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Teachers'Perceptions towards the Effectiveness of Using Translation Tasks in Improving EFL Learners' Vocabulary Acquisition

Dissertation submitted in partial fulfillment of the requirements for the degree of Master in

didactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled "Teachers' perceptions towards The Effectiveness of Using Translation Tasks in Improving EFL Learners' Vocabulary Acquisition" is my own work and all the sources we have used have been acknowledged by means of references. we also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

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Dedication

I dedicate this work to the love of my life, to my sunshine, to the light of my existence and the dearest person to my heart: my mother Dalila. Thank you for your endless love, your support and encouragement to complete my studies, for believing in me , and above all your hard work with me and your love, I am forever very grateful for being your daughter, I am so lucky to have you as my mother, you are my idol, my everything,my soul, my only love,you mean the world to me, I love you to the moon and back, I wish I could reward you even a little, I love you very much, without your sacrifices, I wouldn't have been here, Thank you very much Mommy,

To the soul of my Grandmother,

To beloved people who mean so much to me, and my family members, and my cousins,

To all my friends, I cannot list all your names here but, you are always in my mind,

To my closest friend Imane for her supports ,enouragement and help during this work , I thank her a lot for her care and love, thank you so much, I love you very much,

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Messikh Niamat Allah

Dedication

I dedicate this work to beloved people who mean so much to me:

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Abstract

For a long time, there has been a negative attitude toward translation as another pedagogical means in Foreign Language Teaching (FLT) (Cook,2010). Nonetheless, many theorists and linguists agree on the importance of using translation activities in foreign language teaching and emphasize their beneficial effects on vocabulary expansion (Schäffner,1998). The purpose of this study is to investigate Teachers' attitudes and perceptions about the effect of translation tasks in improving EFL learners' vocabulary. A descriptive study was carried out to achieve this goal. It was based on an analysis of data gathered from a questionnaire to thirty middle school teachers of English in the province of Jijel, as well as an interview which was administered to three middle school teachers of English. Both research tools investigated teachers' attitudes toward the utility of translation in vocabulary instruction. The investigations' findings confirmed the importance and the effectiveness of translation in improving EFL learners' vocabulary.

Key words: Translation, improving EFL learners' vocabulary, attitudes towards translation, the importance of translation activities.

List of abbreviations

BD: Bilingual Dictionary

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

FL: Foreign Language

FLL: Foreign Language Learning

FLT: Foreign Language Teaching

GMT: Grammar Translation Method

L1: First Language

L2: Second Language

LMD: Licence Master Doctorate

MD: Monolingual Dictionary

SLA: Second Language Acquisition

TBLT: Task Based Language Teaching

TL: Target Language

USA: United States of America

VLS: Vocabulary Learning Strategies

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General Introduction

Translation has always been at the heart of debates over whether it should be used in English as a Foreign Language EFL classrooms and whether it can be a valid and effective tool in Foreign Language Teaching FLT or not. As is well known, the history of language teaching has seen a variety of approaches and language teaching methods that have viewed the use of translation in the EFL classroom favorably or negatively. While supporters of an English-only policy are referred to as the monolingual. The bilingual approach refers to those who advocate for the use of translation in the classroom.

Although there have been many theoretical arguments for and against the use of translation in the EFL classroom, there has been little research that has measured the usefulness and effectiveness of translation in the EFL classroom. Perhaps the difficulty of measuring and gathering evidence in an attempt to answer such a difficult question is the reason for this.

Many teachers began to re-evaluate their negative opinions towards the use of translation after the emergence of studies supporting the use of translation, and these studies were conducted in different regions in the world to resolve the controversy over the use of translation in foreign language classes. Most of them concluded that the advantages of using translation outweigh the disadvantages if it was applied systematically. However, whether or not teachers' use of the first language is beneficial remains a point of contention around the world. In Algeria, however, less attention has been directed to this issue. (See Appendix n°:3). Nonetheless, the law passed by the Ministry of Education in 2010, requiring teachers to use translation in foreign language classrooms, sparked heated debate among supporters and detractors. The article N°77/0.0.3/10 of the law of orientation allows the use of translation in the Algerian EFL classroom, stipulating that pupils should be able to master at least two

foreign languages to improve the control of teachers and pupils alike in teaching and learning foreign languages. The methods that have proven successful for scientific translation, should be used to teach the foreign language through what the pupils translate from his mother tongue to the foreign language or from the foreign language to his mother tongue. In the official program, which remains unchanged until its revision. Foreign language instructors must also ensure that they do the following: the difficulties should be gradual when choosing translation activities so that the pupils will gradually get used to this new activity, starting from translating simple short sentences and phrases, then long sentences to short paragraph, according to the level of the pupils, and to train pupils in this activity to reach the level of translating a text of ten to fifteen lines in length, taking into account the balance of educational translation with other requirements for language teaching, and not to allow themselves or the pupils to cross the language in order to avoid linguistic confusion. And ask them to work to maintain the harmony of expression in the same language.

1. Statement of the problem

Researchers who advocate the revival of translation as a useful technique in the EFL classroom, claim that it is beneficial for developing learners' proficiency. Moreover, the question of whether teachers should use translation in EFL classrooms or not remains unanswered and even contentious. On the one hand, opponents argue that translation should be avoided when teaching a foreign language. On the other hand, supporters believe that translation should be included and used systematically in EFL classrooms.

2. Aims of the study

The purpose of this study is to investigate teachers' attitudes and perceptions towards the use of translation in the English as a foreign language classroom. Furthermore, it attempts

to investigate the effectiveness of using translation tasks in improving EFL learners' vocabulary acquisition.

3. Research Questions

In this research, we will try to answer the following questions:

1- What are the advantages and disadvantages of Translation tasks in improving EFL Learners' vocabulary acquisition?

2- What are teachers' perception towards the use of translation tasks to improve EFL learners' vocabulary?

4. Research Methodology

Two research tools were used to collect data. A self designed interview was administered to 3 middle school teachers. In addition to questionnaire which was designed and administered to 30 middle school teachers in Jijel. The research aimed to collect data about the effectiveness of translation tasks in teaching English vocabulary and the obtained results were described and represented in tables.

5. Structure of the study

The dissertation is composed of three chapters. The first chapter provides an overview about translation and its application in foreign language classrooms. The second chapter discusses different aspects and features concerning vocabulary, strategies to teach it, as well as its importance in the EFL classes. The third one deals with the analysis of the data obtained from the questionnaire and the interview filled in by middle school teachers in Jijel. Then a general conclusion and pedagogical recommendations were provided at the end of the dissertation to stress the effectiveness of using translation tasks in improving EFL learners' vocabulary acquisition.

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Chapter One

Translation in the Foreign Language Teaching

</div>

Introduction

For many decades, Many scholars have devised and recommended numerous researches, approaches, and methods with the goal of discovering the best way to improve the teaching and learning of foreign languages. Translation has always been the core of the controversies on whether it can be an effective didactic method when learning foreign languages, English in particular, or not. Until recently, translation was out of favor with the language teaching community. As a language learning activity, it was considered as being unsuitable within the context of foreign Language Learning (Brown, 2002). It was chastised because of the bad connotations associated with the Traditional Grammar Translation Method. However, there has been a growing interest in translation practice in foreign language classrooms during the previous few decades. Foreign language teachers have recently reintroduced the use of translation for various learning goals. It was discovered that translation can be utilized in conjunction with other traditional language education activities for pedagogical reasons.

1.1. Definition of Translation

Generally, translation is the process of transferring meaning of a text from one language to another. The word "translate" has Latin origins "translatum" a form of the verb "Transferre" which means, "to carry across" and it is also the origin of the English word "Transfer" (Cook, 2010, p. 55). There are some definitions of translation stated by different writers. Newmark (1988, p. 5) defined translation as "rendering the meaning of a text into another language in the way that the author intended the text". It means presenting the meaning of the source language text into the target language text as intended by the author.

On the other hand, Nida & Taber (1982, p. 12) stated that translating consists in reproducing in the receptor language the closest natural equivalent of the source language message". In this definition, translation is closely related to the problems of languages, meaning and equivalence.

Translation is a process which is intended to find meaning equivalence in the target text. There are several levels of equivalence, these levels could be categorized as linguistic, semantic and pragmatic, resulting in the equivalence of meaning, pragmatic equivalence, functional and discourse equivalence, and cultural equivalence (Cook, 2010, p. 57-67).

1.2. Translation in Language Teaching: Historical Overview

Translation in language teaching is by no mean a new phenomenon, Larsen-Freeman (1986) indicated that translation has been used as a technique to teach classical languages for a long time. It was first put into practice in the teaching of classical languages, Latin and Greek.

The use of translation as a teaching method started with the so-called Grammar Translation Method (GTM). Language teachers were commonly using this method to help their students study and learn foreign languages, mostly classical languages in order to read its literature or to benefit from the mental discipline and intellectual development that results from foreign language study (Richards & Rodgers, 2001, p. 5).

Students were required to carry out word-for-word translation and memorize extensive vocabulary lists and rules of grammar, the expected result was being able to read, write and translate literary works. Later, this method was adopted in the teaching of modern languages, but it did not survive due to the wide spread criticism of the Grammar-Translation Method in language teaching. The needs of foreign language learners are nowadays distinctly different

from the needs of learners instructed by means of grammar translation several centuries ago. Harmer (2007a, p. 63), declared that the direct method, was developed as a result of a reform movement in response to the restrictions of Grammar Translation Method. Whereas the advocates of the Direct Method and Communicative Language Teaching approaches focus on the target language that suggests that there is no role for exploitation mother tongue in teaching foreign languages.

1.3.   The Use of Translation in the different Approaches and Methods

Translation has continually been a questionable conception on whether or not it will be a valid and effective tool in foreign language learning or not. It has been criticized on many fronts, and many valid arguments have been made to keep it out of the classroom. In addition, it was perceived differently by linguists, methodologists and teachers according to their personal vision.

Over time, several activities and studies have been used that have completely ignored the use of translations in teaching foreign languages. It was considered an inefficient and invalid teaching tool. According to Malmkjaer (1998, p. 6) translation is unnatural, it takes up valuable time which could be used to teach the four skills. Furthermore, it is misleading and inhibits students from thinking in the foreign language. However, the main reason why it fell out of favor was its association with the grammar translation method.

1.3.1 The Grammar Translation Method

The Grammar Translation Method (GTM) was first employed in the secondary school of Prussia (Howatt & Widdowson, 2004, p. 151), the method emerged as a reaction to a social need, learners required changes in earlier practices of language teaching. Earlier, the traditional scholastic techniques of the classical methods were used to study the literary works

and classical texts with the aim of gaining reading or writing proficiency or just for the sake of being "scholarly" (Brown, 2007, p. 26). Therefore, the Grammar Translation Method was developed to simplify the techniques of the classical method with the aim of making the life of high school students easier.

At the end of the 19th century, Grammar Translation Method dominated teaching modern languages in European secondary schools, long into the 20th century. Cook (2010) stated that GTM is basically teaching a language through explaining and learning grammar rules and translating them into and out of the target language. According to Wilkins (1976, p. 2 as cited in Cook, 2010, p. 10) "different parts of a language are taught separately and step by step, so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up." Indeed, translation played a major part in Grammar Translation Method (GTM), it was mainly used to point at different structures and rules of the L2. Each lesson of the course revolves around new rules, these rules are first explained to the students in their own language, learnt and committed to memory, and then practiced and tested through exercises involving the translation of invented sentences exemplifying the rules currently in practice (Cook, 2010).

Grammar Translation Method was further criticized, Richards & Rodgers (2001, p. 7) insisted on the fact that GTM has "no advocates ... a method for which there is no theory ... no literature that offers a rationale or justification for it, or that attempt to relate it to issues in psychology, linguistics or educational theory". It was not only criticized for this, but for a number of other reasons. First, it is exclusively focused on grammatical accuracy with no attention to fluency, focusing on written texts and ignoring oral skills and interaction. Second, for using isolated sentences rather than authentically connected texts (Cook, 2010, p. 14).

Grammar Translation Method is still used as a traditional teaching method today. Although it is ideal for teaching grammar, it is also appropriate for certain materials in specific locations. Teaching techniques include memorization of long lists of translated vocabulary passages, among other things.

The widespread criticism of the Grammar Translation Method in language teaching has led to the rejection of translation. Although, translation is a foreign language related skill, it has been rejected by many language theoreticians and teachers as a mean of teaching foreign languages. From his structuralism view, Bloomfield stated that "translation into the native language is bound to mislead the learner, because the semantic units of different languages do not match, and because the student, under the practiced stimulus of the native form, is almost certain to forget the foreign one" (1933, p. 505).

1.3.2. The Direct Method

From the late nineteenth century, opponents of the Grammar Translation Method argued that one could learn any language without using translation. During this time, the Grammar Translation Method encountered two challenges: the reform movement and regular attacks on the use of translation as a means of language learning.

Most notable schools were the Berlitz schools, in the USA and later in Europe. The idea put into practice in these schools, the so-called "Berlitz Method" it rejects the use of translation and focus on speaking rather than writing and teachers need to be native speakers of the language they taught. Berlitz' schools allowed "no translation under any circumstances", "translation wastes valuable language learning time which should be devoted entirely to the foreign language, translation encourages mother tongue interference" (as cited

in Howatt & Widdowson, 2004, p. 224). The Berlitz Method thus can be seen as the beginning of the Direct Method era.

Cook (2010, p. 7) used the term direct method to describe "any and all teaching which excludes use of the student's own language from the classroom whether for translation or for explanation and commentary" showing that students have to speak a lot in the target language,while the teacher has to do most of the illustration, demonstration, pronunciation correction, explanation.

1.3.3. The Audiolingual Approach

The transition from the Grammar Translation Method (GTM) to the Direct Method (D.M), or from translinguistic teaching to intralinguistic teaching, was the first major change in language teaching in the twentieth century. The second is a rehash of inclinations. It is a time when attention has shifted from forms of the language to meaning (Cook, 2010, p.23).

According to many scholars, such as Byram and Hu, Sara, Pratima, Howatt, Widdowson, the Audio-lingual method aims to develop target language skills without using the mother tongue. This method was thought to be a continuation of the direct method line. According to this viewpoint, old habits tend to get in the way of new ones during the process of habit formation via stimulus and response. Theoretical predictions predicted that negative transfer from the first to the second language would occur during the learning process. As a result, it was thought that removing the mother tongue from the learning environment would facilitate second or foreign language learning. Translation is rejected as the primary tool of instruction, where activities should be conducted in the target language and the use of the students native language is strictly prohibited. (The Use of Translation in TEFL – University of M'sila.2018.)

• Teachers take the lead and present the L2 using a variety of structures and situations that do not include the use of the L1.

• Students learn by repetition and practice until they make no mistakes. Among the most important features of this method are:

• - Structure was the starting point.

• - If the sentence pattern was provided, intensive oral drilling. Dialogues were used to practice and memorize.

• -The importance of stress, rhythm, and intonation was emphasized.

• - It used an oral approach, with listening and speaking tasks coming before reading and writing.- Use contrastive analysis to assess mother tongue interference.

• - Accuracy was required, and errors were not permitted.

Although the Audio-lingual method was popular for a long time, it was criticized in the 1960s because students were frequently found to be unable to transfer skills learned through Audio-lingualism to real-world communication outside of the classroom. As a result, methods or approaches that emphasize communication rather than structure proficiency were required. It is a mechanical approach. The learner is a passive observer with no control over the learning process. It employs an oral methodology with no textbook. (The Use of Translation in TEFL – University of M'sila.2018.)

Thus, teaching was still conceived as a set of grammatical learning rules. The focus-form lessons included highlighting the linguistic features of the language to enable the L2 learner to understand the grammar and the various constructions that make up the language. Textbooks of English included syllabuses on grammar and in view of this, the exercises given

by the teachers were filling in the blanks, sentence completions, substitutions and most importantly all these exercises were accompanied by translations to acquire new vocabulary. Translation was a prerequisite for understanding the new words and grammar rules were hardly impossible to explain without translation (Cook, 2010)

Later in 1970's, any other form-focus activities were banned as a result of the emergence of two theories about the SLA (second language acquisition), these are: NA (the natural approach), and CLT (the communicative language teaching). Both happened sequentially, in a way that made the change possible, i.e., from the focus of form to the focus of meaning. Both approaches firmly believed that focusing on the form was not enough to cover the language, only to be able to speak it and transmit messages over the L2. (Cook, 2010).

1.3.3.1. Communicative Language Teaching

As mentioned, the focus on form was completely changed and replaced with a focus on meaning, so things got better, the curriculum became a new sudent-centred vision, the communication tasks became more real and not just focused on form. It turned out that the activities had been so useless, but also the translation was so uncomfortable. Along with these radical changes came a number of other objects, namely dictation and repetition, which were considered inappropriate methods of learning and even ineffective methods of using language. This is where the role of CLT comes in, which is actually one of the greatest opponents of these examples of form-focus teaching. (Cook,2010).

Around (1970) CLT established itself as a "broad teaching approach rather than a teaching method with clearly defined teaching practices" (Schwieter, 2013, p. 27), the term also refers to a range of approaches to foreign language teaching focused on communication,

which is the means by which we can achieve our goal of learning a language. (Hinkel & Fotos, 2002, p.4), fair enough, language is always there to interact socially, convey messages and information, ask phatic questions, and finally it's a way of life.

The aim of CLT in language learning is to communicate, so most of the activities emphasize on communication through interaction in the target language, through using one's own words and knowing what words others use to achieve what they want, therefore a large part of CLT uses pragmatics, for that the language of the student, must always be meaningful.

1.3.3.2. Task Based Language Teaching

Task Based Language teaching(TBLT) is believed to have evolved from the CLT approach since the 1970s, as TBLT is believed to share similar principles to CLT such as assignments use of the TL, TBLT assignments include real-world tasks that students must complete outside of the confines of the classroom; such tasks focus on fluency rather than accuracy of language forms (Ellis, 2003. P. 3).

In the classroom, students verbalize themselves, using short and simple words when necessary, Seedhouse (1999). This strategy is carried out so that the students can understand and communicate, and through this they manage to reveal to themselves the TL different meanings and prevalent forms (Skehan, 1996).

Contrary to what has been discussed previously, advances in Second Language Acquisition theory draw the learner's attention to the merits of the language they are being exposed to, and appeal their attention to how focusing on form is salutary, but still, form-focus as an approach to teaching, is all time rejected. A notable point in this regard is, the type of tasks based on repetitions, and another type that merges students' schemata with

performance are a trespass; i.e., these types of tasks are actually creating a confusion between exercises and tasks. (Ellis, 2003).

1.4. The Use of Translation in EFL Classes

"Translation is a useful tool to be used in the elementary, intermediate, and advanced stages of language learning," writes Newmark(1988).

According to(Souhail Allal 2015, p.10). Teachers can use translation in the following situations at various levels and stages:

1.   Translation is useful as a brief time saver in the elementary stage, and "translation from L1 to L2 may be useful as a form of control and consolidation of basic grammar and vocabulary." In other words, translation is beneficial because it clarifies grammar and teaches vocabulary.

2.   In the intermediate stage, translation of words and clauses from L2 to L1 can help with error correction and vocabulary expansion.

3.   In the advanced stage, the translation from L1 to L2 and L2 to L1 is recognized as the fifth and most important social skill because it promotes communication.

Furthermore, translation can be used to provide meaning for new words. "There are numerous ways to convey the meaning of a foreign word. These include an L2 definition, a demonstration, a picture or diagram, a real object, L2 context clues, or an L1 translation. In terms of conveying meaning accurately, none of these methods is intrinsically superior to the others. (Nation,2001). Furthermore, Liao(2006) concluded in his study on the use of translation in English learning "students most frequently use translation to learn English

vocabulary words, idioms, phrases, grammar, to read, write, speak English, to check their reading and listening comprehension".

1.4.1. The Case Against

Translation in foreign language teaching dates back to the 17th century and the traditional grammar method. This method relied heavily on translation. It had been heavily chastised for overemphasizing translation and grammar while ignoring speaking ability. It was even described as tedious. As a result, the following statement by Alan Makey (cited in Duff, 1989, p. 03) can be used to describe the last century: "translation has been denigrated as 'uncommunicative,' 'boring,' 'pointless,' 'difficult,' 'irrelevant,' and has suffered from an overly close association with its cousin, grammar.

Furthermore, Harmer (2001) believed that if teachers rely on translation, the majority of the time, students lose some of the spirit of being in a language learning classroom. According to him, one of the consequences is a decline in listening ability. He emphasizes the difficulties of translation, which necessitates the use of a competent speaker who is fluent in both languages. Wong-Fillmore (1985) conducted her research in American schools with students who had limited English proficiency. She concluded that learning will be successful when there is a clear seperation between the two languages. Translation, she claims, does not allow students to distinguish what is being said. Furthermore, linguistic and conversational changes presented to aid comprehension may not be present in both language versions.

Newson (1988, p.06) listed the major disadvantages of using translation in language teaching in his paper presented at the annual meeting of the international association for teachers of English as a foreign language:

–   It promotes thinking in one language, which is then transferred to another with interference.

–   It denies both the teacher and the learner the opportunity to reap the benefits of working within a language rather than between two.

–   It lends credence to the naïve belief that perfect one-to-one equivalence between languages exists.

– It makes achieving widely accepted goals like emphasizing spoken language, communicative language use, learner-centered language learning, and so on difficult. Furthemore, Hill (1967) believed that translation keeps learners' minds linked to their L1, whereas fluency in a foreign language requires this link to be broken and replaced by a link between the referent and the word.

1.4.2. The Case For Translation

Over the last few decades, there has been a renewed interest in translation as a component of language learning and teaching. People began to believe that language is best taught bilingually, and that there is no way to prevent learners' own-languages from being

used in the classroom. Furthermore, the concepts of bilingualism and multilingualism gained popularity, which helped in the rehabilitation of translation in language teaching.

1.4.2.1.   The Recognition of Bilingualism

By the twentieth century, English Language Teaching (ELT) theorists and methodologists had banned the use of learners' own-languages in language teaching and learning. The assumption is that a foreign language should be taught and learned monolingually. GTM was rejected in the nineteenth century, criticized for focusing on

accuracy and writing at the expense of fluency and speaking, and this led to the rejection of translation due to its association with the method. As reported by Brown (2001), translation as a learning activity started to be considered unsuitable within the context of Foreign Language Learning. The problem with GTM was not translation, but rather teaching methodologies that separated language from its communicative function. The first decade of the twenty-first century saw an increase in interest and support for the use of the learners' own-languages.

According to Guy Cook (2010), translation cannot be treated separately fromother bilingual activities. As in the example he gave, it is hard to imagine how explanation in the learner's own-language can proceed without giving rise to incidental translation. Many changes in the educational and political climates at the time supported translation and led to its rehabilitation in language teaching; bilingualism and the use of the learner's own-language were the most influential causes.

1.4.2.2. Globalization

Globalization has been defined many times in various ways. According to Wikipedia, it is the process of international integration that results from the exchange of world views, products, ideas and other cultural aspects. of culture. According to Cook (2010), globalization is also a linguistic phenomenon. The impact of globalization is significant in linguistics and the advancement of language learning and teaching. The twenty-first century has seen an increase in interest in globalization and its consequences. Because mass migration is a major aspect of globalization, there is a need for a communicative way for immigrants; translation relates languages; and it is a major stimulus for global communication.

1.4.2.3.   Multilingualism

Today, in most countries of the world, people are becoming more and more accustomed to speaking different languages, they develop their oral skills on a daily basis, not only for speaking but understanding complicated languages, (Cook, 2010) and this is seen as an international verbal fashion that comes out of a need and a demand of globalisation, we can take the English language as an example, that is the predominant language spoken by almost half of the world, (Cook, 2010). Nowadays, English is taking the lead in bringing the world's countries closer together by speaking one unified language, which is why it is becoming increasingly popular.

1.4.2.4.   Code-Switching and Code-Mixing

Bokamba (1988), defined both code-switching and code- mixing as "Code-switching is the mixing of words, phrases and sentences from two distinct grammatical systems across sentence boundaries within the same speech event, code-mixing is the embedding of various linguistic units such as affixes, words, phrases and clauses from a co-operative activity. (as cited in Ayeomoni, 2006, p. 91)

In order to infer what is intended, participants must reconcile what they hear with what they understand." According to Cook (2010), code-switching, code mixing, and translation that occur in multilingual environments occur in all contexts. There are times where people must switch and negotiate between languages, particularly in immigrant families where different generations speak different languages. The same is true for mixed language marriages, where mixing and sometimes translation are required for family and friends to understand. Moreover, code-switching is common in workplaces where employees speak different languages. The use of bilingual and multilingual translation, interpretation is

required. While in the mass media strategies are employed to make productions understandable to speakers of other languages.

In fact, using one's own language in addition to the L2 is a process known as code switching. Code switching between the L1 and L2 in the classroom has positive outcomes and has a positive impact on the learner's psychological health. While code-switching, students are more likely to be themselves, comfortable, and motivated to learn and succeed. On the other hand, allowing the use of the L1 in classrooms creates tension with others who doubt it.

1.4.2.5. Advocacy of Translation in Language Teaching

Several researchers and authors have reflected on the use of translation in Language teaching from different perspectives. They defend translation not as a means in and of itself, but as a strategy for developing learners who are more independent and well-equipped when using a foreign language. The use of translation can provide numerous benefits to both teachers and learners. Ashok Raj Khati (2011) in his paper on when and why we use the mother tongue in classrooms ends up stating that:

> Mother tongue can be used to provide a quick and accurate translation of an English word that might take several minutes for the teacher to explain. Using English only, in EFL classrooms can lead to some problems because there would be no guarantee that the instructions and explanations are understood correctly. (p. 44).

1.5. Conclusion

Translation as a language teaching method is still a research topic and one of the most debated topics among linguists, methodologists, and teachers. Several arguments for and against translation were presented in order to provide reliable answers regarding its use in language teaching.

Chapter Two

Vocabulary Acquisition

Introduction

The acquisition of vocabulary is the first and most crucial stage in learning a foreign language. With the inclusion of suitable vocabulary activities, foreign language learning can belively and enjoyable in a classroom. This section focuses on vocabulary acquisition, which includes many aspects about vocabulary; it starts by providing a definition of vocabulary and its descriptions, Word classification and word meaning, types of vocabulary and ends by highlighting the importance of vocabulary in foreign language teaching.

2.1. Definition of Vocabulary

Vocabulary is the basic part in foreign language learning, because it is what learners need so that they can communicate and understand each other in writing as well as speaking. Vocabulary is commonly thought of as a list of words, but it is actually the knowledge of words and their meanings rather than just a list of words (Raphael, 2009). Thornbury (1997, p. 43) stated that "vocabulary or lexis in English are frequently used interchangeably". Lexis is the Greek word for "word" while the term vocabulary is defined in different ways. Richards and Renandya (2002) stated that "vocabulary is a core component of language proficiency and serves as the foundation for how learners speak, listen, read, and write" (p.255). While Oxford dictionary (4thed, p 495) defined it as follows: "All the words that a person knows or uses; or all the words in a language; or a list of words with the explanations of their meanings in a book for learning a foreign language".

In a nutshell, the potential benefits of vocabulary, which is a set of words in any language content in addition to meanings and explanations that individuals acquire, can be a good support and also paves the way for an effective communication with others.

2.2. Description of Vocabulary

There are two main schools of linguistics that examine vocabulary teaching and learning, as well as its various forms, meanings, and applications. The first is lexicology, which means "word science," and the second is lexicography, which means "word writing

2.2.1. Lexicology

Lexicology is the branch of linguistics which deals with the vocabulary of the language. According to Todd 'lexicology is the study of words'(1987,p.49). According to Jackson and Amvela (2000, p. 1)Lexicology is the study of lexis, and it deals with the stock of words, not just basic words but also complicated and compound words. The field of lexicology consists of three major areas, which are word classification, word formation and word meaning.

2.2.1.1. Word Classification

Parts of speech are called word class, in which words are classified according to their purpose. Harmer (2007b) identified eight components of speech in the English language: nouns, pronouns, adjectives, verbs, adverbs, prepositions, determiners, and conjunctions.

- Noun is a part of speech that is used to name a thing, a person, an animal, a place, an idea.

- A pronoun is used in the place of a noun or noun phrase to avoid repetition.

- An adjective is used to describes, modifies or gives more information about a noun or a pronoun.

- A verb is a part of speech that shows an action or a state of being. It can shows what someone or something is doing.

- An adverb is used to modify a verb, an adjective or another adverb.

- A preposition is a word that shows the relationship of a noun, noun phrase, or pronoun to another word.

- A determiner is a word placed before a noun to give information, and it can be divided into categories:

a- Indefinite article (an,a)

b- Definite article (the)

c- possessives (my, his , her, its , our, etc)

d- Demonstratives (these, those)

e- Quantifiers (many , few)

-   A conjunction is a part of speech that serves to join words, phrases or clauses together and shows how they are connected.

2.2.1.2. Word Formation

It is vital to categorize vocabulary for the purposes of teaching and learning. This is closely linked to the study of how words are constructed. Teachers can use structural categorization to arrange particular vocabulary items, and learners can use it to retain words more quickly, especially when there are morphemic similarities (McCarthy, 1990).

The word-formation process may be modified in a variety of ways. Its concepts can be utilized by teachers to clarify and explain some grammar or pronunciation norms, while

others can be used by learners to create new words from a set of prefixes or suffixes (McCarthy, 1990).

According to Thornbury (2000) there are five forms of word constructions; Affixation, compounding, blending, conversion, and cutting. Thornbury (2002) suggested that: "Affixation is one of the ways new words are produced from old," (p.5). Furthermore, he defines compounding as the act of combining two or more words to make a single, meaningful unit, such as "word processor" or "paperback" (p.5).

According to Thornbury (2002), "two words can be combined to produce one word" (p.5). The term blending is the process of combining two or more words to make a single meaningful word, such as "information + entertainment = infotainment." Additionally, conversion is the process of changing one component of speech into another, such as using a noun as a verb in the sentence "The shell impacted against a break wall."

Finally, the final method of word–formation is "clipping," which relates to the ability to reduce certain lengthy words, such as saying "flu" instead of "influenza." (Thornbury, 2002).

2.2.1.3. Word meaning

It is concerned with the study of words and their meaning; a word's meaning cannot be comprehended in isolation, but is best understood in context .Word-meaning can be accessed only through an internal description of the language system by using the lexical relations or the componential analysis(CA). Synonymy, hyponymy, and collocations are examples of lexical relations, whereas componential analysis involves the description of words using their shared and non-shared semantic properties (McCarthy, 1990).

When McCarhy (1990) said, "However, most of the time, meaning will be the organizing element of most vocabulary learning," he was emphasized the importance of meaning (p.111). "Retrieving the appropriate meaning depends on matching verbal input with context cues and proceeding very quickly to the appropriate meaning," he added (p.44). In other words, the proper meaning for a word is chosen from a list of possible meanings based on the context in which it is used.

2.2.2. Lexicography

Lexicography is a branch of applied linguistics concerned with the construction of dictionaries and the description of various sorts of lexical relations."Lexicography is concerned with the production of dictionaries," according to Jackson and Zéamvela (p. 185), whereas (Landau 2001,2nd edition) defined lexicography as "the art and trade of dictionary construction." Lexicography, more exactly, represents the meaning of words and their related use in the form of multiple dictionaries. The lexical elements of a language are listed alphabetically in a dictionary, together with information on spelling, pronunciation, meaning, and use.

A dictionary is a reliable and acknowledged collection of data about a language, whether it is a monolingual or bilingual dictionary, or whether it is used to check the meaning or spelling or to facilitate translation.

2.3. Types of Vocabulary

Different researchers, such as Hulstijn (2001), Meara (2002), and Nation (2002), have discussed the nature of lexical knowledge and its acquisition (2001). Hence, vocabulary knowledge may be both productive and receptive, and it can be acquired incidentally or intentionally.

2.3.1. Incidental versus Intentional

Unplanned learning is described by Wesche and Paribakht (1996, p.176) as "new information or competences that learners gain as a by-product, that is, when they do not deliberately seek to learn them" (as cited in Saad, 2019, p.9). According to Richard and Shmidt (2002), incidental vocabulary is unintentional learning that serves no function. They also suggested that unintentional vocabulary acquisition occurs through a variety of mechanisms, including conversation, communicative activities, and reading. As a result, accidental vocabulary learning differs from purposeful vocabulary learning, which is guided by specific programs (Richard and Shmidt, 2002).

Boers, Demechelleer, and Eyckmans (as mentioned in Bogaards and Laufer, 2004) described incidental vocabulary learning as acquiring vocabulary items without intending to acquire them. They also employed automated algorithms to compare the amount to which certain media, like as listening and reading, were acquired."In applied linguistics, the term incidental learning is used to refer to the acquisition of a phrase or expression without the intentional desire to commit the material to memory," writes Hulstjin (2013) (p.1).

Furthermore, it is said that current technology aids is effective for the development of learners' vocabulary. The use of technology such as foreign language TV programs and online

reading of English literature has a significant impact on unplanned vocabulary development (Saad, 2019).

Intentional vocabulary, on the other hand, is a method of acquiring words with a specific goal in mind. Purposeful vocabulary learning, according to Hulstijn (2001), is any organized action aimed at memorizing specific lexical material.In addition, Hulstjin (2013) clarified the concept of intentional learning, saying, "Incidental learning stands in contrast to intentional learning, which refers to an attempt to commit factual information to memory, often involving the use of techniques, such as studying for a test in school or memorizing a song by heart" (p.1).

Moreover, Breiter and Scardarmalia (1989) suggested that, "on purpose learning" refers to any cognitive activity that incorporates goal-oriented rather than accidental learning (Saad, 2019). In the same vein Hulstjin (2013) states that, "learning, whether incidental or intentional, is mostly a matter of selective attention and expanded processing" (p.3). He also claimed that, neither incidental nor intentional word learning indicates effective vocabulary acquisition; rather, vocabulary acquisition is decided only by the character and frequency of new word usage.

2.3.2. Productive versus Receptive

The capacity to detect and grasp particular language elements from their context using receptive abilities (reading and listening) is referred to as receptive vocabulary (passive vocabulary) (Gairns and Redman, 1986).Receptive vocabulary, according to Nation (2001, p.18), is the ability to recognize the shape of a word and recall its meaning by listening or reading. "The passive vocabulary consists of the whole quantity of lexical units that the learner can grasp properly," he explained. The primary objective of the teacher is to

progressively enhance the amount of the pupils' passive lexical stock" (as cited in Baaziz, 2019).Nurgun (2010) states that, "a learner's passive vocabulary is the entire quantity of lexical items that he can grasp properly" (p.16). He also recommended that enhancing learners' passive vocabulary requires contextualized and meaningful word presentations, so that they would remember the things when they read or hear them again (Nurgun, 2010).

On the other hand, productive vocabulary (active vocabulary) entails recalling and correctly applying linguistic objects, whether in speech or writing (Gairns and Redman, 2019). Active vocabulary, according to Nation (2001), is a set of lexical words that learners can employ correctly in both speaking and writing. According to Benjamin and Crow (2010),Learners control their words while using them to express themselves through speech and writing .In other words, students are fully responsible for using their words to convey their thoughts and feelings.

As claimed by Nurgun (2010):

> "A learners' active vocabulary consists of the total number of the lexical items   which he can accurately use in speech and writing. A learner's passive vocabulary will always be larger than his active vocabulary as he will have heard or read items which he will never need to use, and he will be able to understand approximately many items which he cannot use with any degree of accuracy (p.17)."

We should choose what to learn for productive usage against what is merely beneficial for recognition while learning a language. Teachers clearly have the ability to choose whether productive language is appropriate for children, since he/she is able to weigh item complexity and utility. However, in the case of ESP pupils, the student has a strong position to judge whether an object is worth acquiring effectively. Furthermore, certain things from the

receptive vocabulary can be converted to the productive vocabulary. This change occurs gradually and involves a lot of repetition over time; however, teachers can speed it up for instructional purposes (Gairns et al, 1986).

Figure 01: The Aspects that encounter the concept of Vocabulary

(Adapted from Pikulski & Templeton 2004, p.2)

2.4. The Importance of vocabulary in Foreign Language Teaching

Vocabulary acquisition is similar to language learning since vocabulary represents "the essential organs and flesh" (Harmer, 1991, p. 153) of language, more precisely "the core or heart" (Lewis 1993, p. 89). Countless studies have linked a language learner's success to his vocabulary. "Vocabulary development is a vital part of each student's life; it affects his thoughts, actions, aspirations, and often his success," wrote O'Rourke (1974, p. l4), particularly in second and foreign language environments, where learning vocabulary is the foundation for learning all other language skills such as listening, speaking, reading, and writing (Nation, 2001).

The lack of vocabulary knowledge causes many of the EFL learners' difficulties in both receptive and productive language usage. In EFL lessons, vocabulary has long been overlooked in favor of teaching grammar and how to grasp all of the grammatical rules. There

is no doubt that both vocabulary and grammar are crucial for an effective language learning classroom, but vocabulary is far more important than grammar.

Wilkins (1972) concurred, stating (quoted in Thornbury, 2002, p. 13) "If you spend the majority of your time studying grammar, your English will stagnate. Learning new words and expressions will help you develop the most. With grammar, you can convey very little, but with words, you can say practically anything." In other words, no matter how proficient learners are in grammar, they will be unable to communicate successfully without words, and so will be unable to encode and decode oral and written signals.

2.5. Conclusion

To sum up, vocabulary is vital for language learners because successful listening, speaking, reading and writing depend on excellent knowledge of words. Teaching/learning vocabulary is one of the most complex and crucial tasks in the field of foreign language teaching/learning. Foreign language students regard learning a new term as a task. Various ways for dealing with the learning process are proposed. As a result, instructors should consider themselves accountable for assisting students in using the most suitable methods and carrying on tactics that they lack. Teachers should address the grammar, construction, and usage of words in addition to the meaning. Although instructors may confront huge obstacles when selecting, presenting, and assessing their students' vocabulary, they must hunt for appropriate strategies that meet their students' requirements and levels and strive to encourage them to achieve satisfactory outcomes.

Chapter Three

Field of Investigation

Introduction

The present chapter seeks to evaluate the effectiveness of using translation tasks in vocabulary learning. The researchers use different methods for data collection such as tests, interviews, questionnaires and observation. In this study, an interview was self-designed and administered to middle school teachers. In addition to a questionnaire, which was administered to 30 middle school teachers.

3.1. The Teachers' Interview

3.1.1. The Aim of the Interview

This interview is designed to identify the teachers' perspectives about the use of translation in the English as a Foreign Language classroom. Further more, its attempts to investigate the effectiveness of using translation tasks as a vocabulary learning strategy in middle schools.

3.1.2. Administration of the Interview

A structured interview (appendix 1) was conducted with three middle school teachers in the province of Jijel. The researchers ask questions and the teachers directly answer them. The information was collected by taking notes and each interview took about an hour.

3.1.3. Description of the Interview

This Interview is a structured one, it aims to investigate the teachers' perceptions towards the use of translation in the EFL classroom as a teaching technique. This interview consists of 9 open-ended questions.

3.1.4. Analysis of the Results

Interview 1:

Researcher: How long have you been teaching English?

Teacher A: 32 years.

Researcher: Does using translation activities improve your EFL learners' vocabulary learning?

Teacher A: No translation in middle school.

Researcher: Do you encourage your pupils to use dictionaries? How often?

Teacher A: It's a good way to show pupils how to use a dictionary and to look up for new words. But, it is not included in the syllabus. We used to do it in tutorial sessions (TD).

Researcher: Do you encourage your pupils to use Bilingual dictionaries?

Teacher A: No never. Its not a translation lesson .In middle school never.

Researcher: What kind of Bilingual dictionaries do you suggest to your pupils? Why?

Teacher A: We suggest Oxford dictionaries. Just because they need the phonetic transcription.

From the above, teacher A has an experience of 32 years in teaching English at the middle school. He stated that using translation activities in improving EFL learners' vocabulary learning is not included in middle schools syllabus. Teacher A stated that it is a good way to encourage the pupils to use dictionaries and look up for new words, and he used to use it frequently in tutorial sessions(TD) and he stated that using dictionaries is not scheduled in middle schools curriculum. In addition teacher A said that he does not encourage his pupils to use bilingual dictionaries.

Researcher: According to you which method is the best for your pupils to learn new vocabulary?

Teacher A: It is essential to learn a new lexis through songs, wall charts, eliciting during a course, exploring texts, etc.

Researcher: In your teaching, what do you focus on the most:

1- Reading

2- Writing

3- Speaking

4- Listening

5- Vocabulary learning

6- Pronunciation

Teacher A: The four skills are intertwined.

Teacher A stated that the best method for pupils to learn new vocabulary is through songs, wall charts, eliciting during a course, exploring texts,…etc. In addition to that, he suggested that teachers should focus most on reading, writing, listening and speaking because they are intertwined.

Researcher: Do you often use translation techniques in class? If yes, in what tasks?

Teacher A: No translation.

Researcher: Do you encourage your pupils to use their mother tongue? In which situations?

Teacher A: It is not forbidden to use one's mother tongue but just in specific situations, examples, to check whether they have understood the meaning or not. Some abstract words like feelings that you can not explain.

It seems that teacher A do not use translation techniques in class because it is not included in the middle school syllabi. And he stated that using the mother tongue with pupils is not forbidden but is restricted to specific situations for example checking whether the pupils get the meaning or not. As shown in this interview teacher A does not rely on the use of translation for improving EFL learners' vocabulary. Moreover, he is also not interested in the use of dictionaries because it is not included in the curriculum of middle schools.

Interview 2:

Researcher: How long have you been teaching English?

Teacher B: 30 years.

Researcher: Does using translation activities improve your EFL learners' vocabulary learning?

Teacher B: yes, it does.

Researcher: Do you encourage your pupils to use dictionaries? How often?

Teacher B: Yes, I encourage my pupils to use dictionaries, once a week during TD sessions.

Researcher: Do you encourage your pupils to use Bilingual dictionaries?

Teacher B: yes, I do.

Researcher: What kind of Bilingual dictionaries do you suggest to your pupils? Why?

Teacher B: I often use Arabic – English or English – Arabic dictionaries to facilitate the learning process and enable the pupils to be familiar and enrich their vocabulary.

Teacher B has an experience of 30 years in teaching English at the middle school. According to him using translation activities can improve EFL learners' vocabulary learning. Furthermore, also encourages the pupils to use dictionaries and especially bilingual ones and asks them frequently to use Arabic – English or English – Arabic, once a week during TD sessions, to facilitate the learning process and to enable the pupils to enrich their vocabulary.

Researcher: According to you which method is the best for your pupils to learn new Vocabulary?

Teacher B: The best method for my pupils to learn new vocabulary is through the use of pictures, funny stories, dialogues, songs and different language games.

Researcher: In your teaching, what do you focus on the most:

1- Reading

2- Writing

3- Speaking

4- Listening

5- Vocabulary learning

6- Pronunciation

Teacher B: In my teaching, I focus on listening, speaking, reading and writing.

According to teacher B the best method for pupils to learn new vocabulary is by using pictures, funny stories, dialogues, songs and different language games and in his way of teaching he focuses most on listening then speaking then reading, and then writing.

Researcher: Do you often use translation techniques in class? If yes, in what tasks?

Teacher B: yes, I often do that specially when the learners are unable to understand words like the ones related to feelings and emotions.

Researcher: Do you encourage your pupils to use their mother tongue? In which situations?

Teacher B: No, I do not.

Teacher B said that he use translation techniques in class frequently specially when it is related to feelings and emotions. Moreover, teacher B does not encourage his pupils to use their mother tongue in the class.

Interview 3:

Researcher: How long have you been teaching English?

Teacher C: 29 years.

Researcher: Does using translation activities improve your EFL learners' vocabulary learning?

Teacher C: It does to a certain extent.

Researcher: Do you encourage your pupils to use dictionaries? How often?

Teacher C: yes, I do encourage them to use dictionaries as much as it requires.

Researcher: Do you encourage your pupils to use Bilingual dictionaries?

Teacher C: I rarely encourage my pupils to use bilingual dictionaries

Researcher: What kind of Bilingual dictionaries do you suggest to your pupils? Why?

Teacher C: In my opinion, bilingual dictionaries which have a simple and clear taxonomy are the most suitable for EFL learners' especially at early stages because dictionaries mainly solve the problem abstract notions.

From the extract above, we conclude that teacher C, believes to a certain extent that the use of translation activities can improve EFL learners' vocabulary and he stated that he encourages his pupil to use dictionaries as much as it requires and he adds that he rarely asks them to use bilingual dictionaries. He further states, that the best bilingual dictionaries are the ones with simple and clear taxonomy because he thinks that is the most suitable for EFL learners especially at early stages.

Researcher: According to you which method is the best for your pupils to learn new vocabulary?

Teacher C: I think there is no specific method to do so. However, we can achieve satisfactory results through combining several strategies and adopting an eclectic method which may serve best our learning objectives. I belong to the old school, and still believe that reading is the best way to enrich learners' lexis and linguistic knowledge.

Researcher: In your teaching, what do you focus on the most?

1- Reading

2- Writing

3- Speaking

4- Listening

5- Vocabulary learning

6- Pronunciation

Teacher C: listening, speaking, reading.

It seems that teacher C thinks that there is no specific method to learn new vocabulary. However, he thinks that pupils can achieve satisfactory results through combining several strategies and adopting an eclectic method which may serve to achieve the learning objective and he believes that reading is the best way to enrich learners' lexis and linguistic abilities. Moreover, teacher C said that in his teaching he focuses most on listening, speaking and reading.

Researcher: Do you often use translation techniques in class? If yes, in what tasks?

Teacher C: I personally avoid using translation in class, but when it comes to happen, it is as a last resort. And it seldom happens in meaning-based tasks or language for recognition such as in pre-reading tasks.

Researcher: Do you encourage your pupils to use their mother tongue? In which situations?

Teacher C: It rarely happens, that I urge quick learners to use their mother tongue as clarification for the slow ones.

In his teaching experience, teacher C said he does not use translation techniques in class and considers it as a last resort, he stated that it happened few times seldom in meaning-based tasks or language for recognition such as in pre-reading tasks. Teacher C stated that he rarely encourages his pupils to use their mother tongue, and he urge good learners to use their mother tongue as a clarification for the ones who have not got the meaning. As the interview

indicates teacher C considers translation activities as useful to a certain extent in improving EFL learners' vocabulary.

3.1.5. Discussion of the Results of the Interview

This study is carried out to investigate middle school teachers' perceptions of the effect of translation as a teaching technique on pupils' vocabulary learning. Three interviews were self designed and administered to three middle school teachers in the province of Jijel.

The results obtained from interviewees A and B and C demonstrate that they follow the same method in teaching vocabulary. They present the new vocabulary item and explain it using the target language before moving to translation as a last resort. This indicates that before giving the mother equivalent of any new word, the three teachers explain its meaning first in the target language.

In addition to that, teachers A, B and C emphasize the importance of using dictionaries. The teachers recommend their use in their classrooms for developing their pupils' vocabulary. The best and most helpful dictionaries according to the three teachers are the bilingual ones, which contain the words' meaning, spelling, pronunciation and transcription. The interviews' findings have shown also that both teachers B and C consider translation as an effective teaching technique for both learning and teaching foreign language.

As revealed by teacher A that he rejected about the use of translation in his classes, as he mentioned that translation is not included in middle school syllabus. And he is not interested in using such tasks. Also, he added that it is not forbidden to use the mother tongue in class but just in specific situations to check whether his pupils have understood the meaning or not like feelings that he can not explain.

3.2. Teachers' Questionnaire

3.2.1. The Aim of the Questionnaire

This questionnaire is mainly designed to investigate teachers' attitudes and perceptions about the use of translation in the English as a Foreign Language classroom. Furthermore, it attempts to investigate the effectiveness of using translation tasks in improving EFL learners vocabulary.

3.2.2. Administration of the Questionnaire

The questionnaire is administered to thirty middle school teachers in the province of Jijel. The sample was randomly selected and the number of copies collected at the end of the process was 30. The questionnaire was distributed to teachers in the presence of the researchers. The teachers received an oral instruction about how to complete the questionnaire and were provided with clarification, where necessary.

3.2.3. Description of Questionnaire

The questionnaire is divided in three sections. The types of questions are close-ended (either yes or no questions or multiple-choice questions) in addition to some open-ended questions which require the teachers' to give some explanations to elicit more precise responses.

3.2.4. Analysis of the Results

3.2.4.1. Section One: Background Information

This section is made up of 4 question, concerning the background information of middle school teachers, their age ,as well as their teaching experience.

Question 1 : Age:

Table 01: Teachers' Age

Options	Number of teachers	Percentage
a- 25-30	3	10%
b- 31-40	6	20%
c- 40 and over	21	70%
Total	30	100%

According to the results shown in Table 02, most of middle school teachers' age range is between 40 years old and over (70 %), about (20 %) of teachers are aged between 31 and 40 years old and the rest range between 25 and 30 years old with the percentage of (10 %).

Question 2: How long have you been teaching English?

Table 02: Teachers' experience

Options	Number of teachers	Percentage
Less than 5 years	6	20%
Between 10 and 15 years	6	20%
More than 15 years	18	60%
Total	30	100%

As shown above (60%) of teachers' experience is more than 15 years and (20%) of teachers have an experience ranging between 10 and 15 years. (20%) of the teachers have an experience less than 5 years.

Question 3: The degree you hold?

Table 03: Teachers' degree

Options	Number of teachers	Percentage
License degree	24	80%
Master degree	6	20%
Total	30	100%

As revealed by the table, the majority of teachers (80%) hold a license degree. while (20%) of teachers hold a master degree.

Question 4: what is the average number of pupils in your class?

Table 04: Pupils' Number in Middle School Classes

Number of pupils	Classes	Percentage
a- 20-25	15	50%
b- 26-30	8	26.67%
c- 31-35	4	13.33%
d- More than 35	3	10%
Total	30	100%

From the table above, we can say that the majority of the classes (50%) contain from 20 to 25 pupils , while (26,67%) are classes that consist of 26 to 30. (13.33%) are classes that consist of 31 to 35 pupils, and (10%) are classes that consist more than 35 pupils in the class.

3.2.4.2. Section Two: Translation Tasks in English as a Foreign Language Classroom

This section is made up of 6 questions numbered from 5 to 10. It seeks to investigate the teachers' opinions about the use of translation in English as a foreign language classrooms.

Question 5: Do you give your students sentences and texts to translate during the course?

Table 05: The Frequency of Giving Translation Task in Class

Options	Number of teachers	Percentage
a- Never	13	43.33%
b- Occasionally	15	50%
c- Frequently	2	6.67%
Total	30	100%

As shown in table 06, half of the teachers (50%) stated that they occasionally give their pupils sentences and texts to translate during the course, (43.33%) of them said that they never do. And (6,67%) stated that they often do so.

Question 6: When your students face a difficulty in understanding a new word do you directly give the equivalent in the mother tongue? If yes, justify your answer?

Table 06: Teachers' Perception Towards the use of the Mother Tongue in Understanding New Words

Options	Number of teachers	Percentage
a- No	28	93.33%
b- Yes	2	6.67%
Total	30	100%

As the table shows, the majority of teachers (93.33%) stated that they do not provide the equivalent in the mother tongue. In contrast to this, only (6.67%) of teachers stated that they give them equivalent in the mother tongue.

Table 07: Justification of Teachers who give the Equivalent in the Mother Tongue

Why yes	Number of teachers	Percentage
a- Because it improves their vocabulary and it is helpful and useful.	2	6.67%
b- No answer	28	93.33%
Total	30	100%

The majority of teachers, with the rate of (93.33%) did not provide a justification, while (6.67%) consider it as a helpful and useful way to improve their pupils vocabulary.

Question 7: Do you encourage your pupils to use dictionaries?

Table 08: The Frequency of Teachers Encouraging the Pupils to Use Dictionaries

Options	Number of teachers	Percentage
a- Never	2	6.67%
b- Occasionally	13	43.33%
c- Frequently	15	50%
Total	30	100%

According to the table above half of the teachers (50%) stated that they frequently encourage their pupils to use dictionaries, (43.33%) of them said that they occasionally do, and the rest of teachers (6.67%) stated that they never encourage pupils to use dictionaries.

Question 8: What kind of dictionaries?

Table 09: Dictionaries

Options	Number of teachers	Percentage
a- Bilingual dictionary	17	56.67%
b- Monolingual dictionary	8	26.67%
c- No answer	5	16.66%
Total	30	100%

The table shows that the highest percentage of teachers (56.67%) suggest Bilingual dictionaries, while (26.67%) suggest monolingual dictionaries. However, there is a percentage of (16,66%) who did not answer.

Table 10: Teachers' Preference of Suggesting Monolingual Dictionaries

Why monolingual	Number of teachers	Percentage
a- English-English to get familiar with the English language.	2	25%
b- Because it provides more comprehensive information about the target language	2	25%
c- To enrich their vocabulary practice more English practice.	3	37.5%
d- To learn the correct pronunciation and the use of the word	1	12.5%
Total	8	100%

As shown above, (37.5%) of teachers state that the use of monolingual dictionaries enrich their pupils vocabulary and give them more opportunities to practice English. (25%) they consider monolingual dictionaries as more comprehensive. (12.5%) suggest that the use of monolingual dictionaries provide pupils with correct pronunciation.

Table 11: Teachers' Justification for their use of Bilingual Dictionaries

Why bilingual	Number of teachers	Percentage
a- Because at this age pupils don't have the ability to use monolingual dictionaries. They also find it hard to use the monolingual ones.	4	23.18%
b- They are beginners it is easy for them to use a bilingual dictionary.	8	47.35%
c- It will help EFL learners to make a link between English and their mother tongue it will also enhance their bilingual competency.	5	29.47%
Total	17	100%

(47.35%) of teachers explain that the use of bilingual dictionaries facilitate learning new words for beginners. (29,47%) of middle school teachers suggest that the use of these dictionaries will help EFL learners to make a link between English and their mother tongue, it also enhances their bilingual competency. (23,18%) stated that at this age pupils do not have the linguistic ability to use monolingual dictionaries, and they also find it hard to use these dictionaries.

Question 9: Translating words into the mother tongue is an effective way to memorize new vocabulary?

Table 12: Teachers' Perceptions Towards the Effective Way to Memorize New Vocabulary through Translation Word into the Mother Tongue

Options	Number of teachers	Percentage
a- Yes	8	26.67%
b- No	1	3.33%
c- Somehow	21	70%
Total	30	100%

As shown in table 13 most of teachers (70%) said that somehow translating words into the mother tongue is an effective way to memorize a new vocabulary. (26.67%) stated that the effective way to memorize new vocabulary is through translating words into the mother tongue, while only few teachers (3.33%) said that translating into the mother tongue is not an effective way to memorize new vocabulary.

Question 10: Do you often use translation techniques in your class ?Justify your answer?

Table 13: The Teachers' Use of Translation Technique in the Class

Options	Number of teachers	Percentage
a- No	13	43.33%
b- Yes	17	56.67%
Total	30	100%

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The table shows that the majority of teachers (56.67%) use translation techniques in the class, while the remaining (43.33%) declare that they do not do so.

Table 14: Teachers' Justification for not Using Translation Techniques in the Class

Why no	Number of teachers	Percentage
a- I use other strategies in teaching vocabulary.	1	7.69%
b- I prefer to use flash cards, physical actions , facial expressions, guessing ….. etc.	2	15.38%
c- Translation is not included in syllabus of middle school.	7	53.84%
d- None answer	3	23.09%
Total	13	100%

As the table shows, the majority of teachers (53,84%) stated that teaching, and using translation is not a part of middle schools syllabus. (15,38%) of teachers said that, they use flash cards, physical actions, facial expressions, guessing etc, and the remaining teachers (7.69%) tend to use other strategies in teaching vocabulary. However, (23.09%) did not answer.

Table 15: Teachers' Justification for Using Translation Techniques in Class

Why yes	Number of teachers	Percentage
a- When other strategies of teaching vocabulary don't work, translation may help.	10	58.94%
b- Because it is practical way to make lerners understand.	3	17.88%
c- Sometimes the teacher comes up with difficult words to explain, sp translation helps a lot in this case.	2	11.59%
d- Translation techniques show high motivation and facilitate	2	11.59%
Total	17	100%

As the above table shows (88.94%) of teachers stated that when other strategies of teaching vocabulary fail, translation is the ultimate solution. (17.64%) of teachers say that it is a practical way to make learners understand the vocabulary item in question. And an equal percentage of (11.76 %) stated that sometimes the teacher comes up with difficult words to explain.

3.2.4.3. Section Three: Vocabulary Learning

This section contains seven questions numbered from 11 to 17. It is set to find out teachers' opinions about the effectiveness of translation as a vocabulary learning strategy.

Question 11: In your opinion, how important is vocabulary in learning English as a foreign language?

Table 16: Teachers' Perception on Vocabulary Learning

Options	Number of teachers	Percentage
a- Not important at all	0	0%
b- Not very important	0	0%
c- Important	3	10%
d- Very important	27	90%
Total	30	100%

The table above shows that (90%) of the teachers consider vocabulary as a very important aspect of English language. (10%) consider it as important. This reveals teachers' awareness about the importance of vocabulary in the learning of English language.

Question 12: What strategies do you use to teach vocabulary?

a- **Word list**

b- **Word association**

c- **Guessing from context**

d- **Dictionary use**

e- **Use of physical action**

f- **Translation**

Table 17: The Strategies Used to Teach Vocabulary

Options	Number of teachers	Percentage
a+b+c+d+e+f	10	33,33%
b+c+d+e+f	16	53,34%
c+d+e+f	4	13,33%
Total	30	100%

Shifting from number to words, the most frequently used strategies in learning vocabulary are all the options except, for word list, with (53,34%). And the next commonly used strategies are all the options from A to F with (33,33%). A minority of teachers tend to use guessing from context, dictionary use, translation and the use of physical action as stated above.

Question 13: How do you evaluate your students' vocabulary knowledge?

Table 18: Teachers' Evaluation of Pupils Vocabulary Knowledge

Options	Number of teachers	percentage
a- Low	11	36.67%
b- Medium	19	63.33%
c- High	0	0%
Total	30	100%

The result shown above, reveal that the majority of teachers (63,33%)said that their pupils vocabulary knowledge in English is Medium. (36,67%) said it is low.

Question 14: How can you describe the ability of your pupils to learn new vocabulary?

Table 19: Teachers' Perceptions of their Pupils' Ability to Learn New Vocabulary

Options	Number of teachers	Percentage
a- Very good	2	6.67%
b- Good	11	36.67%
c- Average	13	43.33%
d- Low	4	13.33%
Total	30	100%

As table 20 shows the majority of the teachers (43,33%) said that the ability of their pupils to learn new vocabulary is average. (36,67%) said it is good. (13,33%) said it is low, and (6,67) think that they are very good.

Question 15: According to you, what is the best way to learn vocabulary?

Table 20: Teachers' Preferences for Learning Vocabulary

Options	Number of teachers	Percentage
a- Reading	2	6.67%
b- Listening	0	0%

c- Translation	0	0%
d- Memorizing	0	0%
e- All of them	28	93.33%
Total	30	100%

The table above shows that (93,33%) of the teachers opted for all choices, reading, listening, translation, and memorizing. However, only (6,67%) said that they opted for reading.

Question 16: Do you think that using translation tasks in the EFL classrooms help your students to increase their vocabulary knowledge?

Table 21: Teachers' Perceptions on the Effectiveness of Translation to Improve their Vocabulary

Options	Number of teachers	Percentage
a- Yes	18	60%
b- No	12	40%
Total	30	100%

The results shown in the table above reveal, that the majority of the teachers (60 %) use translation in their classrooms to help pupils to increase their vocabulary.

This indicate the effectiveness of translation as a vocabulary learning strategy. They justified as follows:

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- Using translation techniques enable the pupils to develop their autonomy and promotes language learning.
- Translations helps to improve pupils' vocabulary and communicative skills and help them to understand texts and lesson.
- Translation tasks helps the pupils activate their prior knowledge in their mother tongue, which facilitate the way they group new lexis and memorize new words easily.

40 % of the teachers, who said that translation in the EFL classrooms does not help them to improve their vocabulary state the following arguments:

- Giving pupils the opportunity to learn the foreign language without the interference of the mother tongue, will help them to acquire the language easier.
- It makes pupils unmotivated to learn and memorize vocabulary and will interrupt the learners' progress in the foreign language.
- Because the rules of the Arabic language differ from those of the English language, students should avoid using their mother tongue in translation while attempting to learn a Foreign Language with its own rules.

The results obtained from this section indicate that the majority of teachers are aware of the importance of vocabulary in foreign language learning. Moreover, teachers tend to use all vocabulary learning strategies. These strategies are helpful because they help pupils get familiar with the words' meanings. when being asked about the effectiveness of translation in increasing pupils vocabulary, most of the teachers agreed and stated that translation is a good technique to teach and improve vocabulary.

Question 17: As a middle school teacher of English , what do you suggest for a better teaching and assessment of vocabulary?

Middle school teachers provided the following suggestions:

- Focus on guessing meaning from the context not just looking up for definition from dictionaries and as a method for assessment of vocabulary learning we suggest oral and written tasks.

- Adopt translation tasks in lessons, activities, texts and exams from English to Arabic and vise versa and to allow them to read and summarize for gathering spectacular result in vocabulary learning.

- schools must be equipped with enough computers, projector, and dictionaries.

- The number of pupils must be reduced at least 15 pupils per class.

- To teach the pupils vocabulary by giving them translation task, using flash cards, gestures, word list, play word games to reinforce new words meaning.

3.3. Discussion of the Results of the Questionnaire

The data gathered from the questionnaire revealed many insights concerning teachers' perceptions towards the effect of using translation tasks in improving middle schools EFL learners' vocabulary. Basically, it was revealed from the first section "General information", as it was previously stated, that the majority of teachers have a license degree, their teaching experience ranged between two to thirty two years.

From the second section, which seeks to investigate teachers' opinions about the use of translation tasks in their Classes. The majority of the teachers believe that translation should be a part of the syllabus in the EFL classes. However, the majority of the informants said that they occasionally use translation tasks in the class because it is not included in middle schools syllabi. Moreover, the vast majority of the teachers recommend using both

bilingual and monolingual dictionaries and more particularly the bilingual ones. However, it is worth mentioning that few teachers were against the idea that translation into the mother tongue help learners' in memorizing new vocabulary.

The third section questions answers revealed that, the majority of teachers think that it is very important to pay more attention to vocabulary in their classes. Most of the teachers believe that vocabulary should be an essential part of the syllabus; they also considered their pupils repertoire of English vocabulary as medium. Moreover, most of the respondents think that the ability of their pupils to learn vocabulary is average. Therefore, all teachers considered vocabulary learning as an important skill for middle school pupils because it helps them to develop their linguistic abilities.

Conclusion

This chapter investigates teachers' perception towards the effectiveness of the use of translation tasks in improving EFL learners' vocabulary. In order to gather the needed data, thirty questionnaires were administered to middle school teachers in the province of Jijel. Thus, it was shown that teachers think that using translation tasks in middle school classes improve pupils vocabulary knowledge and they regarded this technique as an effective tool that would help learners to enhance their vocabulary.

In accordance to the analysis of the interview and the questionnaire, we can say that the teachers with whom we conducted the interview have a long experience in the field of EFL teaching, as most of them have twenty-nine to thirty-two years of experience in the field. It is worth nothing that these teachers were less tolerant towards of the use of the mother tongue in their classes and they held negative attitudes towards the use of translation if compared to the teachers who answered the questionnaire, who had relatively less experience in the field of education and held positive attitudes about the use of translation in their classes.

General Conclusion

The use of translation in foreign language teaching and learning has divided language teachers into advocates and opponents. Some teachers are of the opinion that translations should not be used in foreign language teaching. This view is apparently based on criticism of the Grammar Translation Method in foreign language teaching. However, other teachers think that translation can be useful in EFL classes. In fact, the mother tongue help the pupils to understand the L2 input and makes it understandable for the pupils. As a result, EFL teachers should not regard the use of the mother tongue as a negative behavior that should be avoided.

The present study emphasize the role of translation as a teaching technique in developing learners' vocabulary. Correlating with what has been found in the literature review and research investigation parts, the research questions about teachers' perception, if using translation tasks can improve vacabulary learning, and if they are beneficial to increase pupils' vocabulary or not were answered.

When it comes to the best way to teach vocabulary, there are no hard and fast rules. Some techniques and strategies may or may not be effective with pupils. Some teachers can find extremely useful techniques, while others cannot. However, as the findings of this study indicate, using translation tasks is one of the most effective ways to improve pupils' vocabulary knowledge. Translation can be a useful tool in facilitating the learning process.

Pedagogical Recommendations

The results of this study are especially valuable for teachers and pupils who face a variety of challenges while devoting significant time to vocabulary teaching and learning.

We suggest some recommendations concerning the importance of using translation tasks in teaching and developing foreign learners' vocabulary.

- As a response to the pupils' needs, it is recommended that more tasks be included in middle schools in the province of Jijel and throughout Algeria that deal deeply with vocabulary and allow pupils to practice and test their vocabulary knowledge while also allowing teachers time to use different techniques.

- The majority of teachers are enthusiastic about translation. This is usually due to time constraints and the fact that they must adhere to a specific syllabus. To overcome this barrier, it is suggested that the translation time should be increased in the curriculum and that teachers and pupils benefit from it.

- It is expected of teachers to seek out new and innovative ways to teach vocabulary. Traditional methods frequently fail to create the desired atmosphere. Thus, EFL teachers should substitute vocabulary teaching by implementing new teaching strategies and techniques to improve learners' vocabulary.

Finally, this case study provides readers, particularly teachers, with evidence of the effectiveness of translation tasks on vocabulary achievement. However, teachers and pupils must decide whether the findings are applicable to their own unique situations and needs.

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Appendices

Teachers' interview

I.   Appendix One

1- How long have you been teaching English?

2- Does using translation activities improve your EFL learners' vocabulary learning?

3- Do you encourage your pupils to use dictionaries? How often?

4- Do you encourage your pupils to use Bilingual dictionaries?

5- What kind of Bilingual dictionaries do you suggest to your pupils? Why?

6- According to you which method is the best for your pupils to learn new vocabulary?

7- In your teaching, what do you focus on the most:

   a) Reading

   b) Writing

   c) Speaking

   d) Listening

   e) Vocabulary learning

   f) Pronunciation

8- Do you often use translation techniques in class? If yes, in what tasks?

9- Do you encourage your pupils to use their mother tongue? In which situations?

10-

Teachers' questionnaire

II.   Appendix Two

Dear Teachers,

You are kindly invited to take part in this research by filling in the questionnaire below. The present questionnaire aims at investigating the role of translation techniques to improve EFL learner's vocabulary learning. This research is conducted in partial fulfillment of the requirements of a master's degree in didactics. Please note that the information you provide here will remain confidential and used only to achieve the aims of the present research. All that is required from you is to respond sincerely to each item.

Please, tick (√) the appropriate box/boxes, and make full statements when necessary.

Thank you in advance for your cooperation.

Section One: Background information

Q1: Age: a- 25-30   ☐

                   b- 31-40   ☐

                   c-40-over   ☐

Q2: How long have you been teaching English?

   a- Less than 5 years   ☐

   b- Between 10 and 15   ☐

   c- More than 15   ☐

Q3: The degree you hold?

    a- License degree   ☐   b- Master degree   ☐

Q4: What is the average number of pupils in your class?

    a- 20-25   ☐

    b- 26-30   ☐

    c- 31-35   ☐

    d- More than 35 ☐

Section Two: Translation Tasks in English as a foreign language classrooms

Q5: Do you give your pupils sentences and texts to translate during the course?

    a- Never   ☐

    b- Occasionally ☐

    c- Frequently   ☐

Q6: When your pupils face a difficulty in understanding a new word do you directly give the equivalent in the mother tongue?

    a- Yes   ☐   b- No   ☐

If yes, please justify……………………………………………………………………………..

…………………………………………………………………………………………………..

Q7: Do you encourage your pupils to use Dictionaries?

    a- Never   ☐   b- Occasionally   ☐   c- Frequently   ☐

Q8: what kind of dictionaries?

    a- Monolingual dictionary   ☐

    b- Bilingual dictionary   ☐

Justify your answer……………………………………………………………………...

....

Q9: Translating words into the mother tongue is an effective way to memorize new vocabulary?

    a- Yes   ☐   b- No   ☐   c- Somehow   ☐

Q10: Do you often use translation techniques in your class?

    a- Yes   ☐   b- No   ☐

Justify your answer……………………………………………………………………...

....

Section Three: Vocabulary Learning

Q11: In your opinion, how important is vocabulary in learning English as a foreign language?

    a- Not important at all   ☐

    b- Not very important   ☐

    c- Important   ☐

    d- Very important   ☐

Q12: What strategies do you use to teach vocabulary?

    a) Word list   ☐

    b) Word association   ☐

    c) Guessing from context ☐

    d) Dictionary use   ☐

    e) Use of physical action ☐

    f) Translation   ☐

Q13: How do you evaluate your pupils' vocabulary knowledge?

    a- Low   ☐   b- Medium   ☐   c- High   ☐

Q14: How can you describe the ability of your pupils to learn new vocabulary?

    a- Very good ☐   b- Good ☐   c- Average ☐   d- Low ☐

Q15: According to you, what is the best way to learn vocabulary?

    a) Reading   ☐

    b) Listening   ☐

    c) Translation   ☐

    d) Memorizing ☐

    e) All of them   ☐

Q16: Do you think that using translation tasks in the EFL classrooms helps your pupils to increase their vocabulary knowledge?

    a- Yes   ☐   b- No   ☐

Please justify……………………………………………………………………….........

………………………………………………………………………………………………

……………………………………………………………………………………………..

Q17: As a middle school teacher of English, what do you suggest for a better teaching and assessment of vocabulary?

Explain?..

....

....

III. **Appendix Three :** Article N°77/0.0.3/10 of the law of orientation which allow the

use of translation in the Algerian EFL classroom

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية
مديرية التعليم الثانوي العام
والتكنولوجي
رقم : 77/0.0.3/10.

إلــــى
السيدات والسادة مديري التربية
(للتبليغ والمتابعة)
السيدات و السادة مفتشي التربية
الوطنية (للإعلام و المتابعة)
السيدات و السادة مديري
الثانويات (للتنفيذ)

الموضوع : استعمال الترجمة في تدريس اللغات الأجنبية.

ينص القانون التوجيهي للتربية، لا سيما المادة 4 منه، على ضرورة تمكين التلاميذ من التحكم في لغتين أجنبيتين على الأقل للتفتح على العالم، باعتبار اللغات الأجنبية وسيلة للإطلاع على التوثيق والمبادلات مع الثقافات والحضارات الأجنبية. و سعيا منها إلى ترقية تحكم الأساتذة و التلاميذ على حد سواء في تعليم اللغات الأجنبية و تعلمها، تعمل وزارة التربية الوطنية على إدخال الطرائق الفعالة في تعليم اللغات الأجنبية بغية الارتقاء بمستوى التحكم فيها. ومن بين هذه الطرائق التي أثبتت نجاعتها **الترجمة التعليمية.**

يقصد بـــ **"الترجمة التعليمية"،** استخدام تمارين ترجمة تهدف إلى تعليم لغة أجنبية ما و ذلك عبر ما يترجمه التلميذ من لغته الأم إلى لغة أجنبية أو من اللغة الأجنبية إلى لغته الأم ". فهي تمثل نشاطا لا تترتب عنه زيادة في الحجم الزمني لتدريس المادة كونها لا تمثل محورا إضافيا في البرنامج الرسمي الذي يبقى بدون تغيير إلى حين مراجعته. كما يجب على أساتذة اللغات الأجنبية السهر على العمل بما يلي:
- ينبغي العمل بتدرج الصعوبات أثناء اختيار أنشطة الترجمة، حتى يتعود التلاميذ تدريجيا على هذا النشاط الجديد و ذلك انطلاقا من ترجمة الجمل و العبارات القصيرة البسيطة ثم الجمل الطويلة إلى الفقرة القصيرة، حسب مستوى التلاميذ.
- يستهدف التوصل بتدريب التلاميذ على هذا النشاط إلى مستوى ترجمة نص طوله من عشرة إلى خمسة عشرة سطرا، مع مراعاة توازن الترجمة التعليمية مع المتطلبات الأخرى لتعليم اللغة.
- ألا يسمحوا لأنفسهم و لا للتلاميذ بتهجين اللغة و ذلك بتفادي الخلط اللغوي. و يطلب منهم أن يعملوا على المحافظة على انسجام التعبير في اللغة الواحدة.

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الجمهورية الجزائرية الديمقراطية الشعبية
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مديرية التعليم الثانوي العام والتكنولوجي
رقم : 78 /0.0.3/ 10.

إلــــى
السيدات والسادة مديري التربية
(للتبليغ والمتابعة)
السيدات و السادة مفتشي التربية
الوطنية (للإعلام والمتابعة)
السيدات و السادة مديري
الثانويات (للتنفيذ)

الموضوع : استعمال المصطلحات العلمية.

بغية توسيع إمكانيات الإطلاع على المراجع العلمية المتوفرة باللغات الأجنبية لأجل رفع المردود التعلمي للتلاميذ في المواد العلمية والتكنولوجية، بات من الضروري إدراج المصطلحات العلمية باللغة الأجنبية (الفرنسية و/أو الإنجليزية) في تدريس المواد العلمية والتكنولوجية خلال مرحلة التعليم الثانوي.

و تتم هذه العملية باعتبارها نشاطا مكملا لحصة الدرس، يستعان بها عند تناول مفاهيم علمية جديدة

- يكون اختيار موضوع النص من الكتاب المدرسي أو من ميول التلاميذ و اهتماماتهم، و ذلك على غرار ترجمة نص من نصوص أغاني مختارة من التراث المحلي أو العالمي أو من مجال الإعلام الآلي أو من مجال الرياضة...الخ.
- يجب مراعاة جانب الإملاء ضمن نشاط الترجمة مع الاهتمام بالجانب الجمالي للخط.
- يوصى التلاميذ بإنجاز معجم لغوي للمفردات في إطار هذا النشاط.
- ينظم التنسيق بين أساتذة اللغة العربية و أساتذة اللغات الأجنبية (الفرنسية، الإنجليزية، الإسبانية والألمانية) من أجل ضمان الانسجام الأفقي بين هذه المواد ودعم الجوانب المتكاملة بينها.

هذا و يبقى على أساتذة المواد المعنية القيام بندوات تنسيقية داخلية مشتركة حول موضوع الترجمة التعليمية و تقنياتها و دعمه بندوات تكوينية يشرف عليها مفتشو التربية الوطنية.

الجزائر في 04 جويلية 2010
عن وزير التربية الوطنية وبتفويض منه
مدير التعليم الثانوي العام
والتكنولوجي
عبد القادر ميسوم

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Résumé

L'attitude négative envers la traduction comme un autre moyen pédagogique en enseignement des langues étrangères (ELE) a prévalu pendant beaucoup de temps (Cook, 2010). Néanmoins, actuellement, de nombreux théoriciens et linguistes sont d'accord sur l'importance d'utiliser les activités de traduction dans l'enseignement des langues étrangères et soulignent ses effets bénéfiques pour élargir le vocabulaire (Schäffner, 1998). Cette étude visait à etudier les perceptions des enseignants envers utiliser les exercices de traduction pour améliorer le vocabulaire des étudiants d'Anglais comme langue étrangere. Pour atteindre cet objectif, une étude descriptive a été réalisée; cette étude était fondée sur l'analyse des données recueillies à partir d'un questionnaire et un interview conçu pour les enseignants du moyen dans la Wilaya de Jijel. Les deux outils de recherche ont exploré les perceptions des enseignants envers l'utilité de la traduction dans l'enseignement du vocabulaire. Les résultats obtenus ont confirmé l'efficacité de l'utilisation de la traduction pour améliorer le vocabulaire des apprenants de l'anglais comme langue étrangère.

ملخص

لقد أدت الحالة الراهنة لمعرفة واكتساب مفردات اللغة الأجنبية إلى جعل أساتذة اللغة أكثر وعيا لمجموعة واسعة من العوامل التي تؤثر على تعلم مفردات جديدة. من ناحية أخرى، الموقف السلبي اتجاه الترجمة كوسيلة تعليمية لتعليم اللغات الأجنبية ساد طويلا (كوك، 2010). ومع ذلك، فان العديد من المنظرين واللغويين حاليا يوافقون على اهمية استخدام أنشطة الترجمة في تدريس اللغات الأجنبية ويؤكدون أهميتها في توسيع الثروة اللغوية (شافنر، 1998). تهدف هذه الدراسة الى تحري آراء الأساتذة حول استعمال أنشطة الترجمة لتحسين مفردات طلبة اللغة الإنجليزية كلغة اجنبية. لتحقيق هذا الهدف، تم اجراء دراسة وصفية تستند على تحليلات المعطيات التي تم جمعها من استطلاع و مقابلة مصممة لأساتذة التعليم المتوسط في ولاية جيجل. تحرت كلتا وسيلتي البحث آراء الأساتذة حول فائدة الترجمة في تدريس المفردات. اكدت النتائج التي تم الحصول عليها على فعالية استخدام الترجمة لتعزيز المفردات لدى متعلمي اللغة الإنجليزية.