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**Investigating the Impact of Translating Key Terms from L2 into L1 on  
Learners' Grasp of Linguistic Concepts**

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in  
didactics of foreign languages

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## **Declaration**

I hereby declare that the dissertation entitled “Investigating the Impact of Translating Key Terms from L2 into L1 on Learners’ Grasp of Linguistic Concepts,” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

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Date

Hammel Souheyla

Fellahi Chaima

## **Dedication**

In the name of Allah, the most courteous, the most merciful

dedicate this modest work:

To the two candles that have enlightened my life, my dear parents whom I consider my only source of happiness, success and power.

To my dear siblings , Sabrina ,Hayet , Abd Errahim , Med-Sofiane for their encouragement, help and assistance throughout the obstacles, and support along the way.

To my adorable brother's wife, Ibtissem and my beloved niece and nephew Rafif and Kheir Eddine.

To my intimate friends Fatima and Sarra.

To my classmates and everyone who inspired and helped me finish this dissertation.

To anyone who reads and appreciates this work.

~Hammel Souheyla ~

## **Dedication**

I dedicate this humble work to

My parents for their love, prayers, and their sacrifices to grant me with the  
best education.

To my sisters, friends, and everyone who knows and loves me.

~ Fellahi Chaima ~

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questions.

## Abstract

The use of translation in English language teaching has always been a matter of discussion. Teachers always get confused whether the first language should be used in the lessons or not. In this light, this paper research aims at investigating whether the translation of key terms from the second language into the first language would help first year learners at the English department of Mohamed Seddik Ben Yahia University, to get a better grasp of linguistics or not. In order to attain this objective, our study has followed a strong quasi-experimental design that involves a pre-test, a treatment, and later a post-test. The results has shown that there is no significant difference in the grasp of linguistics between the students who receive translated key terms into their first language and those who do not receive any. Hence, we have concluded that the English-only policy is sufficient for students to achieve a good understanding of the linguistic concepts and linguistics as a whole.

*Key words:* Linguistics, post-test, pre-test, translation, treatment.

## **List of Abbreviations and Symbols**

1-CLT: Communicative Language Teaching

2-DF: Degrees of Freedom

3-EGP: English for General Purposes.

4-EFL: English as a Foreign Language

5-ELT: English Language Teaching

6-ESP: English for Specific Purposes

7-FO: Sample's Fly Outs

8-GTM: Grammar Translation Method

9-HA: The Alternative Hypothesis

10-H<sub>0</sub> : The Null Hypothesis

11-L1: First language

12-L2: Second language

13-Mc: Mean of the Control Group

14-MCQ: Multiple Choice Question

15-MD: Mean Deviation

16-Me: Mean of the Experimental Group

17-N: Sample Size

18-P: Probability of the Data

19-Po: Post-test

20-Pre:Pre-test

21-SD: Standard Deviation of the Sample

22- SL: Source Language

23-T-crit :T-Critical

24-T-obs : T-Observed

23-TL: Target Language

24-Vc: Variance of the Control Group

25-Ve: Variance of the Experimental Group

26-  $\mu = \bar{X}$ : Mean of Population

27-  $d$ : Mean Difference between Dependent /Independent Data

28-  $\Sigma$ : Sample Summation

29- %: Percentage

30-  $<$ : Less than

31-  $\geq$ : Greater than or equal

32-  $=$ : Equality

33-  $\neq$ : Inequality



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## **ملخص**

## **General Introduction**

### **1. Background of the Study**

After the rise of the USA as a dominant power, English has started dominating the linguistic discourse that everyone in the globe uses. As a result, it has become a compulsory school subject in many countries. This has pushed linguists to investigate the best methods for English teaching/learning. One important method in English Language Teaching is translation. This method has been a matter of discussion for many years.

The position of translation has been an argument in ELT history for a long time. Some linguists support the use of translation as a teaching technique in ELT classes; however, others reject its use. A review of the language teaching literature reveals that the attitude toward translation in language teaching has differed from one approach/method to another. Translation was an essential tool in the Grammar-Translation Method. Nonetheless, this method lost its popularity by the beginning of the 20th century. The two methods developed after the GTM were the Direct Method and the Audio-lingual Method. They both rejected the use of translation as a teaching technique. However, many linguists called for the integration of this method in ELT by the end of the 20th century.

During the last years, researchers have conducted several studies about translation as a teaching technique. Many of them, like Artar (2017), Miles (2004), and Vermes (2010) have concluded that translation can be a beneficial technique inside EFL classes when it is used in the right way. In addition, some researchers such as Kavaliauskienè (2009), Borrio (2019), and Yavuz (2012), carried out studies about teachers' and learners' attitudes toward the use of the mother tongue inside EFL classes. They found that many teachers and learners have a positive view concerning the use of the mother tongue when it is necessary.

In the academic context, many learners depend, unconsciously, on their first language when using the second language. This is the issue in Algeria precisely, students tend to rely a lot on their L1 in order to understand any new English term. In addition, teachers may face the dilemma of the use of the mother tongue during their teaching practice. Based on our interest and our previous experience, we have decided to investigate whether the translation of key terms from L2 into L1 helps learners to get a better grasp of linguistic concepts or not.

## **2. Statement of the Problem**

Despite their level and their prior knowledge, learners of foreign languages seem to have serious issues in understanding linguistic concepts. To facilitate this task, teachers tend to use numerous techniques. The most significant technique used to improve learners' comprehension of linguistic concepts is translation. Despite the controversy that the use of this teaching technique creates, it seems to be the least complicated technique teachers generally apply in language teaching classes. Consequently, this research aims at investigating the impact of translating the key terms from L2 into L1 on first year learners' grasp of linguistic concepts at the English department of Mohamed Seddik Ben Yahia University .

## **3. Significance of the Study**

The current study aims at examining the effectiveness of translation from L2 into L1 as a technique to teach linguistics. More precisely, it seeks to clarify whether translation ,as a technique, helps first year LMD students ,at the English department of Mohamed Seddik Ben Yahia University, to develop a better understanding of the linguistic concepts they are tackling as freshmen or not. Additionally, the purpose of the study is to be involved in the discussion as being in favor or against the L1 use in teaching linguistics.



#### **4. Research Question:**

The study will address the following question:

- Does translating key terms of linguistics from L2 into L1 have an impact on improving learners' grasp of linguistic concepts?

#### **5. Research Hypothesis:**

The study proposes the following hypothesis for later testing:

- Learners who receive translated key terms from L2 into L1 in the module of linguistics would establish a better understanding of the linguistic concepts than those who do not receive any translation of those key terms.

#### **6. Research Methodology**

To test our hypothesis and fulfill our objective, we followed a quasi-experimental design, which is a quantitative method. The experiment was carried out at the University of Mohamed Seddik Ben Yahia, with a sample of 15 first year LMD students. The learners belong to two different groups who have already received instruction in English, and who have had a slight knowledge about linguistics during the first semester. The participants were pre and post-tested, and they took a treatment test between the two tests. Both groups received 60 minutes of treatment and then they were tested to follow their progress. Later, both groups were post-tested so that their final results would be compared.

#### **7. Structure of the Research**

Our research is divided into two chapters: The first chapter is a review of the related literature and the second chapter is the practical part of the study. The first chapter is divided

into two sections. Section one sheds light on the grasp of linguistic concepts whereas section two deals with our independent variable, which is translation in ELT. The practical part comprises the second chapter, which is dedicated to the methodology used to conduct the research, the data analysis and interpretation of the results in addition to the limitations and the recommendations of the study.

## **Chapter One: Linguistics and Translation**

### **Section 1: Grasp of Linguistic Concepts**

#### **Introduction**

Linguistics is one of the main subjects that is taught to learners of English at the university. In the Algerian universities, learners deal with this subject from their first year. However, they may struggle to understand the lectures due to the large number of the new ambiguous linguistic terms. Since our study aims at investigating the role of translation in teaching linguistics, it is necessary to have a general overview about both linguistics and translation.

#### **1.1. Definition of linguistics**

Linguistics is an expanding field of study that tackles the human language and all its facets (excluding the body language). It has roots in numerous areas such as education, sociology, anthropology, language acquisition, language teaching, and psychology. It is essentially concerned with both communication and the nature of language (Fasold & Connor-Linton , 2014,p.9).

According to Fromkin (2000), linguistics is "the scientific study of the human language" (p.3). It is concerned with studying the structure and development of language in general or of particular languages. According to Robins (2014), it is concerned with the human language as a universal and perceptible part of the human behavior, and one of the most essential human capabilities in relation to the humankind achievements (pp.1-3). Thus, linguistics is a descriptive study and not a prescriptive one. It describes language in all aspects. Hence, it is subject to further development since languages are subject to change.

When studying a particular language, linguists try to study the ways in which that language is assembled to meet the human needs as a means of communication. They study the

general fundamentals of language organization and language behavior with reference to a specific language or languages (since all languages share the same principles of language organization, i.e., all languages can divulge the characteristics of language in general.

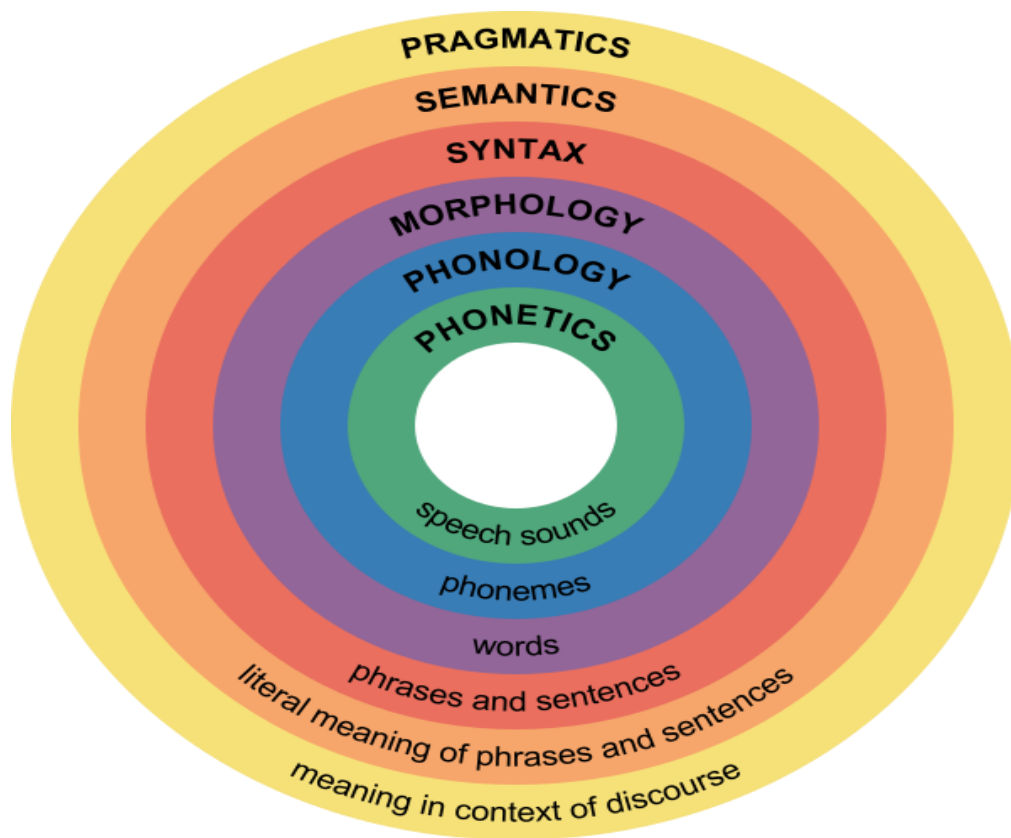
Between learning about the language and learning a language, there is a substantial distinction that is frequently demonstrated as the difference between learning how a car works and learning how to drive a car. When we learn how to drive a car, we learn some habits and practices, which is similar to learning how to speak a language. However, when we learn how a car works, we have to look deep into how every single piece is linked to the other pieces. Linguistics is not much distinct from studying a car mechanism from the point that it probes into the mechanism of language, how language parts are assembled to perform specific functions, and why those functions are organized in a certain way.

## **1.2. Nature and Scope of Linguistics**

Linguistics is one of the thriving areas of knowledge. It is a wide-ranging subject of investigation that covers diverse fields and topics. Historically speaking, the study of language was considered a section of philosophy of language and history of language studies. Linguistics, as a modern appellation of the study of language, characterizes a specific area of study, in which linguists study language in the main with no reference to history and philosophy. According to Berry (1979, pp.526-537), linguistics is the study of language and its structure. Modern linguistics is descriptive, it describes language in all aspects, i.e., the main concern of modern linguistics is to describe language along with studying its nature for the purpose of establishing language theories following the constant change in languages. Furthermore, the historical and the comparative study of languages are two main approaches that come under the scope of modern linguistics. These approaches may entail a description of language while they diverge from the descriptive approach in their focus

### 1.3. Levels of Language Structure

Linguistics studies a broad range of topics. In fact, there are six levels of linguistic analysis concerning the structure of languages. Those levels are phonetics, phonology, morphology, syntax, semantics, and pragmatics. Each level of linguistic analysis deals with a specific aspect of language.



**Figure 1: Major Levels of Linguistic Structure**

A careful look at the above figure shows that the levels of language structure are not comparatively independent; there is a significant linkage between the levels.

In the center as a linguistic core, there is phonetics. It is the study of the human speech

sounds. This level of analysis aims at examining the speech processes, the production, perception, and analysis of speech sounds within. When studying phonetics, phoneticians investigate how sounds are produced and perceived. They examine the position of the tongue, teeth, vocal cords and other aspects to find out how sounds are produced and then describe them.

Phonetics is surrounded by phonology, which is the study of the systematic patterns in the sound system of a language. Phonology illustrates what sounds are in a language (phonemes), how they can combine into words, and explains why certain phonetic features are important to identify a word.

Phonology is surrounded by morphology. According to Gleason (1970), morphology is the description of the combinations of words (p.69). Hence, morphology studies the patterns of formation of words by the combination of sounds into minimal distinctive units of meaning called morphemes. Morphology concerns itself with how morphemes are assembled to form words, as suffixes or prefixes are attached to single morphemes to form words. The level of morphology is linked to both phonology and semantics, i.e., morphological changes frequently involve changes at the level of sound and meaning. It can be seen ‘understand’ when changes into ‘understood’ involves a change in one of the sounds in this morpheme. It also involves a change in meaning: ‘understand’ means the action ‘understand’ + time present and ‘understood’ means the action ‘understand’ + time past.

Morphology is then surrounded by syntax. Syntax examines the structure of the sentences or phrases. It is the grammar of forming sentences, i.e., it is the level at which we study how words combine to form sentences, sentences combine to form clauses, and clauses join to make phrases. Syntax also focuses on the description of the rules that govern the positioning of elements in the sentence, for example, the nouns/noun phrases, verbs/verb

phrases, adverbial phrases, etc.

Around syntax comes semantics. This level deals with the meaning of words, phrases, and sentences. It aims at analyzing the structure of meaning in a language, e.g., how words similar or different are related, as well as to show these interrelationships through forming ‘categories.’ It is noteworthy that semantics studying the meaning is placed outside syntax. Phonology, syntax, and semantics constitute the grammatical core of Language.

Around the central grammatical core comes **pragmatics**. The latter studies the hidden meaning of words, phrases, and sentences. It deals with how speakers use language in ways that cannot be predicted from linguistic knowledge alone. It is interested in how language is used in different situations. Unlike syntax, pragmatics considers utterances. The word utterance does not have a precise linguistic definition, but it can be illustrated as sentences produced by speakers of a specific language (linguists often use the term utterance to make reference to a unit of speech under study). Pragmatics study utterances in contexts, i.e., the sentences actually uttered by speech community members.

It is worth taking into account that pragmatics and discourse analysis are closely interrelated and that there is a substantial overlap between them to the extent that they can be considered as sister disciplines. Pragmatics is an area of study that investigates the aspects of language that are context-variant. Discourse analysis resembles pragmatics in that it also investigates language in use, but unlike pragmatics, it emphasizes the structure of texts, and it concentrates on longer chunks of language. Pragmatics and discourse analysis differ at the level of context. Pragmatics deals more with the external or physical context, while discourse analysis focuses on the linguistic context. Recent approaches to discourse analysis are pragmatically oriented, as they have more to do with language in use. The hybrid field of investigation called “discourse pragmatics” is the new approach to discourse analysis. It

focuses on issues such as the performance of sequences of speech acts. Furthermore, it aims at broadening the field of pragmatics by drawing attention to the role of the social and cultural restrictions in communication (Djik. 2010,pp.97-160).

To summarize, linguists' perspectives of linguistics vary according to what they assume to be included in the scope of linguistic studies. Some consider the proper area of linguistics to be confined to the levels of phonology, morphology, and syntax. This can be called a micro-linguistic perspective. However, some take a broader or a macro-linguistic view, which includes the other levels of analysis mentioned above, as well as other aspects of language and its relationship with many areas of human activity.

#### **1.4. Branches of Linguistics**

The core of linguistic studies is the study of language structure at different levels. Furthermore, language plays a central role in numerous other disciplines and fields of knowledge. The study of language in relation to those fields of knowledge has set the ground for the emergence of the major branches of linguistics.

As we discussed above, Linguistics has two major sectors: micro-linguistics and macro-linguistics. Micro-linguistics or theoretical linguistics interests itself with the study of levels of language analysis (phonetics, phonology, syntax, morphology, semantics, pragmatics, and discourse), i.e., it covers the crucial elements of language. On the other hand, Macro-linguistics or as it is also referred to experimental linguistics is concerned with the way languages are developed, brainstormed, and used for various purposes. It is to mention that macro-linguistics is not only a field concerned with language, but also disciplines such as psychology, sociology, anthropology, and other disciplines. Below are some brief definitions of some significant branches of macro-linguistics:



✓ **Psycholinguistics:**

It is the study of how words, sentences, and discourse meanings are processed and represented in the mind, i.e., it focuses on how complex words and sentences are composed in speech with relation to psychological processes.

✓ **Sociolinguistics:**

It is the study of the relationship between language and society. It explains why individuals speak differently in different social contexts, and it identifies the social function of language and in which ways it is used to convey social meaning.

✓ **Anthropological Linguistics:**

It is the study of the relationship between language and culture. Anthropologists try to describe languages in relation to the culture where those languages are used.

✓ **Applied Linguistics:**

It is the study of language that identifies controversial issues of language in relation to other different contexts. Those issues are then analyzed in order to generate practical solutions and to encourage a better understanding of language in other contexts.

### **1.5. Applied Linguistics and English Language Teaching**

Language is a complex human phenomenon. It is a system of symbols that people use to communicate. The origin of the term applied-linguistics goes back to the 1940s in the United States. The emergence of applied linguistics as a discipline describes the attempts to apply the findings and the techniques from research in linguistics and related disciplines to solve practical problems. It is the use of what defines language, how it is approached, and how it is applied to ameliorate and solve real-world concerns. Over the past few years, the role of applied linguistics in English language teaching (ELT) has been considerable in designating

English courses at universities, teacher training institutions, English materials and providing the programs for EGP or ESP for English learners around the world. Furthermore, the linkage between linguistics and language teaching is essential. According to Taylor (2002), language teachers must have some specific linguistics knowledge because it is helpful in the assessment, in choosing suitable learning activities, and in course planning and design. Therefore, teachers of languages need to have some knowledge about linguistics in order to carry out their lessons and assess learners (pp.4-5).

### **1.6. Importance of Linguistics Knowledge in Language Teachers' Education**

The relationship between linguistics and language teaching is like the knowledge about car engines and driving skills. It is for the best interest of the driver to be armed with the needed knowledge about the car so that he can drive it and know how to overcome some engine breakdowns in case he faces any. In the same way, it will be better for language teachers to be supported with some knowledge about the characteristics of language in general and the specific language they are teaching in particular. For example, to teach English pronunciation efficiently, EFL teachers need explicit knowledge of phonetics and phonology, that is called phonetic knowledge. To teach English grammatical accuracy, EFL instructors need some knowledge of morphology and syntax, which is referred to as the syntactic *knowledge*. To teach pragmatics and discourse, teachers should show mastery of the *knowledge of discourse structure*.

EFL teachers should also be trained in sociolinguistics. According to Putra (2020), "EFL teacher's knowledge about sociolinguistics in EFL pedagogy would be beneficial for them to design, implement and evaluate the appropriate pedagogic practices, tasks and learning sources for learners"(p.129). In addition, teachers should have some necessary psychological knowledge. Vivian de Klerk (2005, p.90) argued that psycholinguistics

helps teachers at understanding the child's acquisition of first and second languages. In addition, it gives them an insight about human language learning ability, and the effect on language learning of such factors as age, linguistic environment and motivation. He believes that understanding how the human mind works, stores, and gets access to information in addition to the processes involved in learning meanings and words can be very informative for teaching and testing methods, curriculum planning and syllabus design.

According to Corder (1973), “There can be no systematic improvement in language teaching without reference to the knowledge about language which linguistics gives us” (p.15). This statement refers to the need for well-trained “*educational linguists*” in both theoretical linguistics and language pedagogy as a consequence of the continuous interaction and development in both linguistic theories and language pedagogy.

To sum up, Linguistics provides language teachers with the necessary theoretical structure for the presentation of language. In addition, modern linguistics, with its emphasis on language in society and culture, gives the teacher important perceptions of language teaching and has substantially more relevance to the practical concerns of education. The fields of linguistics and language teaching are connected. Linguistics provides language teachers with a theoretical basis along with an explicit description of language. Accordingly, well-trained teachers in linguistics will be more competent and successful in their careers as foreign language teachers.

### **1.7. Language Comprehension**

Language, written or spoken, is a means of communicating thoughts and feelings, but understanding what others say or write may not be as simple as it seems to be. Gough and Tunmer (1986) defined language grasp as the following: “Linguistic comprehension is the process of interpreting spoken words, sentences, and discourse” (p.7). Thus, language grasp

is the ability to comprehend all the elements of written and spoken language, like words meanings and how words are combined to form sentences.

Early descriptions of language grasp were based on linguists' presumptions. Consequently, motivated by Chomsky's claims that the special properties of language require special mechanisms to handle it, the field of psycholinguistics emerged (1960s). Early psycholinguists, following Chomsky, tended to see language as an autonomous system, separated from other cognitive systems. In this *modular view of sentence processing*, it is assumed that the stages involved in reading a sentence function independently in separate modules. These modules have limited interaction with one another. Conversely, *the interactive view of sentence processing*, as a constraint-based lexical approach, assumes that knowledge about linguistic context and about the world plays an immediate role in the comprehension of words and sentences. In this view, many types of information are used in parallel, with the different sources of information working cooperatively or competitively to sort out an interpretation. (Baiju, 2014, p.3).

## **Section Two: Translation in ELT**

### **2.1. First Language versus Second Language**

Every nation has a native language, which its people use to communicate in their daily life. However, an individual, for whatever reason, may decide to learn a new language. The acquisition of a first language and the learning of a second language are fundamentally different. The former is the mother tongue of a person, which is acquired naturally by being exposed to it after birth. Therefore, no one has the liberty of choosing it. The process of acquiring an L1 is very rapid, and it does not need any conscious effort. In fact, it may take an average child up to six years to be 100% proficient in it. On the other hand, a second language

is a language that a person decides to learn after mastering his/her mother tongue. The learning process of a second language requires constant conscious effort. Moreover, it may differ from one person to another due to different factors like age, motivation, personality, etc. In sum, the differences between a first language and a second language are complex (Madisha, 2018).

## **2.2 Definition of Translation**

The term *translation* varies in meaning; therefore, we should specify what we mean by translation in this study.

First, translation is considered as either a process or a product. According to Oxford Collections Dictionary for students of English (2002), translation is defined as "(uncountable) the process of changing something that is written or spoken into another language or (countable, uncountable) is a text or a word that has been changed from one language into another". In language teaching, translation is viewed as a process, and it is discussed as such in this study.

In addition, Jakobson (1959,p.233) argued that translation could be divided into three types. The first type is "intra-lingual translation"(translation of something, written or spoken, with different words of the same language). The second one is "*interlingual translation*" (translation from one language to another). The last type is "inter-semiotic translation"(the interpretation of verbal signs of a language using nonverbal signs like pictures or music). In this study, we are presenting and analyzing translation from L2 into L1 using verbal signs; hence, we are going to tackle the second type of translation.

Finally, teachers and translators absolutely use language differently. Therefore, we should know the difference between “pedagogical translation” and “professional translation”.

Klaudy (2007, p.133) mentioned that pedagogical translation and professional translation differ in terms of the function, the object, and the addressee. Firstly, pedagogical translation considers translation as a "tool" to improve "language proficiency". However, translation is the end of professional translation. Secondly, the object of pedagogical translation is to provide information about learners' level of proficiency or help them to grasp the meaning of something, whereas, in professional translation the object is "to communicate information about reality". Finally, the addressee in educational translation is "the teacher" who looks to get information about learners' language proficiency. Yet, the addressee in professional translation is the "reader".

In a nutshell, we are going to discuss the process of translation from one language into another in a pedagogical setting.

### 2.3 Types of Translation

Scholars have introduced different types of translation. According to Ghazala (2008), there are three types of translation: literal, direct, and free translation.

✓ **Literal Translation:** It includes two subtypes:

- **Word for Word Translation**

The translator has to translate each word of the SL into an equivalent word in the TL keeping the same word order (Ghazala, 2008, p.4).

Example:

Stop beating about the bush.

أوقف الضرب حول الشجيرة

أوقف الضرب حول الشجيرة.

- **One-to-one Translation**

The translator has to replace each language item in the SL by its equivalent item in the TL, taking into consideration its class and category. Therefore, a word is replaced by a word, a verb is replaced by a verb, and an idiom is replaced by an idiom (Ghazala, 2008, p.7).

Example:

A word to a wise is enough

اللييب بالإشارة يفهم

- ✓ **Direct Translation**

The translator has to translate “meaning” and take into consideration the structure of the target language (Ghazala, 2008, p.10).

Example:

I have two sisters. لدي أختان.

I have to leave now. يجب علي المغادرة الان.

- ✓ **Free Translation**

The translator can translate "something the way he understands it" with no limitations (Ghazala, 2008, p.12). This type includes two subtypes:

- ✓ **Bound Free Translation**

The translator is free to "go out of context in the form of exaggeration, expressivity or strong language." (Ghazala, 2008, p.12)

Example:

I am sad because of her constant criticism. قلبي منفطر بسبب نقدها الدائم.

- ✓ **Loose Free Translation**

The translator can translate based on his understanding, and he has the right to go out

of the original context (Ghazala, 2008, p.14).

Example:

Have you bought any new books? اود استعارة كتاب اخر منك

## 2.4 Translation Strategies

There are different methods that can be used to translate from one language into another like borrowing, calque, equivalence, and adaptation, etc.

### ✓ **Borrowing**

This method allows the use of the source language words as they are when translating into another language (Vinay, 1995, p.31). For example, the German word "hamburger" is borrowed into other languages such as French, English, and Arabic.

### ✓ **Calque**

This technique permits the borrowing of full expressions from one language to another (Vinay, 1995, p.32). To illustrate, "Les media de masse" is the French calque for the English expression "mass media".

### ✓ **Equivalence**

This strategy is beneficial when translating idioms or proverbs. It allows translating SL expressions using different TL expressions that have the same meaning (Vinay, 1995, p.38).

Example:

To fish in troubled waters. اصطاد في الماء العكر

### ✓ **Adaptation**

This method allows the translator to change the cultural reference by referring to



something related to the target culture (Vinay, 1995, p.39).

Example:

I love to play cricket in my free time. احب لعب كرة القدم في وقت فراغي

## 2.5 The History of Translation in ELT

It is important to look back at the position of translation in ELT over the past years in order to understand its existing situation. The attitude toward translation in language teaching has differed from one approach/method to another.

The grammar-translation method was based on teaching grammar and practicing it through translation. Consequently, translation was an essential tool in this method. The GTM was used to satisfy the needs of intellectuals who wanted to read the Latin and Greek classics. By the beginning of the 20th century, this method lost its popularity due to the change at the level of the learning goals. The new methods put more emphasis on speaking, hence on communication. The two methods developed after the GTM were the direct method and the audio-lingual method. They both rejected the use of translation as a teaching technique because it might hinder the improvement of the speaking skills of the learners. Later, the humanistic approaches adopted moderate attitudes towards L1 use. They allowed the use of translation to make learners feel more comfortable at the beginning, to reach meaningful communication, and to have a good learning atmosphere. Still, translation was not used as a technique for practice. In the late 20th century, the communicative language teaching (CLT) gained popularity over the other approaches. Its goal has been to develop learners' communicative competence. It has encouraged the use of the target language, and it has allowed the sagacious use of the first language (Artar, 2017, pp.22-26).

Today, the use of L1 and translation in classes is much more tolerant than it was years ago because "there seems to be a tendency towards embracing the use of more than one

language... in academic contexts" (Artar, 2017, p.26).

## **2.6 Reasons to Use Translation in ELT**

There are different reasons that push teachers to incorporate translation in ELT.

### **✓ Humanistic reasons**

It is important to provide a good atmosphere inside the classroom in order to facilitate the teaching/learning process. However, there are many restrictions in some classes, especially when it comes to the use of the first language. This may "affect the learning process negatively." Learners may need to use their L1 to express themselves, especially when they lack the appropriate words in L2. In addition, translation activities help learners to improve by "sharing their opinions", and "justifying their decisions" (Artar, 2017, p.34).

### **✓ Practical Reasons**

Translation is "practical" because it "saves time". Teachers often spend a lot of time explaining one point in L2, and then they find out that the learners have not grasped most of the explanation. In this case, the use of some words in L1 as a clue may help the learners to understand the meaning and to keep up with the teacher. Thus, language teachers should be more tolerant toward the use of L1 since it saves their time and energy (Artar, 2017, p.35).

### **✓ Technical Reasons**

Nowadays, learners have large access to technological tools. Nonetheless, teachers still reject one technological tool that is "Online translation sites like Google Translate". Although, learners are often not allowed to use those sites, they do use them when writing something in L2. Therefore, teachers should teach learners "how to use online machine translation" in order to avoid any inaccurate translation (Artar, 2017, p.36).

## ✓ **Cognitive Reasons**

Teachers may ban the use of translation inside the classes; nonetheless, they cannot stop learners "from translating in their heads" because they tend to use their background knowledge as a basis to build "new pieces of information". Thus, they are likely going to use their L1 when learning another language. Hence, tutors should benefit from this natural process, and try to include translation in their classes (Artar, 2017, p.37).

### **2.7 Arguments against the Use of Translation in ELT**

Over the past years, translation has received its own share of criticism as a language teaching technique. According to Pinar Artar (2017, pp.28-30), the most common arguments against the use of translation in ELT are the following:

1. Translation reduces learners' exposure to L2. When teachers use the L1 in an excessive way, learners will not have enough L2 input inside the classroom.
2. Translation is uncommunicative. When having translation activities, learners spend the whole time translating alone. Thus, they may have no time to interact.
3. Translation is uninviting. Translation activities are monotonous and purposeless; hence, learners show no desire to engage in such activities.
4. Translation causes L1 interference. When translating, learners try to find the L1 equivalence of every word. Therefore, they may apply the linguistic features of their mother tongue to the target language.
5. Translation is time-consuming. Translation activities take a considerable amount of time, which can be used to improve the other skills.
6. Translation is not feasible in multilingual classes. Learners sometimes do not share the same mother tongue; therefore, teachers will not be able to choose a specific language as an L1.

7. Translation activities are related only to reading and writing. Thus, translation does not lead to the improvement of listening and speaking.

## **2.8 Arguments for the Use of Translation in ELT**

The use of translation inside the classroom has been rejected by many teachers. Yet, others see no harm in using it wisely. In the following pages, we will discuss some counter-arguments to each argument stated above.

*Translation reduces learners' exposure to L2.* It is true that the “intensive exposure to L2” is very beneficial to learners. Nonetheless, translation and the excessive use of L1 by the teacher or the learners are not the same (Artar, 2017, p.31). According to Kerr (2014, p.3), “the fact that some teachers overuse the students' own language in translation-aided teaching cannot justify the complex exclusion of this language, especially if judicious use of it may generate large amounts of the target language”.

*Translation is uncommunicative.* In fact, engaging in translation activities, in pairs and groups, helps learners “to test their ideas” and “to be heard” (Artar, 2017, p.31). According to Shamim (2012), “The incorporation of translation into task-based activities teaches students that translation is not a discrete and useless grammar drill but rather a communicative tool to help them achieve real-life tasks” (p.429).

*Translation is uninviting.* This argument is related to the use of translation in the GTM, where learners are given some isolated sentences and asked to translate them. However, pedagogical translation is not related to only “mechanical translation exercises”. Teachers can provide translation activities in “innovative ways” like “subtitling and dubbing” (Artar, 2017, p.32).

*Translation causes L1 interference.* All learners have an L1, and it is obvious that they may rely on it when striving to express their ideas in the L2. According to Lightbown and Spada

(2013, p.57) “Learners draw on the patterns of other languages as they try to discover the complexities of the new language they are learning.” Thus, teachers may benefit from this comparison by helping learners to recognize the differences between the two languages (Artar, 2017, p.33).

*Translation is time-consuming.* It is true that some translation activities take a considerable amount of time compared to other activities. However, taking into consideration the benefits mentioned above, the use of translation should be given a chance.

*Translation is not feasible in multilingual classes.* There are different ways to integrate translation in mixed classes. When learners share the same L1, but the teacher does not, it is acceptable “to engage in pair and group work”. Nonetheless, when learners do not share the same L1, they may be encouraged "to share the similarities and differences" of their own languages in order to learn “about the way other languages work” (Artar, 2017, p.33).

*Translation activities are related only to reading and writing.* Translation activities can be either oral or written; hence, it requires reading, writing, listening, and speaking (Artar, 2017, p.33). According to Malmkjaer (1998, p.8), translation is “dependent” on the four skills. Thus, learners who are engaged in translation activities will be forced to practice all of the four skills.

## **Conclusion**

In this chapter, we have two sections. In the first one, we have dealt with linguistics. We have given an overview about its nature, scope, levels of analysis, branches, and its relation to English language teaching. In the second section, we have tackled translation, and we have discussed its historical background in ELT, its types, strategies, the reasons to use it in EFL classes, and the arguments against and for its use.

## **Chapter Two: Research Methodology, Data Analysis and Discussion**

### **Introduction**

The aim of this study is to investigate whether providing first year English students at the Department of Languages at Mohamed Seddik Ben Yahia University, with translated key terms into their L1 significantly improves their comprehension of linguistics or not. To accomplish this attempt, a review of related literature has been conducted, and essential baseline data were obtained.

This chapter goes through the research strategy adopted to check the hypothesis with the means used to collect the data for the analysis. It also covers the choice of the method, the sample, target lecture, research design, procedure, instruments, scoring, and analysis of the results.

### **2.1. Research Methodology**

#### **2.1.1. Choice of the Method**

In order to achieve the research objectives, we have decided to conduct an experiment in which randomization is the main aspect. Under this condition, we have decided to use a strong quasi-experimental design in which two pre-existing groups were randomly assigned as the experimental and control groups.

Consequently, this study could be considered almost as strong as a randomized experiment (table 2). Gliner and Morgan (2000, p.75), demonstrated that pre-test / post-test quasi-experimental designs are assumed to be the strongest amongst the existing quasi-experimental designs because they use the random assignment of treatment since the random assignment of participants to groups is not confirmed or in some cases, impossible.

We have opted for this design because quasi-experiments use the "pre-post testing". Therefore, there are tests conducted before any data is collected to examine whether there is

any person confounds or any participants have certain tendencies. Then the actual experiment is set up with post-test results recorded. The pre-test data can be used as part of the study, or it can be included in the explanation of the actual experimental data. Quasi experiments have independent variables that already exist such as age, gender, motivation, personality characteristics, etc. Nonetheless, the researcher cannot control or measure all the variables that could affect the dependent variable. This explains why this design is called the pre-test / post-test comparison group design. In brief, this method will be of a great use in examining the effect of translated key terms from L2 into L1 on learners' grasp of linguistic concepts.

**Table 1: Issues that Determine the Strength of Quasi-experimental Design (Gliner and Morgan, 2000, p.75)**

<b>Strength of Design</b>	<b>Random assignment of treatments to intact groups</b>	<b>Participant characteristics likely to be similar</b>
<b>Strong</b>	Yes	Yes assuming no bias in how participants were assigned to groups
<b>Moderate</b>	No	Maybe
<b>Weak</b>	No	No, because participants self-assigned to groups

### 2.1.2. The Sample

The population of interest is First-year students of English at the Department of Languages, Mohamed Seddik Ben Yahia University. 15 students were randomly selected

from two different groups of the available first-year LMD groups as could be chosen any other group.

We have favored linguistics over the other modules for the great importance it has as a main module in the English language department. If learners do not build a solid background in their first year, they may not be able to understand the module in the coming years, and they may face many difficulties in choosing their specialties when they reach Master studies level. Furthermore, we have selected first-year learners because they are assumed to be freshmen who need to construct a strong linguistic platform right from the beginning.

Since we have chosen one of the teachers of Linguistics to help us in our experiment, we have randomly selected seven students as the experimental group and eight students as the control group from two different groups among the six groups she was teaching.

### **2.1.3. Target Lecture**

As the target lecture of our study, we have selected one of the curriculum lectures programmed for first year students entitled: *Macro-linguistic Branches (the scientific study of language in relation to the extra linguistic world)*. We have selected this lecture in particular because of its richness of the linguistic concepts, which can help us to investigate the role of translating key terms on the subjects' grasp of linguistics. In addition, the lecture is part of the second semester, which is the period we have chosen to carry out our experiment.

The concepts existing in the lecture are purely linguistic and they have their equivalent translations in the participants' first language, i.e., Arabic equivalents. Furthermore, linguistic concepts mastery plays a crucial role in understanding the module as a whole.

Our objective is that the subjects of this research come to understand the module's key terms and grasp their meanings in order to keep up with the teacher during the session. Thus, they will understand the whole lecture because those linguistic concepts are not found



in any other module studied in parallel. The subjects of the present study should grasp the major linguistic concepts that are essential for any language student, recognize them, produce their form, and understand their meaning in context.

#### **2.1.4. The Research Design**

Our study focused on the following question

*“Do learners provided with translated key terms into their L1 in the module of linguistics perform better on comprehension tests than those who are not provided with those translated key terms?”*

Statistically speaking, this question is read as follows:

*“Is there a significant difference in the grasp of linguistics between the students who receive translated key terms into their L1 in the module and those who do not receive any?”*

To answer this question, the following hypothesis has been set:

*H<sub>A</sub>- Learners who receive translated key terms into their L1 in the module of linguistics will show higher achievement and develop a better understanding of linguistics than those who do not receive any translation of those key terms.*

The null hypothesis (H<sub>0</sub>) has been stated as follows:

*H<sub>0</sub>- There will be no statistically significant difference in the grasp of linguistics between the students who receive translated key terms into their L1 and those who do not receive any.*

The study consisted of two variables: a dependent and an independent variable. The independent variable in this case is (*translated key terms from L2 into L1*) while the dependent variable is (*learners’ grasp of linguistic concepts*).

As we have used a quasi-experimental design to carry out our study, we may now present its phases: a pre-test, an instructional treatment phase, followed by a post-test.

**Table 2: Representation of the Different Phases of the Quasi-experiment**

<b>Experimental group</b>	<b>Pre-test</b>	<b>Treatment1</b>	<b>Post-Test</b>
		<b>Test</b>	
<b>Control group</b>	<b>Pre-test</b>	<b>Treatment2</b>	<b>Post-Test</b>
		<b>Test</b>	

**Experimental group:** It consists of seven participants.

**Control group:** It consists of eight participants.

**Pre-test:** It was carried out through a multiple choice questions task.

**Treatment 1:** During the treatment session, the experimental group was given the lecture: *Macro-linguistic Branches (the scientific study of language in relation to the extra linguistic world)*. Subjects were provided with translated key terms in their L1. Later, they were tested in order to check their comprehension.

**Treatment 2:** In the treatment session, the control group was given the same lecture using the English-only policy. At the end of the session, subjects were tested in order to check their comprehension.

**Post-test:** It was carried out one week after the treatment.

## **2.1.5 .Data Collection Procedures**

### **2.1.5.1 Pre- testing**

After selecting both groups (control and experimental groups), participants were informed that they would take part in our experiment. The subjects were totally unaware of the experiment's purpose. However, the instructor of both classes, which is the teacher of linguistics, was told that the focus of the experiment would be on the linguistic key terms and concepts. Moreover, we provided her with the necessary translated key terms that we needed to use in the experiment.

The reasons behind informing the subjects about their participation in the experiment are as follows: psychologically speaking, the participants need to know about their participation so that they will be prepared. Pedagogically speaking, knowing about their participation in such an experiment, students will assist all the tests and avoid absences so that the number of samples will not be reduced. Thus, it would be easy for the researcher to calculate the results of the pre and post-tests.

Right from the beginning of our experiment, an MCQ task was given to the subjects in order to test their level in linguistics and to discover whether they are homogeneous or not. Starting the pre-test, subjects were asked to work individually because it would help to test their level in linguistics. They were informed as well that their participation would help them gain extra marks in the TD, and they were asked to do their best even if they do not have much information about the linguistic concepts they were dealing with. During the administration of the pre-test, students were permitted to ask questions about any ambiguous part on the test. The subjects were asked to complete the test in no more than 20 minutes.

#### **2.1.5.2 Treatment**

After finishing the pre-test, both groups received a 60-minutes session, i.e., one session of treatment. At the end of the session, subjects received a test in order to follow their progress during the treatment.

#### **2.1.5.2.1 Experimental Group Instruction**

The experimental group received translated key terms into their L1 during one session. The students were first introduced to *macro-linguistics* as a concept. Then, the teacher explained the different branches of macro-Linguistics, of course, using translation at the level of the linguistic key terms.

During the session, the teacher presented and translated the lectures related key terms (into the learners' first language), but the explanation would not be in Arabic. For example, the instructor referred to the term "Macro-linguistics" as علم اللغاة الكبرى without any further explanation using the L1. The learners were given the opportunity to ask questions whenever they do not grasp the meaning of any linguistic concept.

After a clear explanation of the lecture "*Macro-linguistic Branches (the scientific study of language in relation to the extra linguistic world)*", the teacher provided the learners with an exercise in order to check their comprehension, follow their progress in the module, and evaluate to what extent the learners have grasped the information explained to them. The learners were expected to answer on the test sheet, which consists of a translation exercise. (Appendix D)

In brief, at the end of the linguistics session, the teacher provided the learners with a test to assess whether they grasped what they have been taught or not. The students were required to work individually. The teacher guided each student during the task and gave feedback to the whole class.

#### **2.1.5.2.2 .Control Group Instruction**

Concerning the control group's instruction, the students were taught in the traditional way. That is to say, the instructor presented the lecture in English without any use of the learners' native language (Arabic). By the end of the session, the learners were asked to

participate in solving a *comprehension test* (Appendix E) in order to follow their progress in the module.

### **2.1.5.3. Post-testing**

The post-test was supposed to be held in the same week of *Aid El-Fitr*, but due to the mass absence of students, we postponed it to the week after EL-Aid. Furthermore, the conditions applied in the post-test were similar to those surrounding the pre-test.

### **2.1.6 .Instruments**

#### **2.1.6.1. Tests Used in Pre-testing and Post-testing**

The pre-test consists of one exercise in the form of an MCQ task (it contains 8 items) while the post-test is a combination of two exercises: A definition of terms task and a recognition task (it also contains 8 items).

##### **2.1.6.1.1. Pre-Test: The Multiple Choice Questions Task**

The pre-test is made up of eight questions (8) with four (4) choices for every single question (Appendix B) .For example:

- ✓ The study of language and how language is used in order to understand culture is known to be :

**A**-Function    **B**- Phonetics    **C**- Langue et parole    **D**-Anthropological Linguistics

The subjects were asked to circle the correct answer corresponding to each definition based on their own understanding.

##### **2.1.6.1.2. Post-Test: Definition of Terms /Recognition Task**

This test is made up of two parts, the first part is a definition of terms task, and the second part is a recognition task (Appendix C).In the first part, Subjects were asked to define four linguistic terms using their own words. In the second part, subjects were asked to drag each linguistic term in column B to its appropriate definition in column A .

### 2.2.5. Scoring

The same scoring measurements were used for both pre and post-tests .The high score was eight (08) .Subjects were rewarded (01) point for each correct answer.

### 2.3. Data Analysis

#### 2.3.1. Statistical Analysis

In order analyze *our data a t-test* for the *independent sample* was used. This parametric test for significance permitted us to determine whether, significant difference existed between students who received translation of the key terms in the module of linguistics, compared with students who did not receive any translated key terms. Further, a *paired-samples t-test* was used to find out whether providing students with those translated key terms significantly improved their post-test performance as compared to their pre-test. All these analyses will be presented in detail in this section.

#### 2.3.2. Results of the Pre-test

With the completion of the research and the collection of the data, we can now turn our attention to analyzing the results.

**Table 3: The Frequency of the Experimental and Control Groups' Scores on the Pretest**

Scores	Frequency	
	Experimental Group	Control Group
0	0	0
1	0	0
2	2	0

3	3	2
4	2	2
5	0	4
6	0	0
7	0	0
8	0	0
$\Sigma$	7	8

### 2.3.3. Control Group vs. Experimental Group Scores on the Pre-test

Table 3 shows that the control group outscored the experimental group on the pre-test.

Calculating the mean of each, we have got the following results.

The formula to find the sample mean is:

$$\bar{X} = (\Sigma x_i) / n$$

$$\bar{X}_e = 3$$

$$\bar{X}_c$$

$$c = 4.25$$

$$\bar{X}_c = 4.25 \geq \bar{X}_e = 3$$

We can notice then, that both scores are less than the average. For the total 15 scores, we have got the following results:

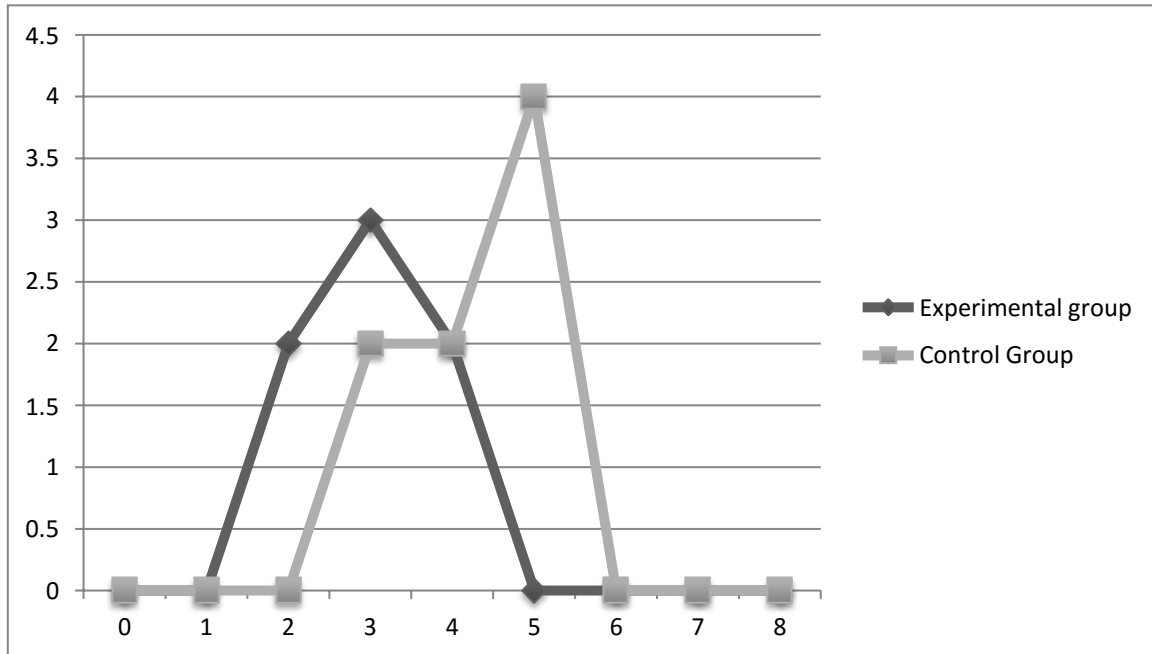
#### Experimental Group:

Only 28.57 % of the population has got the average which is (4):  $2 \geq 4$

71.43 % of the population has got under the average:  $5 < 4$

### Control Group:

75% of the population has got the average which is  $(4):6 \geq 4$   
Only 25% of the population has got under the average:  $2 < 4$



**Figure 2: Frequency of Control and Experimental Groups Scores on the Pre-test**

From frequency polygon 1, it could be noted that the experimental group's frequency polygon starts at 2 (the lowest score) and ends at 4 (the highest score) with one climax at 3 (the most frequent score). On the other hand, the control group's frequency polygon begins at 3 and ends at 5 with a climax at 5 (the highest score). Comparing the most frequent scores of both groups, the experimental group most frequent score is 3 while the control group most frequent score is 5 (Figure 2).

To examine the significance of the difference between the experimental and control groups' pre-test mean scores, we have used the independent-samples t-test.



### 2.3.3.1. The Independent –Samples T-test

The independent-samples t-test is used to determine if there is any statistically significant difference between the mean scores of two sample groups with two different subjects, i.e., the experimental group and a control group .This t-test reveals, with a very tiny error probability, both groups' homogeneity. For this test, we used Smartphone statistics calculator application .We later compared our results to the results obtained from SPSS statistics analyzer and the results turned out to be identical.

This test is denoted by the formula:

$$t_{N_1+N_2-2} = \frac{\bar{X}_1 - \bar{X}_2 \sqrt{(N_1 + N_2 - 2)N_1N_2}}{\sqrt{(N_1S_1^2 + N_2S_2^2)(N_1 + N_2)}}$$

#### The Independent-samples T-test Results

##### Experimental group:

**Mean (me) = 3.0**

**SEM = 0.3086067**

**SD(n) = 0.75592893**

**SD(n-1) = 0.8164966**

**n = 7**

##### Control group:

**Mean (mc) = 4.25**

**SEM = 0.3086067**

**SEM = 0.3133916**

**SD(n) = 0.8291562**

**SD(n-1) = 0.8864053**

**n = 8**

**F-test,  $\alpha=0.05$ , 2 tails:**

$$\mathbf{Dfc} = 6, \mathbf{dfe} = 7$$

$$\mathbf{Vc} = 0.78571427, \mathbf{Ve} = 0.6666667$$

$$\mathbf{Fo} = 1.1785715, \mathbf{F} (0.025) = 5.695468$$

$$\mathbf{Fo} \leq \mathbf{F} (0.025)$$

$$(p = 0.85723746 \text{ (F-test, 2 tails)})$$

**Independent-samples t-test:**

**Ho (Null hypothesis):**  $\mu_1 = \mu_2$ : Subjects have the same Level.

**Ha (Alternative hypo):**  $\mu_1 \neq \mu_2$ : Subjects do not have the same level.

$$\mathbf{me} = 3.0, \mathbf{mc} = 4.25$$

$$\mathbf{df} = 13$$

$$\mathbf{p} = 0.014318$$

$$\mathbf{t_{obs}} = \mathbf{2.82}$$

Entering a t-table at 13 degrees of freedom, we find a tabulated t-value of 1.77 at the 0.1 level of significance. Evidently, the t-observed is higher than the tabulated t (t-critical). The null hypothesis is rejected.

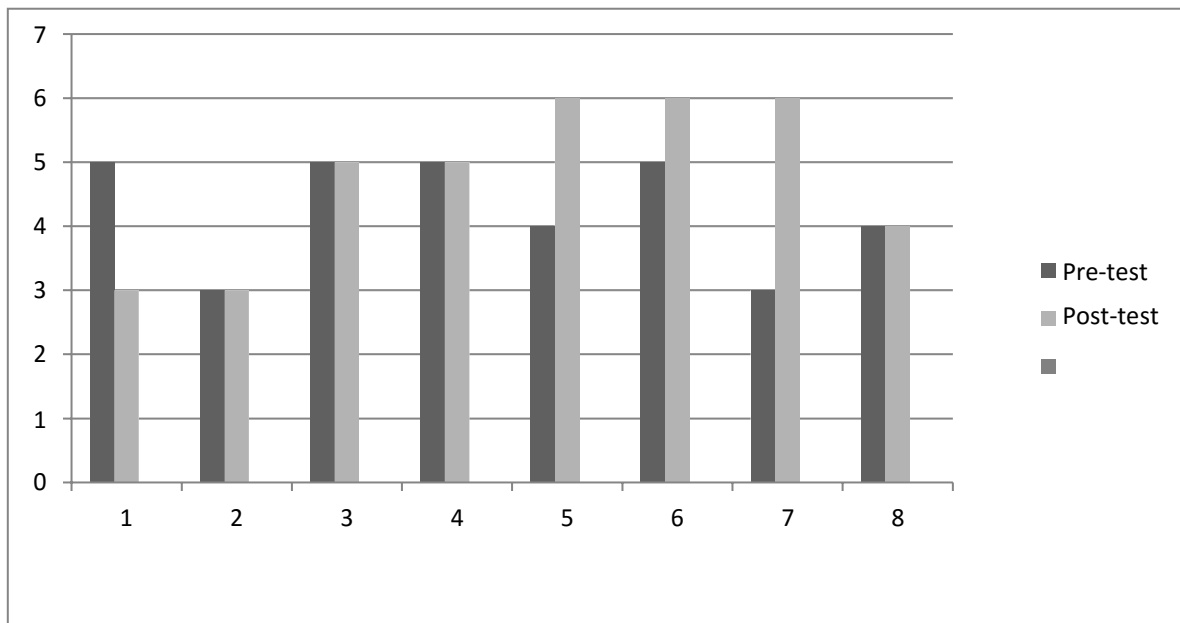
$$\mathbf{t_{obs}} < \mathbf{t_{crit}} \text{ ( } \mathbf{2.82} < \mathbf{1.77} \text{ )}$$

Consequently, the difference between the two groups' pre-test means is highly significant. Therefore, we say that the control group and the experimental group are not homogeneous, i.e., subjects do not have the same level.

### 2.3.4. Control Group Pre-test vs. Control Group Post-test

**Table 4: Control group's Pre-test, Post-test, and the Scores Differences**

Individual students	Pre-test	Post-Test	Difference
1	5	3	-2
2	3	3	+0
3	5	5	+0
4	5	5	+0
5	4	6	+2
6	5	6	+1
7	3	6	+3
8	4	4	+0
/	$\bar{X}$ pre= 4.25	$\bar{X}$ po = 4.75	d =0.5



**Figure 3: Control group's scores on the pre and post-tests**

Figure 3 shows that the scores that exceed the average in the pre-test are more frequent than those below it (6), and it is the same for post-test scores .So, for the total scores, the following results were identified from the analysis.

**Pre-test:**

**$6 \geq 4 = 80\%$**  of the population has got the average or above it.  
 **$2 < 4 = 20\%$**  of the population has got under the average (4).

**Post-test:**

**$6 \geq 4 = 80\%$**

**$2 < 4 = 20\%$**

The control group recorded:

- A post-test mean  $\bar{X}_{po} = 4.75$ .
- A pre-test mean  $\bar{X}_{pre} = 4.25$

To examine the amount of improvement from pre-test to post-test, we have calculated the difference between both scores for each subject in the pre and post-tests (table 6) .The mean difference score is  **$\bar{d} = 0.5$**

Having this statistically positive mean difference gave us the impression that learners in the control group are positively progressing in the tests they took (pre and post- tests). Consequently, we needed to examine whether the difference between the controlgroup's pre-test scores and post-test scores is significant or not. Therefore, a statistical test has been carried out and it is called *the dependent samples t-test* or a *paired-samples t-test*.

#### **2.3.4.1. The Dependent-Sample t-test**

Dependent samples t-test is conducted when the observations of one sample group is known to be related in some way to the other observations of sample group. So typically, dependent sample t-test compares the means of those two related sample groups.

A common scenario in SLA research is a group of subjects with a pre- and a post-test

and a treatment or intervention between the two tests. The researcher's interest is to examine whether the treatment has any effect on the subjects performance. The reasons behind choosing to carry out a dependent-samples t-test in our research are:

- It is a parametric test; it deals with countable scores and ratios. Hence, it deals with quantitative values and figures.
- It is used to compare a sample group's scores before and after an intervention.
- It helps the researcher to examine whether the treatment had any effect on the subjects' performance.

### **Procedures for Carrying out Dependent samples T-test**

1. Calculate the difference between the pre-test and post-test scores for each participant by subtracting the pre- from the post-test score. It is important to distinguish positive and negative differences.
2. Calculate the mean difference  $\bar{d}$
3. Calculate the standard deviation of the differences  $S_d$ , and use this to calculate the standard error of the mean difference  $SE(\bar{d}) = \frac{S_d}{\sqrt{N}}$
4. Calculate the t-statistic, which is given by the formula:  $t$ . Under the null hypothesis, this statistic follows a t-distribution at  $N-1$  degrees of freedom.
5. Enter a table of the t-distribution at  $N-1$  degrees of freedom, choose the level of significance required (normally  $p = 0.05$ ) and read the critical t-value.
6. If the calculated (observed) t-value exceeds the P-value, we can say that the differences between the two tests' scores are significant at that level of probability. As a result, the null hypothesis can be rejected in favor of the alternative hypothesis.

In the process of carrying out this T-test, we used both SPSS statistics analyzer and the

Smartphone statistics calculator used in the independent samples t-test. The results obtained were as follows:

**Data: Pre and Post control group's tests scores and scores differences (Table 4)**

**Mean and SEM**

**Mean of Diff (md) = 0.625**

**SEM = 0.5324304**

**n = 8**

**Dependent-sample t-test:**

**Ho (Null hypothesis):**  $\mu d = 0$ : The relationship in the sample occurred by chance.

**Ha (Alternative hypo):**  $\mu d \neq 0$ : The relationship in the sample was the result of teaching linguistics using English only Policy.

**md = 0.625**

**df = 7**

**p = 0.278832**

**$t_{obs}=1.17$**

Consulting a table of critical values of t provides us with the value our t-ratio should exceed to be statistically significant. The control group size is eight, which makes a degree of freedom ( $df = N-1$ ) of 7. This means that with this group size, any t value below the critical value would have occurred by chance alone. The level of probability we set for this study is  $p= 0.1$ . Therefore, the t critical value is 1.89. We can see that the observed t-value is below the critical t-value. Thus, the relationship found in the sample is likely to have occurred by chance .i.e., the null hypothesis is not rejected.

$$t_{obs} < t_{crit} ( 1.17 < 1.89 )$$

Consequently, the difference between the control group's pre-test and post-test scores is not significant. It can be concluded that using English only policy in teaching linguistics in our case brought about no significant improvement in the learners' grasp of the linguistic concepts.

### 2.3.5. Control Group Scores in the Treatment Test

In order to see to what extent the control group has progressed during the period of treatment, the subjects were given a test at the end of the session of treatment. It was in the form of a direct exercise and made up of five sentences (definitions of linguistic terms). The participants were asked to give an alternative definition to each term using their own words.

After getting the control group's scores in the test, we calculated the mean of the test scores.

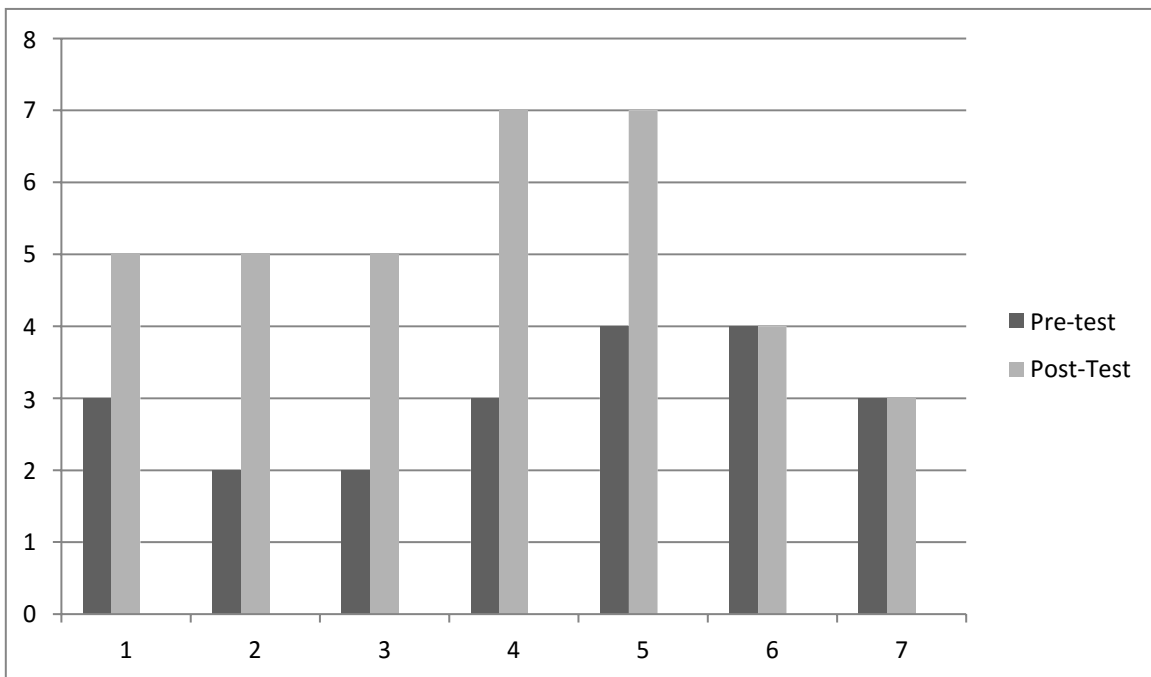
**Table 5: Treatment Tests' Scores for the Control Group**

Individual students	1	2	3	4	5	6	7	8	/
Scores	1	1	2	0	1	5	5	3	$\bar{X}_{ct} = 2.25$

### 2.3.6. Experimental Group Pre-test vs. Experimental Group Post –test

**Table 6: Experimental Group’s Pre-test, Post-test, and Scores Differences**

Individual Students	Pre-test	Post-test	Differences
1	3	5	+2
2	2	5	+3
3	2	5	+3
4	3	7	+4
5	4	7	+3
6	4	4	+0
7	3	3	+0
/	$\bar{X}$ pre= 3	$\bar{X}$ po= 5.14	$\bar{d}$ =2.14



**Figure 4: Experimental group’s pre-test, post-test scores**



From table 6 and figure 4, we notice that the experimental group's scores improved significantly between the pre- and the post-test. Therefore, for the total seven scores, we have got the following results:

**Pre-test:**

**2 ≥ 4: 28.57%** of the population has got more or equal to four which is the average.

**5 < 4: 71.25%** of the population has got under the average.

**Post-test:**

**6 ≥ 4: 85.71%** of the population has got scores equal or above the average (4).

**1 < 4: 14.28%** of the population has got scores under the average.

The experimental group recorded:

A post-test mean  $\bar{X}_{po} = 5.14$  A pre-test mean  $\bar{X}_{pre} = 3$

To examine the amount of improvement from pre-test to post-test, we have calculated the difference between both scores for each subject in the pre and post-tests (table 6).

The mean difference score is:

$$d = 2.14$$

In order to examine whether the differences between the experimental group's pre-test scores and post-test scores have been caused by *the manipulation of the independent variable*

namely *translated key terms in linguistics* (the alternative hypothesis) or simply due to chance (the null hypothesis probability), a dependent-sample t-test has been carried out. The results obtained were as follows:

**Pre-and Post-tests scores and difference scores (Table 6)**

**Mean and SEM**

$$\text{Mean of Diff (md)} = 2.142857$$

$$\text{Sem} = 0.5947617$$

$$n = 7$$

**Dependent-sample t-test**

**Ho (Null hypothesis):**  $\mu_d = 0$ : The relationship in the sample occurred by chance.

**Ha (Alternative hypo):**  $\mu_d \neq 0$ : The relationship in the sample was the result of teaching linguistics using translated key terms from L2 into L1.

$$md = 2.142857$$

$$df = 6$$

$$p = 0.011327$$

$$t_{obs} = 3.60$$

Entering a table of critical values at a degree of freedom 6 ( $df = 7-1$ ) with a level of probability  $p = 0.05$ , the t-critical value 3.14 was set. We can see that our observed t-value exceeded the critical t-value. Thus, the null hypothesis is rejected and the alternative hypothesis is proved.

$$t_{obs} > t_{crit} (3.60 > 1.94)$$

Consequently, the difference between the experimental group's pre-test and post-test

scores is clearly significant. This means that the results we have found were a result of the manipulation of the independent variable and not chance. It can be concluded then that translated key terms in linguistics bring about a significant improvement in the learners' grasp of linguistic concepts.

### 2.3.7. Experimental Group Scores in the Treatment Test

In the same way we dealt with the control group's test, we tried to assess to what extent the experimental group has progressed during the period of treatment. The subjects were given a test at the end of the session of treatment. It was the same exercise given to the control group but with a different kind of instruction. The subjects were asked to translate the same five linguistic concepts definitions given to the control group from L2 to L1 based on their own understanding.

After collecting the experimental group's scores in the test, calculated the mean of the test scores.

**Table 7: Treatment tests' scores for the experimental group**

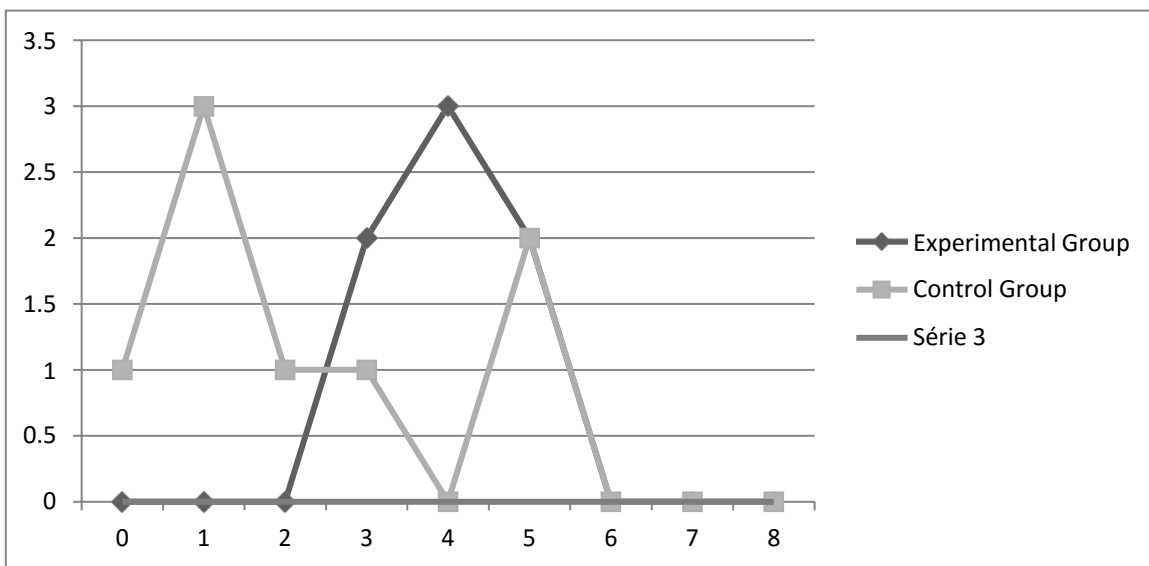
<b>Individual Students</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>/</b>
<b>Scores</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b><math>\bar{X}_{ext} = 4</math></b>

### 2.3.8. Experimental Group vs. Control Group Treatment-Test

**Table 8: The Frequency of Treatment-Test Scores for Both Groups**

<b>Scores</b>	<b>Experimental Group</b>	<b>Control Group</b>
	<b>Frequency</b>	<b>Frequency</b>

0	0	1
1	0	3
2	0	1
3	2	1
4	3	0
5	2	2
6	0	0
7	0	0
8	0	0
$\Sigma$	7	8



**Figure 5: Frequency of control and experimental groups scores on the Treatment-Test**

From Figure 5, it could be noted that the experimental group's frequency polygon starts at 3 and ends at 5 with one climax at 4. On the other hand, the control group's frequency polygon begins at 0 and ends at 5 with two climaxes at 1 and at 5. Comparing the

most frequent scores of both groups, the experimental group most frequent score is 4 while the control group most frequent score is 1 (Table 8).

An independent-samples t-test was carried out to test the significance of the difference between the experimental and the control groups' treatment test scores.

**Experimental Group data (Table 7)**

$$\mathbf{Mean (me) = 4.0}$$

$$\mathbf{SEM = 0.3086067}$$

$$\mathbf{SD(n) = 0.75592893}$$

$$\mathbf{SD(n-1) = 0.8164966}$$

$$\mathbf{n = 7}$$

**Control Group Data (Table 5)**

$$\mathbf{Mean (mc) = 2.25}$$

$$\mathbf{SEM = 0.3086067}$$

$$\mathbf{SEM = 0.6748015}$$

$$\mathbf{SD (n) = 1.7853571}$$

$$\mathbf{SD (n-1) = 1.908627}$$

$$\mathbf{n = 8}$$

**F-test,  $\alpha=0.05$ , 2 tails:**

$$\mathbf{dfc = 7, df_e = 6}$$

$$\mathbf{V_c = 3.642857, V_e = 0.6666667}$$

$$\mathbf{F_o = 5.464286, F(0.025) = 5.695468}$$

$$\mathbf{F_o \leq F(0.025)}$$

$$\mathbf{( p = 0.05514341 (F-test, 2 tails) )}$$

**Independent-sample t-test:**

**H0 (Null hypothesis) :**  $\mu_E = \mu_C$  : Subjects in both groups will show the same level of progress during the experiment .

**H1(Alternative hypo) :**  $\mu_E \neq \mu_C$  : Subjects in the experimental group will show a higher level of progress during the experiment .

$$m_e = 4.0, m_c = 2.25$$

$$df = 13$$

$$p = 0.042830$$

$$t_{obs} = 2.24$$

Entering a t-table at 13 degrees of freedom, we find a tabulated t-value of 2.65 at the 0.1 level of significance. In our case, the calculated t or the observed t ( $t_{obs}$ ), is clearly lower than the t-critical ( $t_{crit}$ ).

$$T_{obs} < t_{crit} ( 2.24 < 2.65 )$$

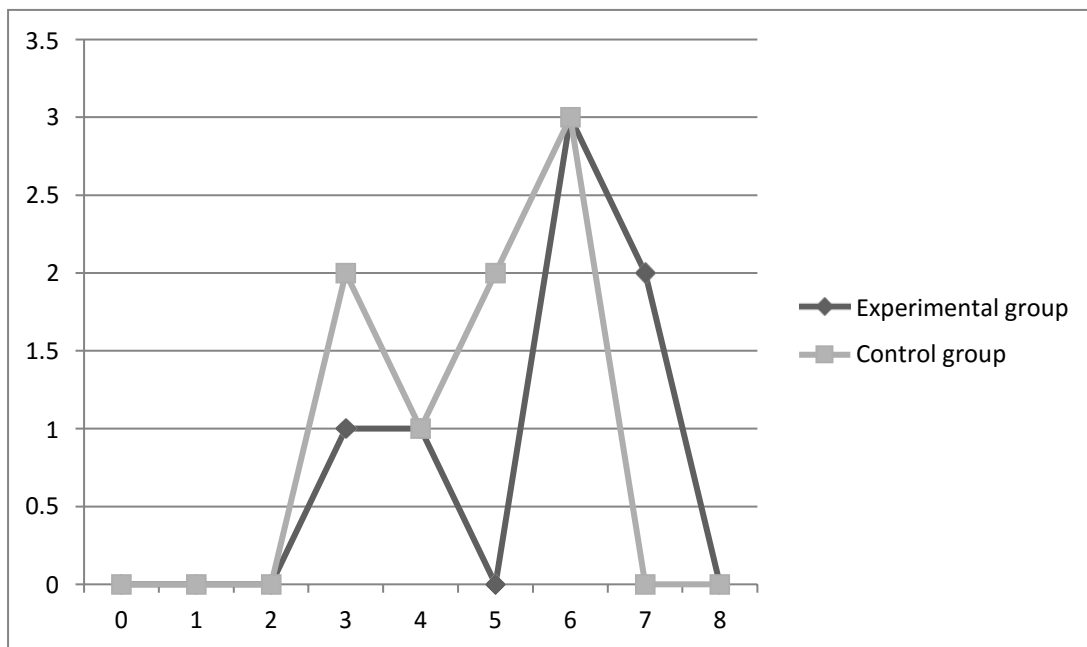
Consequently, the difference between the two groups' treatment test means is clearly not significant. Therefore, we may say that participants in both experimental and control group showed almost the same level of progress during the treatment.

**2.3.9. Experimental Group vs. Control Group on the Post-test**

**Table 9: The frequency of the experimental and control groups' scores on the Post-test**

Scores	Frequency	
	Experimental Group	Control Group

0	0	0
1	0	0
2	0	0
3	1	2
4	1	1
5	0	2
6	3	3
7	2	0
8	0	0
$\Sigma$	7	8

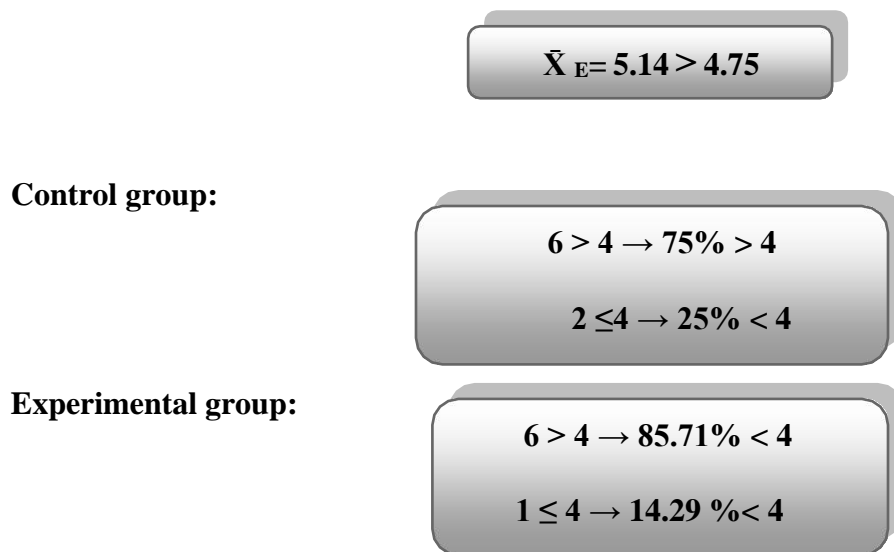


**Figure 6: Frequency of Control and Experimental Groups Scores on the Post-test**

From Figure 6, it the experimental group's frequency polygon starts at 3 (the lowest

score) and ends at 7 (the highest score) with a climax at 6 (the most frequent score). On the other hand, the control group's frequency polygon begins at 3 and ends at 6 with two climaxes at 3 and 6.

The frequency table of the pre and posttest scores for the two groups (Table 9) shows that the experimental group scores on the post-test are better than those of the control group. The experimental group recorded a post-test mean of  $\bar{X}_E = 5.14$  while the control group recorded a mean of  $\bar{X}_C = 4.75$ .



As can be seen in Figure 4:

- ❖ The control group's post-test lowest score is 3 and that 6 is both the highest and the most frequent score.
- ❖ The experimental group's post-test lowest score is 3 and that 7 is the highest score. The most frequent score for the experimental group is also 6.

An independent samples t-test was used to check the significance of the difference between both groups', experimental and control, post-test scores.



**Table 10: Experimental Group Post-test scores**

Individual students	1	2	3	4	5	6	7
Scores	5	5	5	7	7	4	3

$$\text{Mean (me)} = 5.142857$$

$$\text{SEM} = 0.55328333$$

$$\text{SD(n)} = 1.3552618$$

$$\text{SD(n-1)} = 1.4638501$$

$$n = 7$$

**Table 11: Control Group Post-test scores**

Individual Students	1	2	3	4	5	6	7	8
Scores	3	3	5	5	6	6	6	4

$$\text{Mean (mc)} = 4.75$$

$$\text{SEM} = 0.55328333$$

$$\text{SEM} = 0.45316347$$

$$\text{SD (n)} = 1.1989579$$

$$\text{SD (n-1)} = 1.2817398$$

$$n = 8$$

**F-test,  $\alpha=0.05$ , 2 tails**

$$\mathbf{dfe} = 6, \mathbf{dfc} = 7$$

$$\mathbf{Ve} = 2.142857, \mathbf{Vc} = 1.6428572$$

$$\mathbf{Fo} = 1.3043479, \mathbf{F} (0.025) = 5.118558$$

$$\mathbf{Fo} \leq \mathbf{F} (0.025)$$

$$(\mathbf{p} = 0.7292266 \text{ (F-test, 2 tails)})$$

**Independent-sample t-test:**

**H0(Null hypothesis)** :  $\mu_E = \mu_C$ : The use of both English only Policy and Translation of key terms from L2 into L1 in teaching linguistics promote subjects grasp of linguistic concepts .

**H1(Alternative hypo)** :  $\mu_E \neq \mu_C$ : The use of translated key terms from L2 into L1 in teaching linguistics promotes subjects better grasp of linguistic concepts .

$$\mathbf{me} = 5.142857, \mathbf{mc} = 4.75$$

$$\mathbf{df} = 13$$

$$\mathbf{p} = 0.588600$$

$$\mathbf{t_{obs}} = \mathbf{0.55}$$

Entering a t-table at 13 degrees of freedom, we obtained a tabulated t-value of 1.77 at the 0.1 level of significance. Our t observed is clearly lower than the tabulated t (t-critical).

$$\mathbf{t_{obs}} < \mathbf{t_{crit}} \text{ (} \mathbf{0.55} < \mathbf{1.77} \text{ )}$$

Accordingly, the difference between the two groups' post-test means is not significant.

It can be claimed that whether using the English only policy in teaching linguistics or using the key terms translation into the learners' L1, there is a certain progress at the level of learners' grasp of the linguistic concepts.

#### **2.4. Data Discussion and Conclusion**

This study was carried out to investigate the effectiveness of translating key terms from L2 into L1 on enhancing first-year student's grasp of the linguistic concepts.

Our study tested the following hypothesis:

- *Learners who receive translated key terms into their L1 in the module of Linguistics would get a better grasp of linguistic concepts than those who do not receive any translation of those key terms.*

Comparing the scores of the experimental group's pre and post-test, we found that the group is progressing from the pre to the post-test with a difference  $\bar{d} = 2.14$  and it was proved to be significant through a paired samples t-test. However, when we compared the control group scores, the results showed that the control group has slightly progressed from the pre to the post-test with a difference  $\bar{d} = 0.5$  which was statistically proved to be not significant. From a statistical standpoint, an *insignificant t-test result* does not always mean that there is no progress in the sample under study; it may also mean that the sample's data provides slight evidence that the null hypothesis has to be rejected. That is to say, our data provides us with the evidence that whether we translated the key terms or not, the learners understood the linguistic concepts

In the pre-test, we noticed that the control group has considerably outperformed the experimental group with a difference  $\bar{d} = 1.25$ . In order to prove the significance of this difference, we conducted an independent t-test and the difference was highly significant .i.e., we could not prove the homogeneity of the sample.

In the end, and after comparing the post-test results, we realized that there is no significant difference between the means of both experimental and control groups' means. Accordingly, we came to the conclusion that regardless of the technique we use in teaching linguistics, i.e., translating key terms to L1 or English-only policy; the students are showing gradual improvement in their grasp of linguistic concepts.

As the subjects of our study were naturally first year LMD students of English who are dealing with the module of linguistics for the first time and as it is argued that translation is not a suitable technique in the initial stages of learning, our experiment results were statistically proved to be not significant. That led us to the rejection of our alternative hypothesis **HA** and to support the null hypothesis **HO** which was stated as follows:

- *There would be no statistically significant difference in the grasp of linguistics and linguistic concepts between the students who receive translated key terms into their L1 and those who did not receive any.*

To conclude, the rejection of our alternative hypothesis supports the claim of the teachers and scholars who rejected the use of translation in ELT classes and rejects the counter arguments of those who recommend its use like we previously mentioned in our literature review. The technique of translation does not seem to improve learners' grasp of linguistics even if it does not seem to negatively affect the learning and comprehension of linguistic concepts.

## **2.5. Limitations of the Study**

Despite the fact that the design we have chosen for our study proved its effectiveness, it is highly important for us to mention some issues we faced during the performance of our experimental procedures. For instance, due to the absence of a large number of students from both experimental and control groups we have randomly chosen for our study, our population

size was clearly small (only 7 participants in the experimental group and 8 in the control group). In addition to that, we faced difficulties convincing students to participate in our experiment. We also came across a serious issue with the control group's pre-test results. The control group's answers on the pre-test seemed to be biased. They clearly copied some of their answers directly from the internet. Their biased answers results reflected the nonequivalent statistical results in the Control vs. Experimental groups' Independent samples t-test i.e., the homogeneity test (the sample's homogeneity is necessary when dealing with a small size population). Moreover, time constraints were among the issues we faced. We would have obtained better or different results if we could have a longer period of treatment. Finally, yet importantly, as we could not find much information and data about teaching linguistics using the technique of translation into L1, future research can investigate the effectiveness of the mother tongue in linguistics classes as a means to simplify the complex linguistic concepts and thus, to promote the grasp of Linguistics which is assumed to be the pillar of language studies.

## **2.7. Recommendations**

Teachers should be more tolerant with low-level freshmen students' reliance on their L1 in English language classes. As for high-level learners, they should be encouraged to think in L2 as much as possible since the paramount goal of foreign language teaching and learning is primarily "to achieve a native like proficiency". To sum up, we assume that the L1 transfer on L2 in an English language learning/teaching context is a positive transfer and that the use of the L1 knowledge facilitates the acquisition of L2. The L1 knowledge positive transfer on L2 would greatly facilitate the pedagogical processes.

## General Conclusion

The debate over the use of L1 in English language teaching has not been settled yet. On the one hand, there are teachers who reject the use of translation to L1 in language teaching or fail to recognize any significant potential in it. In the other hand, there are those who believe that translation promotes language grasp and comprehension and that it is effective as a teaching technique.

Accordingly, our research tends to examine the effectiveness of using translation from L2 into L1 as a technique in teaching linguistics, i.e., how using this technique would help first-year LMD students of English at the English department of Mohamed Seddik Ben Yahia University to get a better grasp of linguistic concepts. It is noteworthy that our choice of linguistics as a target field of investigation was not arbitrary. Linguistics is a highly important discipline for first-year English language students and for foreign-language students in the main.

The first chapter of our study seeks to provide an overview of the field of linguistics as the pillar of language studies. In addition, it discusses translation as a teaching technique in EFL classes.

The second chapter is devoted to the practical part of our study. It presents the choice of the research method, the sampling means, a description of the research instruments we used to collect data, along with the statistical analysis and interpretation of the obtained results. This research attempted to prove the following hypothesis:

- *Learners who receive translated key terms from L2 into L1 in the module of linguistics would establish a better understanding of the linguistic concepts than those who do not receive any translation of those key terms.*

To reach the objective of the study, a strong quasi-experiment was carried out. The

results obtained from our experiment have revealed that translating the linguistic key terms into the learners' first language or using English-only policy yielded the same results. Statistically speaking, there was no significance between the means of the final results of the students who received translated key terms into L1 in the module of linguistics and those who were taught traditionally.

To conclude, even if the use of L1 in linguistics classes does not seem to obstruct the learning of L2, our study findings lead us to reject our hypothesis since they indicated that English –only policy technique is sufficient for learners to grasp the complex linguistic concepts and to comprehend the module of linguistics as a whole.

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## Appendices

### Appendix A : The Target Lecture Translated Key Terms

#### Macro-linguistic Branches (the scientific study of language in relation to the extra linguistic world)

**Macro linguistics** (علم اللغة الكلي) is generally defined as **the language** (اللغة) beyond the language.

Where social and cultural context (السياق) in which the language is used, the psychological features involved, the various fields of application (التطبيق) or domains for which we need the language.

Some of the most significant **branches** (الفروع) are defined below:

( اللسانيات علم اللغة- Linguistics )

**Psycholinguistics** (اللسانيات النفسية): this sub-discipline can be defined as Lyons (1984, p. 240) “the intersection of psychology and linguistics”. This branch is about language and the individual or more particularly to study of language and mind. It is most concerned with **the language acquisition** (اكتساب اللغة) by children.

**Sociolinguistics** (اللسانيات الاجتماعية): this sub-discipline can also be seen as the intersection of sociology and linguistics. It is concerned with the language study within the society and different functions of language.

**Ethnolinguistics** (اللسانيات الإثنية/ علم لغة السلالات): this branch refers to the linguistic correlates and problems of **ethnic groups** (الأجناس-الأعراق)

For instance, the linguistic consequences of immigration. Furthermore, it is the study of language in relation to culture.

**Anthropological linguistics** (اللسانيات الأندثروبولوجية): this branch studies languages as part of the investigation of their associated culture.

**Applied linguistics**( اللسانيات التطبيقية): a very important branch which is concerned with the application of linguistic knowledge to practical areas or domains such as language teaching and learning, translation, lexicography or dictionary making, etc.

**Comparative linguistics**( اللسانيات المقارنة): it studies the similarities between different languages at different levels: phonological, grammatical or lexical.

**Contrastive linguistics**( اللسانيات المتناقضة ): a branch which studies the differences or contrasts between different levels: phonological, morpho-syntactic, grammatical, lexical or semantic. Contrastive linguistics studies are undertaken mainly for applied linguistic purposes.

**Historical linguistics**( اللسانيات التاريخية ) : it is the study of language history. It studies the changes that occur in a language through time.

## Appendix B: The Pre-Test

### Dear participants:

We would like to extend our upmost gratitude to you for accepting to take part in this research. Your participation is not intended to attribute evaluative scores but it will be of value to our study. The latter is completely anonymous, none of your names or any other identifying information will be revealed. We would appreciate you attaching high importance to this test and all the tests to come.

### **Instruction:**

1-Below are definitions of some key **linguistic concepts**.

2-Read each definition carefully.

3-Circle the letter of the correct answer corresponding to each definition (A, B, C, or D).

1) The study of how word , sentence , and discourse meanings are processed and represented in mind i.e. : how complex words and sentences are composed in speech and how they are broken down into small components in the acts of listening and reading is called :

- a. A -Ethnolinguistics
- b. B-Microlinguistics
- c. C-Signifier-Signified
- d. D- Psycholinguistics

2) The study of the relationship between language and society. It explains why individuals speak differently in different social contexts; as it identifies the social function of language and in which ways it is used to convey social meaning is :

- a. A-Utterance
- b. B-Macrolinguistics
- c. C-Sociolinguistics

- d. D-Structural complexity
- 3) The study of language and how language is used in order to understand culture is known to be :
- a. A-Function
  - b. B-Phonetics
  - c. C- Langue et parole
  - d. D- Anthropological linguistics
- 4) "No two languages are ever sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached ". In this quote "*Edward Whorf Sapir*" is talking about:
- a. A-Sociolinguistics
  - b. B-Synchronic Linguistics
  - c. C-Contrastive linguistics
  - d. D-Ethnolinguistics
- 5) The study of language that identifies controversial issues of language in relation to other different contexts. Those issues are then analyzed in order to generate practical solutions and to encourage a better understanding of language in other contexts.
- a. A-Comparative linguistics
  - b. B-Syntagmatic Relations
  - c. C-Applied Linguistics
  - d. D-Paradigmatic Relations.
- 6) The subfield of linguistics that concerns itself with the study of language change. It investigates the relationships among languages, and to restore earlier stages of language.

- a. A-Pragmatics
- b. B-Sequencing
- c. C-Historical Linguistics
- d. D-Synchronic Linguistics

7) A broad branch of linguistics that draws out the view of linguistic phenomena, studying the contexts in which language is used and its development over time, and among individuals. It focuses on the details of language itself, including its sounds, grammatical structures, syntax, and meanings.

- a. A-Micro-Linguistics
- b. B- Grammar
- c. C- Macro-linguistics
- d. D-Phonology

8) The sub-field of linguistics that deals with the similarities and differences between languages, in particular the comparison of related languages with a view to reconstructing forms in their lost parent languages.

- a. A-Contrastive Linguistics
- b. B-Comparative linguistics
- c. C-Morphology
- d. D-Language acquisition

## Appendix C: The Post-Test

### Dear participants:

We would like to extend our upmost gratitude to you for accepting to take part in this research. Your participation is not intended to attribute evaluative scores but it will be of value to our study. The latter is completely anonymous, none of your names or any other identifying information will be revealed. We would appreciate you attaching high importance to this test and all the tests to come.

Define the following terms using your own words:

❖ Sociolinguistics:

.....

❖ Ethnolinguistics:

.....

❖ Historical Linguistics:

.....

❖ Contrastive Linguistics:

.....

❖ Psycholinguistics:

.....

- I. Drag each term in column B to the best definition n column A( No items may be used more than once).



### **Column A**

1. A field that looks at how linguistics can help understand real-life problems.
2. Linguistics concerning language in its broadest sense.
3. The study of the relationship between language and culture.
4. The study of the relationships or correspondences between two languages or more.

### **Column B**

- a) Macrolinguistics
- b) Comparative linguistics
- c) Microlinguistics
- d) Applied linguistics
- e) Synchronic linguistics
- f) Anthropological linguistics

## Appendix D: Experimental Group Treatment Test

### Dear participants:

We would like to extend our upmost gratitude to you for accepting to take part in this research. Your participation is not intended to attribute evaluative scores but it will be of value to our study. The latter is completely anonymous, none of your names or any other identifying information will be revealed. We would appreciate you attaching high importance to this test and all the tests to come.

- Based on your understanding; translate each of the following definitions from English to Arabic using simple words.

□ بناء على فهمك الخاص حاول ترجمة تعاريف المصطلحات التالية من اللغة الانجليزية الى اللغة العربية باستخدام لغة بسيطة

- Linguistics is the scientific study of human language.

.....

- Anthropological linguistics is the study of the relation between language and culture.

.....

- Psycholinguistics is the study of the psychological factors that enable humans to acquire, use, and understand language.

.....

- Applied linguistics is the application of the concepts and methods of linguistics to solve language-related problems or address some language-related concerns.

.....

- Sociolinguistics is the branch of linguistics which studies the relation between language and society

## Appendix E :Control Group Treatment Test

### Dear participants:

We would like to extend our upmost gratitude to you for accepting to take part in this research. Your participation is not intended to attribute evaluative scores but it will be of value to our study. The latter is completely anonymous, none of your names or any other identifying information will be revealed. We would appreciate you attaching high importance to this test and all the tests to come.

- **Give an alternative definition of each of the terms below using your own words:**

- Linguistics is the scientific study of human language.

.....

- Anthropological linguistics is the study of the relation between language and culture.

.....

- Psycholinguistics is the study of the psychological factors that enable humans to acquire, use, and understand language.

.....

- Applied linguistics is the application of the concepts and methods of linguistics to solve language-related problems or address some language-related concerns.

.....

- Sociolinguistics is the branch of linguistics which studies the relation between language and society.

.....

## **Résumé**

Le recours à la traduction dans l'enseignement de la langue Anglaise a toujours été un sujet de débat. Les enseignants se demandent toujours si la langue maternelle devrait être utilisée dans les classes d'anglais. C'est dans cette optique que cette étude vise à déterminer si la traduction de mots clés de la langue étrangère L2 vers la langue maternelle L1 peut aider les étudiants, au département d'Anglais à l'Université Mohammed Seddik Ben Yahia à mieux saisir les concepts de la linguistique. Afin d'atteindre cet objectif, notre étude a suivi un modèle quasi-expérimental impliquant une évaluation avant l'intervention (prétest), une intervention, et plus tard une évaluation après l'intervention (posttest). Les résultats de l'intervention ont démontré qu'il n'y a pas de différence significative dans la compréhension de la linguistique entre les étudiants qui ont reçu des mots clés traduits vers leur langue maternelle L1 et ceux qui n'ont pas reçu de traduction. Par conséquent, nous avons conclu que l'utilisation de l'anglais seul, comme support linguistique, est suffisant pour permettre aux étudiants de bien comprendre les concepts linguistiques et la linguistique dans son ensemble.

**Mots Clé :** Intervention ,linguistique, posttest, prétest, traduction.

## ملخص

لطالما أثار استخدام الترجمة في تدريس اللغات الأجنبية جدال واسعاً بين الأساتذة، لذلك لا التساؤل حول نجاعة توظيف اللغة الأم في تدريس اللغات مطروحاً. من هذا المنظور، تهدف هذه الدراسة إلى تبيان ما إذا كانت ترجمة الكلمات المفتاحية من اللغة الثانية إلى اللغة الأم –بوصفها طريقة تدريس- تساعد طالب قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى على تعزيز فهمهم للمصطلحات اللسانية التي يتضمنها مقياس اللسانيات. ومن أجل تحقيق هذا الهدف، ارتأينا استخدام نموذج شبه تجريبي يتضمن تقييمين أساسيين: تقييم أولي و تقييم نهائي، تتوسطهما معالجة التجربة. أثبتت نتائج المعالجة أنه لم يظهر أي فرق إيجابي في فهم المصطلحات اللسانية بين الطالب الذين استفادوا من ترجمة الكلمات المفتاحية في مقياس اللسانيات و بين أولئك الذين تم تدريسهم بإتباع سياسة اللغة الواحدة، أي باعتماد اللغة الإنجليزية فقط. وخلصت نتائج هذا البحث إلى أن تدريس مقياس اللسانيات باعتماد اللغة الإنجليزية فقط كاف لبلوغ الطلبة مستويات متقدمة في فهم المصطلحات اللسانية و فهم اللسانيات بصفة عامة.

الكلمات المفتاحية: الترجمة، اللسانيات، تقييم أولي، تقييم نهائي، معالجة التجربة.