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**Teachers' and students' perceptions towards  
using translation tasks to improve foreign  
language vocabulary**

**A Case Study of Third Year English Students at University of Mohamed  
Seddik Ben Yahia, Jijel**

Thesis submitted in partial fulfillment of the requirement for the Master Degree in  
English Language Sciences

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## Dedication

I dedicate this work:

to the light of my life and the dearest persons to my heart: my parents Mohammed El Hadi and Mounira. Thank you for all your encouragement to complete my studies, for believing in me, and above all your love, I am forever grateful,

to my lovely brothers: Abdessalam, Abdeldjalil and Abdenour for their continuous love and their endless support. Thank you for being always by my side,

to my partner and best friend Manel: thank you for supporting me throughout this study and for believing in me,

to my closest friends; Djamela, Manel, Imen and Khadidja, my colleagues and friends; Nouha, Asma, Rim Sophia and Souad who have helped me and supported me to go further.

Bouzenoun Amal

## Dedication

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

to the dearest people to my heart: my parents Mohammed and Nassima: thank you for your endless love, support and encouragement, I am forever grateful,

to my dear Grandmother Hanifa who raised me, loves me, and always believes in me. To my lovely sister: Rima and brothers: Mehdi, and Youcef for their support. To the rest of the family members: thank you for your encouragement,

to my partner and best friend Amal: thank you for believing in me, and for being by my side all the time,

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## **Abstract**

The current state of knowledge of foreign language vocabulary acquisition has led language teachers to become more aware of the wide range of factors that influence the learning of new words. Furthermore, the negative attitude towards translation as another pedagogical means in Foreign Language Teaching (FLT) has prevailed for much time (Cook, 2010). Nonetheless, currently, many theorists and linguists agree on the importance of using translation activities in foreign language teaching and underline its beneficial effects to expand vocabulary (Schäffner, 1998). This study aimed to investigate the teachers' and students' perceptions towards the use of translation tasks to improve English as a foreign language (EFL) learners' vocabulary. To achieve this aim, a descriptive study was conducted; it was based on the analysis of data gathered from a questionnaire devoted to 60 third year students of English at the university and an interview designed for two teachers. Both research tools explored the students' and teachers' perceptions towards the usefulness of translation in teaching vocabulary. The results obtained from the investigation confirmed our hypothesis about the effectiveness of using translation to enhance EFL learners' vocabulary.

## List of abbreviations

BD: Bilingual Dictionary

CAT: Contrastive Analysis and Translation

CLIL: Content and language integrated learning

CLT: Communicative Language Teaching

COG: Cognitive Strategies

DET: Determination Strategies

EFL: English as a Foreign Language

ELT: English Language Teaching

FL: Foreign Language

FLL: Foreign Language Learning

FLT: Foreign Language Teaching

GMT: Grammar Translation Method

L1: First Language

L2: Second Language

LMD: Licence Master Doctorate

MD: Monolingual Dictionary

MEM: Memory Strategies

MET: Metacognitive Strategies

SLA: Second Language Acquisition

sth : something

SOC: Social Strategies

TBLT: Task Based Language Teaching

TILT: Translation in Language Teaching

TL: Target Language

TV: Theme and Version

USA: United States of America

VLS: Vocabulary Learning Strategies

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## **General Introduction**

### **1. Background of the study**

Since the early centuries, people showed interest in learning foreign languages for different reasons. After the Second World War, the teaching of English as a second/foreign language became of vital importance. Immigrants, refugees, and foreign students generated a huge demand for English course, which they need for employment and communication. The role of English was enhanced by the growth of modern technological media, e.g., radio, film, and television. Researchers and scholars developed methods and approaches in order to help the learners achieve better mastery of the language. One of the first methods ever used to teach a foreign language was The Grammar Translation Method (GTM).

GTM was derived from the classical method of teaching Latin and Greek to appreciate the classics in their original language. This method requires students to translate whole texts word for word and memorize numerous grammatical rules as well as enormous vocabulary lists. Its objectives were to assist students in developing vocabulary and in learning correct grammatical forms and sentence structure. According to Prator and Celce-Murcia (1979), some of the key features of the Grammar Translation Method are teaching in the mother tongue with little use of the target language, teaching vocabulary in the form of lists of isolated words, translating disconnected sentences from the target language into the mother tongue while little to no attention is given to pronunciation. Diane Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* (1986) provided some common/typical techniques closely associated with the Grammar Translation Method which are, translation of a literary passage, antonyms/synonyms, memorization, use words in sentences, and composition.

There have been various criticisms of the use of GTM for the teaching of foreign languages. According to Marks (2007), it focuses on reading and writing, and neglects speaking and listening, it uses memorization of grammar and vocabulary instead of exposure and experience. It also employs mother tongue most of the time in class. Moreover, learners in this approach are merely passive receivers. Marks believed that translation is not the best way to learn a new language. Harmer (2001, p. 71) agreed with that idea, saying that “not all languages have words for exactly the same concepts.” The Grammar Translation Method has been rejected as a legitimate language teaching method. Richards and Rodgers (2008), in their book *Approaches and Methods in Language Teaching* stated that Although it may be true to say that the Grammar Translation Method is still widely practiced, it has no advocates. It is theoryless and 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.

After GTM was criticized numerous methods have appeared, namely, direct method, audiolingual method, oral/situational approach, natural approach, communicative language teaching, task based learning. With these methods and approaches, Grammar Translation tended to be referred to in the past tense as if it no longer exists and had died out to be replaced.

## **2. Statement of the problem**

Translation in the classroom was banned and died with the death of the Grammar Translation Method. However, recently, there has been a renewed interest in its use in addition to the use of the learners' mother tongue in the language classroom. Researchers call for the revival of translation for being a useful technique in the EFL classroom, and claim it is beneficial for developing the learners' proficiencies.

### **3. Aim of the Study**

This study aims to investigate the teachers' and students' perceptions towards the use of translation tasks to improve English as a foreign language (EFL) learners' vocabulary.

### **4. Research Questions and Hypothesis**

This research tries to answer the following questions:

- 1- Is translation a good technique to teach vocabulary?
- 2- Are translation tasks beneficial to improve vocabulary acquisition?

Based on our research questions we hypothesize that:

Using translation tasks in EFL classes is useful to improve the learners' target language vocabulary.

### **5. Research Methodology**

To collect data and check out the validity of our hypothesis, two research tools were used. An interview was designed for two teachers of theme et version (TV) subject and a questionnaire was administered for sixty third year students of English at the University of Mohamed Seddik Ben Yahia, Jijel, selected randomly. The research aimed to collect information about the use of translation tasks in teaching English vocabulary and the obtained results were described and represented in tables and figures.

### **6. Structure of the Study**

The dissertation is composed of three chapters. The first chapter gives an overview about translation and its application in the language classroom. The second chapter discusses some background information about vocabulary, strategies to teach it, as well as its importance in the EFL classes. The third one deals with the analysis of the data obtained from

the questionnaire filled in by third year LMD students and the teachers' interview, followed by discussing the results. Finally, the dissertation will end with a research conclusion.

## **Chapter One**

### **Translation in the Foreign Language Teaching**

#### **Introduction**

For many decades, researchers in the field of language teaching and learning have sought to find the best way to teach languages, especially English. So many approaches and methods were developed and proposed. Translation has always been the core of the controversies on whether it can be a valid and effective tool in foreign language learning or not. Until recently, translation was out of favour with the language teaching community. Translation as a language learning activity was considered as being unsuitable within the context of foreign language learning (Brown, 2002). It was criticized because of the association within the traditional Grammar Translation Method. However, in the last few decades, there has been an increasing interest in the translation practice in the foreign language classroom. Recently, foreign language teachers have revived the use of translation for different learning purposes. It was observed that translation activity could be used for pedagogical purposes along with other traditional language teaching activities.

In this chapter, we are going to give an overview of translation in language teaching, discuss what translation is, the case against translation, the case for it, and the possibility of a climate for its revival in language teaching. In addition to that, we are going to state the major arguments underpinning the rehabilitation of translation in language teaching suggested by Cook (2010), mainly educational and pedagogical arguments.

#### **1. Translation in Language Teaching: A Historical Overview**

Translation in language teaching is by no means a new phenomenon. Larsen-Freeman (1986) pointed out that translation has been used as a method to teach languages for many centuries; it was first put into practice in the teaching of classical languages, Latin and Greek.

The use of translation as a teaching method started with the so-called Grammar Translation Method (GTM). Prior to the mid-nineteenth century GTM was dominant in Europe and foreign language criteria. Language teachers were widely using this method to help their students study and learn foreign languages, mostly classical languages in order to read its literature or to benefit from the mental discipline and intellectual development that results from foreign language study (Richards & Rodgers, 2001). Students were required to carry out word-for-word translation and memorise extensive vocabulary lists and rules of grammar, the expected result was being able to read, write and translate literary works. Later, this method was adopted in the teaching of modern languages, but it did not survive due to the widespread criticism of the Grammar-Translation Method in language teaching. The needs of foreign language learners are nowadays distinctly different from the needs of learners instructed by means of grammar translation several centuries ago. Harmer (2007a, p. 63) stated out that the direct method, which appeared by the end of the nineteenth century, was the result of a reform movement in response to the limitations of GTM. The advocates of the direct method and communicative language teaching approaches focus on the target language, considers little or no role for L1 and translation.

### **1.1. What is Translation?**

Generally, translation is the process of transferring meaning of a text from one language to another, the word “translate” has Latin origins “translatum” a form of the verb “transfere” which means, “to carry across” and it is also the origin of the English word “transfer” (Cook, 2010, p. 55).

There are some definitions of translation stated by different writers, Newmark (1988, p. 5) defined translation as “rendering the meaning of a text into another language in the way that the author intended the text”, it means presenting the meaning of the source language text

into the target language text as what intended by the author. Oxford Advanced Learner's Dictionary (2003) defined translation as "the process of changing sth that is written or spoken into another language". Nida & Taber (1982, p. 12), on the other hand, stated that "translating consists in reproducing in the receptor language the closest natural equivalent of the source language message". In this definition, translation is closely related to the problems of languages, meaning and equivalence.

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

## **1.2. The Case against the Use of Translation**

Translation has always been a questionable concept on whether it can be a valid and effective tool in foreign language learning or not. Translation was criticized on many fronts until today, many valid arguments have been put forth to keep translation out of the classroom. Translation is perceived differently by linguists, methodologists and teachers.

There have been a number of studies carried out, which have completely ignored the use of translation as a learning method. It was considered as inefficient, unreliable and irrelevant. According to Malmkjaer (1998, p. 6) translation is unnatural, it takes up valuable time which could be used to teach the four skills, translation misleads and prevent students from thinking in the foreign language. However, the main reason why it fell out of favour was its association with the grammar translation method.

### **1.2.1. The Grammar Translation Method**

The Grammar Translation Method was first employed in the secondary school of Prussia (Howatt & Widdowson, 2004, p. 151), the method appeared as a reaction to a social need, learners required changes in earlier practices of language teaching. Earlier the traditional scholastic techniques of the classical methods were used to study the literary works and classical texts with the aim of gaining reading or writing proficiency or just for the sake of being “scholarly” (Brown, 2007, p. 26). Therefore, the Grammar Translation Method was developed to simplify the techniques of the classical method with the aim of making life easier for secondary school students.

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

Grammar Translation Method was further criticized, Richards & Rodgers (2001, p. 7) insist on the fact that GTM has “no advocates ... a method for which there is no theory ... no literature that offers a rationale or justification for it, or that attempts to relate it to issues in

psychology, linguistics or educational theory". Grammar Translation Method was not only criticized for this, but for a number of other reasons. First, it is exclusively focused upon grammatical accuracy with no attention to fluency, focusing on written texts and ignoring oral skills and interaction. Second, for using isolated sentences rather than authentic connected texts (Cook, 2010, p. 14). The widespread criticism of the Grammar Translation Method in language teaching has led to the rejection of translation. Although translation is a foreign language related skill, it has been rejected by many language theoreticians and teachers as a mean of teaching foreign languages. Bloomfield from his structuralist view, stated that "translation into the native language is bound to mislead the learner, because the semantic units of different languages do not match, and because the student, under the practised stimulus of the native form, is almost certain to forget the foreign one" (1933, p. 505).

Grammar Translation Method was not suitable for the new emerging class of learners who needed the language to communicate effectively, whose aim were no longer to become proficient reader of literary texts in the new language. This marks the commencement of the direct method era.

### **1.2.2. The Direct Method**

The first proponents against the use of translation in foreign language teaching come from the reform movement of the late 19<sup>th</sup> century, and then it was followed by a renewed attack on the use of translation in language teaching. According to Cook (2010), a new type of language learning establishment appeared which known as private language schools. Most notable schools were the Berlitz schools, in the USA and later in Europe. The idea put into practice in these schools, the so-called "Berlitz Method" it rejects the use of translation and focus on speaking rather than writing and teachers need to be native speakers of the language they taught. Berlitz' schools allowed "no translation under any circumstances", "translation

wastes valuable language learning time which should be devoted entirely to the foreign language, translation encourages mother tongue interference” (as cited in Howatt & Widdowson, 2004, p. 224). The Berlitz Method thus can be seen as the beginning of the Direct Method era. Cook (2010, p. 7) used the term Direct Method to describe “any and all teaching which excludes use of the students’ own language from the classroom, whether for translation or for explanation and commentary”. Translation was ignored, leaving the space for direct conversation between the teacher and the learners, Learners were encouraged to think in their target language, it was considered significant that only L2 should be used in the classroom and translation was excluded completely.

### **1.2.3. From Direct Method to Meaning Focus**

The 20<sup>th</sup> century was characterised by passing two big revolutions in language teaching, the first one was from cross-lingual teaching to intra-lingual teaching, i.e., from Grammar Translation Method to the Direct Method as we discussed above. The second revolution is a shift from form-focused to meaning-focused (Cook, 2010).

Even after the first revolution, Grammar Translation characteristics remain in place, teaching still structured by an attention to form and teaching languages is still conceived as a set of grammar rules to be learnt. Focus on form consists of drawing the learners’ attention to the linguistic features of the language, thus it allows the L2 learner to concentrate on the grammar rules and constructs of the language, the language at that time was artificially constructed to exemplify grammatical points. English as a Foreign Language (EFL) textbooks also contain a grammatical syllabus and the type of exercises used are substitution tables, sentence transformation or completion and gap filling. Translation was present in form-focused, formulation of grammar rules need to be translated and new vocabulary items are difficult to explain without translation (Cook, 2010). Sweet (1899/1964, p. 201, as cited in

Cook, 2010, p. 23) pointed out, “for to explain a new word or a complicated grammar rule without resort to the students’ own language is notoriously and often comically difficult.” The direct method thus can be seen as a form-focused.

In the 1970s, two theories were introduced in SLA, the natural approach and Communicative Language Teaching (CLT), both led to the second major shift in language teaching theory from form focus to meaning focus in which it was not only translation that was banned but also other form focus activities. Both approaches believed that focusing on the communication of meaning is more important than formal accuracy, and the successful language learner should focus more upon meaning than on form, the focus on meaning requires students to focus on the message being conveyed by the L2 (Cook, 2010).

### **1.2.3.1. Communicative Language Teaching**

A second revolution was a welcoming step in language teaching. Focus on form was replaced by focus on meaning, with this shift many things changed boring and artificial activities were replaced by real and communicative activities, teacher and textbook authority changed to student centred curriculum. Next to translation many other form-focus activities were strongly discouraged; deductive teaching was criticized by giving too much attention to rules, dictation, group work and repetition are not how language is really used. Many syllabuses and approaches gave a clear opinion against the use of artificial examples and focus on form, including CLT, which was one of the reasons that led to this shift (Cook, 2010).

CLT the most widely used approach today in North America and Europe, it made its appearance around 1970s. According to Wrong (2005, p.4) “CLT is defined as an approach rather than a method because it is based on the philosophy of teaching (rather a prescribed set of procedures), i.e., that language is tied to the act of communication” (as cited in Schwieter,

2013, p. 27). CLT was inspired by the new study of SLA and by sociolinguist Dell Hymes' theory of communicative competence (Hymes, 1972, as cited in Cook, 2010, p. 26). The ultimate aim of CLT in language learning is to communicate therefore, the most significant activities for learners is that they need to accomplish things with their words and try to know what the others accomplish with theirs. During that period, CLT focus was on pragmatics of communication and neglects grammar, and the type of language encountered by learner need to be meaningful and authentic rather than artificial language that focus on form. Hinkel & Fotos (2002, p. 4), described CLT as instruction which does not include any grammar instruction or any corrective feedback, CLT focus on giving the learners large amount of meaning-focused input.

### **1.2.3.2. Task-Based Language Teaching**

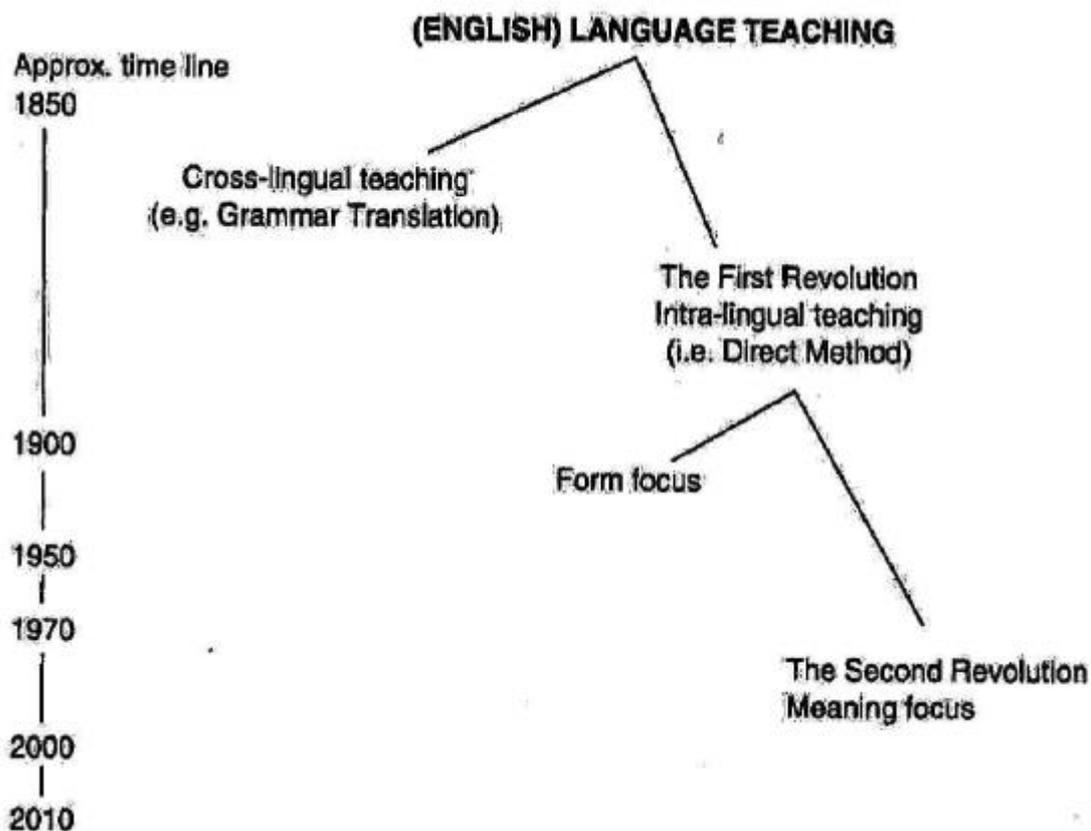
Task Based Language Teaching (TBLT) has become a significant topic in the field of Second Language Acquisition (SLA), some of its proponents believed that TBLT developed from CLT the predominant language teaching approach since the 1970s. It was regarded as a successor to SLA approaches and CLT, because TBLT shared the same principals with CLT and it was an alternative to many traditional approaches, including translation. TBLT focuses on the use of authentic language and on asking learners to do meaningful tasks using the TL, such tasks like real-world tasks, something that students are likely to do outside the classroom rather than on accuracy of prescribed language forms.

Most of TBLT theory is based on SLA theory, it focuses on fluency and neglects accuracy (Ellis, 2003). According to Seedhouse (1999), learners' verbal interaction tends to be short and simple, i.e., minimize linguistic forms in learners' interaction, they might just communicate by doing or using words when it is necessary. Skehan (1996) claimed that, with communicative and comprehensive strategies, learners could detect meaning from the target

language and ignore the forms. However, there is an advance in the current SLA theory; according Schmidt (1990, as cited in Cook, 2010, p. 29) currently there is an emphasis on arousing learners' attention on the formal advantages of the language they use or encounter, also drawing interest to the linguistic element and the benefits of focus on form, but as a major view there is still a rejection of focus on form. With the development of tasks like focus tasks and other types that allow repetition and integrate prior knowledge with performance and other strategies that have been left behind, tasks are in danger of being confused with exercises. Ellis (2003, p. 3) put a distinction between the two;

‘tasks’ are activities that call for primarily meaning-focused language use. In contrast, ‘exercises’ are activities that call for primarily form-focused language use. However, we need to recognize that the overall purpose of tasks is the same as exercises---learning a language---the differences lying in the means by which this purpose is achieved.

With these developments there was a partial return to before the second revolution where teaching was focused around language form, but there was no return to cross-lingual syllabus which included translation. Even though translation is considered as a real-world task, TBLT did not include translation in any of its tasks (Cook, 2010).



**Figure 01: Major Directions in English Language Teaching Theory**

(Adopted from Cook, 2010, p. 22)

### 1.3. The Case for Translation

Over the past decades, there has been a renewed interest in translation as a part of the language learning and teaching. People started to believe that language is best taught bilingually, and there is no way we can stop the learners' own-languages from occurring in the classroom. Furthermore, the concepts of bilingualism and multilingualism become wide spread which helped in the rehabilitation of translation in language teaching.

### **1.3.1. The Recognition of Bilingualism**

For much of the twentieth century, the use of the learners' own-languages in language teaching and learning was banned by English Language Teaching (ELT) theorists and methodologists. The assumption being that a foreign language is best taught and learned monolingually. GTM has been rejected in the 19<sup>th</sup> century, criticized for focusing on accuracy and writing at the expense of fluency and speaking, and this led to the discard of translation for its association with the method. As reported by Brown (2001), translation as a learning activity started to be considered unsuitable within the context of Foreign Language Learning (FLL). The problem against GTM was not regarding translation, but teaching methodologies that would separate language from its communicative function. The first decade of the 21<sup>st</sup> century has seen increased interest and support for the use of the learners' own-languages. In recent advocacy for bilingual learning, Translation In Language Teaching (TILT) is still kept away. However, according to Guy Cook (2010), translation cannot be treated separately from other bilingual activities. As in the example he gave, it is hard to imagine how explanation in the learner's own-language can proceed without giving rise to incidental translation. Many changes happened in the educational and political climates at that time supported translation and led to its rehabilitation in language teaching; bilingualism and the use of the learner's own-language were the most influencing causes.

#### **1.3.1.1. The Academic Climate**

There is a potential for a radical change in the academic approaches to language teaching and learning in the 21<sup>st</sup> century. According to Cook (2010), a new climate is influenced by directions in the study of language itself, as well as, by social and political changes in the world. In applied linguistics, there is a new 'social turn' (Block, 2003), in which applied linguists draw upon new disciplines and types of enquiry such as Social theory

(Sealey & Carter, 2004) which examines the relationship between language and society. Sociocultural theory (Lantoff, 2000) which argues that the most important forms of human cognitive activity develop through interaction within the social environment and with the help of culturally organized activities, Ethnography (Creese, 2008), which is the systematic study of people and cultures, and Complex System theory (Freeman & Cameron, 2008) which is a system composed of many components which may interact with each other without abandoning language as the main focus (as cited in Cook, 2010, p. 38).

### **1.3.1.2. The Political Climate**

The period of the late 20<sup>th</sup> century has been of rapid changes in the nature of cultural, national, and linguistic identity (Cook, 2010). However, there are forces which are still against any change and manifest for monolingualism. In heated academic debates around these issues, there are those who argue that the ascendancy of one language entails the decline of others making the promotion of one language (Phillipson, 1992). On the other hand, others argue that the growth of a global language entails no harm for other languages (Crystal, 2003).

In the USA, English only campaign seeks to make it the nation's only official language. This movement has a long history, the proof can be found in the speech of the president Theodore Roosevelt in 1914 (Roosevelt, 1926, p. 554) as cited in Cook (2010, p. 40):

We have room for but one language in this country, and that is the English language, for we intend to see that the crucible turns our people out as Americans; of American nationality, and not as dwellers in a polyglot boarding house.

In short, while there is only one language known to the citizens throughout the USA, there is a good reason to suppose that the English Only Movement aimed to replace other languages rather than supplementing them.

In Britain and Ireland, English Only Movement has even a longer history. Cromwell's Irish campaign in the 1650's contributed to the ongoing decline of the Irish language (Barnard, 1975). In Scotland, the English made use of the Scottish Gaelic a criminal offense, wiping it with that. On the other hand, active promotion of Welsh in Wales has contributed to a reversal.

### **1.3.1.3. Globalization**

Globalization has been defined many times and in different ways. It is the process of international integration arising from the interchange of world views, products, ideas and other aspects of culture. According to Cook (2010), globalization is also a linguistic phenomenon. Since one major aspect of globalization is mass migration, there is a need to a communicative way for immigrants; translation relates languages to each others, it is a major stimulus for global communication.

Globalisation is a topic for debate in language use as in other aspects. Some see it as a euphemism for Americanization (Ritzer, 1998), and others as a more complex interaction between global and local perspectives (Robertson, 1995) as cited in Cook (2010).

However, the impact of globalization is important in linguistics and in the development of language learning and teaching. The 21<sup>st</sup> century has seen an interest in globalization and its consequences.

#### **1.3.1.4. Extent of Multilingualism**

Multilingualism becomes a social phenomenon governed by the needs of globalization and cultural openness. Individuals' exposure to multiple languages is becoming more frequent leading to the need to enquire more and more languages. It can be argued that the notion of monolingual society is now, in much of the world, something of a myth rather than a linguistic reality (Cook, 2010). A lingua franca (a foreign language) is a language systematically used to make communication possible between people not sharing the same mother tongue. Today, English is the most popular foreign language.

#### **1.3.1.5. Code-Switching and Code-Mixing**

Bokamba (19989, as cited in Ayeomoni, 2006) defines both code-switching and code-mixing, as "Code-switching is the mixing of words, phrases and sentences from two distinct grammatical systems across sentence boundaries within the same speech event...code-mixing is the embedding of various linguistic units such as affixes, words, phrases and clauses from a co-operative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand."(p. 91). According to Cook (2010), code switching, code mixing, and translation that arise from multilingual environments happen in all contexts. There are situations where people need to switch and negotiate between languages, especially in immigrant families where there are different generations who speak different languages. The same is true for mixed language marriages where there is a need for mixing and sometimes translation for family and friends' understanding.

Code-switching is common in work places where employees share different languages. The use of translation, interpreting, and bilingual and multilingual documents are required for secretaries. While in mass media, strategies are used to make productions comprehensible to speakers of other languages, including subtitling.

### **1.3.1.6. Own-Language Use in the Classroom**

There has always been a debate concerning the use of the learners' own languages in the classroom (V. Cook, 2001). Some researchers argued that it should be avoided as it interrupt the learners' progress in learning a foreign language, while others supported it and recommended it in the language classroom. Some of the arguments in favour of the own-language use emphasize the positive effects of code switching on learners' identity and emotions and in promoting motivation and thus success (Dornyei & Murphey, 2003) as cited in Cook (2010).

Many authors and researchers advocate the use of code-switching in language classes. Ferguson (2003, as cited in Cook 2010), documents the use of code switching in English, French, and Portuguese medium classrooms in post colonial Africa, and argues that it should be more effectively exploited by language planners as a communicative and pedagogic resource.

Mother tongue shapes the learners' way of thinking and their use of the foreign language to some extent. Keeping the languages separate in language teaching is contradicted by the invisible processes in the learners' mind. As Stern (1992) put it, "the L1-L2 connection is undisputable fact of life". Language teaching that works with this fact of life is more likely to be successful than teaching that works against it.

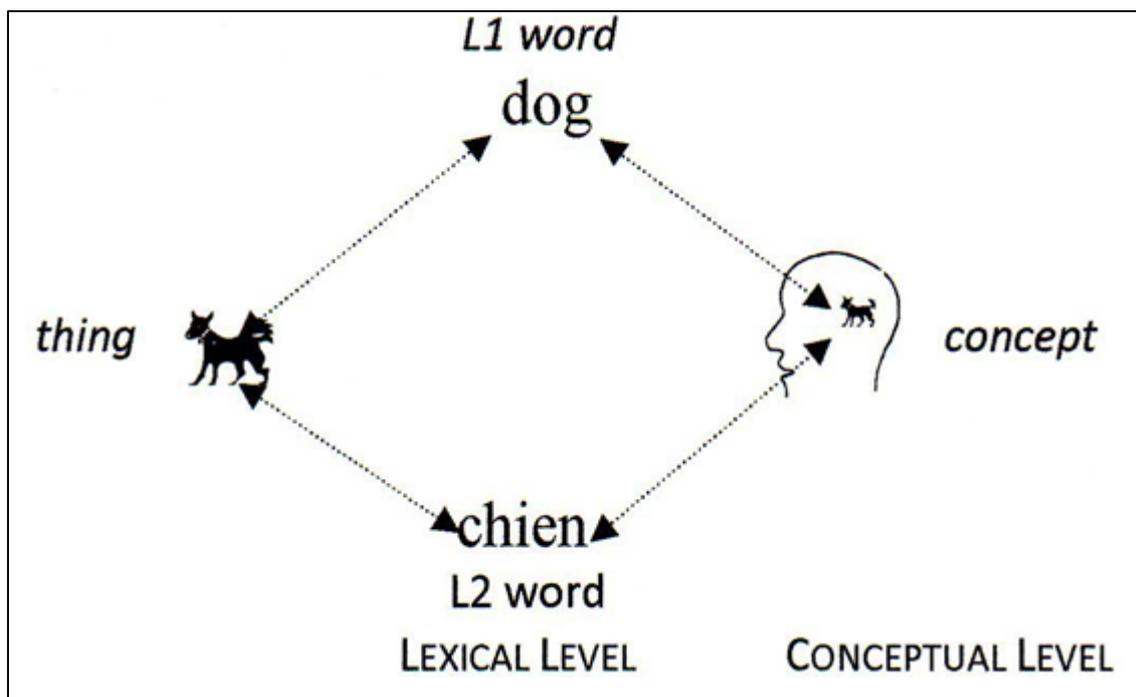
### **1.3.1.7. Advocacy of Translation in Language Teaching**

Several researchers and authors have been reflecting upon the use of translation in language teaching from a different perspectives. They defend the practice of translation not as a means in itself, but as a strategy to form learners able to become more independent and better equipped when using a foreign language. The use of translation can bring many benefits

for both teachers as well as learners. Ashok Raj Khati (2011) in his paper about when and why we use the mother tongue in classrooms ends up stating that:

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

Vivian Cook (2012) shared the same view with Khati that the use of mother tongue facilitates the explanation of some words. Here is an example he gave:



**Figure 02: Linking Things and Concepts in Two Languages**

(Source: Some key issues in SLA research, Vivian Cook, 2012 available in

<http://homepage.ntlworld.com/vivian.c/Writings/Papers/KeyIssues.htm>)

Translation can also play a role in the development of communicative abilities since speakers are often engaged in the work of sharing and negotiating meaning depending on the interpretative community and context. Besides, translation helps the development of abilities considered fundamental for communication, such as interpretation, negotiation, and expression of meaning.

### **1.3.1.8. From One Language Rehabilitation to Translation**

There are recent evidences and arguments in favor of using the learners' own-languages in language teaching. According to Guy Cook (2010), some researchers give political reasons, saying that first language use helps learners to develop and preserve a bilingual identity. Others give educational reasons, claiming that it can foster understanding of other cultures and ways of thinking. Moreover, there are some researchers who put pedagogical arguments claiming that it enables faster and more efficient explanation and it is more motivating.

Calls for learners' own language use do not necessarily entail advocacy for translation. Although translation is one kind of own language use, its advocacy is more specific proposal. There is still a hesitancy and unwillingness to take a step further.

## **1.4. Major Arguments Underpinning the Rehabilitation of TILT**

Translation is a natural and effective means of language learning and it protects the learners' linguistic and cultural identity. There are many arguments that reinforce the rehabilitation of translation in the language teaching. Guy Cook, in his book *Translation in language teaching* (2010), challenges the presuppositions about the sterility of translation by deploying arguments about how translation is pedagogically effective and educationally desirable both to the students and to the teachers.

### **1.4.1. Arguments Emanating From Second Language Acquisition Theory and Research**

Science and technology have been a driving force behind most approaches to language teaching and learning. Scientific researches (based on facts and experiments) have been made to look for new, efficient ways for teaching and learning a language. From the 1970's, the scientific influence on language teaching and learning has been the SLA theory. Scientific evidence shows that a certain activity and strategy is wrong while teachers think it is working and vice versa. In SLA in particular, the argument that translation is not helpful to acquisition seems to become so firmly established and that it has hardly investigated at all.

#### **1.4.1.1. SLA Assumptions**

The SLA assumptions about translation in language teaching and their arguments have stated that it obstructs the developments of the ability to use the language automatically, it is slow, laborious, and it is focused on accuracy rather than fluency. In addition, it promotes interference and transfer from the learner's own language. For instance, a French learner may say 'I have hungry' instead of 'I am hungry' when translating the expressing 'J'ai faim' to English. By focusing on the differences between the learners' own language and the new one, the teacher could tackle the majority of their difficulties. Selinker's interlanguage theory (1972), as cited in Cook (2010), said that the negative transfer is not the only source of errors, thus, the use of the mother tongue is not the only source of errors.

The role of translation in the language teaching and learning has not been open up to or approached. Kallkvist (2004) attempts to survey a near non-existent literature on the topic and come to a conclusion that translation is an aspect of L2 use not acquisition, ignoring the possibility of translation as a communicative activity (as cited in Cook, 2010, p. 90). The

situation for vocabulary is similar, and research into translation as a means for learning is also almost non-existent. Laufer and Girsai's research (2008) in which they taught the same vocabulary to three different groups using three different types of instruction: meaning focused, form focused, and contrastive analysis and translation (CAT). The CAT group outperformed the other two groups on all tests.

SLA has fixed mistaken ideas about translation. The notion that translation interfere with successful acquisition was never questioned; no investigation was done. SLA researchers put this assumption, but did nothing to prove it.

#### **1.4.1.2. Evidence Outside SLA**

Some of the common assumptions about the effects of translation outside SLA take two dimensions. Firstly, these effects occur during communication, generally, when the learner thinks in one language, then translate his thoughts to the other language. Secondly, learning through translation causes long term damage to the speaker's systematization of a language, and the errors will stick to him. According to Cook (2010), no evidence was given and these assumptions are just beliefs which are too obvious to question.

#### **1.4.1.3. Bilingual Processing**

Bialystock and her colleagues (Bialystock et al, 2005) have used both behavioural and brain research to examine the variation between bilingual and monolingual processing. They have found significant differences between the two groups in the ability to perform certain tasks and in areas in the brain which are activated to do so. The result is that bilinguals, though they may be slower in some operations, are more successful in choosing between competing stimuli.

The assumption that translation slows down communication and that it has a negative effect on fluency is questioned by the existence of successful and simultaneous interpreters. In addition, a large number of second or foreign languages fluent users studied initially through translation.

#### **1.4.1.4. Negative and Positive Views of Influence**

SLA sees the influence of one language on another in defensive terms and as a potential source of errors. While outside SLA, influence is seen as a source for stimulation, variety, creativity, and a mechanism for language change (Cook, 2010). Literary English has benefited from the influence of writers from British colonies bringing to it the influence of non-standard and regional forms, reflecting the influence of other languages. Therefore, there are potential benefits from any change to a language through its learning by outsiders.

#### **1.4.1.5. Word for Wordism**

The practice of translation by language learners usually leads to word-for-word translation from their own-language, which leads to the possibility of producing utterances grammatically incorrect. 'Word-for-wordism' is the bad consequence of using translation and it is different from transfer and interference; it is a textual phenomenon while transfer and interference are cognitive phenomena.

Word-for-word translation means translating each word from one language to another in the same order as it occurs in the original text. It is not advocated in translation textbooks or held up as a successful technique (Cook, 2010). On the contrary, the goal of translation is to make learners aware of the meaning and communicative functions, and training them to avoid bad translation when the focus is on the words rather than on the text.

#### **1.4.1.6. Improvement**

Improvement in language learning can be of various interpretations. However, when people say that language learning can and should be improved, there is no precise answer on how. For them improvement is an end point not the process.

The ideal successful language learner is that who internalize a presentation of the language system similar to that of a monolingual, and who has acquired a native speaker like ability to use this new language fluently, accurately, and functionally in a monolingual communication without reference to his own-language (Cook, 2010). Improvement is then seen as a movement towards this goal. However, the last two decades witnessed some shifts towards an appreciation of bilingual identity. Therefore, the definition of language learning success has changed. It is then something temporary and relative, to be rejected in the future, as times and circumstances change again.

#### **1.4.2. Educational Arguments**

Cook (2010) presented another argument in favour of the use of translation in language teaching (TILT). His aim is to provide educational arguments for the use of translation as an integral part of the teaching and the learning process and as a part of the revival of bilingual teaching, he examines also various curriculum philosophies and the pedagogics of translation.

##### **1.4.2.1. Curriculum Philosophies**

Cook's translation-translation oriented pedagogy is framed within a perspective of curriculum theory for language teaching. Other theorists during that period (Allen, 1984) categorized education philosophies to four major principles: technological, social reformist, humanistic and academic (as cited in Cook, 2010, p. 105).

From a technological perspective, education should serve practical purposes, providing the needed skills for both individuals and society. From the social reformist perspective on the other hand, education is a mean for causing social changes; developing values, beliefs and behaviors. These two perspectives may differ in their assessment, but they have some elements in common, both perspectives “have a behavioral outcome-oriented emphasis” (Cook, 2010, p. 106). They specify the learning objectives so they can be easily observed and measure success by students, the teacher on the other hand is supposed to be a good model for students. From a humanistic perspective, education needs to provide personal realization and development for each individual as an intrinsic good. This perspective contrasts with technological and social approaches it focuses mainly on the individual and the relation between students and teacher that leads to the focus on the process rather than the products of education, teachers are facilitators of learning rather than a model. From an academic perspective, education is responsible for developing and transmitting knowledge and understanding the academic discipline. This perspective also differs from the others, the teacher is deemed as a transmitter of knowledge when he talks the class listen. As Clark (1987) pointed out, “each of these perspectives has implications for implementation. Ideas about assessment, content, good teaching practice, and who has the right to effect changes, all vary within the different philosophies” (as cited in Cook, 2010, p. 109).

We are not going to find purely one perspective in an educational system, we might balance between the four, but the balance varies from one to another. Cook believed that there is a strong education justification for TILT from all the four perspectives.

#### **1.4.2.2. TILT as Technological Education**

Translation is a skill needed to communicate in today's world of global communication and multicultural society, translation in its written forms or oral forms is used

to mediate between speakers of different languages. Cook (2010, p. 109-112) further developed his arguments and regards translation as a skill needed for many reasons.

First, for personal reasons translation is needed in mixed language marriages, if one partner face difficulties in the other partner's language because he/she know little or nothing about the language. In addition, language problems can expend to families and relatives of both sides who also know nothing or little about their in-laws' language. Second, for social reasons translation is widely used when the case is about immigrants and new arrivals, especially those who attends school and know little about the language, here the school provides interpreters to help them. Now with the increase of travel and the wide use of the internet, integration of communities and multilingual settings become a widespread matter, people from different language settings sitting with each other, talking to each other, need translation in these social situations. Third, for professional reasons, especially when it is about work, which is related to international communications, here translation features heavily. News reporting, computer programming, mobile technology, film subtitling, dubbing, and translating books, all these needs professional translators. Even the major international organizations employ a vast number of translators and interpreters. Technological perspective provides educational practice that serves society needs and individual needs, those who needs translation as a part of their development in life and their personal fulfilment.

#### **1.4.2.3. TILT as a Social Reform**

Social reform through education means that education is used to promote and preserve the values that societies believed and adhere to them. Cook (2010, p. 113) argued that TILT as any other programme can promote liberal, humanistic and democratic values, because it facilitates language and cultural encounters together with an awareness of difference and an aim to avoid and settle conflicts as well as to equal opportunities and status between

languages . TILT focus upon language instruction as it maintains the presence of the L1 in the foreign language process.

#### **1.4.2.4. CLIL as a Social Reform**

Content and Language Integrated Learning (CLIL) brought a new implication to language teaching which is meant to replace foreign language education as it has received a huge support from Europe. CLIL in practice, focus more on teaching English and other few languages that for it ignored totally the complex impact on diversity and identity, this may not affect students' everyday use of their own language in the short term, but it may affect it in the long term. Another criticism, CLIL is seen as detrimental to the maintenance of linguistic diversity and translation.

#### **1.4.2.5. TILT, Social Reform, and Language Equality**

All languages have a complex system and all languages perform the same complex function, it means that all languages are of equal importance. However, they are not equal in number of speakers or geographical distribution, English as a worldwide used language has a number of non-native speakers more than native speakers, meanwhile there are smaller languages which are used by some specific groups in some geographic areas that has no power on the international stage. These people are likely to face difficulties in language use when they travel and communicate with speakers of other languages because there is a small chance that someone will understand them, so they either learn the language or use an interpreter. On the contrary, speakers of the world's largest language face no problem when travelling, they are confident that their language is widely used. Therefore, the reality is different with language diversity you cannot maintain language equality (Cook, 2010).

Language teaching theory so far tends to exclude this inequality of languages in the real world from the world of classroom. Because of this, methods like the direct method banned the use of L1 and communicate using one language to avoid the inequality of two languages. However, translation demand the mutual understanding of both languages, promote an awareness of the differences and similarities of both, from translation standpoint languages are equal and understanding the relation between them is essential. Cook (2010, p. 119) argued that TILT help in preserving the identities of speakers of threatened languages and promote awareness among speakers of powerful languages, and even if translation is not going to resolve fundamental problems and differences, at least it is going to look for future reconciliation. Translation is important in social reformist education, which strive to overcome inequality between speakers of two languages.

#### **1.4.2.6. TILT as a Humanistic Education**

Unlike other approaches, humanistic approach is an approach that puts emphasis on students' personal fulfilment and let them be their own arbiters of success. In humanistic education, students have the right to vote for any recommended strategy, any presented strategy should be attractive to all students of all types. Considering TILT as a strategy, they conducted a survey to see the views of student from different settings and ages about translation. The results were that translation as a form of bilingual instruction is looked upon favourably by students, the preference of TILT is widespread in many settings and students are satisfied with the intellectual challenge and games that translation provides (Cook, 2010, p. 120).

#### **1.4.2.7. TILT as Academic Education**

Instruction of translation involves some academic elements, thus it involves declarative knowledge about language for their formal description. Translation foster the

study of linguistics, it makes use of the distinction between linguistic forms and functions, semantic and pragmatic meaning, it draws upon established theories that have already been developed in the academic study of language. As Cook (2010) pointed out,

Thus TILT provides students, as a kind of by-product of their studies, both with an academic metalanguage for the analysis of any language, and a deeper understanding of the nature of language and language use in general. It is, in short, a way into the most academic study of language of all---linguistics. (p. 121)

TILT has a great role in promoting the educational philosophy, as it can satisfy a range rather than one, it has the capacity to correspond between competing interests and competing criteria.

### **1.4.3. Pedagogical Arguments**

There is little case for the use of translation in language teaching other than as an academic exercise. Theoretical discussions on the topic inevitably raise questions how ideas should be implemented. Researchers need to be more specific about what kind of translation can be used, in which circumstances, by which teachers, and with which learners.

#### **1.4.3.1. Grasping the Nettles**

Many arguments have been advanced against TILT. It has been claimed that it is unhelpful to learning. Even those who advocate it, they did not precise how it should be implemented. Questions of what, when, by whom, and with whom cannot be kept separate from each other. There is a connection between these elements; activity types, teacher competences, and class composition, for example, are interconnected. To keep things clear, Cook (2010, p. 126) set out a list of questions that need to be answered. The main ones are:

- Which teacher will TILT work for?
- Which learners will TILT work for?
- What types of TILT activity can be used?

### **1.4.3.2. Which Teachers**

Many nettles need to be grasped when talking about TILT topic. According to Cook (2010), one nettle is concerning classes where the learners share a single language but the teacher does not speak it.

### **1.4.3.3. Teachers Who Do not Speak Their Students' Language**

The Direct Method required native-speaker teachers whose native speaker proficiency and the ability to teach monolingually. The assumption that native speakers make better teachers than bilinguals was wide spread. The discrimination seems more than unfair, given that bilingualism can be validly conceived as a positive force rather than a disadvantage. The question arises from here is whether the same thing will happen for monolingual teachers in the case of the return of bilingual teaching and translation or not. Cook (2010) said that what happened to the bilingual teachers in the Direct Method should not be repeated. What is needed is an accommodation between intra-lingual and cross-lingual teaching in which each has strengths in certain language aspects. Monolingual teachers also should drop their monolingual teaching approach and, if they do not know their learners' own language, they should start to learn it and improve their proficiency in it. Therefore, translation can be taught by both native and non-native speakers. There are certainly native speakers.

### **1.4.3.4. Which Learners?**

Another issue that Cook addresses is to which degree TILT is appropriate to all types of learners. He argued that the type, the quantity and the function of translation activity should

vary according to the learner's stage that they have reached, their age, their own preference, learning style and experience (Cook, 2010, p. 129).

#### **1.4.3.4.1. Beginners**

With beginners, TILT function is mainly to increase explanation and solve problems and difficulties that face beginners who do not know the new language. Therefore, their own language use is important in this case. Translation could be used as an activity in itself, own-language use including translation during the lesson is likely to be beneficial and valuable for beginners. Teachers should allow learners to ask for clarification when necessary and to express their own ideas using their L1, however, the teacher sometimes needs to oblige them using the new language. He should give them a chance of altering between their L1 and the new language, in this case the teacher can control and observe his learners' understanding (Cook, 2010, p. 129-131).

#### **1.4.3.4.2. Advanced Learners**

Advanced learners are established users that need to be treated differently, now they are able to use the new language and communicate what they want to say without translation. However, there are occasions where translation is needed. The function of TILT in the advanced class is that translation is necessary when trying to understand the language cultural background, meaning that specifies to that culture and problematic language forms (Cook, 2010, p. 131).

#### **1.4.3.4.3. Intermediate Learners**

TILT function with intermediate learners is the same with beginners and advanced learners but with some modifications, since it is in the middle step between them. With intermediate learners TILT for explanation may decrease while TILT for developing

translation skills may increase. Same like beginners there can be the use of translation between both languages, also there can be lessons where learners are taught to translate in order to develop translation skills. Same like advanced learners, translation can be used to improve declarative knowledge of both languages. Intermediate learners study new vocabulary as translation equivalents that will encourage them to use bilingual dictionaries, vocabulary lists and watching subtitled films. Doing activities like relating knowledge to existing one, this can give intermediate learners enough confident about what they are learning (Cook, 2010, p. 132).

#### **1.4.3.4.4. Young Learners**

TILT deals with young learners differently than adult learners, because the way young learners relate to a new language is largely different from older learners. Young learners face less barriers when it comes to a new knowledge, they have the ability to imitate sounds and patterns successfully; they are free from stress problems, self-consciousness and worry about the outcome. However, they might face some barriers in certain points; they are likely to work less outside the lesson, they do not have enough ability to understand and categorized new knowledge and think metalinguistically. This means that TILT as a mean of developing knowledge of the relationship between two languages is less convenient to young learners. But there are many communication ways of using translation that suits them, especially when they are more relaxed and spontaneous about learning (Cook, 2010, p. 133-134).

#### **1.4.3.5. Learners Styles, Experience and Preferences**

Apart from the teacher and learners' stage and age, there are other factors that may affect the degree and type of TILT, which is used. Every learner in different contexts may need TILT in a great degree or less degree; this depends on their learning styles, experience and performances. TILT takes into consideration all these differences, it deals with them with

great sensitivity. Besides learners' style, needs and preferences, TILT takes into consideration some factors like class size, time available, resources and teachers' ability (Cook, 2010, p. 134).

## **Conclusion**

Translation as a method of language teaching is still a subject under research and continues to be one of the most frequently discussed topics among linguists, methodologists and teachers. Several arguments, for and against translation, were given to provide reliable answers concerning its use in the language teaching. Translation in foreign language classes enhances better understanding of the structures of the two languages and also strengthens students' translation skills. There is enough evidence to suggest that translation has an important role to play in language teaching, but more empirical research is needed. In particular, we need to gain further insight into its effectiveness relative to other language learning activities.

## **Chapter Two**

### **Vocabulary Acquisition**

#### **Introduction**

Acquiring English, as any other foreign language, is a complex process and learners strive to master it and use it as native speakers do despite its complexity. When dealing with foreign language learning, students are supposed to deal with all language skills; which are listening, reading, speaking and writing, and proficiencies including vocabulary. Vocabulary is one of the most crucial elements without which communication is not possible. Wilkins (1972, p. 111) stated, “Without grammar very little can be conveyed; without vocabulary nothing can be converged”.

In this chapter, we will shed light on vocabulary definition, its types, the lexicology and lexicography studies, vocabulary learning strategies, and vocabulary teaching techniques. Concerning teaching techniques, we will focus more on the integration of translation in the EFL (English as a Foreign Language) classroom.

#### **2.1. Vocabulary Definition**

Thornbury (1997, p. 43) stated that “vocabulary or lexis in English are frequently used interchangeably”. Lexis is the Greek word for “word” while the term vocabulary is defined in different ways; “The sum of words used by, understood by, or at the command of a particular person or group” (John & Shane, 2004, p. 01). While Longman dictionary (1995, p. 1177) defined it as follows: “All the words that someone knows, learns or uses; or the words that are typically used when talking about a particular subject; or a list of words with the explanations of their meanings in a book for learning a foreign language”. Todd (1987) suggested that there is the orthographic, morphological, lexical, and semantic aspect of the word. An orthographic word has a space on either side of it. While, a morphological one has a relation with form

only. Then, a lexical word concerns the various forms of items which are closely related by meaning; and finally, a semantic word considers the distinction between words which are morphologically the same and different in meaning.

To sum up all these definitions, we can suggest that vocabulary is a list of words that make up a language and which are used by individuals and community groups in order to communicate. Each language has its own specific vocabulary and limited number of words.

## **2.2. Vocabulary Description**

Two main branches of linguistics emerged that study vocabulary teaching and learning and its different form, meaning, and uses. The first one called lexicology, which means the science of words, the second one is lexicography it means the writing of words.

### **2.2.1. Lexicology**

Lexicology as a branch of linguistics, deals with the general study of vocabulary of languages. According to Jackson and Zéamvela (2000, p. 1) lexicology is the study of lexis, it deals with stock of words not only simple words but complex and compound words. Scholars discussed three main points concerning the lexicology study, which are word classification, word formation and word meaning.

#### **2.2.1.1. Word Classification**

The English language contains a number of word classes, in which words are classified in accordance with their function. Harmer (2007b) classified the English language into eight parts of speech: noun, pronoun, adjectives, verb, adverb, prepositions, determiners and conjunctions.

-A noun is a part of speech that is used to name or identify a person, an animal, a place, a thing, an idea or a quality.

-A verb is the word class that describes an action or occurrence or indicates a state of being.

-An adjective is a part of speech that modifies a noun or a pronoun.

-An adverb is a part of speech that is primarily used to modify a verb, adjective or other adverbs. Generally, the adverb is concerned with time, place, manner and degree.

-A pronoun is a word that takes the place of a noun or a noun phrase.

-A preposition is a word that shows the relationship between a noun or pronoun or other words in a sentence.

-A determiner is a word that qualifies a noun, and it can be divided into many categories:

a- Indefinite article (an /a)

b- Definite article (the)

c- Possessives (my, his, etc.)

d- Demonstratives (this, that, etc.)

e- Quantifiers (some, few, etc.)

-A conjunction is a part of speech that serves to connect words, phrases, clauses or sentences.

### **2.2.1.2. Word Formation**

It is the creation of a new word on the basis of other words or morphemes with the same root, and which would have another meaning. Word formation can take three forms: affixation, compounding and conversion.

-Affixation: According to Bauer (1983), it is the process of adding a letter or sub words to the base word. These affixes can be divided into: suffixes, prefixes or infixes.

a- suffixes: when attaching a letter or group of letters to the end of the base.

E.g.: free + dom \_\_\_\_ freedom

b- prefixes: when attaching a letter or group of letters to the beginning of the base.

E.g.: agree + dis \_\_\_\_ disagree

c- infixes: when attaching a letter or group of letters inside the base.

E.g.: absolutely + bloody \_\_\_\_ absobloodylutely

-Compounding: it is the process of joining two or more words together in order to form a word with a different meaning. We can combine them directly or use a hyphen between the two words.

E.g.: take + off \_\_\_\_ take-off

Air + craft \_\_\_\_ aircraft

-Conversion: it is also called “zero affixation”. It means that a word can have different word classes or functions without changing the word form.

E.g.: noun to verb conversion

Email \_\_\_\_ to email

Name \_\_\_\_ to name

### **2.2.1.3. Word Meaning**

It concerns with the study of words and their meaning, a word meaning cannot only be understood in isolation, but it is best understood when it is used in a context. According to

Harmer (2007c), the meaning of a word is often defined by its relationship to other words for example:

-Antonyms: we can explain the meaning of a word by giving the opposite meaning of it; we can say that “hot” is the opposite of “cold”.

-Synonyms: we can explain the meaning of a word by giving another word that means exactly or nearly the same as each other but differ in form.

-Hyponymy: where words like dog, cat, lion and snake are all hyponyms of the subordinate “animal”, here “animal” includes the class of “cat” as one of its subclasses.

-Polysemy: the same word can have different meanings. You can read a book and you can book a table in a restaurant.

### **2.2.2. Lexicography**

According to Jackson and Zéamvela (p. 185) “lexicography is concerned with the making of dictionaries”, Landau (2001) described lexicography, the art and craft of dictionary making. More precisely lexicography represents the meaning of words and their associated usage in the form of various different types of dictionaries. In a dictionary, the lexical items of a language put in an alphabetical order with information about the spelling, the pronunciation, the meaning and the usage.

Dictionaries are prepared to serve different practical needs of the people, whether it is a monolingual or a bilingual, or whether it is used to check the meaning or the spelling or to aid translation, a dictionary is a trusted and respected repository of facts about a language.

### 2.2.3. Word Mastery

Knowing a word is not just being able to recognize the meaning and the form of a word, or being able to give its dictionary definition, but it is a more complex process, simply because words cannot exist in isolation.

According to Schmitt (2000), vocabulary knowledge does not consist of just two facets: word meaning and word form, but it is more than that, the knowledge that can be known about a word is rich and complex. He proposed a list of different kinds of knowledge that a person must master in order to know a word (p. 5):

- The meaning(s) of the word; to know what a word means and its definition.
- The written form of the word; to know the spelling of a word and how words are composed.
- The spoken form of the word; to know the pronunciation of a word.
- The grammatical behaviour of the word; to know the functions of a word.
- The collocations of the word; to know about words that go together and form a fixed relationship.
- The register of the word; to know about formal and informal words and their use in different settings
- The associations of the word; mastering words association, what associations or ideas do you recall in your mind when saying a certain word.
- The frequency of the word; to know the most frequent and constant used words.

Nation (2000) on the other hand applied the terms receptive and productive to the vocabulary knowledge description, a person can receive a language input using his receptive skills of listening and reading or he can produce language forms using his productive skills of speaking and writing. He covers all the aspects that are related to knowing a word.

The list below demonstrates the receptive and productive knowledge of knowing a word according to Nation (2000. P. 41-42)

- being able to recognize the word when it is heard.
- being familiar with its written form so that it is recognized when it is met in reading.
- recognizing that it is made up of the parts “under”, “develop” and “ed” and being able to relate these parts to its meaning.
- knowing that underdeveloped signals a particular meaning.
- knowing what the word means in the particular context in which it has just occurred.
- knowing the concept behind the word which will allow understanding in a variety of contexts.
- knowing that there are related words like overdeveloped, backward and challenged.
- being able to recognize that underdeveloped has been used correctly in the sentence in which occurs.
- being able to recognize that words such as territories and areas are typical collocations.
- knowing that underdeveloped is not an uncommon word and is not a pejorative word.
- being able to say it with correct pronunciation including stress.
- being able to write it with correct spelling.
- being able to construct it using the right word parts in their appropriate forms.
- being able to produce the word to express the meaning “underdeveloped”.
- being able to use the word correctly in an original sentence.
- being able to produce words that commonly occur with it.
- being able to decide to use or not to use the word to suit the degree of formality of the situation (At present developing is more acceptable than underdeveloped which carries a slightly negative meaning).

## **2.3. Vocabulary Selection**

The input taught for foreign language learners should be carefully selected especially in vocabulary. According to Schmitt (2002), there is no “right” or “best” way to teach vocabulary. The best practice in teaching situations will depend on the type of student, the words that are targeted, and many other factors. Teaching situations differ and essential items in one context can be useless in another. Therefore, teachers should choose appropriate vocabulary to teach their learners according to different criteria. The most widely used ones are usefulness, frequency, learnability, and teachability. In order to select what is useful for students to enhance their vocabulary learning, the teacher should consider these criteria.

### **2.3.1. Usefulness**

Richards (2001) stated that native language speakers have more knowledge and wider vocabulary comparing to foreign language learners. However, not all what they know is useful for foreign language learners. Teachers need to think which words are useful for their learners before thinking how to present them. So word usefulness can refer to its importance and utility. For example, in earlier courses, learners can be taught set of words related to a specific domain, such as classroom, cinema, and restaurant; these words can be useful for them in their daily life as much as in their learning process. According to Elfrieda and Michael (2005), words that can be “sufficiently” used by learners have the priority to be taught through explicit learning. As a conclusion, the teacher must choose useful items to teach his learners, which can be beneficial for them and used in daily communication.

### **2.3.2. Frequency**

The criterion of frequency in teaching vocabulary means teaching words that are repeated and frequently used. The most frequently used English words are the most useful

ones for learners. Thornbury (2002) argued that it is preferable for teachers to introduce frequent vocabulary or words because knowing frequent words helps learners know widely used meanings. Since this type of words is so significant in learning a language, both teachers and learners should give a considerable time to teach or learn them. According to Nation (2000), they should devote enough time for teaching and learning frequent words and they can use different techniques.

### **2.3.3. Learnability**

By definition, learnable words are those words that can be easily understood (Thornbury, 2002). Learners will learn better if they encounter new words do not need much effort to be learned. There are many factors that make words learnable; one of them is that they may have similar use in the native language (Ibid). This may attract learners' attention and remind them of these words and their meanings and why not use them in their writings or communications later. Thus, to help foreign language learners improve their vocabulary knowledge, teachers have to select easy and learnable words and expressions to teach them.

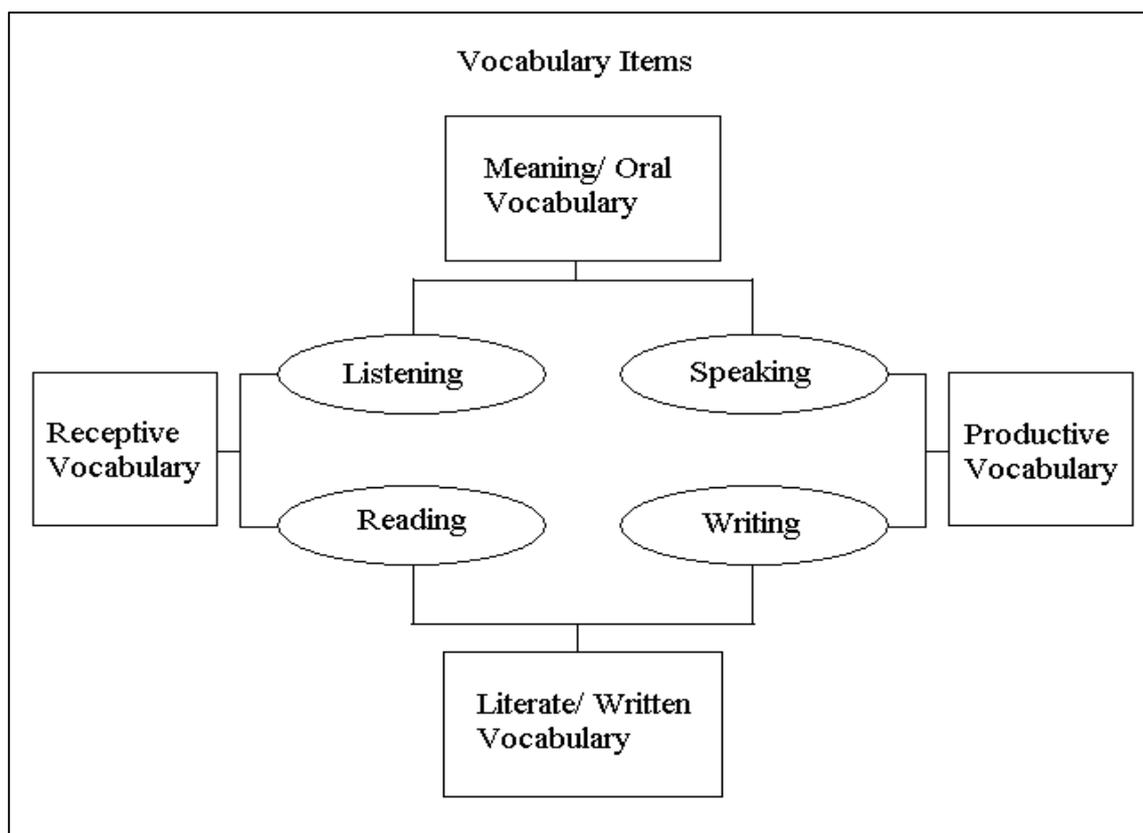
### **2.3.4. Teachability**

Another criterion that should be used in choosing vocabulary for foreign language learners is teachability. This term refers to being easy to be taught. Many scholars argue that most teachable words are the concrete nouns and that can be illustrated or explained through the use of pictures or objects (Thornbury, 2002 & Richards, 2001). For example, it is easier for teachers to teach the words chair and table than the word freedom. This gives the priority to the concrete words to be taught first. Foreign language learners need to be taught vocabulary in an effective way. For that reason, the teacher should illustrate and explain the vocabulary items well.

## 2.4. Types of Vocabulary

It is important when discussing vocabulary to identify its parts. Alfrieda and Michael (2005, p. 3) stated that vocabulary can be presented in different types according to different purposes. Vocabulary can be grouped according to the four skills of language, speaking, listening, reading, and writing. Listening and speaking can be grouped together on one hand since they are the skills necessary for oral communication. This type of vocabulary is referred to as the oral vocabulary; it is the set of words for which we know the meanings when we speak or read orally. For some language learners whom their aim is to improve their oral proficiency it is the main focus of their interest. On the other hand, reading and writing can be grouped together since they are the skills necessary for written communication. This type of vocabulary is referred to as print vocabulary; its items are those learners know their meanings and use in writing and reading texts. This may be the main focus for learners who are interested more in developing their academic writings.

We can also group listening and reading together since they are both used to understand language and receive knowledge. This type of vocabulary is referred to as receptive vocabulary and its items are words that are often less known to students and less frequent in use. Speaking and writing can be grouped together since they both are used to produce language and transmit knowledge. This type of vocabulary is referred to as the productive vocabulary and its items are words that are well-known, familiar, and used frequently. Pikulski and Templeton (2004, p. 2) have produced a diagram that may clarify the relationship between vocabulary and the four language skills:



**Figure 03: Vocabulary and the Four Language Skills**

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

Figure 1 proposed by Pikulski and Templeton (2004, p. 2) demonstrates that vocabulary items play a dominant part in learning to communicate effectively while listening, speaking, reading, and writing. In this diagram, Vocabulary is categorized into four main groups as meaning/oral vocabulary, literate/written vocabulary, receptive vocabulary, and productive vocabulary.

## 2.5. Strategies for Teaching Vocabulary

Because vocabulary knowledge is critical to those who are learning a foreign language, it is important for teachers to find a way to present vocabulary input in an effective way. In other words, teachers are supposed to adopt various strategies and techniques to deal

with vocabulary teaching. According to Meara (2005) there are many procedures used in presenting vocabulary for perfect learning.

Generally, teachers need to vary these techniques as much as possible, so that learners using different learning styles can benefit from the lesson. The choice of which technique to be used during the lesson is not done at random, but we need to take into consideration some important factors. Thornbury (2002) stated that the presentation of vocabulary depends on learners' level, their familiarity with the word, word difficulty, word teachability and the purpose of teaching such items.

### **2.5.1. Visual Techniques**

Presenting new words via visual techniques is a motivating and a useful method that can be used to simplify the task of learning vocabulary. Thornbury (2002) defined these techniques as a way of illustrating and presenting vocabulary items through the use of visual aids. Wright (1976) stated that many kinds of media and many styles of visual presentation are beneficial to the language learner.

a- visual aids: such as pictures, photographs, flashcards, posters, charts and picture- books, using these kind of aids attract the learner's attention and support learning. Anderson (2006) stated that up to 65 percent of students are classified as visual learners. Teachers should apply these visual aids technique in classroom, it may prove their effectiveness in creating a good atmosphere in the classroom, and that learners' vocabulary acquisition levels may develop through using these materials.

b- audio aids: such as tape recorder, music and songs, a lot of students like to learn through listening and they are considered as good listeners, listening to songs, stories or plays can help students to clarify the meaning of words and learn more about their pronunciation when they are in a context. Teachers can design vocabulary activities and draw their objectives using this technique.

c- audio-visual aids: such as videos and computers, this kind of aids serve two purposes; auditory and visual. Learners in this case can hear and see at the same, this can help them memorize and learn new words easily.

d- mime and gestures: by using mime and gestures teachers in this case elicit vocabulary from the learners. Teacher can choose a word and explain it using part of his/her body or facial expressions and learners try to guess the word.

### **2.5.2. Verbal Techniques**

Teachers use verbal presentation in order to clarify the meaning of words, it is a way of using words and their meaning through the use of language to explain what have been introduced. Thornbury (2002) defined it as another way of defining the word meaning and it can include “providing an example situation; giving several example sentences; giving synonyms, antonyms or superordinate terms; or giving a full definition.” (P. 81)

One of the most useful techniques is explanation it is a key factor for good understanding for second language learners since they are not familiar with all words, this technique explains the meaning and the use of a foreign word in the foreign language itself. Teachers try to facilitate the task of vocabulary learning for learners. By achieving this goal, they need to use simple explanation taking into consideration students' level so that the explanation can be accessible to all learners.

### **2.5.3. Guessing from Context**

Language learners may encounter texts with difficult vocabulary words and thus be unable to understand what texts are about, or come across words that have more than one meaning and their meaning may change according to different contexts. Schmitt (2000) emphasized, “Because meaning is typically flexible, numerous exposures to a word in various

contexts are required before it is usually mastered. This means that teachers should not make the assumption that because word was covered once its meaning has been learned.” (P. 30)

Therefore, guessing from context is a necessary strategy that foreign learners need to be trained on, this strategy refers to the ability to infer the meaning of an expression using contextual clues. Then, when learners confront new words, they should first see the meaning of vocabulary items that surrounds it and the background knowledge of the subject and the situation. In other words, students need to see the words in context and learn how its meaning relates to the words around so it can help them to get the meaning of words or at least narrow the possibilities. Thornbury (2002) mentioned,

Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom. What's more, it seems to be one that can be taught and implemented relatively easily. It is also one that we all already use –perhaps consciously- when reading and listening in our mother tongue. So it is probably less a case of learning a new skill than transferring an existing one. (p. 148)

#### **2.5.4. Dictionary Use**

During extensive reading, foreign language learners usually face unfamiliar words that they have never encountered and sometimes they cannot guess their meanings from the context. Ways to find information about these words differ, and in this case consulting a dictionary would be a suitable strategie. Dictionaries are the essential source for information about words in a language (Walz, 1990). Hayati and Fattahzadh (2006) also recommended that learners should consult a dictionary for the meaning of an unfamiliar word. As Wikipedia defined it, a dictionary is a collection of words in one or more specific languages. The dictionary gives, in an alphabetical order, the meaning of words of a language. It includes a word's spelling, syllables, pronunciation, origin, meaning, etc. Using a dictionary strengthen

the learner's use of words. In addition of being a comprehensive source of general information, it helps EFL learners build their vocabulary. (Nation, 2000) considered that dictionaries are a good resource for:

-Comprehension (decoding): looking up unknown words met while listening, reading or translating or confirming guesses about word meaning.

-Production (encoding): looking up words needed to speak, write or translate, looking up spelling, pronunciation, meaning, etc. of known words...

-Learning: choosing unknown words to learn or enrich knowledge.

According to Nation (2000), there are three main categories of dictionaries which are bilingual, monolingual and bilingualized. These dictionaries are used to develop the learners' target language, and they differ in terms of the language they use.

#### **2.5.4.1 The Bilingual Dictionary**

Bilingual Dictionary (BD) is written in two languages. It translates a word from the learner's native language to the learner's target language, or vice versa. In other words, they are dictionaries where "The head word and the examples are in one language and the meaning is in another language" (Nation, 2000, p. 457). In a bilingual dictionary, the aim is to make a foreign language learner understands the language.

As any other dictionary, the BD has many advantages and disadvantages. One of its advantages is that learners of all proficiency levels can use it to learn vocabulary; while less proficient learners tend to use bilingual dictionaries to look up totally unfamiliar words, advanced learners are more likely to use them to confirm their understanding of partially known FL lexical items. On the other hand, many teachers have concerns about the quality of bilingual dictionaries: overly simplistic translations, outdated English, the lack of English sentence examples, and the failure to utilize frequency information as a criteria for determining the order of the different meanings of words.

### **2.5.4.2 The Monolingual Dictionary**

Monolingual Dictionary (MD) is another source that can help the EFL learner to enrich his vocabulary. It is, as stated by Nation (2000, p. 456), "... written all in one language". In other words, both the entry words, their definitions or meanings, and the examples are given in the same language. They may also be called explanatory dictionaries. The term monolingual refers to the language only irrespective of the information given in it. Monolingual dictionaries can be divided up further into monolingual dictionaries for native speakers and learner's dictionaries.

In term of advantage, monolingual dictionaries have more comprehensible information that helps the EFL learners in their learning process. Furthermore, it provides them with all subentries a headword may have in addition to synonyms, explanations, and samples of sentences and examples. However, in spite of being comprehensible, monolingual dictionaries have also drawbacks. Even when employing limited defining vocabulary, lower proficiency learners cannot use them effectively.

### **2.5.4.3 The Bilingualized Dictionary**

Bilingualized Dictionaries combine the best bilingual and the monolingual dictionaries. In other words, they include the word's explanation, sentence samples, and examples in FL and its translation to L1.

Bilingualized dictionaries give learners a choice of which types of information to consult and, unlike monolingual dictionaries, they can be used by lower proficiency learners. Good L1 translations can help to reduce misunderstandings caused by FL definitions, and they can reassure higher proficiency learners that they have understood the word correctly.

Access to a dictionary helps learners become more autonomous because they can find appropriate interpretations of unfamiliar words in sentences without depending on teachers' explanations (Miyanaga, 2006). Thus, it is important to teach the learners how to use the

dictionaries skillfully, training them how to do it in the right way and taking advantage of the vast information provided, not just word meaning. However, teaching them when not to use dictionaries has an equal importance because when learners overuse them, this will result in neglecting other strategies and increasing the length of time taken to complete tasks. In addition, relying only on the actual uses of words in all kinds of speech and writing, dictionaries can have a negative impact on the learners. It can interrupt their concentration and break their sequence of thoughts when reading.

### **2.5.5. Glossary**

According to the Oxford dictionary (2008), “a glossary is an alphabetical list of explanations of words”. In other words, it is a list of technical or special words, expressions, especially those in a particular text explaining its meaning; or a list of difficult and specialised words that have its brief definition. This list is usually found at the end of the reading passage.

Nation (2000, p. 272) stated that a glossary is a technique used for showing synonyms or definitions briefly; it is used either in the first language (L1) or in the second language (L2) that is provided with a text. This technique is one of the best strategies that can help learners to enrich their vocabulary. As stated in Nation (2000, p. 275) “Glossing however is another useful tool in helping learners in the gradual process of strengthening and enriching their knowledge of particular words.” In addition to this, glossing gives the right and correct meaning for words, which may not be guessed from the context. Students find that the glossary as one of the best ways of acquiring vocabulary, particularly in literature because it facilitates and motivates the acquisition of new vocabulary.

### **2.5.6. Translation**

Beginner foreign language learners find enormous difficulties while learning in the foreign language, thus, the use of their native language can be a facilitating factor. In order to familiarize learners with foreign language words, teachers can use translation when presenting

a new item meaning. Translation is the process of providing the words' equivalence from the mother tongue to another language and vice versa. It has been used widely in presenting the meaning of a word in monolingual classes. In addition, it does not require a lot of time because it is the most direct way to a word's meaning, especially in explaining abstract concepts. Thornbury (2002) saw that it is useful to use translation in the sense that it is a direct link between the word and its meaning.

Although translation is a useful strategy in presenting the meaning of words, it can prevent learners from learning foreign language words excluding the use of L1. Moreover, the same idea presented by Nation (2000) when he claimed that it is beneficial because it does not need much time, much effort and much thinking. In contrast, it can reduce the time given to second language learners to use the language. Thornbury (2002) also added that being much more reliable on translation indicates learners' failure to get second language lexis without using L1 equivalent, or they do not want to spend time and effort to get the meaning as the case of "no pain, no gain" (p. 77).

## **2.6. Strategies for Learning Vocabulary**

Researchers realized that most learners' difficulties result from the deficient vocabulary, even when they are at a higher level of competence and performance; they still need to learn more vocabulary. Many learners use vocabulary learning strategies (VLS), and they have shown a remarkable progress compared to those who do not use VLS.

Oxford and Crookall (1989, p. 37) described language learning strategies as "learning techniques, actions, learning to learn, problem-solving, or learning skills". These strategies are steps or techniques used by students to enhance their learning and leads towards more proficiency or competence in a second language. Researchers attempt to investigate strategies

that may foster vocabulary development and we have chosen Schmitt's and Oxford's taxonomies as an example of these learning strategies.

### **2.6.1. Oxford's Taxonomy**

Oxford (1990) classified vocabulary learning strategies into two main dimensions:

#### **2.6.1.1. Direct Strategies**

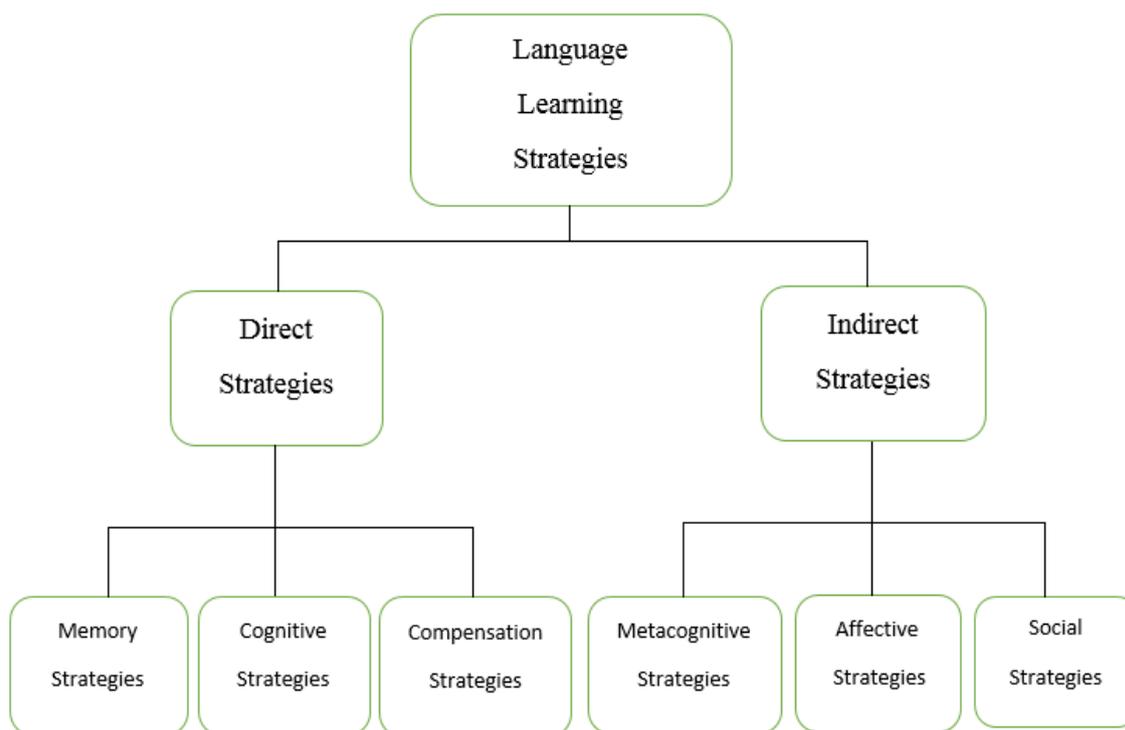
According to Oxford (1990, p. 37) direct strategies contain:

- Memory strategies that “store and retrieve new information”, helping the learner to link one L2 element with another through grouping, imagery, rhyming.
- Cognitive strategies that “enable learners to understand and produce new language by many different means”, manipulation or transformation of the language through repeating, analysing and summarizing information to develop a stronger schemas.
- Compensation strategies that “allow learners to use the language despite their often large gaps in knowledge”, these strategies help the learner make up for missing knowledge like using synonyms while speaking or writing.

#### **2.6.1.2. Indirect Strategies**

According to Oxford (1990, p. 135) indirect strategies contain:

- Metacognitive strategies that “allow learners to control their own cognition.” They are used for arranging, planning and evaluating one's learning, these strategies permit learners to know themselves by identifying their own progresses and needs.
- Affective strategies that “help to regulate emotions, motivations and attitude”, like self-reinforcement and positive self-talk which, helps learners to control their emotions and attitudes related to language learning.
- Social strategies that “help students learn through interaction with others”; through questioning and cooperating with peers.



**Figure 04: Summary of Oxford's (1990) Classification of VLS**

(Source: Adapted from Oxford, 1990, p. 16)

## 2.6.2. Schmitt's Taxonomy

Schmitt (2000) developed his own taxonomy for vocabulary learning strategies. He developed the taxonomy based on an investigation of 600 Japanese EFL learners' VLS and on Oxford's taxonomy of VLS. Schmitt divided them into two main categories: discovery strategies and consolidation strategies.

### 2.6.2.1. Discovery Strategies

They are used to find and understand the meaning of a new word. Discovery strategies are further classified into: (Schmitt, 2000, p. 134-135)

1. Determination Strategies (DET): used to help an individual when finding a new word's meaning without another person assisting. These strategies include guessing from an L1 cognate; student may find a cognate in their L1 that resembles the L2 term, in addition to guessing from context, analysing specific parts of speech and analysing prefixes and suffixes, the use of dictionaries (monolingual and bilingual), the use of word lists and flash cards in order to guess the meaning.

2. Social Strategies (SOC): used to find out a word's meaning by working and interacting with other people. These strategies have a double dimension; some social strategies involve meaning determination and some are used to consolidate knowledge. In social strategies that are used to discover the meaning of a word, the teacher is the primary source of information by giving synonyms, paraphrasing or giving an L1 translation of a new word. Classmates can also help when doing group work activities.

### **2.6.2.2. Consolidation Strategies**

They are used for keeping a word in memory once it has been introduced. Consolidation strategies are further classified into: (Schmitt, 2000, p. 134-135)

1. Social Strategies (SOC): social strategies that are used to consolidate knowledge are reflected in the study and the practice of meaning within a group, meanwhile the teacher checks their list of words for accuracy. Interaction with native speakers is also a good strategy.

2. Memory Strategies (MEM): used to make connections between new words and prior learning knowledge. These strategies involve relating new words to concepts already in the memory, like connecting words to previous personal experiences. Word association, associate words with its coordinate, the use of synonyms, antonyms. A common way is using imagery

and creating mental images to remember the meaning and the form of what has been heard or read. Another strategy is grouping the words together in order to study them, study the spelling of a word and say it aloud in order to remember it, the use of physical actions and paraphrase word meaning.

3. Cognitive Strategies (COG): they exhibit the function of manipulation and transformation of the target language by the learner. The use of word lists and flash cards with a verbal repetition this kind of materials can create a sense of progress on learners. Keeping a vocabulary notebook for taking notes is a successful strategy that allows the learner to read and revise from his own collected information.

4. Metacognitive Strategies (MET): involve understanding the learning process, making plans and accessing the process to find the best way to learn, by using efficient methods like the use of media (songs, movies, books, internet). Testing and checking oneself improvement and deciding how to study L2 vocabulary and which words to study.

## **2.7. The Importance of Vocabulary in Foreign Language Teaching**

Vocabulary plays an important part in learning, understanding, communicating in a foreign language. It is of capital importance for EFL learners to know the importance of vocabulary in successful communication and comprehension because learners are always in need to learn and enlarge their vocabulary.

Many of the EFL learners' difficulties, in both receptive and productive language use, result from the lack of vocabulary knowledge. Teaching vocabulary has long been neglected in EFL classes, the main focus is teaching grammar and how learners can master all the grammatical rules. There is no question that in a good language learning classroom, both vocabulary and grammar are essential, but when compared vocabulary with grammar,

vocabulary is much more important. Wilkins agreed with this saying that (cited in Thornbury, 2002, p. 13) “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.” In other words, no matter how much learners are successful in grammar, but without words they cannot communicate effectively thus they will not be able to encode and decode oral and written messages.

The importance of vocabulary can be reflected when learners with vocabulary knowledge can achieve a great success in their classroom as well as their social life, because learners do not only use words to communicate but they use words to think, to express ideas and feelings. A large, rich vocabulary gives them the right words to use in the right time.

## **Conclusion**

To conclude, teaching/learning vocabulary is one of the most crucial and complicated tasks in the field of foreign language teaching/learning. Learning a new word is considered as a challenge to foreign language learners. Different strategies are suggested to handle the learning process. Thus, teachers should consider themselves responsible to help learners use the most appropriate strategies, and carry on strategies they lack. It is not enough to teach just the word meaning, teachers should cover also the word's grammar, formation, and use. Although enormous difficulties may face teachers while selecting, presenting, and checking the learners' vocabulary, they have to look for suitable techniques that fit their learners' needs and levels and try to encourage them to get satisfied results.

## **Chapter Three**

### **Field of Investigation**

#### **Introduction**

The present chapter deals with the practical study through which it intends to discover if translation is an effective strategy in vocabulary learning or not. The researchers may use different methods for data collection such as tests, interviews, questionnaires and observation. However, due to time constraints the most suitable method is the descriptive one.

The questionnaire and the interview are the most widely used tools for eliciting information. In this study, a questionnaire was administered for students, in addition to an interview, which was designed to two teachers. This chapter, then, clarifies the research design in terms of the aim, the administration and the description. Furthermore, it contains the analysis of both students' questionnaire and teachers' interview.

#### **3.1. Students' Questionnaire**

##### **3.1.2. The Aim of the Questionnaire**

This questionnaire is mainly designed to diagnose the students' attitudes and perceptions about the use of translation in the English as a Foreign Language classroom. Furthermore, it attempts to investigate the effectiveness of translation as a vocabulary learning strategy.

##### **3.1.3. Administration of the Questionnaire**

The questionnaire is administered to sixty third year students in the department of English language at the University of Mohamed Sedik Ben Yahia, Jijel, randomly selected and the number of copies collected at the end of the process was 60. The questionnaire was distributed to students by the researchers in a friendly way and was filled during their classes.

The students received oral instruction about how to complete the questionnaire and were provided with clarification and answers to their questions. It took them around 20 minutes to complete the questionnaire in addition to the initial explanation.

### 3.1.4. Description of Questionnaire

The questionnaire is made up of 23 items. The types of questions are close-ended (either yes or no questions or multiple-choice questions) in addition to some open-ended questions which require the students' to give some explanations to elicit more precise responses. The items in the questionnaire were organized in three sections, each section is intended to elicit a set of information.

### 3.1.5. Analysis of the Results

#### 3.1.5.1. Section One: Background Information

Background "general information", this section is made up of 4 items numbered from 1 to 4, they provide background information about third year students, their sex, their age, as well as their choice of studying English.

#### Question 1: Gender:

Table 1:

*Students' Gender Distribution*

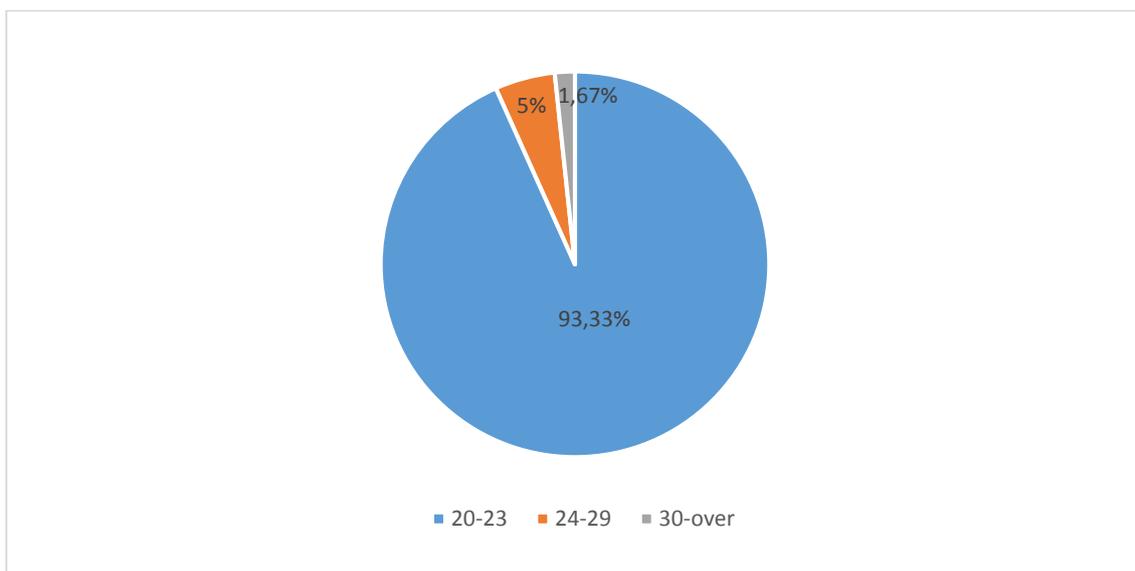
Gender	Number of students	Percentage
Male	13	21.67%
Female	47	78.33%
Total	60	100%

Table 01 shows the participants' total number, which is 60 students. They are from different gender, 13 of them are males (21.67%), whereas, the number of females is 47 (78.33%).

### Question 2: Age:

Figure 05:

#### *Students' Age Distribution*



According to the results shown in figure 5, most of third year LMD students are young and aged between 20-23 years old with a percentage of 93.33%. About 5% of students are aged between 24-29 years old, and the rest are 30-over years old with a percentage of 1.67%.

**Question 3: You have chosen English as:**

Table 02:

*Students' Choice to Learn English at the University*

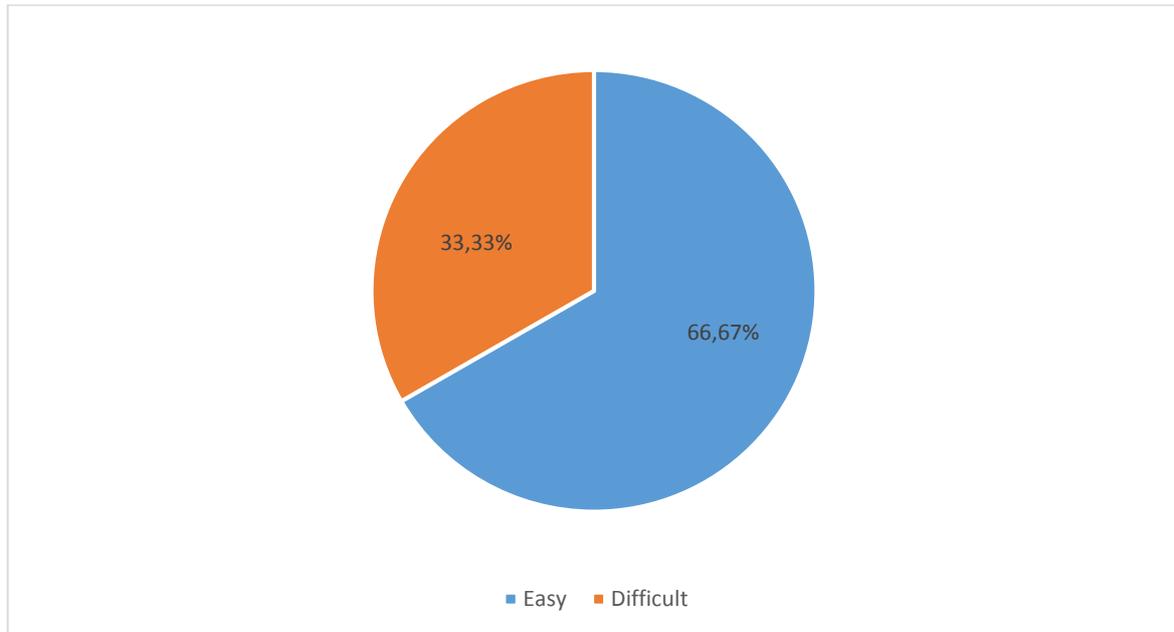
Options	Number of students	Percentage
a- Personal choice	44	73.33%
b- Others made the choice for you	10	16.67%
c- Imposed by the academy	2	3.33%
d- Have no better choices	4	6.67%
Total	60	100%

From the table above, we notice that the majority (73.33%) of students chose to study English voluntary; this indicates their interest to learn English. 16.67% unwillingly chose it because it was their parents or family choice. Only 3.33% of students were obliged to study English because it was the academy's choice according to their level and marks. A percentage of 6.67% of students decided to study it because there was no better choice in front of them.

**Question 4: Before studying at the University, did you think that studying English would be:**

Figure 06:

*Students' Opinions about English Before Studying at the University*



As revealed, from the figure, that the majority of students (66.67%) thought that studying English at the university would be easy, while the remaining 33.33% thought that it would be difficult.

**-Justify your answer:**

Table 03:

*Students' Justifications about Why they Thought Studying English at University Would be Easy*

Why easy	Number of students	Percentage
Because we studied easy and simple lessons at the secondary school	14	35%
Because I had a good level and background knowledge about the language	9	22.5%
Because I used to get good marks in English	17	42.5%
Total	40	100%

From the table above, we can say that most students (42.5%) thought that studying English is easy because they used to get good marks in exams. Meanwhile 22.5% of students had a good level in English, they were interested in the language and had enough background knowledge about it. 35% of students thought that English is easy because they studied just simple lessons in secondary school. We can see that most students have prior knowledge and a positive attitude toward the English language since middle and secondary school.

Table 04:

*Students' Justifications about Why they Thought Studying English at University Would be Difficult*

Why difficult	Number of students	Percentage
Because learning a foreign language is not an easy task	9	45%
Because I thought my capacities are not enough to master the language	6	30%
Because English is a very difficult language and has complicated vocabulary and pronunciation	5	25%
Total	20	100%

It seems from the table above that the minority of students thought it would be difficult. 45% of students thought so because foreign languages are difficult to learn. 30% of them thought that their capacities are low and they are not competent to master it. The rest 25% had a view that English is a complicated language that contains difficult and wide vocabulary, and a hard pronunciation. We can deduce that some students have a negative opinion about the English language.

## **Section Two: Translation in English as a Foreign Language Classroom**

This section is made of 10 questions numbered from 5 to 15. It seeks to investigate the learners' opinions about the use of translation in English as foreign language classroom.

**Question 5: Does your teacher give you sentences and texts to translate during the course?**

Table 05:

*The Frequency of Giving Translation Tasks in Class*

Options	Number of students	Percentage
Never	3	5%
Occasionally	30	50%
Frequently	27	45%
Total	60	100%

As it is shown in table 5, half of the students (50%) stated that teachers occasionally give them sentences and texts to translate during the course. 45% of them said that teachers often give them sentences and texts to translate, and only three students, i.e., 5% stated that teachers never give them sentences and texts to translate during the course. This means that teachers most of the time give students translation activities to do during the course.

**Question 6: Does your teacher give you sentences and texts to translate as a homework?**

Table 06:

*The Frequency of Giving Translation Tasks as a Homework*

Options	Number of students	Percentage
Never	2	3.33%
Occasionally	25	41.67%
Frequently	33	55%
Total	60	100%

The majority of students (55%) indicates that teachers frequently give them sentences and texts to translate as a homework. 41.67% of students stated that teachers occasionally assign translation tasks to do at home, while 3.33% said that their teachers never do so. This implies that teachers usually give their students sentences and texts for translation as homework.

**Question 7: When you read a text or listen to a recording in English, do you translate it into Arabic?**

Table 07:

*The Rate of Students' Use of Translation into Arabic Outside Classroom*

Options	Number of students	Percentage
Never	8	13.33%
Occasionally	39	65%
Frequently	13	21.67%
Total	60	100%

The majority of students (65%) stated that when they read a text or listen to a recording in English, they occasionally translate them into Arabic. 21.67% of students frequently translate into Arabic, and few of them (13.33%) indicated that they never translate English texts and recordings into Arabic. This means that students tend to use translation and they prefer to translate from English to their mother tongue for better understanding.

**Question 8: Does your teacher ask you to use dictionaries while translating?**

Table 08:

*The Frequency of Students' Use of Dictionaries While Translating as a Class Requirement by teachers*

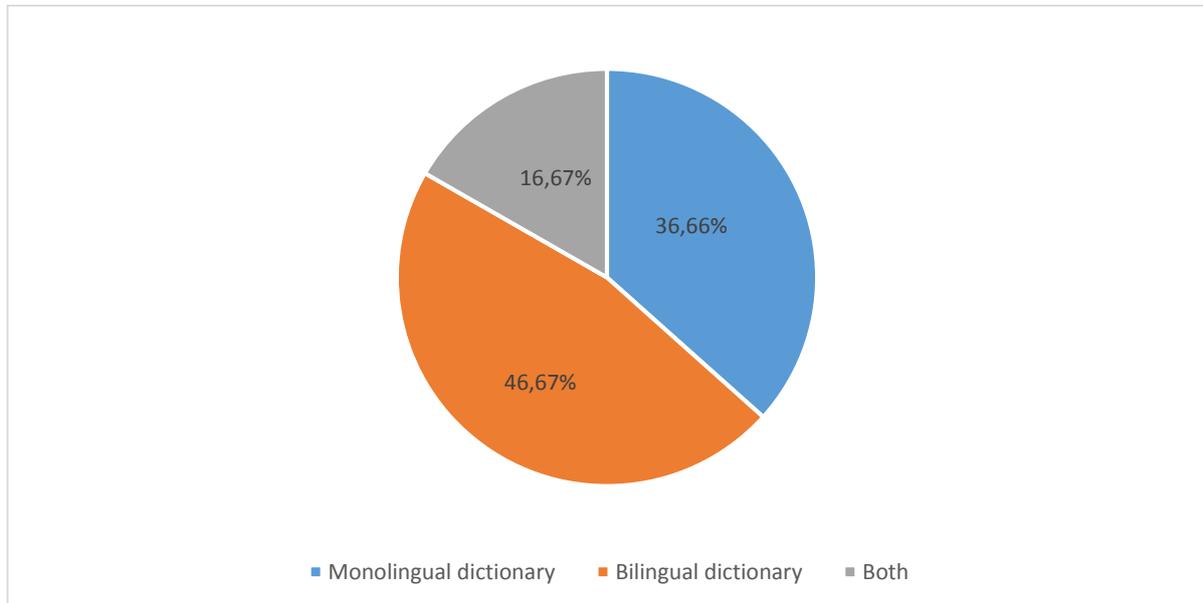
Options	Number of students	Percentage
Never	10	16.67%
Occasionally	28	46.67%
Frequently	22	36.66%
Total	60	100%

According to the table above, most of students (46.67%) say that teachers occasionally ask them to use dictionaries while translating. Many students (36.66%) stated that teachers frequently ask them to use the dictionaries, and only 16.67% of them stated that teachers never do so. This shows that teachers permit and ask their students to use dictionaries whenever they translate something because of the effectiveness of dictionary use in the translation tasks.

**Question9: When you translate, do you use?**

Figure 07:

*Students' Preference of Types of Dictionaries*



This figure shows that the greater percentage of students (46.67%) prefer to use a bilingual dictionary, while 36.66% use a monolingual one. However, there is a percentage of 16.67% who prefer to use both of them. This indicates that most of students prefer to translate from second language to their mother tongue to get the right meaning of words.

**-Justify your answer:**

Table 09:

*Students' Preference of Using Monolingual Dictionaries*

Why monolingual	Number of students	Percentage
To improve my English vocabulary	10	45.45%
Because it gives words' explanation in the same language	12	54.55%
Total	22	100%

From the table above we can notice that 54.55% of students prefer the use of monolingual dictionaries because they give them a full explanation of the word with the same language which enables them to learn more. The other 45.45% use it because they think it can help them to expand their vocabulary and improve their English. We can see that students think that the monolingual dictionary is more helpful and useful to them especially in improving vocabulary.

Table 10:

*Students' Preference of Using Bilingual Dictionary*

Why bilingual	Number of students	Percentage
Because it gives the word equivalent directly and rapidly	11	39.29%
To check my understanding	7	25%
Because difficult words need their equivalent in the mother tongue	10	35.71%
Total	28	100%

According to the table above, 39.29% of students prefer to use the bilingual dictionary because it gives them the translation of words easily and directly and rapidly. 25% use it to check if they understand the text or the word correctly, and the other 35.71% use it because they think that in order to understand a difficult word you need to find its equivalent in the mother tongue. This indicates that some students like to look up for words' equivalent in the mother tongue in an easy way and to be sure of their understanding.

Table 11:

*Students' Preference of Using Monolingual and Bilingual Dictionary*

Why both	Number of students	Percentage
To be sure of my understanding	7	70%
Teachers' request	3	30%
Total	10	100%

The majority of students (70%) like to use both monolingual and bilingual dictionaries to be sure of their understanding, and few of students (30%) use them both because the teacher asks them to do so. This means that students prefer to look for the word's meaning in the target language and check its equivalent in the mother tongue.

**Question10: Do you use Google translator in translating texts and long paragraphs?**

Table 12:

*The Frequency of Students Use of Google Translator*

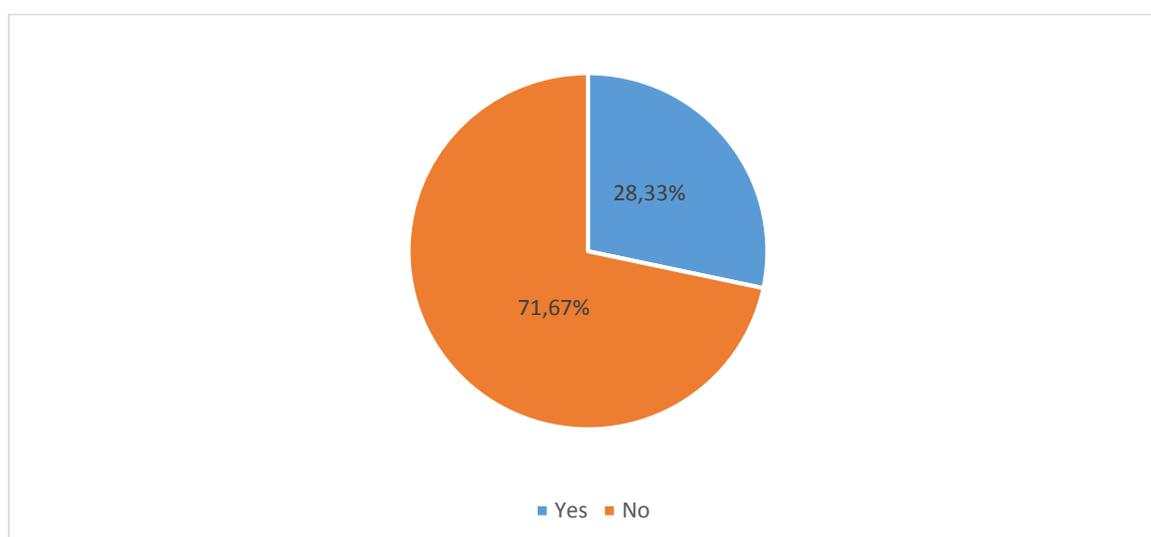
Options	Number of students	Percentage
Never	15	25%
Occasionally	25	58.33%
Frequently	10	16.67%
Total	60	100%

From the table above, we can see that more than half of the students (58.33%) occasionally use Google translator to translate texts and long paragraphs. 16.67% of the students said they frequently use Google translator, while 25% of students never use it. This indicates that most of students use Google translator as a tool to translate texts and long paragraphs because it is an easy way.

#### **Question11: Is it a good translation tool?**

Figure 08:

*Students' Perception Towards Google Translator*



As the figure shows, the majority of students (71.67%) stated that Google translator is not a good tool. In contrast to this, 28.33% is the percentage of students' who consider Google translator as a good tool. This shows that students are aware of the disadvantages of Google translator.

**-why?**

Table 13:

*Justification of Students' Positive Attitude Towards Google Translator*

Why yes	Number of students	Percentage
Because it does not take much time	12	70.59%
Because it is helpful	5	29.41%
Total	17	100%

The majority of students (70.59%) tend to use Google translator because it does not take much time, while 29.41% consider it as a helpful tool. It means that most students who use Google translator do so because it is a quick dictionary and to avoid looking and searching in real ones.

Table 14:

*Justification of Students' Negative Attitude Towards Google Translator*

why no	Number of students	Percentage
Because it gives wrong translation	18	41.86%
It gives just word for word translation	9	20.93%
Because it translates according to the form of the word not the meaning	16	37.21%
Total	43	100%

As table 14 shows, 41.86% of students stated that Google translator is inappropriate tool because it gives wrong translation, 20.93% of students say that it only gives word for word translation, and the other 37.21% think that it translates according to the form of the word not the general meaning. This shows that students do not consider Google translator as a tool for a good translation and it does not function like the real dictionary.

**Question12: When you translate in the classroom, does your teacher ask you to work?**

Table 15:

*Teachers' Division of Students When Assigning Translation Tasks in the Classroom*

Options	Number of students	Percentage
Separately	45	75%
In pairs	10	16.67%
In groups	5	8.33%
Total	60	100%

As shown in table 15, most students (75%) said that teachers ask them to work separately when they give them translation tasks in the classroom, 16.67% stated that teachers ask them to work in pairs, while only few students (8.33%) said that they ask them to translate in groups. It shows that teachers are in favour of assigning translation tasks to be done separately and each student need to rely on him/herself to improve their skills

**Question13: Does translation help memorize English vocabulary?**

Table 16:

*Students' Perspective Towards Translation as a Way to Help in Memorizing English Vocabulary*

Options	Number of students	Percentage
Yes	48	80%
No	0	0%
Sometimes	12	20%
Total	60	100%

The table above shows that, 80% of students agree that translation help in memorizing English vocabulary. Only 20% said that it sometimes does, while no student said that it does not. From what have been said, we can infer that the majority of students have positive attitudes toward translation as well as its importance in memorizing English vocabulary.

**Question14: Is using the Arabic translation when studying helps you better recall the content of a lesson later?**

Table 17:

*Students' Views Regarding the Use of Arabic Translation in Recalling the Lessons' Content.*

Options	Number of students	Percentage
a- Yes	26	43.33%
b- No	5	8.33%
c- Sometimes	29	48.33%
Total	60	100%

The findings show that 48.33% of the students think that using Arabic translation when studying sometimes helps them better recall the content of a lesson later, 43.33% believe it always does, and the remaining 8.33% said it does not help them at all. This indicates that there are situations where Arabic translation is helpful for the students and there are others where it is not.

**Question15: Does translation help you make progress in learning English?**

Table 18:

*Students' Views About the Help of Translation in English Learning.*

Options	Number of students	Percentage
a- Yes	54	90%
b- No	6	10%
Total	60	100%

The majority of the students (90%) stated that translation helps them make progress in learning English while only 10% said that it does not. This means that translation is an effective technique to improve the EFL learners' English language in general.

As the results indicate, the majority of teachers tend to give translation activities to their students during the course and as a homework because they are aware of its importance. Even in their daily life when encountering a difficult text or recording English, most of students translate into Arabic for a better understanding. Concerning dictionary use, teachers encourage students to use dictionaries while translating and when asking about their choice of dictionary, some chose bilingual, others chose monolingual and the rest chose both. Most importantly, we noticed that students have a positive attitude toward translation and its importance in memorizing English vocabulary. As a result, the majority agreed that translation is an effective technique to improve EFL learners' English language.

### Section Three: Vocabulary Acquisition

This section contains 8 questions numbered from 16 to 23. It is set to find out the learners' opinions about the effectiveness of translation as a vocabulary learning strategy.

#### Question 16: In your opinion, how vocabulary is considered in English learning?

Table 19:

*Students' Perception on Vocabulary Learning.*

Options	Number of students	Percentage
a- Not important at all	0	0%
b- Not very important	4	6.67%
c- Important	13	21.67%
d- Very important	43	71.66%
Total	60	100%

The table above shows that 71.33% of the students consider vocabulary as a very important aspect of English language, 21.67% consider it important, and only 6.67% consider it not very important. This indicates the awareness of students about the importance of vocabulary in the learning of the English language.

**Question 17: How do you think your English vocabulary level is?**

Table 20:

*Students' Perception on Their Vocabulary Level.*

Options	Number of students	Percentage
a- Low	5	8.33%
b- Medium	51	85%
c- High	4	6.67%
Total	60	100

The results shown above reveal that the majority of the students (85%) said that their level in English vocabulary is medium, 6.67% said it is high, and 8.33% said it is low. This shows that the majority has an appropriate amount of vocabulary in the English language.

**\_ If you think your English vocabulary level is low, is it because:**

Table 21:

*Reasons Why Students Think They Have a Low Vocabulary Level.*

Options	Number of students	Percentage
a- The English language is difficult for you to understand	0	0%
b- You didn't work enough on developing it	5	100%
c- You are not interested in developing it	0	0%
Total	5	100%

The table above shows that all the students who said that their English vocabulary level is low (100%) think that it is because they did not work enough on developing it. This demonstrates that either they did not make enough efforts to enlarge it or they use the wrong strategy to do so.

**Question 18: How often do you encounter new words that you do not understand?**

Table 22:

*The Frequency of Students' Encountering New Words They Do not Understand.*

Options	Number of students	Percentage
a- Always	8	13.33%
b- Often	18	30%
c- sometimes	34	56.67%
Total	60	100%

The results obtained show that 56.67% of the students claimed that they sometimes encounter new words that they do not understand, 30% said it is often, while 13.33% said it happens to them all the time. This variety in the results shows that this happens depending on the students' vocabulary level and the strategies they use.

**Question 19: Which strategy you use in this case or in learning English vocabulary in general?**

Table 23:

*Students' Strategies in Learning Vocabulary.*

Options	Number of students	Percentage
a- Asking the teacher	5	8.33%
b- Using the dictionary	12	20%
c- Guessing from context	4	6.67%
d- Looking for the word's translation	7	11.67%
e- Discussing with a friend	4	6.67%
b+c+ e	8	13.33%
a+b+c	7	11.67%
b+c+d	6	10%
a+b+d	2	3.33%
a+b+c+d+e	5	8.33%
Total	60	100%

The table above shows that 20% of the students depend on the use of the dictionary for grasping the meaning of the new words. This is an evidence that using the dictionary is a

useful strategy for learning more vocabulary items and consequently expanding the vocabulary knowledge. seven students with the rate of 11.67% said that they prefer to look for the word's translation for better understanding, 6.67% said that they depend on grasping the meaning from the context and this is may be due to the good vocabulary knowledge that they have and which helps them to determine the meaning of the target words. Other students said that they need someone else's help; 8.33% said that they usually ask the teacher and 6.67% said that they discuss it with a friend or a colleague. A big number of students (46.66%) gave multiple answers selecting more than one strategy and indicating that they can use more than one in their learning process, the most selected strategies were dictionary use, guessing from context, and translation.

**Question 20: What are the strategies your teacher uses in teaching vocabulary?**

Table 24:

*Teachers' Strategies in Teaching Vocabulary.*

Options	Number of students	Percentage
Word list	4	6.67%
Word association	7	11.67%
Guessing from context	9	15%
Dictionary use	7	11.67%
Use of physical action	3	5%
Translation	9	15%
c+f	9	15%
d+f	6	10%
b+ e	4	6.67%
a+b+d	2	2.33%
Total	60	100%

Shifting from numbers to words, the most used strategies in teaching vocabulary are guessing from context and translation. Teachers present the new words in context so that students can recognize the different uses of the word, and give the mother tongue equivalent to make sure that they understand. The next commonly used strategies are word association

and dictionary use; teachers give a set of related words to the students so that they can picture the meaning or ask them to look for the exact meaning or the explanation in dictionaries. The use of word list or physical actions is not that often used. Some teachers tend to use more than one strategy preferring guessing from context and translation as stated above.

**Question 21: Which strategy do you prefer and think it is the best for you to learn new vocabulary?**

Table 25:

*Students' Best Strategy to Learn New Vocabulary.*

Answers	Number of students	Percentage
Translation	22	36.67%
Guessing from context	16	26.67%
Word association	9	15%
Dictionary use	13	21.67%
Total	60	100%

The table above shows that a big number of students (36.67%) prefer translation to L1 as an explanation of the new items. 26.67% of the students prefer to guess the meaning of the new word from the context, 21.67% prefer to look for the meaning in the dictionary, while 15% prefer word association.

**\_Why?**

Table 26:

*Students' Justifications of the Best Vocabulary Learning Strategy.*

Students' answers	Justifications	Students' number	Percentage
Translation	It is best to learn new words with their L1 equivalent	9	15%
	It provides better understanding of the words	7	10%
	It helps in the memorization of new vocabulary	6	11.67%
Guessing from context	To rely on the learner's capacities	16	26.67%
Word association	To learn many related words at the same time	9	15%
	To memorize the words' explanation, spelling, and pronunciation	8	13.33%
	To train the mind and improve vocabulary	5	8.33%

As the results above show, the reasons behind students' choices of the best vocabulary learning strategy vary, from those who chose translation as the best VLS, nine out of twenty two said it is best to learn new words with their L1 equivalents; for them new unknown target items are best presented with the familiar words from their mother tongue. Seven students said it provides better understanding of the words, and the rest six ones who chose translation said that it is because it helps them in memorizing new vocabulary. This indicates that translation is a commonly used and effective vocabulary learning strategy.

26.67% of the total students chose guessing from context as the best vocabulary learning strategy, and all of them said it is because it allows them to rely on themselves and on their capacities. This indicates that guessing from context is a good strategy to prove the learner's progress in the foreign language.

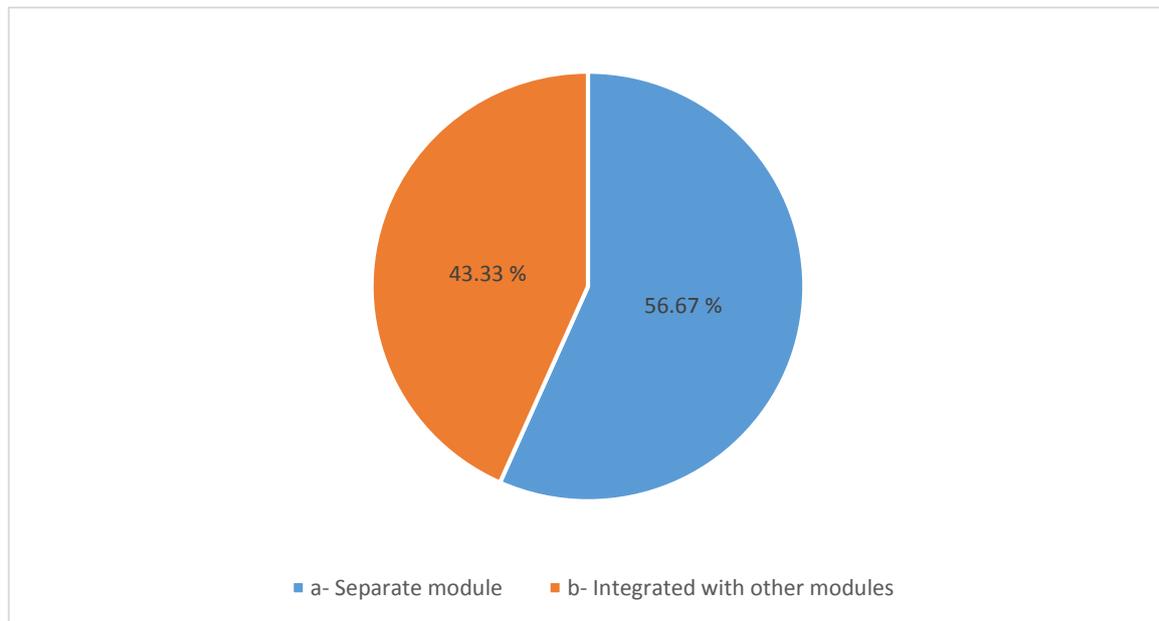
15% of the students stated that the best VLS is word association. The reason behind their statement was that it allows them to learn many related words at the same time. This indicates that word association is beneficial in enlarging the EFL learner's vocabulary.

The remaining 13% claim that it is best to learn vocabulary by using dictionaries. The majority of those who chose this strategy said it is because dictionaries allow them to memorize the words' explanation, spelling, as well as pronunciation. Others said that it is good because it trains the mind while improving their vocabulary.

**Question 22: How do you prefer to study vocabulary?**

Figure 09:

*Students Preference Concerning Studying Vocabulary.*



The figure above shows that 56.67% of students prefer to study vocabulary as a separate module. This indicates their awareness of the importance of having good vocabulary knowledge and the need to develop it. The remaining 43.33% said it is preferable to integrate vocabulary with other modules.

**-If b, which module?**

Table 27:

*Students Choice of the Module with Which They Prefer Vocabulary Would be Integrated.*

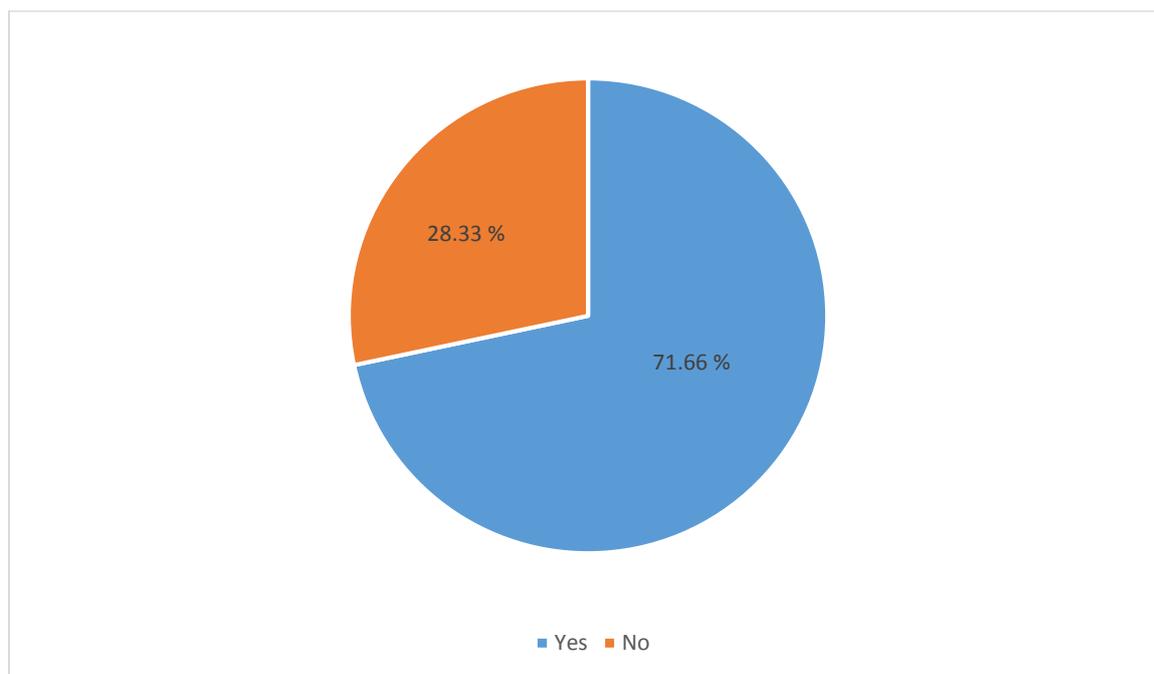
Answers	Number of students	Percentage
ESP	7	26.92%
Oral expression	11	42.31%
TV	8	30.77%
Total	60	100%

The results shown above reveal the students' suggestions concerning which module vocabulary learning should be integrated with. 42.31% of them said it is preferable to integrate vocabulary with oral expression; this can be through group discussions, teacher's explanation, or even games of guessing. 30.77% of the students said that they prefer studying vocabulary with TV module; they learn better new vocabulary items if they are provided with their equivalents in L1 because they make certain association with the familiar word and the unfamiliar word. The remaining 26.92% said that vocabulary is best learned with ESP; this way they can learn new and interesting words specific for a certain field or area.

**Question 23: Do you think that using translation in the EFL classroom helps you to better improve your vocabulary?**

Figure 10:

*Students' Perceptions on the Effectiveness of Translation to Improve Their Vocabulary.*



The results shown in the figure above reveal that the majority of the students (71.67%) said that using translation in the EFL classroom helps them to better improve their vocabulary. This indicates the effectiveness of translation as a Vocabulary learning strategy. Their reasons were that:

- The use of translation as a strategy enlarges their vocabulary: 39.56%.
- Translation helps to better understand texts and lessons: 32.56%.
- Translation allows students to memorize new words easily and in a short time: 27.91%.

The remaining 28.33% of the students, who said that translation in the EFL classroom does not help them to improve their vocabulary, claim it is because:

- Relying on translation makes students lazy and do not make efforts anymore to learn and memorize vocabulary: 70.59%.
- Translation's use interrupts the learner's progress in the foreign language: 29.41%.

The results obtained from this section indicate that the majority of students are aware of the importance of vocabulary in foreign language learning as well as of the need to study it as a separate module in order to develop their knowledge. When they encounter new words that they do not understand, which often happens to them, students tend to use vocabulary learning strategies. According to the results, the most used ones are translation, guessing from context, and dictionary use. For the students, these strategies are the best because they help them get familiarised with the words meaning. When being asked about the effectiveness of translation in improving their vocabulary, most of the students agreed and stated that translation is a good technique to teach and improve vocabulary.

## **3.2. The Teachers' Interview**

### **3.2.1. The Aim of the Interview**

This interview is designed to identify the teachers' perspectives about the use of translation in the English as a Foreign Language classroom. Furthermore, it attempts to investigate the effectiveness of translation as a vocabulary learning strategy.

### **3.2.2. Administration of the Interview**

A structured interview (appendix 2) was conducted with two teachers in the department of English at the university of Mohamed Seddik Ben Yahia, Jijel. They are in charge of teaching TV module (theme and version) which is the only module that deals with translation. The researchers ask questions and the teachers directly answer them. The information was collected by taking notes and each interview took about an hour.

### **3.2.3. Description of the Interview**

This interview is a structured one, it aims to investigate the teachers' perceptions towards the use of translation in the EFL classroom as a teaching technique. This interview consists of 12 open-ended questions, which require explanations.

### **3.2.4. Analysis of the Results**

#### **Interview 1:**

Student: How long have you been teaching translation at the university?

Teacher A: Since 2010

Student: Was it your choice, or was it imposed on you?

Teacher A: Yes, it was a personal choice.

Student: Do you design your own syllabus or do you follow a pre-established official syllabus?

Teacher A: I used to design my own syllabus, but last year we received a new official one.

Student: What is the overall aim of this module (TV) as a part of the English curriculum?

Teacher A: It aims to facilitate the translation from one language to another by developing translation reflex (L1-L2 and vice versa). More importantly, it aims at making third year students good bilinguals.

Student: Do you think that this module provides students with the theoretical background in translation that will enable them subsequently to do research in translation or to prepare a higher degree diploma in translation and interpreting?

Teacher A: Absolutely not. This module is based on practical translation activities. Students are exposed to a variety of texts that should be analysed and translated from English into Arabic and vice versa. Nonetheless, students are also introduced to considerable terminology in accordance with translation studies (the study of the theory and practice of translating and interpreting), especially in an academic context, combining elements of social science and the humanities.

From the extract above, we see that teacher A has an experience of 6 years in teaching translation at the university as a personal choice; this means that he has enough knowledge about the process of teaching translation. He stated that he used to design his own syllabus for teaching, and he just started following a pre-established one recently. Teacher A believes that the TV module facilitates the translation from one language to another; this is mainly due to the translation reflex (L1-L2) that students develop during the course. He claimed that its major aim is to make students understand the reasons for the mastery of L1 and L2 in order to create good bilingual students. However, he considered TV module as a module, which is based just on doing activities and translating texts from the mother tongue to the TL with some translation studies and theories that will not enable students to comprehend the theoretical background or even to do a research in translation.

Student: In your teaching, do you focus mainly on one language aspect, e.g., grammar, reading comprehension, etc.?

Teacher A: Teaching translation is a multi-facets activity that encompasses several disciplines: linguistics, philosophy, semiotics, terminology and first and foremost culture. Hence, the teacher strives not to minimize the importance of any of the aforementioned elements. Every parcel of language is vital and should be considered equally and deeply.

Student: Do you follow a certain method in teaching the mother tongue or TL vocabulary items?

Teacher A: Teaching vocabulary /terminology. Yes, I introduce my student to the hosts of terminology to be memorized through a series of activities. The new terms are first explained in English then translated into Arabic.

Teacher A stated that, in his teaching career, he puts emphasis not only on one language aspect but also on several ones, since translation deals with a diversity of disciplines like; linguistics, philosophy, terminology and most importantly culture. Therefore, teachers should give importance to each element since they all play a vital role in the English language. Concerning the method he uses he indicated that he follows a certain method in teaching vocabulary items in both the mother tongue and the TL mainly by focusing on vocabulary and terminology, and memorizing them through activities and explanation, which are first explained in English then translated into Arabic.

Student: Some students equate translation with merely finding equivalent words between the TL and the mother tongue, what do you think of this attitude?

Teacher A: This is a very common wrong attitude among student. Unfortunately, it symbolizes a primitive view of what translation looks like. In other words, this is absolutely what translation is not about.

Student: What type of dictionaries do you recommend to your students in their module?

Teacher A: Monolingual- bilingual- visual- specialized- thesaurus

Student: If you are allowed to use one dictionary which title would you suggest?

Teacher A: Any monolingual dictionary

Student: Which strategy do you think is more effective in enhancing students' performance in your module?

Teacher A: Extensive vocabulary teaching, translation procedures and methods and text preselection.

Student: Order the following items according to the focus of your assessment

-morphology

-sentence structure

-discourse

-vocabulary

Teacher A: 1- Discourse 2- Sentence structure 3- morphology 4- vocabulary

As the interview indicates many students equate translation with finding equivalent words between the TL and the mother tongue, and this is a commonly used mistake among students, that most teachers find it unacceptable and consider it as a wrong attitude. Meanwhile, Teacher A emphasize the use of a dictionary; monolingual, bilingual, visual, specialized and thesaurus, but if he only can use one of them he considers the monolingual dictionary as the most important one. According to Teacher A the most effective way to enhance students' performance in TV module is by extensive vocabulary teaching, methods and procedures for teaching vocabulary also texts preselection. In his assessment he focuses first on discourse, then sentence structure, then morphology and finally vocabulary.

**Interview 2:**

Student: How long have you been teaching translation at the university?

Teacher B: It is my first year teaching the TV module, but I have experience teaching English in other departments.

Student: Was it your choice, or was it imposed on you?

Teacher B: It was my own choice.

Student: Do you design your own syllabus or do you follow a pre-established official syllabus?

Teacher B: I design my own syllabus. There is no specific syllabus for teaching translation and that it is a problem that needs researchers to design syllabi especially for the practical side. All the attempts they did till now were did not always meet with the learners' needs.

Student: What is the overall aim of this module (TV) as a part of the English curriculum?

Teacher B: TV module provides some exercises to train the students as a first step before moving to the real translation. These activities aim to check the ability of the students in writing in their mother tongue and SL or FL, and if they have good qualifications and improvements in learning English.

Student: Do you think that this module provides students with the theoretical background in translation that will enable them subsequently to do research in translation or to prepare a higher degree diploma in translation and interpreting?

Teacher B: No. not much attention is given to translation in the curriculum, and translation studies are very hard.

It seems that teacher B started teaching the TV module recently, which he willingly chose, and does not have enough experience in teaching translation. According to him, each teacher designs his own syllabus according to his learners' needs because there are no pre-designed syllabi for the teaching of translation in the classroom. Concerning the TV module, teacher B said that it aims to train students and check their writing performance in the two languages; the mother tongue, and the target language. From the above extract, we can infer that teacher B does not agree with the idea that the TV module provide learners with the theoretical background in translation that will enable them to do research or to prepare a higher degree diploma in translation. He claimed that not much attention is given to translation in the departments of English at universities in our country, and the translation studies are not that easy.

Student: In your teaching, do you focus mainly on one language aspect, e.g., grammar, reading comprehension, etc.?

Teacher B: We use grammar and other aspects of language and do not teach them. The student has already learned these aspects in other modules. We give attention to grammar and sentence structure by giving some hints or mentioning the grammar rules in one language and move to them in the other language in a short time.

Student: Do you follow a certain method in teaching the mother tongue or TL vocabulary items?

Teacher B: Explain the area (talk about the topic) in the target language, assuming that the student has already background knowledge in his mother tongue.

\_Teach vocabulary in a specific area in English, then directly move to translation.

In his teaching experience, teacher B focuses on grammar and sentence structure more than the other language aspects. He said that he explains the rule in the target language, then directly move to the translation task because students do not need to study again simple rules of their own-language. When asked about the method he uses when teaching new vocabulary items in the mother tongue or the target language, he indicated that he teaches vocabulary in specific areas in the target language, explain it well, then directly move to translation assuming that the learner has already background knowledge in his mother tongue.

Student: Some students equate translation with merely finding equivalent words between the TL and the mother tongue, what do you think of this attitude?

Teacher B: This attitude (word for word translation) is not acceptable and it is rarely used in the classroom.

Student: What type of dictionaries do you recommend to your students in their module?

Teacher B: Monolingual.

Student: If you are allowed to use one dictionary which title would you suggest?

Teacher B: Set of dictionaries, it depends on the area and the language use.

Student: Which strategy do you think is more effective in enhancing students' performance in your module?

Teacher B: Think like an encyclopedia, and give much attention to research before you translate.

Student: Order the following items according to the focus of your assessment

-morphology

-sentence structure

-discourse

-vocabulary

Teacher B: 1- Discourse 2- Sentence structure 3- Vocabulary 4- morphology

Teacher B disagreed with the students' equating translation with merely finding equivalent words between the TL and the mother tongue, he said that the use of word-for-word translation is not acceptable in the classroom. He recommended the use of monolingual dictionaries, and did not specify which one exactly; he said that it depends on the area and the language use. He also emphasized the importance of doing research first before proceeding with the translation. In his assessment, teacher B focuses first on discourse, then sentence structure, then vocabulary, and finally morphology.

### **3.3. Discussion of the Results**

This study was carried out to investigate the effectiveness of translation as a teaching technique on vocabulary achievement of English third year student as well as to draw attention to vocabulary importance and the necessity of including a subject that deals with vocabulary practice. Moreover, it aims to examine if learners are able to recall and retain new words better by using translation method. The findings are discussed in relation to the research aims as follow:

The current investigation has provided support for the value of translation as an effective vocabulary teaching technique by the claim of both the teachers and students. The results obtained from both the research tools (students' questionnaire and the teachers' interview) confirm our hypothesis that using translation as a teaching tool can enhance the students' vocabulary achievement.

Findings of the students' questionnaire showed that both teachers and students give much importance to translation during and outside the class, teachers assign students to do activities of translation in class and as homework meanwhile learners use translation in their everyday life. They also consider dictionaries as an effective tool for helping in the process of translation, as well as the understanding of words and texts without making mistakes. In addition to this, the majority of students believe that translation helps in the memorization of English vocabulary and the content of the lessons.

Regarding the importance of vocabulary, the students' questionnaire results have shown that all the students are aware of the importance of vocabulary in language learning. Most of them stated that they prefer to deal with vocabulary as a separate module. Concerning their level, they have claimed that they have a lack in their English vocabulary; this can be interpreted by their less background awareness towards the steps of vocabulary learning, or due to the insufficient techniques, which teachers use to teach new words. As for the techniques students think are best for them to learn new vocabulary, most of the students chose translation and dictionary use. As mentioned earlier, the majority of students' responses proves that translation is an important aspect that leads to a major progress in learning English as well as helping students to improve their vocabulary.

The results obtained from interviewing both A and B teachers demonstrate that these teachers follow the same method in teaching vocabulary items in the target language. They present the new vocabulary item and explain it well in the target language before moving to the translation. This indicates that before giving the mother tongue equivalent of any new word, the teachers explain its meaning first in the target language to avoid word-for-word translation; which is inappropriate way to translate.

Supporting the results of the questionnaire concerning the use the dictionary, teachers A and B emphasize the importance of using dictionaries. Teachers recommend their use in the classroom, especially for developing their students' vocabulary. The best and most helpful dictionary is the monolingual one, which contains the words' meanings, spellings, and pronunciation.

The interview's findings have shown that both teachers A and B consider translation as an effective teaching technique. Although they both acknowledged the importance of vocabulary learning and teaching, they however give less importance to it in their assessments. Teachers do not use much translation in teaching vocabulary as they are all assigned to teach certain objectives and complete their curriculum.

## **Conclusion**

Based on the findings of this research, it can be concluded that translation improves vocabulary achievement of English third year students at the university of Jijel. The results have shown that all students are aware of the importance of vocabulary in language learning, the fact supported by research findings in academic context, which clearly acknowledges the benefits of using translation in the EFL classroom as well as the effect of such technique on the learners' vocabulary. Finally, there is a consistency between the teachers and learners regarding the role of translation in developing the vocabulary.

## General Conclusion

The use of translation in foreign language teaching and learning has divided language teachers into supporters and opponents. Some teachers hold the view that translation should not be used in foreign language teaching. This view is apparently based on the criticism of the Grammar Translation Method in foreign language teaching. However, other teachers think that translation can be useful in EFL classes. In fact, the students' mother tongue helps them understand input in L2 and clears the way of learning for them. On this ground, it can be said EFL teachers should not consider the use of mother tongue as a villain behaviour, which should be avoided.

The present study emphasizes the role of translation as a teaching technique in developing learners' vocabulary mastery. Correlating what has been found in the literature review and research investigation parts, the research question on whether the teaching of foreign language through the use of translation tasks helps learners effectively acquire new vocabulary items was answered. The research hypothesis, which states that using translation tasks in EFL classes is useful to improve the learners' English vocabulary, was confirmed.

There are no absolute answers when it comes to the best way of vocabulary teaching. Some techniques may work with students; the same techniques may not work with others. Some teachers can find certain techniques very useful, while other teachers may not. However, as the results of this research suggest, using translation tasks is one of the best ways to enhance students' vocabulary knowledge. Translation can be used as a useful tool to facilitate learning.

## **Pedagogical Recommendations**

The results of this study are especially of great value for teachers and learners who encounter various problems while devoting much time to vocabulary teaching and learning. We suggest some recommendations concerning the importance of using translation tasks in teaching and developing foreign learners' vocabulary.

-as a response to the students' needs, it is recommended to include a subject in the English department at the university of Mohamed Seddik Ben Yahia, Jijel that deals profoundly with vocabulary and gives the students the opportunity to practice and test their vocabulary knowledge as well as giving the teachers the time to use different techniques.

-most teachers have positive attitudes towards translation. This is usually due to the time restricts and to the fact that they need to follow a certain syllabus. To overcome this obstacle, it is recommended to enlarge the translation time in the curriculum and let the teachers and students benefit from it.

-there is a requirement for teachers to seek new and innovative ways to teach to vocabulary. The traditional methods often fail to create the appropriate atmosphere. Thus, EFL teachers should substitute the teaching of vocabulary by implementing new teaching strategies and techniques to improve learners' vocabulary.

Finally, this case study provides readers and especially teachers, the proof for the effectiveness of translation tasks on vocabulary achievement. However, teachers and learners must judge whether or not the findings are applicable to their own unique situations and needs.

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## Appendix 1

### Students' questionnaire

Dear students,

The present study is designed to investigate the role of translation as an activity to improve foreign learners' vocabulary. Therefore, we found it necessary to involve our third year students of Mohamed Seddik Ben Yahia University in this study in order to include their opinions concerning the subject under investigation. Your answers will be of a great help for the research. Would you please, tick (✓) in the appropriate box and make statement whenever required.

Thank you in advance.

#### Section One: Background information

**Q1: Gender:** a- male  b- female

**Q2: Age:** a- 20 – 23

b- 24 – 29

c- 30 - over

**Q3: You have chosen English as:**

a- Your personal choice

b- Others made the choice for you (parents, family, friends, ...)

c- Imposed by the Academy

d- Have no other better choices

**Q4:** Before studying at the University, did you think that studying English would be:

a- Easy

b- Difficult

\_ Justify your answer:

.....

.....

### **Section Two: Translation in English as a foreign language classroom**

**Q5:** Does your teacher give you sentences and texts to translate during the course?

a- Never

b- Occasionally

c- Frequently

**Q6:** Does your teacher give you sentences and texts to translate as a homework?

a- Never

b- Occasionally

c- Frequently

**Q7:** When you read a text or listen to a recording in English, do you translate it into Arabic?

a- Never

b- Occasionally

c- Frequently

**Q8:** Does your teacher ask you to use dictionaries while translating?

a- Never

b- Occasionally

c- Frequently

**Q9:** When you translate do you use?

a- Monolingual dictionary

b- Bilingual dictionary

-Justify your answer:

.....

.....

**Q10:** Do you use Google translator in translating texts and long paragraphs?

a- Never       b- Occasionally       c- Frequently

**Q11:** Is it a good translation tool?

a- Yes       b- No

-Why?

.....

.....

**Q12:** When you translate in the classroom, does your teacher ask you to work?

a- Separately       b- In pairs       c- In groups

**Q13:** Does translation help memorize English vocabulary?

a- Yes       b- No       c- Sometimes

**Q14:** Using the Arabic translation when studying helps you better recall the content of a lesson later

a- Yes       b- No       c- Sometimes

**Q15:** Does translation help you make progress in learning English?

a- Yes       b- No

### **Section Three: Vocabulary learning**

**Q16:** In your opinion, how vocabulary is considered in English learning?

- a- Not important at all
- b- Not very important
- c- Important
- d- Very important

**Q17:** How do you think your English vocabulary level is?

- a- Low       b- Medium       c- High

\_ If you think your English vocabulary level is low, is it because:

- a- The English language is difficult for you to understand
- b- You didn't work enough on developing it
- c- You are not interested in developing it

**Q18:** How often do you encounter new words that you do not understand?

- a- Always       b- Often       c- Sometimes

**Q19:** Which strategy you use in this case or in learning English vocabulary in general?

- a- Asking the teacher
- b- Using the dictionary
- c- Guessing from the context
- d- Look for the word's translation
- e- Discussing with a friend

**Q20:** What are the strategies your teacher uses in teaching vocabulary?

- a- Word list
- b- Word association
- c- Guessing from context
- d- Dictionary use
- e- Use of physical action
- f- Translation

**Q21:** Which strategy do you prefer and think it is the best for you to learn new vocabulary?

.....

\_ why?

.....

.....

.....

**Q22:** How do you prefer to study vocabulary?

- a- As a separate module
- b- Integrated with other modules

-If b, which module?

.....

**Q23:** do you think that using translation in the EFL classroom helps you to better improve your vocabulary? Explain:

.....

.....

.....

Thank you for your help ☺

## Appendix 2

### Teachers' interview

- 1- How long have you been teaching translation at the university?
- 2- Is it your choice or was it imposed on you?
- 3- Do you design your own syllabus? or do you follow a pre-established official syllabus?
- 4- What is the overall aim of this module (TV) as a part of the English curriculum?
- 5- Do you think that this module provides students with the theoretical background in translation that will enable them subsequently to do research in translation or to prepare a higher degree diploma in translation and interpreting?
- 6- In your teaching, do you focus mainly on one language aspect, e.g., grammar, reading comprehension, etc.?
- 7- Do you follow a certain method in teaching the mother tongue or TL vocabulary items?
- 8- Some students equate translation with merely finding equivalent words between the TL and the mother tongue, what do you think of this attitude?
- 9- What type of dictionaries do you recommend to your students in their module?
- 10- If you are allowed to use one dictionary, which title would you suggest?
- 11- Which strategy do you think is more effective in enhancing students' performance in your module?
- 12- Order the following items according to the focus of your assessment  
-morphology -sentence structure -discourse -vocabulary

## Résumé

L'état actuel des connaissances sur l'acquisition du vocabulaire en langue étrangère, a conduit les enseignants de langues à devenir plus conscients de la vaste gamme de facteurs qui influent sur l'apprentissage de nouveaux mots. En outre, l'attitude négative envers la traduction comme un autre moyen pédagogique en enseignement des langues étrangères (ELE) a prévalu pendant beaucoup de temps (Cook, 2010). Néanmoins, actuellement, de nombreux théoriciens et linguistes sont d'accord sur l'importance d'utiliser les activités de traduction dans l'enseignement des langues étrangères et soulignent ses effets bénéfiques pour élargir le vocabulaire (Schäffner, 1998). Cette étude visait à étudier les perceptions des enseignants et des étudiants envers utiliser les exercices de traduction pour améliorer le vocabulaire des étudiants d'Anglais comme langue étrangère. Pour atteindre cet objectif, une étude descriptive a été réalisée; cette étude était fondée sur l'analyse des données recueillies à partir d'un questionnaire consacré aux étudiants de troisième année anglais à l'université et un entretien conçu pour les enseignants. Les deux outils de recherche ont exploré les perceptions des élèves et des enseignants envers l'utilité de la traduction dans l'enseignement du vocabulaire. Les résultats obtenus à partir de l'enquête ont confirmé notre hypothèse quant à l'efficacité de l'utilisation de la traduction pour améliorer le vocabulaire des apprenants de l'anglais comme langue étrangère.

## ملخص

لقد أدت الحالة الراهنة لمعرفة واكتساب مفردات اللغة الأجنبية إلى جعل أساتذة اللغة أكثر وعياً لمجموعة واسعة من العوامل التي تؤثر على تعلم مفردات جديدة. من ناحية أخرى، الموقف السلبي اتجاه الترجمة كوسيلة تعليمية لتعليم اللغات الأجنبية ساد طويلاً (كوك، 2010). ومع ذلك، فإن العديد من المنظرين واللغويين حالياً يوافقون على أهمية استخدام أنشطة الترجمة في تدريس اللغات الأجنبية ويؤكدون أثارها المفيدة في توسيع المفردات (شافنر، 1998). تهدف هذه الدراسة إلى تحري تصورات الأساتذة والطلبة حول استعمال أنشطة الترجمة لتحسين مفردات طلبة اللغة الإنجليزية كلغة أجنبية. لتحقيق هذا الهدف، تم إجراء دراسة وصفية تستند على تحليلات المعطيات التي تم جمعها من الاستطلاع الموجه لطلاب السنة الثالثة قسم لغة إنجليزية في الجامعة بالإضافة إلى مقابلة مصممة للأساتذة. تحرت كلتا وسيلتي البحث تصورات الطلاب وكذلك الأساتذة حول فائدة الترجمة في تدريس المفردات. أكدت النتائج التي تم الحصول عليها من التحقيق فرضيتنا والتي هي حول فعالية استخدام الترجمة لتعزيز المفردات لدى متعلمي اللغة الإنجليزية.