly because linguistics has not yet formulated the right questions to tackle our problems .so let’s look somewhere else” (Nord, 1997; as cited in Stajszczak, 2011:11) (<http://search.mysearch.com>) accessed on 05/25/2019at 12:30

Skopos is a Greek word for purpose. According to Skopos theory the basic principle which determines the process of translation is the purpose of the translational action .The idea of intentionality is part of the very definition of any action (Nord, 1997:27) (Ibid.)

1-4-2- Source Text (ST) and the Target Text (TT) in Skopos Theory

Translation theorists have devised various procedures to deal with different types of texts in translation. In addition to word for word translation and sense for sense translation, translators may use a variety of techniques and theories which differ according to the contextual aspects of both source and target texts.

Skopos theory is a functional theory of translation which depends mainly on the purpose of the translation. In Skopos theory the workability of the brief is based on the target culture, the source text is part of the brief i.e the instruction received.

Text in Skopos theory is considered as an offer of information. This offer is directed from the producer of the text to its recipient. Translation then is a secondary offer of information about information originally offered in another language with another culture (Schaffner, 1998:236)

So according to Skopos theory, translation is considered as second information besides the original one. That was given for another audience.

Translators are aware of the fact that the norms of the target language will not necessarily go in line with those of the source language. For this reason a kind of accommodation is needed in the target language, so as to arrive to a solution for the problem (Baker, 1992:243).

Following the above mentioned, we understand that the source text and the target one are different in terms of the norms and the rules that should be applied for both in the translation process in addition to this, translator must be vigilant when translating.

A translator in Skopos theory is in the position to produce a text that is meaningful to target culture receivers.

According to Hans Vermeer the target text should confirm to the standards of "intratextuality coherence" (Reiss and Vermeer, 1984:109)

It means that for a text to be communicative and understandable, it has to be coherent with the receivers' situation and context of use.

According to Nord (1997) there is a significant relationship between a source text and a target text since translation is an offer of information. It is this relationship that Vermeer

calls “intertextual coherence” or “fidelity”. This relationship holds between source and target text. The forms of this depend on:

1. The translators’ interpretation of the source.
2. The translation Skopos.

According to Bell (1991: 170-171) “intratextuality refers to the relationship between a particular text and other texts which share characteristics with it; the factors which allow text processors to recognize in a new text, features of other texts they’ve encountered.”

1-4-3- Translation Brief and the Translator in Skopos Theory

A translator receives the basic information and instructions about how translation should be but is then free to carry out those instructions. The instructions or commissions which are represented by the brief are specifically the goal or purpose of a piece of translation. The translator must interpret source text (ST) information by:

“Selecting those features which most closely correspond with the target situation” (Shuttleworth and Cowie, 1997:156)

In the light of the above, the Skopos of translating a given text is decided by the client and the translator. So, a brief is a set of instructions and requirements addressed to the translator from the client of translation.

Unlike the non-functional approaches, the functionalist approach translator is loyal to his client and he must be visible. The translation processes should be target text oriented. Furthermore, the aim of translation is considered as communicative acceptability (Honig, 1998:14).

From this, we understand that in functionalism the target receiver, the client and the translator play a crucial role in the process of translation

From Skopos theory’s stand point, a translation product (translatum) needs not to have a similar functional equivalence to a source text (<http://search.mysearch.com>) visited on 05/25/2019 at 12:30.

Vermeer argues that: “A translator defines the function of the translation product through a translation brief or a translation commission, since the brief is an intercultural operative” (Green, 2012:109).

In Skopos theory, the cultural aspects of both source and target language are deeply regarded although the theory focuses more towards the target culture.

1-4-4-Terminology of Skopos Theory

Skopos is a technical term for the aim or purpose of a piece of translation. According to Hans Vermeer there is a distinction between the terms aim and purpose.

Aim is the final result which an agent tries to achieve via an action.

Purpose is a provisional stage in the process of achieving an aim. (Nord, 1997:28-29)

Function is a term that refers to what a text means. The meaning of the text is viewed by the receiver.

Intention is another term that is related to Skopos, the former is regarded as an aim-oriented plan of action on the part of both the sender and receiver.

Nord (1991:47) has proposed a distinction between intention and function, on the first hand, the sender is responsible for specifying intention and by using a text he tries to achieve a purpose. On the second one, the receiver uses a text with a certain function, depending on his /her own expectations, needs previous knowledge and situational conditions.

This distinction is important to the field of translation as the sender and receiver belongs to different cultural and situational settings.

Conclusion

When learning a new language, learners use translation either consciously or unconsciously. Thus using translation within the classroom is a natural way to deal with new language. In this sense; it is a very motivating activity not only for the appealing aspects of language it deals with, but also because if learners are allowed to use translation within the classroom, they will feel more confident and relaxed.

In the light of what has been said, it is worth noting that through translation students can learn how the different languages work and consequently they are able to understand different views of the same concept. This way students learn the language consciously, which implies comparison between languages. All in all, if the learners are capable of understanding and

comparing the L1 and FL, they reflect upon languages and cultures and they will not be likely to follow the tendency to transfer structures from L1 into L2.

Chapter Two :Data Collection,Analysis And Results

This chapter is devoted to the practical part of our work. It includes the presentation of our corpus that is HAMKI IDIR secondary school. We will shed light on the methodology of analysis used which is descriptive study, after having attended many English sessions with learners from different levels in order to gather data. Then we will elaborate a questionnaire which deals with the attitudes of learners towards the use of translation into Arabic language in learning English. Finally, we will discuss the results obtained and their correspondence to our hypotheses in the very beginning of our dissertation.

2-1-Presentation of the Corpus

2-1-1-General Presentation of the School

HAMKI IDIR Secondary School is located at Tizi Ouzou city. It was founded on September 2015. It is composed of eighteen (18) classes of different streams including six (06) classes for scientific stream, two (02) classes for mathematics, and two (02) classes for foreign languages, six (06) classes for natural sciences, two classes for mechanical Engineering, two (02) classes for gene of procedures, four (04) classes for philosophy and arts.

It includes 54 teachers: six (06) of them are men and forty eight are women.

The general number of students is six hundred eighty nine (89). There are four hundred thirty three (433) of girls, and two hundred fifty six (256) of boys.

The total number of learners' is 689: the number of girls is 433 and the number of boys is the: 256.

In the three last years the secondary school of HAMKI IDIR was ranked in the baccalaureate exam at the national level as following:

- The year 2017: 29th
- The year 2018: 16th
- The year 2019: 21st
- The year 2019: 21st

2-1-2-Presentation of the Sample

Our investigation was conducted on the secondary grade learners from the 2018/2019 academic year of public school. The sample consists of 160 learners; their average age is between 15 and 19.

- **Literary learners:** composed of two groups from first year. Their number is sixty two (62).
- **Scientific learners:** also composed of two groups from different levels. Their number is sixty seven (67).
- **Foreign language learners:** is one group of thirty one (31) learners.

The learners are from different streams and speak different languages. They speak Algerian Arabic and Berber as their first languages. French as a second spoken language. Then Learning English is the frame of study which is considered as a foreign language or a third language.

Their schooling was done in literary Arabic. French and English were incorporated in their learning respectively during the third year of primary school and first year of their middle school. The choice is not pointless, since it is motivated by the fact that education is a vital area where the language issue remains the most important. HAMKI IDIR secondary school offered us the opportunity to gather the views of younger generation about the integration of translation in learning English.

2-2-Methodology of Analysis

This study is a descriptive and analytical investigation carried out at HAMKI IDIR secondary school with the learners of different streams and levels. The analysis consists of two sections. The first one contains an analysis of the questionnaire and the second one is the analysis of the classroom observations. The research data were gathered by attending English sessions (10 sessions) with the learners then describing their attitudes and reactions towards translation activities. As well as, a questionnaire is administered to the learners to check whether translation into Arabic can serve them or not. The results are tabulated and presented in pie charts. As a theoretical frame work we have related to Skopos theory.

2-2-1-Analysis of the Questionnaire’s Data:

The present questionnaire aims at gathering data about learners’ different attitudes and considerations towards translation into Arabic language in learning English as a foreign language. It aims also to investigate if translation can be considered as an effective learning tool or not. It is composed of ten (10) questions .Seven (7) questions are multiple choice questions and three (3) are yes or no questions. Each question is presented in a pie chart in order to make the findings more understandable.

Question 01:

What is your school level?

Level	Number Of Learners	%
First year	62	39
Second year	63	39
Third year	35	22
Total	160	100

Table 01: learners school level

The table shows that 39%of our participants from first year grade .39%from second year and 22% are third year learners.

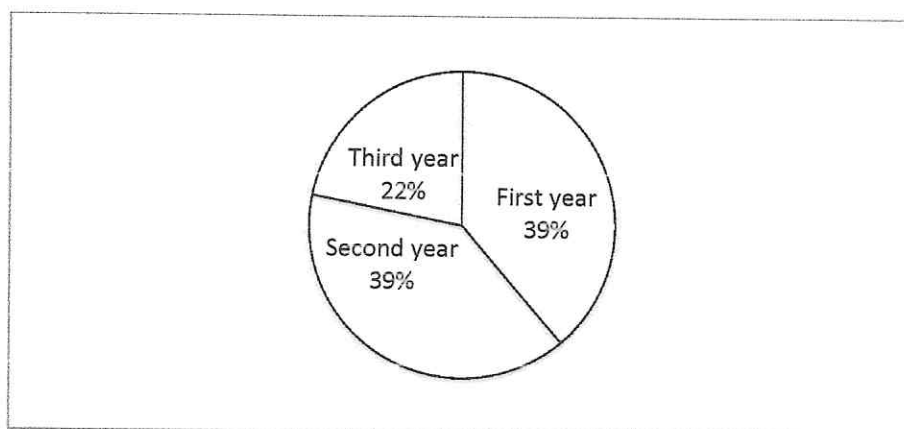


Figure01: learners’ school level

Question 02:

In which stream are you?

Streams	Number of learners	%
Literary	62	39
Scientific	67	42
Foreign languages	31	19
Others	0	0
Total	160	100

Table 02: learners' different streams

39% of the learners surveyed are from literary stream, 42% are from scientific stream, and 19% are foreign language learners. It will be noticeable that a great proportion of the learners are scientific.

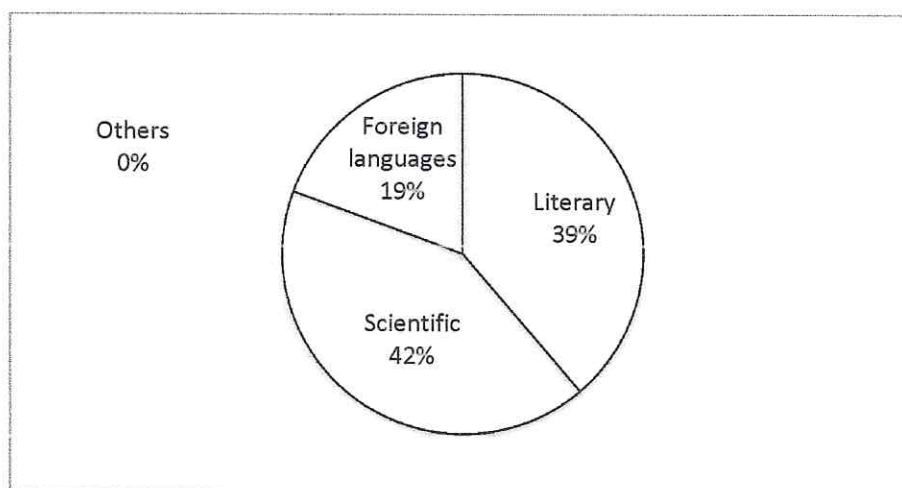


Figure 02: learners' different streams

Question 03:

What is your favorite language?

Answers	Number of learners	%
Arabic	15	9
French	68	43
English	76	48
Total	160	100

Table 03: learners' favorite language

The results of table (03) indicated that 9% of our informants consider Arabic as their favorite language .43% for French and a high proportion of 48% state that English is their favorite language.

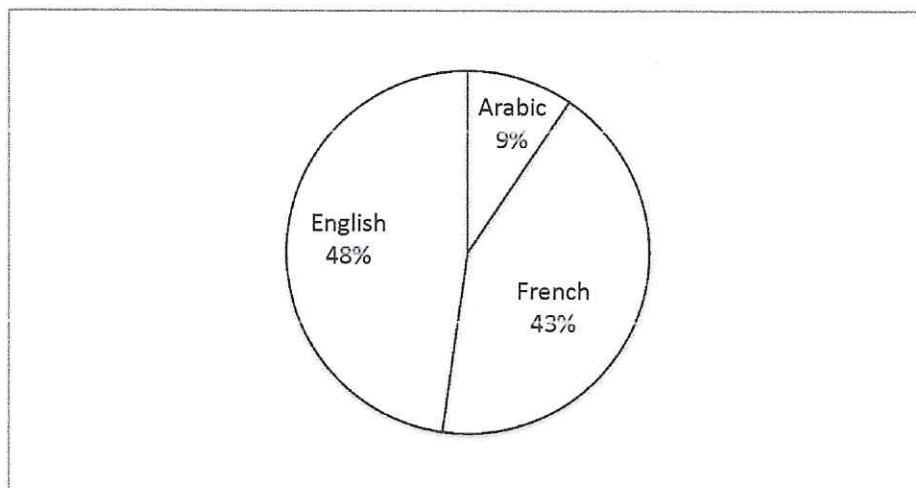


Figure03: learners' favorite language

Question04:

Do you have difficulties in English?

Answers	Number of learners	%
Yes	139	87
No	21	13
Total	160	100

Table 04: learners' difficulties in English

A proportion of 87% of the learners surveyed said yes, they have difficulties in English against 13% who ignore their difficulties in English.

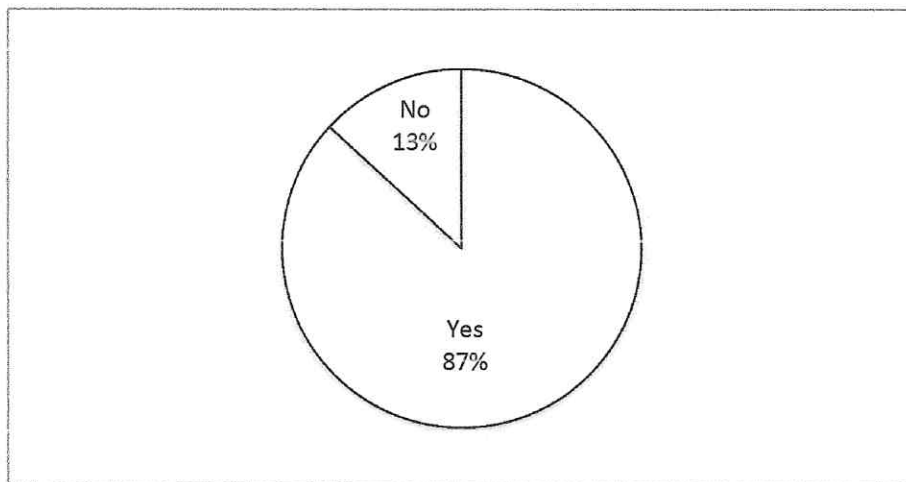


Figure04: learners' difficulties in English

Question 05:

If yes, what are they?

Answers	Number of learners	%
Vocabulary understanding	92	58
Fluency	31	19
Style	6	4
Other difficulties	31	19
Total	160	100

Table05: learners' type of difficulty

58% of the target groups state that the kind of difficulties they have in English consists of vocabulary understanding, 19% for fluency. A percentage of 19% argued that they have other difficulties and only 4% of the informants state that they have difficulties at the level of style

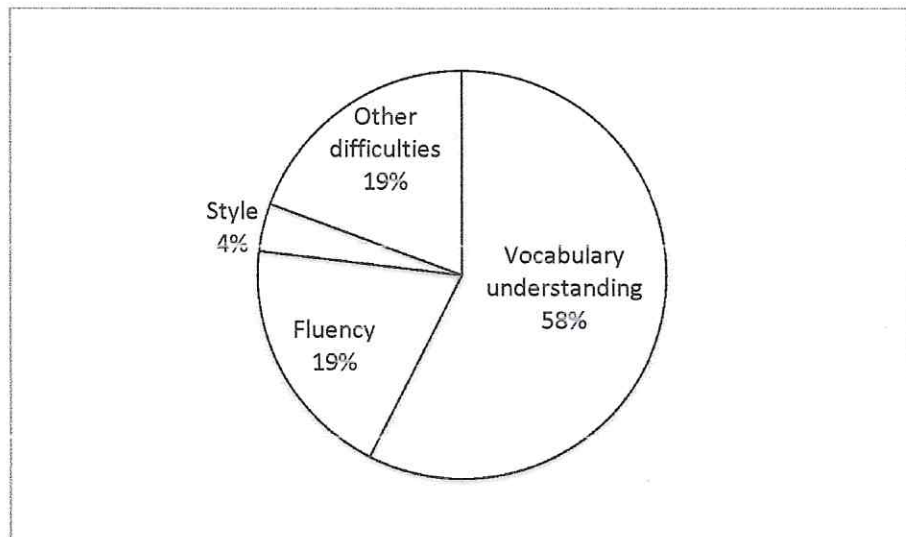


Figure 05: learners' type of difficulty

Question06:

In which language you think while learning English?

Answers	Number of learners	%
Your mother tongue	84	53
Arabic	27	17
French	10	6
English	39	24
Total	160	100

Table 06: the language in which learners think the most while learning English

According to the obtained results from table (06) we noted that 53% of the participants surveyed think in their mother tongue while learning English .17% think in Arabic.24% in English .against 6% think in French which highlight a paradox because French language has gained its prestige in Algerian society as a second spoken language.

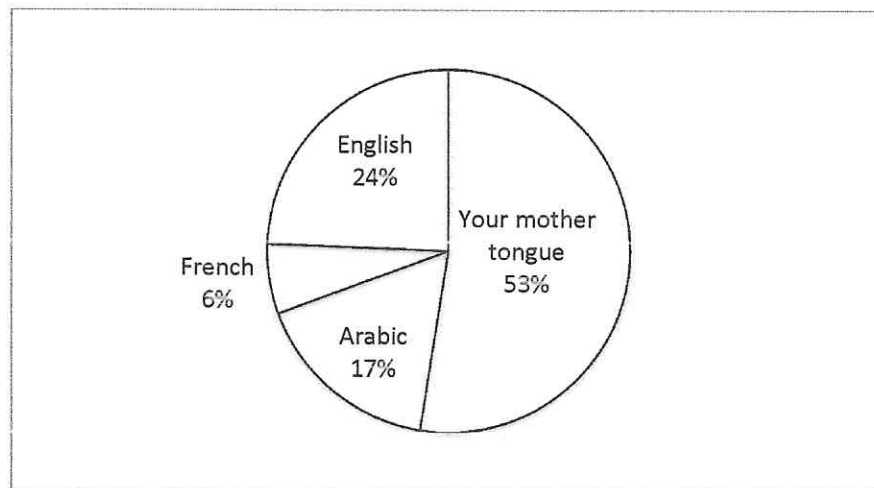


Figure 06: the language in which learners think the most while learning English

Question 07:

Do you consider translation as a useful means for learning English?

Answers	Number of learners	%
Yes	160	100
No	0	0
Total	160	100

Table 07: learners' consideration to the use of translation

All the target informants (100%) find and consider translation as an effective and useful means for learning English.

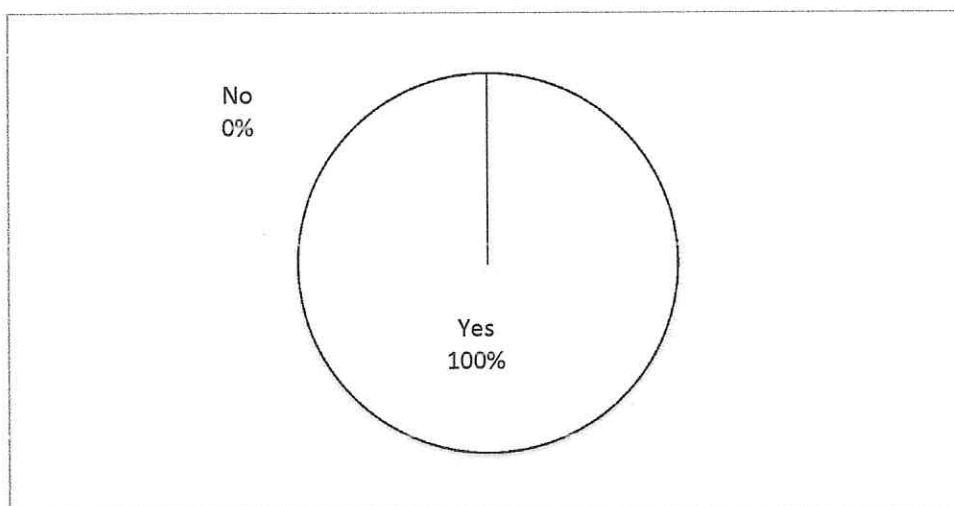


Figure 07: learners' considerations towards the use of translation

Question 08:

How do you find it, when your teacher of English allows you to use Arabic language during the course?

Answers	Number of learners	%
Motivating	77	48
Interesting	54	34
Boring	0	0
Effective	29	18
Total	160	100

Table08: learners' attitudes towards the use of Arabic language during the English course

48%of the learners surveyed confirm that it is motivating if their teacher of English allows and permits them to use Arabic .A percentage of 34%find it interesting .and 18%find it effective and none of them 0% confirm that the use of Arabic during the English course is a boring 0%.This can be justified with the learners' weaknesses in English.

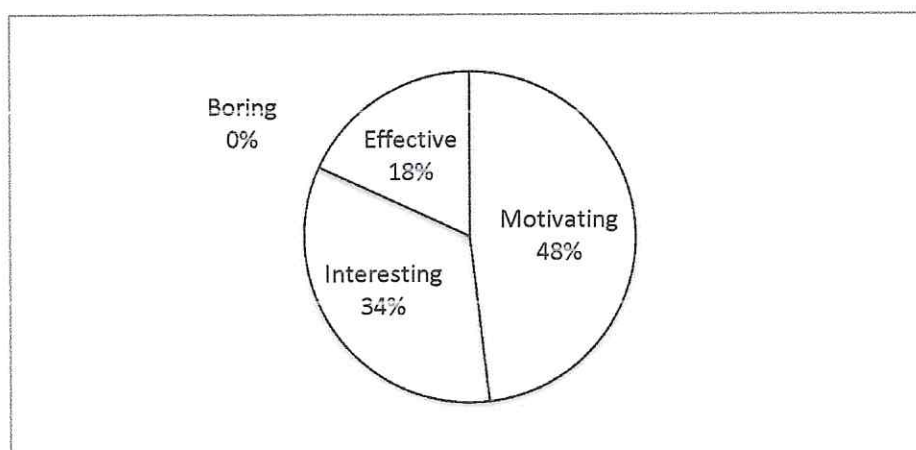


Figure08: learners' attitudes towards the use of Arabic language during the English course

Question 09:

Do you ask your teacher of English to translate into Arabic?

Answers	Number of learners	%
Yes	151	94
No	9	6
Total	160	100

Table 09: learners' asking for translation into Arabic during the lesson

A proportion of (94%) said that they ask their teacher to translate from English into Arabic language. This can be related to many factors such as the misunderstanding of English language and the easy acquisition of Arabic language.

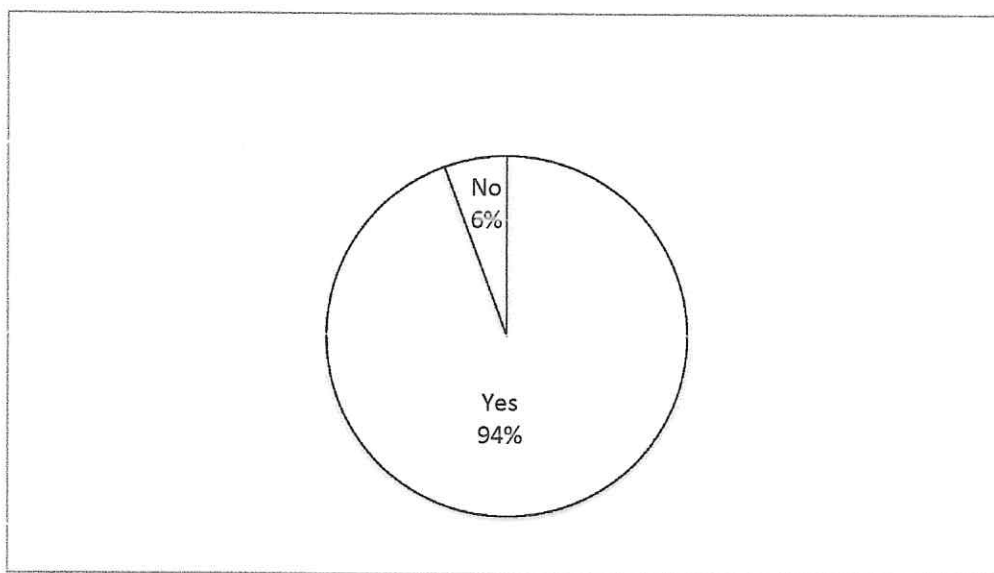


Figure09: learners' asking for translation into Arabic during the lesson

Question 10:

For which kind of activities do you need translation?

Answers	Number of learners	%
Reading	77	48
Writing	60	38
Listening	0	0
Speaking	23	14
Total	160	100

Table 10: kind of activities which require translation

These results of table (10) highlights that (48%) of our informants thinks that translation is more needed to clarify reading activities and (38%) to writing activities. These views are against (14%) for speaking and (0%) for listening activities

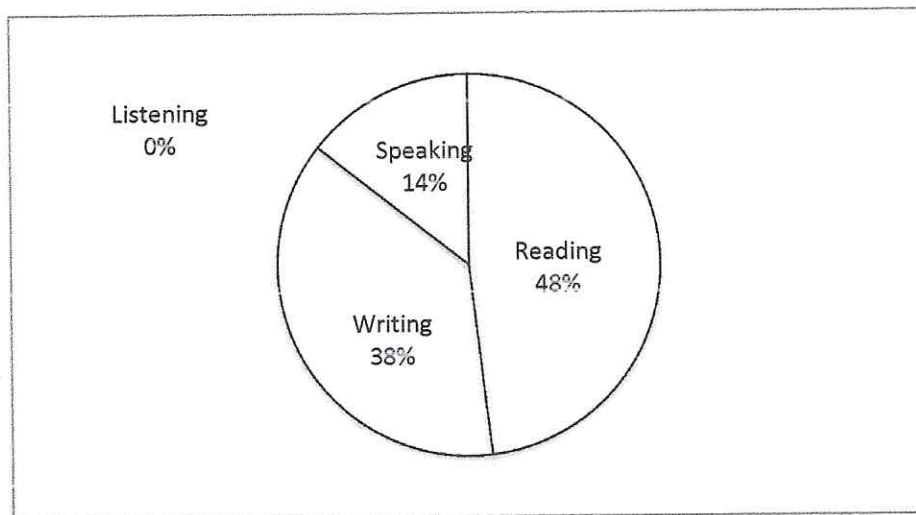


Figure 10: the kind of activities that require translation

2-2-2- Analysis of the Classroom Observation

The classroom observation aims at examining the usefulness of translation inside English learning classes. In addition it aims at describing learning activities which raise students need for translation. It tries also to verify the idea that translation needs to be reintroduced in language teaching and learning since it can provide learners with benefits that other procedures do not. We have mentioned the different exercises given to the learners.

First Session

Class and stream	The teacher's questions and type of activity	Learners' answers	The use of translation	Kind of translation and remarks
L1 first year literary	<p>1)-Adjective formation: <u>You form sentences by your own by using the following adjs.</u></p> <ul style="list-style-type: none"> • Traditional • Courageous • Polluting • Attractive • Wonderful • Careless 	<p>-This food is traditional. -I like courageous men. -The sea is polluted. -There are many attractive places in Algeria. -I wear a wonderful dress. -There are many accidents because of careless drivers. - The teacher asks the learners about the meaning of the given words but they give their translation.</p>	<p>-Traditional= traditionel -Courageous=شجاع= courageux Polluted = ملوث, معفن Translation from English into Arabic and French Attractive=attirant مثير للانتباه Careless=prudent يتوخى الحذر</p>	<p>The kind of translation used is literal translation and translation by addition. NB: There is reference to translation Into Arabic and French.</p>

Second session

Class and stream	The teacher's questions and type of activity	Learners' answers	The use of translation	Kind of translation and remarks
L1: first year literary	2)-Adjective formation with prefixes. Add a prefix to the following words. Pure-responsible-possible-suitable-regular-significant	-Pure=impure Responsible=irresponsible -Possible =impossible -Suitable=unsuitable -Regular=irregular - Significant=insignificant	Impure=غير صاف Irresponsible=غير مسؤول Impossible=impossible Unsuitable=غير لائق Irregular=غير منتظم Insignificant=Insignificant	-Translation by addition. -literal translation
	3)-Give the meaning of the following words then you put them in sentences. Ecological-fiction-terrible-frightening	-Ecological=له علاقة بالبيئة -Fiction=علم الخيال -Terrible=متعب -Frightening=مرعب	Whenever the Learners are asked to give the meaning of a word they translate it.	Translation into Arabic only. explanatory Translation. Translation by addition Direct translation

Third session

Class and stream	Type of activity and teachers question	Learners answers	The use translation	Kind of translation and remarks
L1: First year literary	<p>4-Adjective formation with suffixes.</p> <p>Add a suffix to the underlined adjectives then you give the meaning of each one.</p> <ul style="list-style-type: none"> Paper is a material we can <u>recycle</u>. This food has <u>no taste</u> 	<p>-Paper is a <u>recyclable</u> material.</p> <p>-This food is <u>tasteless</u>.</p>	<p>Recyclable=recyclable= يمكن جمعها</p> <p>Tasteless=<u>unmanageable</u> Sans gout</p> <p>Tasteless= ما عندوش الذوق ما عندوش الطعم</p>	<p>The learners translate into Arabic and French</p> <p>-Vernacular translation</p> <p>-Explanatory translation</p> <p>NB :the learners translate into their Vernacular languages</p>

Forth session

Class and Stream	Teachers questions and type of activity	Learners and teacher answers.	The use of translation	Kind of translation and remark
L2 Second year literary	<p>Give the meaning of the following words then put them in sentences.</p> <ul style="list-style-type: none"> Toxic harmful Fashionable Modern Handsome 	<ul style="list-style-type: none"> Fashionable= <u>الموضة</u> = à La mode Modern=moder n Handsome=<u>وسيم</u> Toxic=<u>toxic</u> Harmful=<u>ضار</u> 	<p>Translation into French and Arabic</p>	<p>Explanatory translation and literal translation.</p> <p>NB: The learners translate into French words which have the same spelling as French language.</p>

Fifth session

Class and stream	Teachers' questions and type of activity	Learners' answers and reactions	The use of translation	Kind of translation and remark
L1 First year literary	<p>Give the correct form of the verbs between brackets</p> <ul style="list-style-type: none"> • If I go to London I(to see)Tower Bridge • Would Johnson be angry if (I to take) his bicycle without permission? • If I were you ,I (phone)her now <p>Writing: Suppose you are a friend of the earth. What solutions</p>	<ul style="list-style-type: none"> • If I go to London I will see Tower Bridge • Would Johnson be angry if I took his bicycle without permission? • If I were you I would phone her now. <p>-After having this the learners start to write their paragraphs</p> <p>-The learners ask their teacher about the meaning of household and, industrial wastes.</p> <p>Some learners ask about the meaning in French, others in Arabic.</p>	<p>There is no reference into translation</p> <p>Households= نفايات منزلية Industrial wastes= بقايا صناعية</p>	<p>no translation</p> <p>translation into Arabic language</p> <p>Literal translation for the sake of understanding the new language</p>

	<p>would you suggest to solve the problem of house hold and Industrial wastes?</p> <p>B)-You try to put these words in your paragraph but first you define them.</p> <p>Reduce</p> <p>Recycle</p> <p>Reuse</p>	<p>(how do we call نفايات and قارورة in English) teacher answers: bottle and rubbishes</p> <p>Reduce= يقلص réduire</p> <p>Recycle= إعادة الجمع recycler</p> <p>Reuse= إعادة الاستعمال reutiliser</p>	<p>Translation into Arabic and French without referring to any kind of dictionary.</p> <p>-The learners ask about the meaning of some words to complete the paragraph. The teacher answers: bottle and rubbishes</p> <p>-translation from Arabic into English.</p> <p>From the first language into the target one.</p>	<p>vocabulary.</p> <p>When the teacher explains in English, learners find themselves translating into Arabic unconsciously.</p> <p>-Literal translation.</p> <p>-Translation by addition.</p> <p>-Inverse translation.</p> <p>We have noticed that the learners think in Arabic than translate words into English.</p> <p>-translation by addition and literal translation</p> <p>-translation from and into the target language</p> <p>(Theme and version) without reference to dictionaries</p> <p>The inverse translation</p>
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Sixth session

Level and stream	Teachers' questions and type of activity	Learners' and teachers' answers	The use of translation	Kind of translation and remarks
L2 Second year literary	<p>Prepositional verb</p> <p>The teacher is multilingual she explains in English And French</p> <p>Listening and speaking:</p> <p>The teacher speaks about illnesses and diseases then she give a list of them</p> <ul style="list-style-type: none"> • flow bird • Mad cow • TB • POLIO • CELLS • DNA 	<p>the learners ask their teacher to give the meaning and the equivalence</p> <p>Flow bird=أنقلونز الطيور</p> <p>Mad cow=جنونالبقر=la vachefolle</p> <p>TB=tuberculose السل</p> <p>Polio=polio</p> <p>Cells=les cellules</p> <p>DNA=الجنيات</p>	<p>Teachers' and learners' translations.</p>	<p>Translation into French and Arabic.</p> <p>This show that, learners who improve high level of proficiency and competence in French translate into French and those in with capacities and competences in Arabic language translate into Arabic.</p> <p>This also shows the influence of the learners' previous languages.</p>

Seventh session

Level and stream	Teachers' questions and type of activities	Learners' answers	The use of translation	Kind of translation
L2 Second year literary	Circle the silent letter.	the learners were asked about the meaning of the given words but they translate them	Translation into Arabic and French at the same time.	Literal translation

Chapter Two: Data Collection, Analysis and Results

	<ul style="list-style-type: none"> • Comb • Walk • Island • Knowledge 	<ul style="list-style-type: none"> • Comb=une brosse=مشط • walk=marcher يمشي • Island=l'île جزيرة • knowledge= le savoir المعرفة 	It is worth mentioning that when the learners are asked about words' meaning, they find themselves translating.	
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Eighth Session

Level and stream	Teachers questions and type of activity	Learners answers And reaction	The use of translation	Kind of translation
S3 Third year scientific	<p>Feelings and emotions. Speaking activity.</p> <p><u>-The definite article</u> The moon –the sun- the earth-the stars-the radio-the television.</p> <p>-Zero article: -Abstract nouns: Life-love...</p> <p>-Names of people and countries. Algeria – Mohammed...</p>	<p>The learners don't ask any question, they just listen to their teacher read and explain a dialogue.</p> <p>The learners ask what abstract nouns mean?</p> <p>Teacher: they are immaterial nouns that we cannot touch.</p> <p>Learner answer: أسماء مجردة</p> <p>Teacher: yes, that's it.</p> <p>Another learner translate proper nouns by أسماء الأعلام</p>	<p>Translation into Arabic.</p> <p>Translation into Arabic.</p>	<p>Literal translation Word for word translation.</p> <p>Learners translate words that seem to be new or as key words.</p>

Ninth Session

Level and stream	Teachers' questions and type of activity	Learners' answers and reactions	The use of translation	Kind of translation and remark
S2 Second year scientific	<p><u>Task</u> :correction of the test</p> <p>The text is talking about a seismic town .about an earthquake</p> <p>The teacher asked the learners if they know what is seismic town and earthquake and anti-seismic system</p> <p>-Destroyed -Noticeable</p> <p>-The flight was postponed because it was foggy.</p> <p>-he said that he was terrified, he couldn't follow me.</p>	<p>The learners' answers:</p> <p>Seismic town=pays seismique=بلد زلزالي</p> <p>Earth quake= زلزال</p> <p>Anti-seismic system=system anti- séismique= جهاز مضاد للزلال</p> <p>Sea bed=سبات البحر</p> <p>-Destroyed=détruire -Noticeable= remarquable</p>	<p>Translation from English into Arabic and French</p> <p>Translation into French language</p>	<p>Literal translation -Whenever the learners met a new vocabulary they translate them.</p> <p>Literal translation NB: they use translation as means to understand and memorize new vocabulary. Translation became a Common phenomenon Of Reading and writing activities.</p>

Tenth Session

Level and stream	Teachers' questions and type of activity	Learners' answers and reactions	The use of translation	Kind of translation and remarks
Third year level scientific stream	<p>-Grammar explorer</p> <p>-Modal verbs</p> <p>They are verbs that are used to express different functions.</p> <p>Expressing obligation: must –have to.</p> <p>Expressing prohibition: mustn't-shouldn't.</p> <p>Expressing advice: ought to-should.</p> <p>Absence of obligation: don't have to –don't need to.</p> <p>The teacher: is it ok or I will repeat.</p>	<p>The learners:</p> <p>Yes, it is ok.C'est</p> <p>Les verbs de modalité.</p>	<p>There is no reference to translation into Arabic language.</p> <p>Instead there is reference to French in explaining</p> <p>Modal verbs=les verbes de modalité</p>	<p>The kind of translation that is used is a literal translation.</p> <p>NB:it seems that in such exercises the learners make a transfer from French into English it is a .positive transfer</p>

Third year scientific	<u>Grammar explorer II</u> Reported speech. Write the following sentences into the direct speech. John said: I'm living in London now. My parents are very well. Our house is big. I met Helen at the party yesterday. Charlie must go. I have worked for IBM. My friends were very happy. They were dancing till midnight.	The learners give right answers .without asking for translation into Arabic or French.	No translation.	NB: The learners make a transfer of French rules into English.
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2-3-Results and Discussion

Regarding the results obtained from the classroom observations we noticed that the majority of the learners refer to translation in the English classroom to deal with different aspects of language. On the one hand we found the multilingual learners for most of the time they use different languages Arabic, French in addition to this, some of them use Berber to explain and understand the target language. This is due to their different origins.

To support this idea we have some examples from the learners' activities. Whenever, the learners are asked to give a meaning or a synonym of a certain word they translate it into Arabic or French.

Careless=**doucement**

Fashionable=à la mode=الموضة

Traditional= traditional=تقاليد

Recyclable=recyclable=يمكن جمعها

We have noticed that the learners understand more if they are allowed to translate words from the target language into their first language or vice versa. Translation became an unconscious phenomenon in the English learning classes. It seems that translation is useful and effective to learn and memorize new language aspects such as vocabulary, new structures and concepts. In addition to this it was noticed that, it is a learning tool that can enrich the learners' vocabulary and improve their understanding of the target language. However, when it concerns listening and grammar sessions translation became useless and ineffective.

On the other hand, we often found the teachers using the target language but they don't ignore the role of translation or neglect it from learning a foreign language but in cases when it is necessary. As a result we found some of them translate into French.

They argue that translation allows their learners to overcome learning difficulties .It is also viewed and considered by the majority of the teachers as a means to test and evaluate learners' understanding and competence in the target language. Because if someone can translate it means that he has a certain command of the language.

Furthermore, we have asked some teachers why learners refer to translation in some activities and not in others. They said that translation is useful to learn and memorize target language aspects that show differences with the learners' first language. For example, in learning direct speech the learners didn't ask or refer to translation because they take into consideration the French rules and as a result they transfer that rules into English this known as a positive transfer in language learning.

The learners don't transfer only rules rather it revealed at the phonological and morphological levels .Learners understand more words that have the same spelling and pronunciation with French. They pronounce them in a French accent .As a consequence they translate into French.

For exemple:

- Impossible= **impossible**

- Traditional=traditionnel
- Tuberculoses=tuberculoses
- Recycle=recycler
- Acquisition=acquisition

But when it concerns words that have different spellings they translate for most of the time into Arabic.

For example:

Reuse=إعادة الاستعمال

Reduce=يقلص

Transfer in FLL appeared at many levels, phonological, lexical and syntactic level. The learners transfer either sounds, words or even rules from their L1. So, we cannot ignore or neglect the role of L1 in learning English.

It is worth mentioning, that when the learners translate into Arabic or French they don't refer to any kind of dictionaries. They just translate for the sake of understanding the target language, thus translation is used as a facilitator and a guide to understand the learners' objective and purpose is not to find the right equivalence but to reach understanding. So, the learners didn't focus on the creation of the good results, which is the aim of professional translation.

It was noticed that, the learners became translators they translate for a specific audience which is the teacher and the other learners. The arguments were based on the grounds that, their purpose is to understand the target language and show to the teacher their capacities and competence in the target language.

For the different types of translation that are used inside the classroom we have the following:

- Literal translation=الترجمة الحرفية
- Translation by addition=الترجمة بالزيادة
- Word for word translation=الترجمة كلمة بكلمة
- Explanatory Translation=الترجمة الشارحة
- Inverse translation=الترجمة العكسية
- Vernacular translation=الترجمة العامية

Conclusion

To conclude this chapter, we can say that the results of the questionnaire pair those gained in the classroom observations. According to the learners answers to the questionnaire, they assume that translation is useful and helpful to overcome language Learning difficulties and it is an effective and interesting tool that can strengthen their reading and writing skills .In addition, translation is used as a means to learn target language vocabulary and concepts this is along with the classroom observation that confirms the same thing. It was also noticed that:

- Translation and language Learning complement each other.
- There is always a need to return to translation in learning a foreign language.
- Learners are constantly filtering and translating from their L1. Therefore, it is impossible to prevent them from translating. It is preferable to teach them how to do it correctly.

Conclusion

Conclusion

Our dissertation is a contribution to the study of the importance of the use of translation in foreign language learning, and our focus was mainly on the English language.

According to the obtained results, we can say that translation is essential in learning a foreign language (FL). It was noted that the use of translation in foreign language' classes can't be stopped as it was of great help for both learners and teachers. On the one hand, it can facilitate the task for the teacher while presenting his lessons using clarifications with another language (Arabic) in difficult situations. On the other hand, it makes the learner understand easily and rapidly as well as it motivates him. Translation activities are also a way to test the level of comprehension and evaluate learners' competence in the target language. Because if someone is able to translate from the theme into the version or vice versa it means that he is capable and has a certain mastery and command of the language.

After having attended many sessions with the learners we have noticed that translation is not explicitly taught as an end in itself, but rather it is conceived as an aid for consolidating perfecting reading skills in a foreign language. It can also create a communicative atmosphere in the classroom. As well as, we noticed that the kind of translation undertaken in the language classroom consists in a didactic objective since it is devoted to the teacher and the learner. Thus; it pursues the comprehension of the learner and improvement of the second language.

The assumptions of this research work that have been confirmed are:

- Translation is a useful method for learning English.
- Learners memorize easily what they have learned through translation (vocabulary).

The assumptions that have been infirmed are:

Conclusion

- Translation into Arabic is a boring method for learning English.
- Learners don't memorize easily if they use translation.

According to the results gathered from the questionnaire and classroom observations, we may deduce some advantages of translation:

- Strengthens the learners' competence in the target language (TL).
- Enriches learners' vocabulary.
- Creates communication and interaction between the learners themselves and the teacher.
- Helps the learner to develop language skills and gain confidence in himself.

Hence, we recommend a strategic use of translation and its application in foreign language (FL) classes'. There shouldn't be only translation as a unique pedagogical means by minimizing the target language (TL) use and maximizing the use of the first language (L1).

It is worth mentioning that, teachers should teach their learners how to use translation and avoid language interference by making them aware of the fact that there doesn't always exist a one to one correspondence between languages rather we can translate meaning and to take language context into consideration.

We recommend also to future students and researchers to work on this domain on other aspects such as: the reasons for using translation in learning English language.

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Appendix

Appendix-A-

English -Arabic linguistic glossary

C	
Classroom observation	ملاحظة الصفية
Contrastive analysis	منهج التحليل التقابلي
E	
Error analysis	تحليل الأخطاء
F	
Foreign language	لغة أجنبية
I	
Interference	تداخل لغوي
Interlanguage errors	أخطاء بين لغتين
Intralinguage errors	أخطاء في نفس اللغة
Intratextual coherence	تماسك داخل النصوص
Intertextual coherence	تماسك بين النصوص
L	
Language acquisition	إكتساب اللغة
Language Learning	تعلم اللغة
Learning	تعلم
Learning process	مسار تعليمي
M	
Mother tongue	لغة الأم
Multilingualism	ثنائية لغوية
N	
Negative transfer	نقل السلبية

P	
Pedagogical translation	ترجمة بيداغوجية
Positive transfer	نقل الايجابية
Professional translation	ترجمة احترافية
S	
Second language	لغة ثانية
Skopos	غاية
Skopos theory	نظرية غائية
Source language	لغة مصدر
T	
Target culture	ثقافة مستهدفة
Targeted data	معلومات مستهدفة
Translation process	مسار ترجمي
Translatum	منتوج ترجمي

Arabic –English Linguistic Glossary

ا	
Interlanguage errors	أخطاء بين لغتين
Intralinguage errors	أخطاء في نفس اللغة
Language acquisition	اكتساب اللغة
ت	
Error Analysis	تحليل الاخطاء
Pedagogical translation	ترجمة بيداغوجية تعليمية
Professional translation	ترجمة احترافية
Language interference	تداخل اللغوي
Plurilingualism	تعددية اللغوية

Learning	تعلم
Language Learning	تعلم اللغة
Intertextual coherence	تماسك بين النصوص
Intratextual coherence	تماسك داخل النصوص
ث	
target culture	ثقافة مستهدفة
Bilingualism	ثنائية لغوية
د	
Translation studies	دراسات الترجمة
ن	
Negative Transfer	نقل السلبية
Positive transfer	نقل الايجابية
Skopos theory	نظرية الغائية
Multilingualism	تعددية لغوية
م	
Classroom Observation	ملاحظة صفية
Targeted data	معلومات مستهدفة
Learning process	مسار تعليمي
Translation process	مسار ترجمي
Translatum	منتوج ترجمي
Contrastive analysis	منهج التحليلي التقابلي
ل	
mother tongue	لغة الأم
foreign language	لغة أجنبية
Target language	لغة الهدف
second language	لغة ثانية

official language	لغة رسمية
ع	
Skopos	غاية

Appendix -B-

Questionnaire:

This questionnaire is at the core of our research paper. It is destined for you the learners of Hemki Idir secondary school. It aims at getting information about the use of translation in learning English. Please, you are kindly requested to read carefully and answer these questions as honestly as possible. We thank you in advance for your contribution in our research.

1- What is your school level?

First year

Second year

Third year

2- In which stream are you?

Literary

Scientific

Foreign languages

Others

3- What is your favorite language?

Arabic

English

French

4- Do you have difficulties in English?

Yes

No

5- If yes what are they?

Vocabulary understanding

Fluency

Style

Other difficulties

6- While learning English, you think in:

A/Your mother tongue

B/in a foreign language:

Arabic

French

English

1- Do you consider translation as a useful means for learning English?

Yes

No

2- When your teacher of English allows you to use Arabic language during the course, you find it:

Motivating

Interesting

Boring

Effective

3- Do you ask your teacher of English to translate into Arabic?

Yes

No

⇒ For which kind of activities do you do this?

Reading

Writing

Listening

Speaking

Appendix-C-

III. List of tables

Table 01: pedagogical versus professional translation.

Table 02: Learners 'school level.

Table 03: learners' different Streams.

Table 04: Learners favorite language.

Table 05: Learners difficulties in English.

Table 06: Learners type of difficulties.

Table 07: the language in which the learners think the most while learning English.

Table 08: learners' consideration to the use of translation.

Table 09: learners' attitudes towards the use of Arabic in English course.

Table10: learners asking for translation into Arabic during the course.

Table11: kind of activities that require translation.

Appendix-D-

IV. LIST OF ABBREVIATIONS

CA: Contrastive Analyses.

EA: Error Analyses.

FL: Foreign Languages.

L1: First Language.

L2: Second language.

L3: Third Language.

MT: Mother Tongue.

NT: Negative Transfer.

PT: Positive Transfer.

SL: Source Language.

ST: Source Text.

TT: Target Text.

TL: Target Language.

TC: Target Culture.

TS: translation studies.

FLL: foreign language Learning.

GTM : Grammar Translation Method.

DM : Direct Method.

ELL : English Language Learning.

EFL :English as A Foreign Language.

APPENDIX-E-

List of figures

Figure one: learners' school level.

Figure two: learners' different streams.

Figure three: learners' favorite language.

Figure four: learners' difficulties in English.

Figure five: learners' type of difficulty.

Figure six: the language in which students think the most while learning English.

Figure seven: learners' consideration to the use of translation.

Figure eight: learners' attitudes towards the use of Arabic language during the English course.

Figures nine: learners' asking for translation into Arabic during the course.

Figure ten: kind of activities that require translation.

Appendix-F-

*Ali Mohamed
Ismail*

Questionnaire:

This questionnaire is at the core of our research paper. It is destined for you the learners of Hemki Idir secondary school. It aims at getting information about the use of translation in learning English. Please, you are kindly requested to read carefully and answer these questions as honestly as possible. We thank you in advance for your contribution in our research.

1- What is your school level?

First year

Second year

Third year

2- In which stream are you?

Literary

Scientific

Foreign languages

Others

3- What is your favorite language?

Arabic

English

French

4- Do you have difficulties in English?

Yes

No

5- If yes what are they?

Vocabulary understanding

Fluency

Style

Other difficulties

6- While learning English, you think in:

A/Your mother tongue

B/in a foreign language:

Arabic

French

English

7- Do you consider translation as a useful means for learning English?

Yes

No

8- When your teacher of English allows you to use Arabic language during the course, you find it:

Motivating

Interesting

Boring

Effective

9- Do you ask your teacher of English to translate into Arabic?

Yes

No

⇒ For which kind of activities do you do this?

Reading

Writing

Listening

Speaking

Questionnaire:

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First year

Second year

Third year

2- In which stream are you?

Literary

Scientific

Foreign languages

Others

3- What is your favorite language?

Arabic

English

French

4- Do you have difficulties in English?

Yes

No

5- If yes what are they?

Vocabulary understanding

Fluency

Style

Other difficulties

6- While learning English, you think in:

A/Your mother tongue

B/in a foreign language:

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French

English

7- Do you consider translation as a useful means for learning English?

Yes

No

8- When your teacher of English allows you to use Arabic language during the course, you find it:

Motivating

Interesting

Boring

Effective

9- Do you ask your teacher of English to translate into Arabic?

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Effective

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Yes

No

⇒ For which kind of activities do you do this?

Reading

Writing

Listening

Speaking

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- Foreign languages
- Others

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- Arabic
- English
- French

4- Do you have difficulties in English?

- Yes
- No

5- If yes what are they?

- Vocabulary understanding
- Fluency
- Style
- Other difficulties

6- While learning English, you think in:

- A/Your mother tongue
- B/in a foreign language:
 - Arabic
 - French

English

translation in arabic

7- Do you consider translation as a useful means for learning English?

Yes

No

8- When your teacher of English allows you to use Arabic language during the course, you find it:

Motivating

Interesting

Boring

Effective

9- Do you ask your teacher of English to translate into Arabic?

Yes

No

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Reading

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Fluency

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7- Do you consider translation as a useful means for learning English?

Yes

No

8- When your teacher of English allows you to use Arabic language during the course, you find it:

Motivating

Interesting

Boring

Effective

9- Do you ask your teacher of English to translate into Arabic?

Yes *always*

No

⇒ For which kind of activities do you do this?

Reading

Writing

Listening

Speaking

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- Arabic
- English
- French

4- Do you have difficulties in English?

- Yes
- No

5- If yes what are they?

- Vocabulary understanding
- Fluency
- Style
- Other difficulties

6- While learning English, you think in:

- A/Your mother tongue
- B/in a foreign language:
 - Arabic
 - French

46

English

7- Do you consider translation as a useful means for learning English?

Yes *of course*

No

8- When your teacher of English allows you to use Arabic language during the course, you find it:

Motivating

Interesting

Boring

Effective

9- Do you ask your teacher of English to translate into Arabic?

Yes

No

⇒ For which kind of activities do you do this?

Reading

Writing

Listening

Speaking

Abstract

Several scholars have argued that translation is not a useful tool for learning a foreign language but others show that from being useless translation can be a great aid to foreign language learning.

The aim of our study is to investigate if the learners of English at secondary school level in Algeria consider translation as a pedagogical tool for learning English. Considering that, this latter is a multilingual society where Arabic (L1) is the mother tongue and French and English are the widely used foreign languages.

We are supposed to ask whether the learners of English at this level use translation into Arabic or not. Our research study includes a classroom observation and an elaboration of a questionnaire to answer our research problem and to check the accuracy of our hypotheses. To implement this study we have chosen HAMKI IDIR secondary school as a case study.

As a theoretical framework, we have referred to the Skopos theory.

Key words: learning – foreign language – multilingual society –classroom observation-questionnaire – investigate-Skopos theory.

ملخص

لقد حاول الكثير من الباحثين اثبات أن الترجمة غير مفيدة في تعلم اللغات الأجنبية بينما أكد آخرون مدى أهميتها في هذا الميدان.

إن الهدف من هذه الدراسة هو التحري حول مدى استعمال الترجمة كوسيلة بيداغوجية من طرف متعلمي اللغة الإنجليزية على المستوى الثانوي في الجزائر. باعتبار هذا الأخير بلد متعدد اللغات حيث تعتبر اللغة العربية اللغة الأم ، اللغة الفرنسية و اللغة الإنجليزية اللغتين الأجنبيتين.

كان يجدر بنا التساؤل حول ما اذا كان متعلمو اللغة الإنجليزية يلجؤون إلى الترجمة كوسيلة تعليمية في هذا المستوى أم لا.

يشتمل بحثنا على الملاحظات الصفية من خلال حضور حصص اللغة الإنجليزية بالإضافة الى تحضير استبيان موجه الى التلاميذ. هذه الاخيرة ستساهم لاحقا في الاجابة على إشكالتنا واثبات مدى صحة فرضياتنا.

ولتطبيق هذه الدراسة في الميدان اخترنا ثانوية حمكي ابيدير نموذجا.

ولقد اعتمدنا النظرية الغائية في الجانب النظري.

الكلمات المفتاحية : التعلم-اللغة الأجنبية-مجتمع متعدد اللغات-الملاحظة الصفية- إستبيان –التحري-النظرية الغائية.