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The Introduction of Theme and Version in EFL Classes, Is It A Return of Grammar Translation Method in A Different Form?

Dissertation Submitted in Partial Fulfillments of the Requirements for The Master Degree in Language Sciences

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Dedication

In the Name of God, Most Gracious, Most Merciful,

All the Praise is due to God alone, the Sustainer of all the worlds

To our most loving supporters, our parents for their constant

encouragements and whole hearted support

To all our family members, sisters and brothers, who shared the

hard moments with us and gave us the power to go further

To all the extended family

To all our friends without exception

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List of Abbreviations

ALM: Audio Lingual Method

CLT: Communicative Language Teaching

DM: Direct Method

EFL: English as a Foreign Language

FL: Foreign Language

GTM: Grammar Translation Method

L1: Mother Tongue/ First Language

L2: Second Language

ST: Source Text

TL: Target Language

TT: Target Text

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Abstract

The present study aims at investigating whether or not the implementation of "Theme and Version" in EFL classes is a return of the Grammar Translation Method in a different form. The study also aims at probing into the attitudes held towards translation by learners at the Department of Foreign Languages, University of Mohammed Seddik Ben Yahia, Jijel. The present research work revolves around two basic assumptions. First, the rejection of GTM does not definitely mean the rejection of translation. Second, the introduction of Theme and Version in the Foreign Language classes is a return of GTM in a modified form. To meet the aims of the study, in addition to the analysis of Theme and Version unit and a sample exam, it was convenient to design a questionnaire handed to sixty students of third year, all of them have responded. The analysis of the research instruments has demonstrated that "Theme and Version" and GTM share the same principles of language teaching. That confirms the hypothesis that "Theme and Version" is another form of GTM.

Background of the Study

The use of translation in EFL classes is undoubtedly a wide topic. Throughout its history, translation has been one of the most prominent subjects of discussion as to whether or not it is needed in the domain of language teaching/learning. Thus, the question that creates an obvious disagreement among EFL researchers is that; should teachers use only the foreign language or involve the learners' native language within the classroom setting?

Years ago, teaching or learning a language via Grammar Translation Method proved to be unsatisfactory for EFL teachers and educationists alike. It was mainly criticized for the fact that it did not give students enough opportunity to get involved in the target language (TL).

As a result, during the 1970's and 1980's, the learners' first language was strongly rejected especially when the communicative approach came into existence. Since that time, the struggle to eliminate translation began as teachers started their attempts to ban students from using their first language at all costs while learning a foreign language.

However, in recent years, professionals' attitudes towards translation have shifted positively. They now believe that translation plays a major role in the learning of the target language. They further regard it as a useful pedagogical tool and a supportive strategy which has multiple benefits. They assume that the use of the learners first language, moreover, provides them with a sense of security and its rejection seems to create a stressful situation to a significant number of foreign language learners.

On the basis of that, this issue has been discussed in applications of the language pedagogical methodologies. In Algeria, for instance, a decision was made by officials to implement a new system, known as LMD, in 2004. As far as English is concerned, the course syllabus in the Department of English at the University of Jijel comprises a set of subjects, among which Arabic / English and English /Arabic translation, or what is referred

to as "Theme and Version". The present dissertation will put focus on translation as a fruitful material in foreign language classes in replacement of GTM which has long been discredited. In addition, the present research will investigate EFL learners' attitudes toward the implementation of Theme and Version in EFL classes i.e. to check whether or not students regard "Theme and Version" as a return of GTM in a different form.

Statement of the Problem

The role of the learners' mother tongue in the learning process is not clearly stated in the domain of teaching; its nature is still misunderstood. The use of translation in EFL classes through "Theme and Version" is a debatable topic. The question which imposes itself in this context is the implementation of this module, in the LMD system, a return of GTM which has long been rejected?

Research Questions

To achieve the above mentioned aims, three questions have been asked:

1-   What are the attitudes of EFL learners towards the implementation of "Theme and Version" module?

2-   Is the rejection of GTM is necessarily a rejection of translation?

3-   Is it possible to say that the introduction of "Theme and Version" in EFL classes is a return of GTM in another form?

Hypotheses

To mention the above asked questions, two main assumptions have been formulated:

First, the rejection of GTM does not definitely mean the rejection of translation. Second, the introduction of "Theme and Version" in EFL classes is a return of GT M in a different manner.

Means of Research

As stated before, the study will take place at the university level, with third year LMD students in the University of Jijel. Although the most important methods of data collection are interviews, observation, and questionnaires, they are time consuming. As a result, the present work will rely on a questionnaire to be administered to students at the department of English. A sample of the whole population will be selected (60 students) to get their perspective about both GTM and "Theme and Version". This will be followed by a unit of "Theme and Version" taken from the lectures designed for second year students. This unit is to be also described and analyzed. Finally, a sample exam of "Theme and Version" will also be inserted and described.

Population and Sampling

The subjects of this study are third year students from the department of English at Jijel University. The selection of such a sample was not done at random, it was based on the consideration that third year LMD students have already studied "Theme and Version" in their second year. Moreover, those students have also been introduced to the different approaches and methods of foreign language teaching / learning.

Structure of the Study

The present dissertation is composed of two chapters. The first chapter is divided into two section devoted for the literature review. The first one starts with giving some background information about the most common teaching methods in general and GTM in particular. The second one will be about "Theme and Version". An overview of translation (definition, types, procedures, usefulness …etc.) will be given.

The second chapter is devoted to the field work which contains both data description and data analysis. This chapter will help to see whether the results go in the same direction of the stated assumptions.

Finally, the dissertation ends up with a general conclusion.

Introduction

In this chapter explores the issue of translation in EFL classes since the view that translation has no real place in foreign language teaching prevailed for a long time. Translation was regarded as a tool that facilitates the teaching and learning of the target language, especially when it was adapted by Grammar Translation Method as its main principle. However, once GTM was neglected, translation also has become a subject confusion, misconception and difficulty for students.

This chapter is divided into two sections. The first section is going to be on an overview of GTM its definition, principles, techniques and critics, the second section is for translation. It attempts to answer some simple looking questions, beginning with some set down definitions about approach, method, technique and methodology.

Section One

The Grammar Translation Method in FLT

1.1. Basic Definitions

Approach, Method, Technique and Methodology

In the recent past, a considerable number of approaches and methods have been involved in the process of teaching English and also other foreign languages.

However, before deciding on what approach, method, or technique is to be used, teachers need to know that using these terms interchangeably is a common mistake which should be avoided.

For this reason, Anthony (1963, cited in Richards and Rogers, p.19) identified three levels of organization in a hierarchical form. An approach refers to a group of hypothesis that deal with the type of language learning and language teaching, "An approach is axiomatic".

A method, moreover, is "overall plan for orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach". Furthermore, a technique is "a particular trick, stratagem or contrivance used to accomplish an immediate objective". (ibid)

Anthony's hierarchy was redefined by Richards and Rodgers (1985) as Approach, design and procedure with 'method' as "an umbrella term for the specification and interrelation of theory and practice" (p.16) or put simply, method involves both theory and practice.

In addition to method, Richards and Rogers (1985, p.7), defined approach, design and procedure as follows:

Approach refers to the beliefs and theories about language, language learning and teaching that underlie a method.

Design specifies how theories of language and learning are implemented in a syllabus model and teaching and learning activities and materials in the classroom. Procedure concerns the techniques and practices employed in the classroom as consequences of particular approaches and designs.

The model proposed by Richards and Rogers is, in fact, clearer and more detailed than the model of Anthony. However, a thorough analysis shows that their framework is overlapping. For instance, the boundary between approach and design is not clearly stated (Kumaravadivelu, 2006).

Apart from Anthony's and Richards and Rogers' model, Brown (2001, p.15), draws another distinction between method as "specific, identifiable clusters of theoretically compatible classroom techniques" and methodology as "pedagogical practices in general…whatever considerations are involved in how to teach are methodological" (ibid).

1.2. Historical Review of Grammar Translation Method

Grammar Translation Method was the dominant approach of foreign or second language teaching. Long before, it arose in the late eighteenth and nineteenth centuries. Chang in one of his website articles, states that: "grammar translation method began in Germany, or more accurately Prussia, at the end of the eighteenth century …" thus, at that time, it was referred to as "the Prussian method". Grammar translation method also known as the traditional method because as Richards and Rogers (1986) point out, it was first used to teach dead languages namely Greek and Latin.

From its name, it can be deduced that grammar was the heart of this method. It was the basic of instruction and it was taught deductively. In addition, translation was a building stone of GTM. The focus was on written exercises at the expanse of the spoken

ones. On account of such reason, many linguists believed that there was no improvement of the students' communicative competence.

Grammar Translation Method was then heavily criticized and rejected. However, this method still has its effects nowadays, although it is not practiced as a method.

1.3.   Definition of Grammar Translation Method

Grammar Translation Method has various definitions, some of which are presented to know what it really means. Richards and Rogers (2002,p.231) define GTM as "a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities ."

Thuleen (1996),in her website article, provides another definition in which she states that "grammar translation method of foreign language teaching is one of the most traditional methods dating back to the late nineteenth and early twentieth centuries, it was originally used to teach dead languages such as Latin and Greek".

1.4.   Principles of Grammar Translation Method

Freeman and Anderson in their book techniques and principles in language teaching (2011) present the basic principles underlying grammar translation method as listed as follows:

1.   To enable students to read the literature of the target language, is the primary purpose of GTM. Its main concern is on the written language whereas the spoken one is totally neglected. Students' knowledge about the culture of foreign language gained through reading literary texts.

2.   As translation is the basic task of GTM, students who manage to translate from one language to another, are viewed successful learners.

3.   Students' first language is the medium of interaction and of giving instructions. There is no communication in the target language.

4.   Reading and writing are the skills to be worked on from the very beginning, listening and speaking do not receive much attention.

5.   Grammar Translation Method is teacher- centered. The teacher does most of the talk. Having the students to get the correct answer is very important.

6.   Students are provided with lists of vocabulary items with their equivalents in their mother tongue.

7.   Clarifying the similar points between L1 and L2 facilitate the learning process.

8.   This method is based on teaching grammar and structures of the target language.

9.   Grammar is taught deductively.

10.   Memorization improves learners' intellectual abilities.

11.   Teachers should raise the students' awareness towards the grammar rules of the target language.

12.   Grammatical items and structures should be memorized.

1.5.   Key Features of Grammar Translation Method

According to Prator and Murcia in language teaching English as a second foreign (1979, P. 3) the key features of Grammar Translation Method are as follows:

-       Classes are taught in the mother tongue, with little active use of the target language.

-       Much vocabulary is taught in the form of lists of isolated words.

-       Long elaborate explanations of the intricacies of grammar are given.

-       Grammar provides the rules for putting words together, and instruction often focuses on the form and the inflection of words.

-       Reading of difficult classical texts is begun early.

-       Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

- Little attention or no attention is given to pronunciation

1.6.   Techniques of Grammar Translation Method

Freeman (2000) provides the most salient techniques closely associated with the Grammar Translation Method, they can be listed as follows:

- **Translation of a Literary Passage**: after reading a given passage, students translate it from the target language into the native language.

- **Reading Comprehension Questions:** finding information in a passage, making inferences and relating them to personal experience.

- **Antonyms/ Synonyms**: finding antonyms and synonyms for words or set of words in the reading passage.

- **Cognates:** learning spelling /sound patterns and memorizing words that correspond between L1 and the target language.

- **Deductive Application of Rule:** understanding grammar rules and their exceptions which are presented in examples, and then applying them to new examples.

- **Fill-in – the blanks**: students are asked to fill in gaps in sentences with the appropriate words or grammar items.

- **Memorization:** students are provided with lists of vocabulary in order to be memorized.

- **Use words in sentences:** students create sentences to illustrate whether they know the exact meaning and use of the new words.

- **Composition:** students write about a particular topic using the target language.

1.7. Grammar Translation Method and Behaviorism

Grammar Translation Method was characterized by an emphasis on drilling, memorization of long vocabulary items with their equivalents and memorization of grammatical rules usually in the form of tables representing conjunction of nouns and verbs. Errors committed by the learners were not tolerated and those who fail to translate correctly were described as being not intelligent or as lazy students. (Ellis et al., 2006) Accordingly, GTM seems to be supported by the behavioristic view which suggests that learning occurs through repetition and rote learning.

Much of the experimental work responsible for this advance has been carried out on other species, but the results have proved to be surprisingly free of species restrictions, recent work has shown that the methods can be extended to human behavior without serious modifications". (p.3) Moreover, George (1999, p.15) defines behaviorism as a "developmental theory that measures observable behaviors produced by a learners 'response to stimuli". Additionally, Miller (2003,p.142), claims that learning, according to the theory of behaviorism, is achieved "through habit- formation based on a model of limitations, reinforcement and repetition where the student is asked to imitate, is reinforced by positive response and thus encouraged to repeat the same action in real life".

1.8. Criticism of Grammar Translation Method

Throughout its history, Grammar Translation Method was criticized by researchers who believed that language should be taught directly, using the target language only.

➢ One critic went far as to claim that GTM is not based on any explicit theory. In other words, practitioners of GTM have never revealed any theoretical basis for this method. In Richards and Rogers words (2001, p.7), "it is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempt to relate it to issues in linguistics, psychology, or educational theory".

➢ Likewise, Rouse (1925, quoted in Kelly, 1969, p.53) maintained that GTM seeks "to know everything about something rather than the thing itself". In simpler terms, this method does not concern itself with the actual use of the language being learned.

➢ Grammar Translation Method, in addition, stresses more at the written language on the expense of the spoken one, making the learners focusing more on the form rather than on practice. In fact researchers and scholars acknowledged that even though students could write passages correctly, they were unable to use the language to interact in the classroom, they could not answer verbal questions properly and they were also unable to pronounce words adequately.

➢ Another major criticism of GTM, is the fact that "It uses isolated invented sentences rather than authentic connected texts… and is in general – it has been claimed – unnatural, authoritarian, and dull" (Cook, 2010, p. 14).In simpler words, GTM was considered not efficient and reliable for the fact that it only consisted in the translation of isolated sentences out of context.

Grammar Translation Method is still in use up until today although "it was remembered with distaste by thousands of school learners" (Richards and Rogers, 1986, p.4).However, no one can deny that GTM has its advantages. Up today, this method is still in practice. Brown (1994, p.53) justifies why this method refused to die stating that "it requires few specialized skills on the part of the teachers. Tests of grammar rules and translation are easy to construct and can be objectively scored".

1.9.   The Reform Movement

In the mid and late nineteenth century, opposition to GTM arose in several European countries when "the reform movement" and soon afterwards, a new method of teaching languages called the direct method came into existence. "The reform movement" refers to a group of phoneticians and linguists namely "Wilhem Vietor and harmann

klinghardt in Germany, Otto Jeperson in Denmark, and Henry Sweet in Britain "Cook, 2010, P.4). The numbers of the reform movement published several works suggesting a new approach to language teaching and rejecting GTM.

The reform movement started exactly in 1882, with the publication of a pamphlet entitled "der spachunterricht muss unkehren" written by Wilhem Vietor which means (language teaching must start afresh) (Howatt, 1991, p.170).

In 1886, Hermann Kkinghardt published another pamphlet called "Ein Jahr Erfahrungen mit der newen Methode" meaning (A year's experiences with the new method), which was based on his experience with teaching using Sweet's textbook "Elementarbuch" (Howatt, 1991, p.170). The reform movement, according to Howatt (1991, p.171), "reached its climax" due to the above mentioned publications.

The building stones of the reform movement were "The primacy of speech, the centrality of the connected texts as the kernel of the teaching. Learning process, and absolute priority of an oral methodology in the classroom" (Howatt, 1991, p.171).In summarizing what has been said by Howatt, the reformers focused a lot on connected texts rather than isolated sentences, teaching of transcription as a basis for correct pronunciation and highlighting the importance of monolingual classroom. As Cook (2010) put it, "from psychology they drew upon 'associationism', a theory of memory current at that time, which claimed that information in connected texts is more likely to be retained than that in isolated sentences…" (p.4-5).In other words, the emphasis on those elements, according to reformers, was a reaction to the weak aspects of GTM which focused on written form and neglected the spoken one and pronunciation. However, Howatt (1991,p.172), criticized reformers overemphasis on transcription claiming that it " … may have done more harm than good and it distracted attention away from the broad aspects of reform".

In brief, the reform movement played an important role in the development of language teaching as well as phonetics and paved the way for monolingual teaching methodologies enforced especially by the Berlitz language schools, which today come to be called the Direct Method.

1.10.   The Direct Method

The Direct Method was established at the end of the 19th in Germany and France by Charles Berlitz. This method was commonly known as "the Natural Method". It was proposed in order to overcome the shortcomings of GTM.

The aim of the DM comes from the belief that the target language should be taught directly. In other words, the meanings are to be conveyed directly via demonstrations and visual aids, without any resort to the mother tongue (Larsen Freeman, 2007, p.23).

In contrast to Grammar Translation Method, in the DM grammar was taught implicitly, "the same way as children pick up the grammar of their mother tongue, simply by being immersed in language" (Thornbury, 1999, p.21).The focus is on the oral form and pronunciation, only the use of the target language is allowed in the classroom and translation is prohibited. Moreover, students in the DM are encouraged to think in the TL and they are actively involved in using the language in real life situations. Lindsay et al. (2006) mentioned that the "Direct Method was an important step forward. The use of the target language as the language of instruction underpins a lot of teaching today. Its aims are only speaking, reading, understanding and having good pronunciation. The learners are encouraged to speak, but not forced, writing is proposed as much as possible" (p.17).The Direct Method, furthermore, emphasizes the corporation between the teacher and the learner, focuses on vocabulary and oral interaction with little attention to grammar and all the four skills are to be worked on(Larsen Freeman,2007,p.p28-29).

There was a universal agreement that the implementation of the direct method was more successful in the private schools than it was in the public schools ,where the classroom size is larger ,that is why, it was gradually modified to fit this matter.

1.11.   The Audio-Lingual Method

The Audio Lingual Method is a method of foreign language teaching resulted from a combination of aural-oral procedures, structural linguistic theory and behaviorist theory. It emerged in the United States. During the Second World War due to the need for an applicable program which geos with its conditions at that time.

The Audio Lingual Method was based on behaviorist psychology, that is to say, language learning is done though habit formation (Thornbury, 1999). It uses dialogues as the main form of language presentation and repetition of drills as its main technique. Language functions at the text level are not taken into account. In the ALM, "the rules of grammar should be taught only after the students have practiced the grammar points in context" (Richards and Rodgers 1986, p.51), or put it more simply, grammar was taught inductively. Listening and speaking, moreover, were given the priority while little attention was paid to writing and reading. Furthermore, in Audio-lingual method, the learners' mother tongue is discouraged since its main goal is to develop their abilities and to enable them to use the TL communicatively.

Despite,   the contribution of the ALM to the field of language teaching, it does not escape from criticism. Harmer (2001, p.80) claims that ALM stresses more on accuracy and prohibit errors ignoring that "making (and learning) from errors is a key part of the process of acquisition". In brief, "Audio-Lingual methodology seems to banish all forms of language processing that helps students sort out new language information in their own minds" (Harmer, 2001, p.80).

1.12. The Communicative Language Teaching

The Communicative Language Teaching appeared in the 1970's in Europe. Its theory is derived from the developments of sociolinguistics. CLT shifts attention from language competence to communicative competence which was defined by Hymes (1972, p.13) as "the overall underlying knowledge and ability for language which the speaker-listener possesses".

Learning a language, according to this approach, is basically for communication, no matter whether the learners master the grammar rules or not, what really matters is to develop their ability to use the language in its context. In a more restricted outlook, accuracy is not emphasized; instead, the actual se of the language was given the priority. Thornbury (1999, p. 18-19), argued that "grammatical knowledge (linguistic competence) is merely one component of what they call communicative competence. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and how to do this in a socially appropriate way". Grammar was taught implicitly through engaging the learners in realistic and authentic activities. CLT has two distinctive versions. The first version claims that language is learnt to be used. Grammar is not rejected because "explicit attention to grammar rules was not incompatible with communicative practice" (Thorbury, 1999, p.22). In contrast, the second version argues that language is used in order to be learnt.

In brief, CLT is said to be advantageous because it motivates students and enhance their communicative skills (Hawkey, 2006, p.247).

1.1. Definition of Translation

Translation is defined by many scholars in many ways .Each theorist has his /her own different sight. According to Ghazala (2002, p1) translation refers to "the processes and methods used to convey the meaning of SL into TL." He considers that this process is done through the use of equivalents already exist in the target language, new words for which no equivalent was available in TL, foreign words written in Arabic letters, and foreign words changed to suit Arabic pronunciation, spelling and grammar .

For more illustration, this definition is supported by the following examples respectively:

1.   "Speak "   (يتكلم)

2.   "Satellite"   (قمر صناعي)

3.   "Aspirin "   (أسبرين)

4.   "Democracy "   (ديمقراطية) (Ghazala, 2002, 1).

Translation, in addition, is defined by Oxford (1990) as "converting the expression of the target language into that of the native language, or the reverse".

Apart from the definitions of Ghazala and Oxford, Lin (2008) defined translation as "the sense of words or text in another language." With regard to the previous definitions, Newmark (1981, 7) highlights that translation as "a craft consisting in the attempt to replace a written message and / or statement in one language by the same message and or statement in another language."

1.2. Translation in EFL Classroom

The use of translation in foreign language teaching classes was a debatable topic, throughout the history. "[It] has been at different periods either an accepted or a controversial element…" (Rivers and Temperley,1978 , p. 325).

Translation was a crucial tool that facilitates the learning / teaching process when GTM dominated foreign language teaching. However, in the 19th century, translation was gradually neglected after the development of the reform movement, the direct method, and later communicative approach which excluded it radically from foreign language classroom. It was considered as a useless tool that may mislead students when learning a FL.

Despite the rejection of translation, is still widely in practice, nowadays, because it is believed that the use of the mother tongue is a keystone for the promotion of language learning.

1.3. Types of Translation

As stated above, there is an agreement that translation is a practical activity based on rendering texts from one language into another, and is commonly seen as the process establishing equivalence between two different texts i.e. the source and the target texts. On the basis of this matter, many scholars have attempted to explore some of the theoretical aspects of the notion of translation; each theorist has his own distinction of its types. Newmark (1988) lists and explains some of the most common types of translation:

- **Word for Word Translation**: in this method, the source language (SL) word is translated into another target language by their most common meanings which can also be out of context at times, especially in idioms and proverbs.

- **Literal Translation**: the source grammatical constraints are translated into their nearest foreign language, however, the lexical words are translated singly out of context.

- **Faithful Translation:** the translator interprets the exact contextual meaning of the original within the constraint of the grammatical structures of the target language.

- **Semantic Translation:** it refers to that type of translation which takes into account the aesthetic value of the source text.

- **Adaptation:** is used mainly for plays and poems. The text is rewritten considering the SL culture which is converted to the target culture where the characters, themes, and plots are usually preserved.

- **Free Translation:** this method of translation produces the text without the style, the form, or content of the original text.

- **Idiomatic Translation :** it reproduces the message of the original text, but tends to distort the original meaning at times by referring colloquialisms and idioms, where these do not exist in the original.

- **Communicative Translation**: it attempts to render the exact contextual meaning of the original text in a manner where both content and language are readily acceptable and comprehensible to the readers.

2.4. Vinay and Darbelnet's Procedures of Translation

In 1950, Vinay and Darbelnet carried out a comparative linguistic study in which they tried to identify the differences between two languages, namely French and English. In their book 'stylistique comparée du Français ET de L'Anglais: Méthode de Traduction', which was Translated into English, Vinay and Darbelnet proposed procedures apt for any given translation. These procedures are listed as follows:

1- Direct Translation

a. **Borrowing:** is the idea of taking the word from the source language (SL) and transferring it directly to the target language (TL) (Vinay and Darbelnet, 1995, p.85).

This is why it can be referred to as "Transference". Borrowing is used in case that the TL term does not have an equivalence that corresponds to the concept being translated. For

instance, the word "résumé" is taken from French, "Bandana" from Sanskrit and "Sandwich" from Germany.

b.   **Calque:** according to Vinay and Darbelnet (1995, p.85), calque is a special kind of borrowing in which the expression or the structure of the SL is transferred relying on a literal translation. They pointed out that in most cases, the calqued or the borrowed expressions are widely accepted and integrated in the TL. For instance, 'stand point' and 'beer garden' are two expressions calqued from the German ones 'standpunkt' and 'biergarten'.

c.   **Literal (word- for- word translation):** is the third translation procedures proposed by Vinay and Darbelnet. According to them, literal translation is mostly used between languages that belong to the same family or to the same culture. They gave the example of "I left my spectacles on the table downstairs" which becomes "J'ai laissé mes lunettes sur la table en bas" (Vinay and Darbelnet, 2000, p.68-88).

However, according to Vinay and Darbelnet (2000, p.34-35), literal translation is not workable for all cases. It can be unacceptable in the following occasions:

➢   When the meaning of the original version is not preserved i.e., translation gives a different meaning.

➢   When it has no sense.

➢   When the translation is not possible due to structural reasons.

➢   When it does not have corresponding expressions with the metalinguistic equivalence of the TL.

d.   **Transposition:** Vinay and Darbelnet (1995, p.94), regard transposition as "probably the most common structural change undertaken by translators". In other words, transposition refers to changing word order, class or structure without making any change in meaning.

Vinay and Darbelnet referred to the source text (ST) as the "base expression" and "transposed expression" to the target text (TT). For example: "blue ball" (adjective noun) in English becomes "boule blue (noun+ adjective) in French".

2- Oblique translation

a. **Modulation:** modulation refers to a necessary procedure that the translators resort to when they feel that literal or even transposed translation is unsuitable or sounds awkward in the T.L, although it is grammatically correct. In Vinay and Darbelnet's words, modulation is "the touch stone of a good translator, whereas transposition simply shows a very good command by target language". (1995, p.246)

b. **Equivalence:** is a creative method which is defined by Vinay and Darbelnet as the case where the language describes the same situation in a different manner. Equivalence is particularly useful when translating idiomatic expressions. For example, the idiomatic expression "love me, love my dog" has the equivalent: " و أحبها و تحبني و يحب ناقتها بعيري " in Arabic. (Example from Ghazala, 2001).

c. **Adaptation:** adaptation is regarded the most complicated procedure suggested by Vinay and Darbelnet. Adaptation is somehow similar to equivalence in the sense that in both, translators tend to keep the meaning of the TL close as much as can be to the original language. Adaption occurs when something specific to one language culture is expressed in a totally different way that familiar or appropriate to another language culture.

1.5. Arguments against Translation

Newson (2004) lists the disadvantages of the use of translation in EFL classes as follows:

1. Encourages thinking in one language and transference into another with accompanying interference.

2. Is independent of the four skills which define language competence.

3.   Deprives teacher and learner of the opportunity to benefits from accruing advantages of working within one language.

4.   It gives false credence to the naïve view that there is such a thing as simple word-to-word equivalence between languages.

5.   Does not allow or facilitate the achievement of such generally accepted foreign language teaching aims as:

-       Initial fluency in spoken language,

-       Attention on the controlled introduction of selected and graded structures (1960's style) or communicative competence strategies (1990's style).

-       Attention to controlled introduction of and mastery of selected and graded lexical items,

-       The use of situationalized, contextualized language.

-       Communicative language use,

-       Learner centered language learning.

-       Absence of observable learning effect, either of new vocabulary or structural items. The letter is not surprising since each translation task provides normally only one (random)example of new language items ; there is no repetition and practice as in classic forms of language learning and teaching , no grading and no structuring (63-64) .

1.6. Translation as a Cultural Mediation:

        Translation is a mediating activity that takes cultural aspects into consideration for a successful transposition of texts from one language into another. Similarly, House (2009, p.11) states that "Translating not only a linguistic act, it is also a cultural one, an act of communication across cultures. Translating always involves both language and culture simply because the two cannot be separated". In summarizing what has been said by House

in simpler words, language and culture are strongly tied to each other and it is not an easy task to separate them.

On the basis of this matter, House further explains "In the process of translation, therefore, not only the two languages but also the two cultures come into contact. In this sense, translating is a form of intercultural communication". (2009, p.12)

Before, getting deeper, it is not worthy to clarify what culture means in this context?

According to Newmark (1988, p.94), culture can be defined as "The way of life and its manifestation that are peculiar to a community that uses a particular language as its means of expression." Accordingly, culture is community specific and no one can deny the fact that cultural differences do exist. Grammar and vocabulary may be adequately employed, but cultural references and the use of English in specific situations may completely be a different matter. To illustrate, consider the following:

- " A fox is not taken twice in the same snare"

(Ghazala, 2000, p.196) "لا يُلدغ المؤمن من الجحر مرتين"

- " As beautiful as a lark"

(Ghazala, 2000, p.196) "أجمل من البدر/ أحلى من القمر"

The above mentioned examples shed light on the fact that "… the translator has to link the source text in its cultural context to the target communicative cultural conditions" (House, 2009, p. 12) or put simply, providing cultural explanations is definitely important. This can be illustrated more with this example: "It rains cats and dogs". This expression is used in some cultures to mean that it rains heavily, but when translating word-for-word into

Arabic, for instance, it will be " إنها تمطر قططا و كلابا" and this has no sense in the Arabic culture.

To sum up, understanding cultural differences provides a starting point to understanding and even appreciating other cultures. Translation, therefore, is a form of cultural mediation which enables to carry out communication across cultures.

1.7. The Usefulness of Translation in EFL Classes

Despite the fact that many researchers claim that the use of translation in the classroom will affect negatively the progress or effectiveness of L2 learning. Translation still attract the attention of many theorists and scholars who believe that translation is certainly a useful device and its use in the EFL classes will facilitate the learning process and bringing benefits for both the teachers as well as the learners. Some benefits of translation can be listed as follows:

- Translation is an innate natural occurring activity that takes place in the learners' real world. Prohibiting the learners from using their L1 is not justified because as Duff (1989, p.6) puts it, "Translation happens everywhere, all the time, so why not in the classroom?"

The use of translation in the EFL classroom, in the early stages, reduces the learners' level of anxiety (vermes, 2010, p.87).
Overlooking the learners' first language, especially when they are still beginners, may create a stressful atmosphere for them. Vermes, goes further as to claim that translation promotes interaction and cooperation between people so, there is no reason to exclude it from foreign language teaching /learning.

- In addition, many scholars have pointed out that the learners use translation as a learning strategy, even in their minds (Atkinson, 1987, p. 242). Thus, the struggle to avoid

L1 is not possible because "no matter how good the students are … the majority keeps mentally translating" (Kavaliauskine & Kamiskiné, 2007, p. 133).

- Translation, furthermore, is one of the most efficient methods of acquiring vocabulary. Prince (1986), noted that students strongly believe that translation fosters their acquisition of vocabulary because it allows them to think the new vocabulary to its equivalent in the native language which is in turn, said to be effective than learning vocabulary in context.

- It is also a useful device which clarifies the similarities and differences between the two languages (SL and TL). Being aware about the different aspects between the learners' L1 and L2 may be the starting point towards learning. Sweet (1938, p.194), asserts that "the first preparation for a thorough knowledge of the peculiarities of one's own language". This awareness besides that, helps language learners to eliminate errors that may occur due to their L1 interference. In this sense, Duff (1996) claims that "translation helps us understand influence of the one language on the other, and to correct errors of habit that creep in unnoticed" (p.6).

- Moreover, translation saves both the learners and the teachers' time. Thus, instead of spending a long time explaining a concept in the TL, an equivalent from students' L1 can simply be provided. It also saves the learners' time in the sense that it helps them to a great extent to make the link between what they already know in their L1 and the TL. In this sense Brooks (2009, p.230), explains "it made me realize that I do not have to relearn everything, I just have to relate what I know and use it".

- Translation activities promote understanding. Difficulties encountered in FLL through translation are revealed and learners have more chance to grasp the different aspects of the TL. On the basis of such matter, challpan writes: "translation can make the students come to closer grips with the target language". (1982, p.60). Thus, when people

try to understand concepts and ideas of a foreign language, L1 will naturally play a major role in their understanding.

-       It is a purposeful activity which "shapes our way of thinking and to some extent our use of the foreign language (pronunciation, choice of words, tone, word order, etc.) (Duff, 1996, p. 6). He further explains stating that "translation develops three qualities essential to all language learning, accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity)". The development of these qualities contributes to the use of target language effectively.

-       Auerbach (1993) is another theorist who has seen translation in the classroom as positive as it makes the learners feel secure and gives them the opportunity to better express themselves via validating their lived experiences.

-       Translation is a form of cultural mediation which plays a crucial role in terms of successful communication.

-       Via translation tasks, learners can interpret, negotiate and express meaning from different perspectives according to the context in which it may take place (Fish, 2003).

-       Despite the effectiveness of translation in the EFL classroom, unfortunately some teachers still struggle to avoid it at all costs. However, "students avail themselves of translation whether teachers like it or not" (Carreres, 2006, p.13). Thus, translation, undoubtedly, cannot be avoided and there is definitely a place for it.

1.8. Theme and Version as a New Module in EFL Classes

Algeria has implemented the European educational system known as LMD (License, Master, and Doctorate) in 2004. (See "rèformes des enseignement" superieurs, Juin 2007, the ministry of higher education). So, "Theme and Version" was adopted from this system. Once a student decides to study English as a foreign language, the department of English offers a course syllabus comprises of a set of modules which enable the learner

to have a full and thorough overview about all the aspects of the language. Arabic-English and English- Arabic translation or what is nowadays known as Theme and Version, as mentioned before, was recently added to other basic modules.

In fact, the educational authorities introduced "Theme and Version" as an independent module because they believe that translation is innate, purposeful activity and an important communication tool which cannot be abandoned from foreign language teaching/ learning.

A/ **Theme**

Theme is the act of translating a text from the students' mother tongue (source language) into the FL. Like all translation exercises, the subject needs both an understanding of meaning of the text provided and knowing how to rewrite it in another language. The focus of Theme exercises is not merely on students' mastery of all aspects of the language, it further pushes them to assimilate the grammar of the FL and to enables them to construct and even to vary style to remain as close as possible to the original text.

B/ **Version**

It is an exercise that consists of translating a text from a foreign langue into the mother tongue. To achieve a successful version, the learners should master both languages (SL and TL) in order to reproduce the same meaning of the original text. Understanding the meaning of the text does not merely mean being familiar with technical knowledge of the SL, but it I also highly necessary to be aware of the cultural differences and to take them into account when translating.

To conclude with, it is noteworthy to mention that both theme and version are widely used in language teaching. However, Version' exercise is closer to translation than Theme's exercise.

Introduction

The first chapter dealt with a literature review about both Grammar Translation Method and "Theme and Version" as a module based on translation in EFL classes. The present chapter reviews the research methodology and describes the methods adopted for the research work. Accordingly, a questionnaire is handed to third year students at the department of English, the University of Jijel. It aims at finding out students 'attitudes towards the use of translation in learning English as a foreign language. The questionnaire is followed by a sample unit of "Theme and Version" module taken from lectures given at the department of English, Jijel University of. For further explanation, a sample exam of "Theme and Version" which supports the hypothesis under study, is also introduced in this chapter.

2.1.1. The Sample

The students who responded to the questionnaire were chosen randomly among the total number of the third year LMD students' population (250 students), at Mohammed Seddik Ben Yahia University, Jijel. The choice has fallen on those subjects at this level because they have already been introduced to "Theme and Version" (translation courses) in the second year. They are also supposed to be familiar with the basic principles of Grammar Translation Method (GTM) since they have been given lectures in different teaching methods and approaches during this year. The questionnaire was handed in by the researchers. The interference of the researchers consisted in explaining the aim of the questionnaire, encouraging students to ask any question whenever they do not understand something and making sure that they answer faithfully and independently.

2.1.2. Description of the Questionnaire

The questionnaire involves 17 questions divided into two sections; the first section is devoted to students' attitudes towards translation as a tool in learning the English language. The second one deals with Grammar Translation Method in EFL Classes. Each section includes a set of questions. These questions require answers with dichotomies (Yes/No questions) , picking up the most appropriate answer from a series of options, or open questions asking students to give their opinions , explain their choices or suggest alternatives.

2.1.3. Data Analysis

The data collected were tabulated, analyzed, interpreted and presented as follows:

Section One: Students' Answers of Translation in EFL Classes

Q1- Have you ever been advised by your EFL teachers not to use translation in class?

-        Yes

-         No

Options	Frequencies	Percentage (%)
Yes	33	55
No	27	45
Total	60	100

Table o1: Teachers Attitudes towards Translation

A quick glance at this table reveals that the highest percentage (55%) was given to the option "yes" and "no" was rated as the second one(45%). As was previously mentioned in the literature review, this implies that translation has been a matter of controversy for a long time and still it is a problematic subject, whether to use translation or not, that is to say, that some teachers think that since they are teaching a foreign language, the use of L1 must be prohibited. However, others regard translation as a facilitative aid EFL teaching and learning. They believe that its use has enormous benefits for the students as well as for the teachers. Its rejection is still not enough justified.

Q2- Do your EFL teachers use translation while explaining the lectures?

Occasionally

Regularly

Never

Options	Frequencies	Percentage (%)
Occasionally	37	61.66
Regularly	07	11.66
Never	16	26,66
Total	60	100

Table 02: Frequency of Using Translation by Teachers

The aim of this question is to spot teacher's frequency of using translation inside the classroom. Students were asked to choose among, occasionally, regularly, and never. The results obtained indicates that from a total number of 60 participants, 37 students claim that their teachers use translation occasionally inside the classroom, 16 argue that their teachers never translation while explaining, and only 07 confirm that translation is used regularly in their classrooms, this, as mentioned previously implies that there is no agreement to use translation in EFL classes or not. Each teacher has its own view concerning this controversial matter.

Q3- You feel satisfied when your EFL teacher speaks Arabic or even French in class.

Yes

No

Options	Frequencies	Percentage (%)
Yes	34	57
No	26	43
Total	60	100

Table 03: Students' Like in Using Translation

The aim of this question is to explore students' attitudes towards translation as the above table demonstrates, more than half of respondents agree that they feel satisfied when the teacher uses Arabic or even French from time to time. This findings confirms the claim raised by Brooks (2009, p. 225), "When I saw that the teacher was American I felt a little worried because I thought that she was going to speak only English and I wouldn´t understand anything, but it was pleasant to hear her speak good Spanish". On the other hand, only 26 out of 60 students claim that they do not feel satisfied. Students' distinct

opinions shed light on the assumption that even students have different attitudes towards translation. Some of them advocate the use of translation, others prefer to think and use directly the target language.

Q4- When your EFL teachers use only English in class you feel in need of the use of Arabic or even French.

Strongly agree

Agree

Disagree

Strongly disagree

Options	Frequencies	Percentage (%)
Strongly agree	3	5
Agree	28	47
Disagree	18	30
Strongly disagree	11	18
Total	6o	100

Table 04: Translation as a Need for Students

The answers tabulated above reveal that the majority of participants were considerably aware of their need for translation in the EFL classroom. The statistics show that there is a predominant agreement among students (52%) that translation will naturally play a major role in their comprehension when they try to understand ideas or meaning of foreign language explained by the teacher. In other words, students strongly believe in the facilitative role of translation in teaching/ learning the target language. As far as the remaining students (48%), it seems that they are basically against the use of translation. However, it is noteworthy to mention that translation cannot be avoided thus it should not

be only taken from a negative perspective. Its rejection by some advocators of monolingualism do not necessarily means that it does not have various positive aspects.

In a nutshell, translation is a good pedagogical tool which proved to be useful in language learning. Translation appears to help more than to harm, thus, students must be aware that it may help them move forward in their learning process.

Q5- When the EFL teachers use the foreign language only, you doubt whether what you have perceived is correct or not.

Strongly agree

Agree

Disagree

Strongly disagree

Options	Frequencies	Percentage (%)
Strongly agree	03	5
Agree	24	40
Disagree	25	42
Strongly disagree	08	13
Total	60	100

Table 05: Translation as a Tool of Ensuring Accuracy

The above simple cross tabulation shows that a considerable percentage (45%) of the participants acknowledges that translation helps them to ensure correctness of what they have understood from the teachers' explanation. In a more restricted outlook, translation promotes understanding. However, the remaining students did not agree with the statement that translation enables them to check whether what they have perceived is

actually what the teacher intends to convey. This reflects the conflicting views of students concerning translation.

Q6- In writing, listening, speaking and reading activities, you often mentally translate ideas from your mother tongue into English or vice versa.

    Yes

    No

Options	Frequencies	Percentage (%)
Yes	48	80
No	12	20
Total	60	100

Table 06: Students Tendency to Translation

Students' answers presented in the table number six show that only 12 students out of 60 assert that they do not translate mentally while dealing with the activities of the target language. However, what is actually taking place is that the vast majority 80% of respondents resort to mental translation regardless their level of proficiency in the target language. This confirms Kavaliauskiene's statement which maintains that "no matter how good the students are …the majority keeps mentally translating" (2007, p. 133). Generally speaking, whether the teacher likes or not almost all students tend to translate even mentally.

Q7- Do you consider translation as a helpful skill in learning English?

    Yes

    No

Options	Frequencies	Percentage (%)
Yes	53	88
No	7	12
Total	60	100

Table 07: Translation as a Helpful Skill

- **Whatever your answer is, please explain why?**

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

The results recorded in table 07, suggest that that 88% of the participants assert that translation is a helpful skill which enhance their progress in the English language learning. On the other hand, there are only few students (12%) who claim that translation is not really beneficial.

Among the 53 students who consider translation as a fruitful device in foreign language teaching/ learning, 48 of them justify their answers stating that:

- "Translation is a helpful skill in learning English because it helps us to understand difficult words, sentences, and of course their meaning".

- "Translation helps me acquire a large number of vocabulary and remember their meaning easily".

- "Translation is a helpful skill in learning English because it gives us a chance to know some differences between the TL and the MT".

- "It helps me in noticing the differences between the L1 and L2 which in turn helps me in avoiding interference".

- "Translation helps us to improve our writing".

- "Translation saves both the teachers' and learners' time. Instead of long explanation to convey the meaning of something, the teacher can simply provide us with its equivalent in our first language".

- "It is helpful because it enables you to check that what you have perceived is correct".

- "It is very important for the learners to develop their translation skills because it provides a good mental exercise for the students".

Concerning students who opted for option 'No', only 2 out of seven justify their choice clamming that "translation may lead me to errors because it involves a significant amount of the use of the MT". The other student writes "I think that the best way for improving the learners' level in the TL is to use it directly without any result to translation".

Q8- When you use translation, you use it to:

Help you clarify instructions.

Help you understand difficult vocabulary.

Help you feel happier and /or more motivated.

You can express yourself better.

Options	Frequencies	Percentage (%)
Help you clarify instructions	10	16.66
Help you understand difficult vocabulary	43	71.66
Help you feel happier and / or more motivated	4	6.66
You can express yourself better	3	5
Total	60	100

Table 08: The Usefulness of Translation

Question number eight investigates what benefits can be gained from using translation according to EFL learners. The respondents are provided with four options to choose among them; hence, more than one answer is possible. Table 08, accordingly denotes that the majority of students (70%) use translation to understand difficult vocabulary followed by a percentage of (13%) for the option "b" which corresponds to (help you clarify instructions). (5%) is the percentage of students whom choose both options "a" and "b". Similarly (3%) is devoted equally to the combinations of the options "b+d", "b+c+d" and for the option "d" as well. As shown in the suggestions, option "c" correspond to (help you feel happier and / more motivated). What one should consider is that motivation plays a crucial role in learning. Without motivation, students become passive who have been proved to de inefficient.

Q9- **To what extent do you enjoy translation exercises as a part of your formal language learning?**

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

This question is adjusted to measure the extent to which EFL learners enjoy translation activities. Regarding the students' answers, it appears that the majority of them hold positive views about translation activities. Since it is an open question, some students' answers are given for illustration:

- "Translation activities are a good training. You feel confident, well prepared at any moment to translate a given passage or sentence".

- "I really enjoy translation exercises because they motivate you to know more about the TL".

- "I feel pleased to have it as a module (TV) because it helps me enriching my cultural knowledge and teaches us correct ways of translation".

11 students from the sample population did not answer this question that translation, whereas the remaining views assert that translation boring and of no value.

Q10- "Theme and version" courses and practice help in:

Making you a good translator.

Enriching linguistic and grammar knowledge about the target language.

Introduce you to new cultures.

Help you avoid interference

Options	Frequencies	Percentage (%)
Making you a good translator	11	18
Enriching linguistic and grammar knowledge about the target language	24	40
Introduce you to new cultures	15	25
Help you avoid interference	10	17
Total	60	100

Table 10: The Role of "Theme and Version" Courses in EFL Learning

On the basis of the results shown in the table 10, the majority of the students (40%) agree that the practice of translation activities via "Theme and Version" module helps them in enlarging their linguistic and grammar knowledge of the TL. Another considerable percentage (25%) is given to statement (Introduce you to new cultures). As it has been dealt with in the literature review, language and culture are strongly related to each other. Thus, when translating, culture should be taken into consideration. Moreover, translation activities show the differences and similarities between L1 and L2 which helps in avoiding interference. That is why 17% of students agree with this idea. The rest of respondents (11) opt for the first option which states that translation activities help in

making good translators. However, the achievement of certain level of proficiency in a given foreign language does not definitely lead to a successful translation.

Q11- Do you agree that "Theme and Version" module clarifies the differences and similarities between English and Arabic.

Yes

No

Options	Frequencies	Percentage (%)
Yes	56	93
No	4	7
Total	60	100

Table 11: Translation as a Help to avoid Interference

With reference to the table 11, almost all students (93%) are aware that "Theme and Version" module enlightens the different and similar aspects between English and Arabic. This question was asked just to confirm the results of the previous one which asserts that being aware of the two languages eliminates errors caused by L1 interference. However, it is not the case for the four remaining participants who reply with "No".

Q12- How do you find "Theme and Version" module?

Very interesting

Interesting

A bit interesting

Not interesting

Options	Frequencies	Percentage (%)
Very interesting	23	38
Interesting	28	47
A bit interesting	7	12
Not interesting	2	3
Total	60	100

Table12: Students' Attitudes towards "Theme and Version"

- Would you please explain briefly why?

……………………………………………………………………………………………

A quick glance at this table reveals that the highest level of percentage (47%) was given to " interesting", and " very interesting" was rated as the second one (38%). Thus, it seems there is a predominant agreement among students (85%) that "Theme and Version" is an interesting module Which supports and improves their foreign language learning. On the other hand, only two (2) students claim that they do not find translation interesting and they did not say why. Before commenting students' answers, here are some sample answers of students who regard translation as an interesting task:

- "Translation helps me to express my ideas freely without fear. Sometimes, I hesitate to answer because I fear from making mistakes in front of all the class. Thus, the use of translation makes me comfortable".

- "When the teacher uses our L1 occasionally, it does not take me a long time to understand what he means i.e. translation promotes my comprehensions"

- It makes me more motivated, helps me to express my ideas easily and helps me interact with classmates".

So, the highest majority of students find "Theme and Version" module interesting for several reasons. This question intended, especially, to highlights the idea that translation may have also some limitations, yet its benefits should also be considered.

Section Two: **Grammar Translation Method in Foreign Language Teaching**

Q13- Does your teacher of "Theme and Version" provide you with lists of vocabulary items with their equivalence in Arabic?

Yes

No

Options	Frequencies	Percentage (%)
Yes	46	77
No	14	23
Total	60	100

Table 13: Teachers' Frequency of Providing Students with Lists of Vocabulary and their Equivalents

As it can be noticed, (77%) of the respondents confirm that their Theme and Version teacher provided them with lists of vocabulary items and their equivalents in Arabic. As it was stated before in the theoretical framework, Grammar Translation Method teachers also used to provide their learners with lists of isolated words with their equivalents in the mother tongue. These lists are to be memorized by the students. Thus, it becomes evident that GTM is still in practice, or let us say, at least, some of its features and principles are up until today present.

Q14- If yes, do you find them useful tool in acquiring the target language?

Very useful

Useful

Not useful

Options	Frequencies	Percentage (%)
Very useful	14	23
Useful	40	67
Not useful	6	10
Total	60	100

Table 14: The Usefulness of Using Lists of Words with Their Equivalents

More than half of the surveyed students (67%) find vocabulary lists with their equivalents in the mother tongue useful tool which facilitate their access to the TL. Other (23%) go further stating that they are even very useful. Only (10%) of the total percentage do not agree with the others since they choose "Not useful". Those who say "useful" justify their answer asserting that providing words equivalents in their L1 motivates them to memorize a considerable number of vocabulary items with ease and within a short time.

Q15- In your opinion, are there any similarities between "Theme and Version" and Grammar Translation Method?

Yes

No

Options	Frequencies	Percentage (%)

Yes	46	77
No	14	23
Total	60	100

Table 15: "Theme and Version" as a Version of Grammar Translation Method

As illustrated in table 15, the highest percentage of the participants is considerably aware of the similarities between "Theme and Version" module and GTM. Unsurprisingly, (46) students out of (60) definitely agree that there are similarities between "Theme and Version" and GTM, (23%) of them replies with "No". This is strongly tied to the aim of this research work which is to investigate the intention behind implementing this module in FLT curriculum i.e. is it a return to GTM, which received a lot of criticism throughout its history.

Q16- Do you think that Grammar Translation Method is apt for teaching and learning English language?

Yes

No

Options	Frequencies	Percentage (%)
Yes	33	55
No	27	45
Total	60	100

Table 16: Students' Attitudes towards Grammar Translation Method

The data collected above show that more than half of students assume that GTM is qualified for foreign language learning/ teaching while, of the total respondents, (45%) consider it inappropriate. This can show that the controversy about this method still exist up till now.

Q17- If no, so how can Grammar Translation Method be made more interesting in order to motivate EFL learners?

…………………………………………………………………………………………………

Among the 27 students who do not find GTM suitable for foreign language teaching/ learning, 20 suggested some modifications to improve this method:

- "GTM can be made more effective through emphasizing both accuracy and fluency, as well".

- "Create activities which provide students with opportunity to communicate in real contexts".

- "In this method the learners are passive because most of time is devoted to teachers' talk, thus, the students should also be given opportunities to express themselves".

- "GTM should give equal importance to the four language skills".

Students' answers indicate that they are aware that this traditional method has some shortcomings that should be covered.

2.1.4. Discussion of the Results

In the basis of the analysis of the students' questionnaire, it can be noted that:

Through the history of foreign language teaching, the use of translation and also its place in the classroom has been a debatable topic. The question whether or not to use translation within the classroom setting created a strong controversy among researchers and EFL teachers. While some of them believed that translation causes a huge harm on L2 learning, others encourage its use. From the obtained results, obvious is the fact that this controversy

up until today do not conclude to one agreed upon decision yet. The majority of students agreed that their teachers still use translation in the classroom and they do not prohibit their learners to resort to their L1 when needed. In their eyes, the rejection of translation is not sufficiently justified. A noteworthy quote that justifies that is written by Auerbach (1993) in which she states that "… the inclusion of L1 has been theoretically justified, verified by researchers, and pedagogically accepted, while its exclusion has been based on unexamined assumptions " (cited in Brooks- Lewis, 2009, p. 217). She also argues that "… the rationale used to justify English only in the classroom is neither conclusive nor pedagogically sound" (Auerbach, 1993, p. 15). To say the least, the results reveal that even though translation has been rejected from foreign language teaching in theory, it is still widely used in practice.

-       The study showed that the vast majority of students believe that using L1 alongside L2 fulfils their needs as plays a crucial role in EFL classes. From the students' points of view, using L1 in the classroom promotes the learners' confidence, gives them a feeling of relaxation and decreases their stress which affects them positively. On the other hand, ignoring the use of the learners' L1 in the EFL classroom may naturally lead to the students' demotivation and anxiety. Almost all students agree that the use of translation gives them a sense of security and satisfaction. However, its rejection causes a great amount of stress and makes them feel uncertain about what they have learned. In this sense, one of participants of Brooks-Lewis' study describes his experience saying "when I saw that the teacher is American, I felt little worried because I thought that she was going to speak only English and I wouldn't understand anything, but it was pleasant to hear her speak good Spanish ". (2009, p.225). Furthermore, Sampson writes "any attempts to ban L1 use in the classroom would detrimental to the amount of communication and learning taking place" (2011, p.302). Accordingly, that study clearly reveals that translation do not

only lowers students' discomfort, but it also encourages them to learn and understand the FL better.

-       The study found out that translation is a useful tool in teaching and learning the English language. The majority of the respondents regard translation as an effective strategy that improves their learning. According to them there are many good reasons for the inclusion of translation in the EFL classes. First, it helps them to acquire new vocabulary, consolidate grammatical structures, and develop their reading comprehension and to become aware of other cultures. Moreover, translation offers a way to highlights the similarities and differences between the two languages so they are likely to avoid mistakes caused by negative transfer of L1. Furthermore, translation promotes interaction between the learners themselves that is why it is said to be communicative. Even Shweres (1999), encourages teachers to use the native language in lessons to influence the classroom dynamic, offers a sense of security and authenticate the learners' experiences.

To say the least, limited and correct use of translation never harms the learning of the FL, thus, the question should not be whether or not to use it "… but how, when and how much learners' should be encouraged" (Sampson, 2o11, p.2).

-       The results of the study provide a clear image about the learners' attitudes towards "Theme and Version" module. The biggest percentage of students find it a very interesting module and assert their activities are extremely enjoyable and beneficial as they motivate them, fulfill their needs, compensate their deficiencies and enable them to overcome the obstacles encountered while learning the TL. In fact, the results prove that the learners consider translation a part of their learning which can never be avoided, thus, it should be considered that students of a FL do refer to their L1 all the time, at least they " translate silently" (Titford, 1985, p.78). This statement is confirmed by the one of Careeres (2006, p.13), who argues that "students avail themselves of translation whether teachers like it or

not". In addition, with the help of translation, learners can express themselves better which in turn enhances their self-confidence. However, "if you force them to use English, no one will speak" (Carless, 2008, p.333).

In a nutshell, it appears that almost all of the participants are satisfied with the implementation of "Theme and Version" as an independent subject and generally speaking, most of them hold positive attitudes towards this module.

The findings of the study also prove an important issue which represents the basic aim of the present study. The findings reveal that GTM and "Theme and Version" module share some common aspects confirm that "Theme and Version" is, to some extent, a version of GTM. Most of respondents confirm that their teachers of "Theme and Version" provide them with lists of vocabulary items and their equivalents in Arabic for memorization. Moreover, learners are regularly provided with texts and disconnected sentences to translate them from Arabic into English or vice versa. Furthermore, teachers tend to explain the grammatical structures of both languages in order to highlights the similarities and differences between their L1 and L2.

- The research findings indicate that almost all of students agree that GTM is apt for teaching and learning the English language. They claim that it is for an important kind of teaching methodology that has many positive aspects. For instance, GTM is inapplicable method since it can be used with large size classes and it does not require fluent teachers i.e. even those with few specialized skills can conduct it successfully. Moreover, since the core of this method is translation, learners feel free from the ambiguities of the TL. However, all of them agree that for GTM to be more beneficial, some necessary modifications must take place. First, of all, students should be given more opportunities to express themselves by engaging them in authentic communicative tasks. Moreover, both accuracy and fluency should be emphasized and all the four skills should be worked on

equally. Taking the above mentioned points into consideration enable both teachers and learners to achieve the best results that they are looking for.

2.2. A Sample of "Theme and Version" Lectures Which Prove the Return of Grammar Translation Method.

2.2.1. "Theme and Version" Course Description

"Theme and Version" carried out using particular exercises that expose students to a wide range of language registers, style, and forms of discourse. The variety of translation tasks that students go through using their L1 promotes communicative activities and creates a motivating atmosphere in the class- room.

During the "Theme and Version" course, under the supervision of the teacher, students are required to translate a considerable number of sentences from the TL into their L1 or vice versa. They are also required to translate short texts of different types (literary, legal, scientific…etc.). This kind of activities foster the acquisition of new vocabulary and concepts in other languages, facilitate the consideration of grammatical structures, raises the learners awareness of others' cultures and taught them strategies that help in overcoming language barriers through a comparison between the TL and the students' native language.

2.2.2. Over Achieving Goals

The course aims at:

- To provide students with both theoretical and practical approaches which are necessary to develop their own methodology of translation.

- To know the main process of translation.

- To become familiar with the different types of translation.

- To broaden students' understanding and appreciation of various cross cultural and social issues involved in translating.

2.2.3. Main Objectives

At the end of the course, students' will be able to:

- Produce effective and grammatically accurate English sentences and texts.

- Develop a personal method of translation.

- Apply their theoretical knowledge while translating.

- Overcome cultural problems which they may encounter in the practice of translation.

2.2.4. Classroom Procedures

- Homework (translate sentences, texts, memorize equivalents… etc.)

- Classroom written tests.

- The teaching methodology can be developed along three lines:

- Vocabulary

- Writing

- Translation procedures

2.2.5. The Analysis of the Sample

❖ Before any practice or activity, teachers of "Theme and Version" provide their students with elaborate explanation of the grammar rules highlighting the differences of both L1 and L2. Later these rules are to be memorized and applied in the production of sentences and passages while translating from one language to the other. Similarly, teachers of the GTM, precisely, focus on teaching and explaining the grammar rules explicitly with a reference to the students'L1. This can provide evidence that "Theme and Version" and GTM work, almost, in the same manner.

For more clarification, this idea is supported by the following examples taken from Theme and Version courses:

1- Follow the English sentence word order

Subject+ Verb+ Object

Example: Tourism plays an important role in the Egyptian economy.

اتبع ترتيب الجملة الانجليزية

فاعل+ فعل+ مفعول

مثال: تلعب السياحة دورا هاما في الاقتصاد المصري.

2-   In English the subject cannot be omitted.

لا يوجد فاعل مستتر في اللغة الانجليزية.

Example: if we want to improve our living conditions, we must rationalize consumptions.

مثال:إذا اردنا تحسين ظروفنا المعيشية فلابد من ترشيد الاستهلاك .

3-   Arabic subject- predicate sentences are translated into English in the following order: Subject+(be)+predicate

Example: Freedom is the most precious thing in life.

إذا كانت الجملة العربية تتكون من مبتدأ و خبر استخدم في الإنجليزية هذا الترتيب : مبتدأ + (be) + خبر

مثال: إن الحرية هي أثمن شيء في الحياة.

1 -   ابدأ الجملة العربية بالفعل كلما أمكن ذلك

مثال: يحدد التفاؤل و التشاؤم بعض المشاكل المشتركة.

Start Arabic sentence with a verb as much as possible.

Example: Optimism and pessimism determine our success or failure.

2 -   إذا كان to be هو الفعل الرئيسي في الجملة الإنجليزية فاستخدم الجملة الاسمية (مبتدأ و خبر) في العربية ، ويفضل أن تبدأ الجملة بـــ "إن ..." أو "تعد/تعتبر..."

مثال: إن العديد من الفرص متاحة الآن للشباب الطموح و البعيد النظر.

If "verb to be" is the main verb in the English sentence use subject- predicate word order in Arabic.

Example: Many opportunities are now available for ambitious and farsighted youth.

3 -   إذا كان هناك مضاف و مضاف إليه في العربية (مثل: موارد الجزائر) فإنها تترجم إما بوضع of   بين الاسمين مع المحافظة على الترتيب (The resources of Algeria)أو بإضافة s، مع عكس الترتيب (Algerian's resources)

❖   Students are asked to give the equivalents of isolated sentences in the TL or vice versa. Here, the teacher tends to correct the students' mistakes and supplies them with the correct answer explaining the differences between the two languages. For instance, the teacher should make it clear for the students that sentence or word order differs from one language the other. Likewise, grammar translation method's tasks were done namely in the same way. Thus, this can be considered as another prove which goes with the present work assumptions.

Consider the following examples:

قام الأمين العام للأمم المتحدة بزيارة إلى الشرق الأوسط أمس.

The majority of students tend to translate the underlined expression (الأمين العام للأمم المتحدة) as follows:

The General Secretary of the United States.

The teacher's role, however lies on explaining the differences in sentence structure of the L1 and the TL. The error is to be corrected immediately as: The Secretary General.

تتجه الجزائر الآن نحو التنمية الاجتماعية بعد أن حققت تقدما اقتصاديا كبيرا.

In this sentence it is not necessary to follow the Arabic order. So a possible translation can be as:

Having achieved great economic progress, Algeria is now concerned with social development.

❖   As mentioned earlier, teachers of GTM used to provide their learners with lists of vocabulary items in the target language with equivalents in their L1 which should be committed to memory. These lists may contain collocations, phrasal verbs, idiomatic

expressions, and words which have different meanings in different contexts. The next coming examples are taken from "Theme and Version" courses which support this idea:

<div dir="rtl">

مجموعة الفعل "خرج":

خرج الرجل من البلدة من غير رجعة .

</div>

The man <u>left</u> the town for good.

<div dir="rtl">

خرج الرجل بسيارته من المدينة.

</div>

The man <u>drove out</u> the city.

<div dir="rtl">

خرج العالم باستنتاج مهم.

</div>

The scientist <u>has made</u> an important conclusion.

<div dir="rtl">

خرج الشعب عن حكومته.

</div>

People <u>rose up</u> (rebelled) against their government.

<div dir="rtl">

خرج القطار عن السكة.

</div>

The train <u>went off</u> the track.

As it can be noticed the Arabic verb "خرج" has different equivalents in English depending on the context in which it occurs. There seems to be a tendency to provide students with word lists and readymade glossaries translated into Arabic in order to help them to learn new vocabulary. Thus, it can be said "Theme and Version" tasks are too close to those of GTM.

❖ Translation of idiomatic expressions is one of the most challenging tasks that the learners may encounter because they are culture specific and if students translate them word for word they will not get the adequate meaning. So, teachers are in charge to provide them with the exact translation in order to avoid mistakes and ambiguities. In fact, both GTM and "Theme and Version" give importance to cultural differences which plays a significant role for a successful translation.

Once in a blue moon   =   نادرا

What's eating you   = ما الذي يقلقك /ما الذي يشغل بالك

Day in, day out   = كل يوم / يوميا

Let bygones be bygones = ما مضى ذهب و انقضى

❖   Another common task between "Theme and Version" and GTM is the translation of passages from and into the TL.

Some Hostages are reported killed in Algerian Operation

London – Algeria's attack against the militants sparked a torrent of complaints from countries representing the hostages. The United States, which had urged caution, was not notified before Algerian forces conducted the raid, an Obama administration official said. British Prime Minister David Cameron expressed dismay through a spokesman that he wasn't consulted. Japanese Prime Minister Shinzo Abe had urged Algeria to halt the operation.

Details from the remote outpost near Algeria's border with Libya remained sketchy, but the conflicting accounts nevertheless indicated a potentially significant number of casualties among hostages and captors.

By Anthony Faiola, Published: January 17© the Washington Post Company

2.4.   A Sample of "Theme and Version" Exam that Proves the Return of Grammar Translation Method.

2.3.1. Description of the Sample Exam

Apart from the questionnaire and the "Theme and Version" unit, a sample exam of "Theme and Version" given to 2nd year students at the department of English, is also provided. The inclusion of such a sample is not done at random, it is an attempt to confirm the assumption of the present work as well as to support the results obtained from the analysis of the questionnaire.

So, the exam consisted of five different tasks. First, students were asked to read a short text and to translate it from English into Arabic. While translating, they are required to respect the different structures the two languages, punctuation marks, word order…, etc. Similarly, students are asked to provide dependent translation for some sentences in the TL. Finally, questions based on memorization also given.

To say the least, learners of GTM and "Theme and Version" are assessed and evaluated using the same way. So, what can be said about Theme and Version is said, it is a version of GTM.

Conclusion

This chapter has been devoted to the field work. In the process of analyzing the proposed unit with comments on it, students' questionnaire and the suggested sample exam were an attempt to be compatible as much as possible with the purpose of the present work. Looking back at the above listed tools, it can be clearly noticed that each one completes the other. Concerning the final considerations, the results indicates that the basic assumption of this research which states that the implementation of the module referred to as " Theme and Version" is a modified form of "Grammar Translation Method" of language teaching which aims to improve students' language through translation tasks. Another important issue to add is that translation in EFL classes proved to be inevitable because it was regarded as a natural way of foreign language learning.

In brief, despite the universal criticism, GTM is still in practice either directly or in a modified form, up until today.

General Conclusion

The findings of this study revealed that translation is a supporting tool in language pedagogy which helps the learners to learn and improve their capacities in the target language. However, the strong reaction against Grammar Translation Method resulted in a total discredit of translation itself. Thus it is important to clarify that what was wrong with this method was not translation in itself, but its over and misuse and the rejection of Grammar Translation Method does not definitely mean the rejection of translation. Unsurprisingly, this perspective has been reconsidered because the abandonment of translation was not pedagogically justified. For instance, the Algerian universities have adopted "Theme and Version" as an independent module because translation has proved to be a beneficial device that helps the learners move forward in their learning. In brief, the study indicates that Grammar Translation Method refused to die, in a form or another (Theme and Version for instance), it is still in practice.

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Appendices

Appendix 01

Students' Questionnaire

Dear students,

The present questionnaire is a research tool for a dissertation leading to a Master degree in Language Sciences. It aims to figure out the students ' attitudes towards the implementation of Theme and Version in EFL classes.

It is to be made clear that your answers will remain anonymous, and that there are neither right nor wrong answers. So, please for the sake of reliability, give your answers as sincerely as can be.

<u>Section One</u>: Translation in EFL Classes.

For each item, please tick the right box or write down in the space provided:

1. **Have you ever been advised by your EFL teachers not to use translation in class?**

   Yes ☐   No ☐

2. **Do your EFL teachers use translation while explaining the lectures?**

   Occasionally ☐

   Regularly ☐

   Never ☐

3. **You feel satisfied when your EFL teacher speaks Arabic or even French in class.**

   Yes ☐   No ☐

4. **When your EFL teachers use only English in class you feel in need of the use of Arabic or even French.**

   Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

5. When the EFL teachers use the foreign language only, you doubt whether what you have perceived is correct or not.

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

6. In writing, listening, speaking and reading activities, you often mentally translate ideas from your mother tongue into English or vice versa.

Yes ☐   No ☐

7. Do **you consider translation as a helpful skill in learning English?**

Yes ☐   No ☐

Whatever your answer is, please explain.

……………………………………………………………………………………………………

……

8. When you use translation, you use it to:

Help you clarify instructions.   ☐

Help you understand difficult vocabulary.   ☐

Help you feel happier and/or more motivated.

You can express yourself better

9. **To what extent do you enjoy translation exercises as a part of your formal language learning?**

…………………………………………………………………………………………………

……

10. **"Theme and Version" courses and practice help in:**

Making you a good translator.

Enriching your linguistic and grammar knowledge about the target language.

Introduce you to new cultures.

Help you avoid interference.

11. **Do you agree that "Theme and Version" clarifies the differences and similarities between English and Arabic?**

Yes ☐   No ☐

12. **How do you find "Theme and Version" module?**

Very interesting ☐

Interesting ☐

A bit interesting ☐

Not interesting ☐

Would you please explain briefly?

……

……

Section Two: Grammar Translation Method in Foreign Language Teaching.

13. Does your "Theme and Version" teacher provide you with lists of vocabulary items with their equivalents in Arabic?

Yes ☐   No ☐

14. If yes, do you find them a useful tool in learning the target language?

Very useful   ☐

Useful   ☐

Not useful   ☐

How?

....

15. In your opinion, are there any similarities between "Theme and Version" and Grammar Translation Method?

Yes ☐   No ☐

How?

....

16. Do you think that Grammar Translation Method is apt for teaching and learning the English language?

Yes ☐   No ☐

17. If no, how can Grammar Translation Method be made more interesting in order to motivate EFL learners?

"Thank you for your Contribution"

Appendix 02

A Sample of "Theme and Version" Lectures which Prove the Return of Grammar Translation Method

Follow the English sentence word order

  Subject+ Verb+ Object

 Example: Tourism plays an important role in the Egyptian economy.

اتبع ترتيب الجملة الانجليزية

فاعل+ فعل+ مفعول

مثال: تلعب السياحة دورا هاما في الاقتصاد المصري.

 In English the subject cannot be omitted.

لا يوجد فاعل مستتر في اللغة الانجليزية.

Example: if we want to improve our living conditions, we must rationalize consumptions.

مثال:إذا أردنا تحسين ظروفنا المعيشية فلابد من ترشيد الاستهلاك.

Arabic subject- predicate sentences are translated into English in the following order:

Subject+ (be)+predicate

Example: Freedom is the most precious thing in life.

إذا كانت الجملة العربية تتكون من مبتدأ و خبر استخدم في الإنجليزية هذا الترتيب: مبتدأ + (be) + خبر

مثال: إن الحرية هي أثمن شيء في الحياة.

ابدأ الجملة العربية بالفعل كلما أمكن دلك

مثال: يحدد التفاؤل و التشاؤم بعض المشاكل المشتركة.

Start Arabic sentence with a verb as much as possible.

Example: Optimism and pessimism determine our success or failure.

إذا كان to be هو الفعل الرئيسي في الجملة الإنجليزية فاستخدم الجملة الاسمية (مبتدأ و خبر) في العربية ، ويفضل
ان تبدأ الجملة بـــ "إن ..." أو "تعد/تعتبر..."

مثال: إن العديد من الفرص متاحة الآن للشباب الطموح و البعيد النظر.

If "verb to be" is the main verb in the English sentence use subject- predicate word order in Arabic.

Example: Many opportunities are now available for ambitious and farsighted youth.

إذا كان هناك مضاف و مضاف إليه في العربية (مثل: موارد الجزائر) فإنها تترجم إما بوضع of بين الاسمين مع
المحافظة على الترتيب(The resources of Algeria)أو بإضافة s' مع عكس الترتيب (Algerian's resources)

قام الأمين العام للامم المتحدة بزيارة إلى الشرق الأوسط أمس.

The majority of students tend to translate the underlined expression (الأمين العام للأمم المتحدة)
as follows:

The General Secretary of the United States.

- تتجه الجزائر الآن نحو التنمية الاجتماعية بعد أن حققت تقدما اقتصاديا كبيرا.

In this sentence it is not necessary to follow the Arabic order. So a possible translation can be as:

Having achieved great economic progress, Algeria is now concerned with social development.

As mentioned earlier, teachers of GTM used to provide their learners with lists of vocabulary items in the target language with equivalents in their L1 which should be committed to memory. These lists may contain collocations, phrasal verbs, idiomatic

expressions, and words which have different meanings in different contexts. The next coming examples are taken from "Theme and Version" courses which support this idea:

مجموعة الفعل "خرج":

خرج الرجل من البلدة من غير رجعة .

The man <u>left</u> the town for good.

خرج الرجل بسيارته من المدينة.

The man <u>drove out</u> the city.

خرج العالم باستنتاج مهم.

The scientist <u>has made</u> an important conclusion.

خرج الشعب عن حكومته.

People <u>rose up</u> (rebelled) against their government.

خرج القطار عن السكة.

The train <u>went off</u> the track.

As it can be noticed the Arabic verb "خرج" has different equivalents in English depending on the context in which it occurs. There seems to be a tendency to provide students with word lists and readymade glossaries translated into Arabic in order to help them to learn new vocabulary. Thus, it can be said "Theme and Version" tasks are too close to those of GTM.

Translation of idiomatic expressions is one of the most challenging tasks that the learners may encounter because they are culture specific and if students translate them word for word they will not get the adequate meaning. So, teachers are in charge to provide them with the exact translation in order to avoid mistakes and ambiguities. In fact, both GTM and "Theme and Version" give importance to cultural differences which plays a significant role for a successful translation.

Once in a blue moon   =   نادرا

What's eating you   = ما الذي يقلقك /ما الذي يشغل بالك

Day in, day out   = كل يوم / يوميا

Let bygones be bygones = ما مضى ذهب و انقضى

Another common task between "Theme and Version" and GTM is the translation of passages from and into the TL.

Some Hostages are reported killed in Algerian Operation

London – Algeria's attack against the militants sparked a torrent of complaints from countries representing the hostages. The United States, which had urged caution, was not notified before Algerian forces conducted the raid, an Obama administration official said. British Prime Minister David Cameron expressed dismay through a spokesman that he wasn't consulted. Japanese Prime Minister Shinzo Abe had urged Algeria to halt the operation.

Details from the remote outpost near Algeria's border with Libya remained sketchy, but the conflicting accounts nevertheless indicated a potentially significant number of casualties among hostages and captors.

By Anthony Faiola, Published: January 17© the Washington Post Company

Appendix 03

University of Jijel

TV Examination

Translate the following passage into Arabic (5 mark)

Xerox

Xerox Corporation is the world's leading document management company. It was founded in 1906 as the Haloid Photographic Company, which manufactured photographic paper and equipment. In 1959, it shot to fame when it introduced the world's first photocopier. It changed its name to Xerox. Its copiers became so commonplace around the world that the word 'xerox' became a verb and entered the Oxford English Dictionary. Today, it makes printers, copiers and other office equipment and offers business services that include document management consulting expertise. The company employs 130,000 worldwide and brings in around $ 20 billion in revenue.

Business   English Materials. Com copyright ©2010- Sean Banville

Turn the following statements into English (5 marks)

اسمع جعجعة و لا أرى طحنا

كثرة الربان تغرق السفينة

لا يلدغ المؤمن من جحر مرتين

ان الطيور على اشكالها تقع

و للناس في ماَيَعْشقُون مَذاهبْ

Provide the adequate interlingual translation for the following sentences (5 marks)

Only he lent me five Dollars ………………………………………………………………

He only lent me five Dollars ………………………………………………………………

He lent me only five Dollars ………………………………………………………………

He lent only me five Dollars ………………………………………………………………

A woman needs a man like fish needs a bicycle ………………………………………..

Answer the questions (3 marks)

How can literal translation be helpful when translating idioms?

What is the most important factor in the process of translating indirect idioms?

State 3 reasons behind the difficulty of translating phrasal verbs!

What is the difference in the following: (2 marks)

My friend who lives in Berlin is a teacher.

My friend, who lives in Berlin, is a teacher.

الملخص

لطالما لعبت الترجمة دورا فعالا في تعليم اللغات الأجنبية، قديما. فقد كانت معتمدة كوسيلة أساسية لتطوير كفاءة الطلاب و تمكينهم من استيعاب اللغة الأجنبية بشكل أسهل. لكن ومع هذا، و في مطلع القرن العشرين، بعدما تم استبعاد الطرق التقليدية في تعليم اللغات الأجنبية لجأت المناهج التعليمية الحديثة إلى الاستغناء عن الترجمة و اعتماد اللغة الأجنبية فقط دون اللجوء إلى اللغة الأم بأي شكل من الأشكال، إيمانا منهم أن الترجمة تقود الدارس إلى ازدواجية صعبة. " Theme and Version" أو الترجمة هو مقياس جديد تم اعتماده مؤخرا في الجامعات الجزائرية بقسم اللغة الانجليزية . لهذا هدفت هذه الدراسة إلى التحقق ما إذا كانت الترجمة وسيلة ناجعة، بالفعل، في تعليم اللغات الأجنبية، إذا كانت كذلك، لم تم استبعادها من قبل؟ و هل يعني اعتمادها تبني للمناهج التعليمية القديمة   (GTM) بطريقة غير مباشرة ؟ من أجل تحقيق غرض هذا البحث و الإجابة عن الأسئلة المطروحة فيه   و كذا محاولة إثبات الفرضية تم الاعتماد على استبيان وجّه لطلبة السنة الثالثة إنجليزية بجامعة محمد الصديق بن يحي - جيجل- كما تمت الاستعانة بعينة من الدروس المقدمة في مقياس الترجمة إضافة إلى امتحان نموذجي لهذا الأخير، حيث تم التحليل و التعليق عليهما. هذا ما ساعد في إثبات الفرضية و الخروج باستنتاج أن مقياس"Theme and Version" هو اعتماد للطرق التقليدية في التدريس بالتحديد ما يعرف ب (GTM)، بطريقة أو بأخرى.