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**Impact of Translating Keywords into L1 on EFL Learners' Writing Performance**

**The Case of First Year EFL Master Students at The University of Mohamed Seddik Ben**

**Yahya, Jijel**

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Master Degree in Language Sciences

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**ABSTRACT**

Mohammed Chabou and Madjed Zeghib: The Impact of Translating Key

Words on EFL Learners' Writing Performance

Under the direction of ( Kerdoun Ahcene)

Writing is one of the major basic skills that any student needs to master in order to attain a proficient level of competence and performance in a foreign language. Added to that, it is the process in which most exams and works are done. This quantitative research paper explored the use of translation as an aid in the process of performing the task of writing. It looked into the effects of such a use, be it negative or positive. It was carried out on the level of first year master students at the department of English at the University of Mohammed Seddik Ben Yahia, Jijel. The research started by reading previous conducted studies on the subject as well as gathering data collected from testing 24 subjects. Subjects were divided into two groups, the control group and the experimental group. The experimental group was provided with translation of key words used in the assignment of writing that they were asked to accomplish. The control group was asked to write the assignment directly without translation. An analysis of the results then ensued, and a comparison of the results between the two groups was done. The conclusion demonstrated the effects of using translation on the task of writing and the benefits or the shortcomings of such practice on the skill of writing specifically, and learning a language more generally.

## **The Impact of Translating Keywords on EFL Learners' Writing Performance**

Each challenging work requires efforts as well as guidance from the elders especially those who are close to our hearts.

I dedicate this work to my beloved father & mother, to my two brothers and my sister.

To my mother who has always been there for me. Everything she does is done for her children. Everything I do is because of her. Each breath I take is because of the love she has shown me.

To my father who knew when to stop holding my hand and start watching my back and whose encouragements and prayers made me find strength to advance in my studies.

To my two brothers and sister, whom I treasure when I'm struggling and being lost, you taught me that I should always do the best job possible, and that my reputation is worth more than just a profit. I also dedicate this work to my friends and colleagues who stood up by my side when I was passing through harsh times. Thank you.

Mohammed

## **The Impact of Translating Keywords on EFL Learners' Writing Performance**

I humbly dedicate this research paper

To the people who matter the most in my life, they matter so much because they have believed in me long enough and pushed me far enough to unlock any hidden potential and achieve the greatness that I have been blessed with.

It goes out to my small family who has never failed to be by my side. My loving mother who has worked so hard to raise me to be the best I could be, and has forever been a source of undying love, compassion, and inspiration as one of the best leading ladies I had ever had the honor to know. My younger sister who I consider to be my support system and a confident at times of stress and who has never shown me anything less than love and encouragement throughout my life. And my family friend who has acted as the brother I never had, willingly lending me a helping hand at times of need.

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**LIST OF ABBREVIATIONS:**

CA:	Contrastive Analysis
CLT:	Communicative Language Teaching
EA:	Error Analysis
EFL:	English as a Foreign Language
ESL:	English as a Second Language
FL:	Foreign Language
GTM:	The Grammar Translation Method
L1:	First Language
L2:	Second Language
SLA:	Second Language Acquisition
SL:	Source Language
SLT:	Situational Language Teaching
TL:	Target Language

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## General Introduction

Currently, English is the most spread language, spoken natively by over a billion and taught as a second or foreign language in almost all schools of the world. Being the language of science and technology, English has gained considerable power and become a prerequisite for daily communication and life in general. It follows that teaching English is now highly required for the huge influx of people who need to learn it; hence, the great pedagogical responsibilities for developing the best supportive methods for learners. Writing is one of the basic skills that learners need to polish and improve. For those whose English is not their mother tongue, translation of keywords could help unlock their thoughts and help them brain-storm to find suitable ideas for the piece of writing that they are producing.

### 1. Background of the Study

Translation, one of the oldest methods, had been neglected in favour of communicative ones, then reformed. But, it is still considered, by many, a strong approach to teaching English to non-native speakers. Translation has not only been used by the Grammar Translation Method, but it has also been reused, after decades of neglect, more or less openly within innovative methods such as the Silent Way, Suggestopedia, and in elaborated Communicative Language Learning contexts.

Actually, writing in the target language has constantly been problematic for students whose level of competency restricts their attempt to handle concepts in L2 as readily understood in L1, which inevitably reduces the quality of their performance. It is argued that a sound mix of L1 and L2 in the classroom could be beneficial as maintained by Ritters (Scott

1996), who believes that L1 is fundamentally advantageous for students when generating ideas for L2. For instance, in the pre-writing stage, there are complex cognitive skills that are necessary for both generating ideas and selecting appropriate linguistic information. This complexity makes it difficult for L2 writers, especially those with limited L2 competence, to differentiate between their acquired knowledge and the new information at hand.

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

The writing skill is a very important aspect for learning a foreign language. For the latter, it is also considered one of its end-products. Only a competent student can be expected to master this skill to perform flawlessly in writing assignments. Yet, not all students are able to acquire the needed linguistic knowledge namely vocabulary, syntax, and other componential aspects well enough at the same pace and in the same time frame without the need for external help. Here is where translation engenders simplification of ideas and explanation of the lexis needed for specific writing purposes and eventually fosters students' successful performance. Students, who usually struggle when brainstorming ideas, hesitate while developing thoughts, and show inability to select appropriate concepts as a part of the preliminary process of writing, could benefit from having the keywords of the assignment translated to them into their first language.

Furthermore, writing in a foreign language is considered a difficult process because, very often, foreign students find it difficult to produce comprehensible output out of input assignments in the target language, here English, requiring such an essential skill of writing. To master this skill, EFL students need first to listen, read, assimilate, and extensively practise the target language. They frequently need the knowledge firstly assimilated in L1 to conceptualize responses in L2; hence, they resort to their mother tongue and use it to reflect about the assigned tasks of writing, where assimilating newly encountered vocabulary proves necessary for successful performance.

### 3. Aim of the Study

The aim of this study is to investigate the impact of using L1 by translating keywords of writing assignment on Algerian students' performance. As believed by many scholars such as Kobayashi and Rinnert, Uzawa; translation tends to aid through clarifying in comprehensible cases when handled in L2 alone. Others as Cohen and Brooks-Carson, however, warn against the misrepresentation likely to be caused when L1 is similarly used for situations that are typically foreign or not locally confined. So, instructing EFL students to write will help verify these somewhat opposing views about the effect of translation. To provide translated keywords in Arabic for Algerian EFL students can be a good test for the extent of help or inhibition translation will bring about. Help is what is positively shown in the amount, clarity, and flow of ideas assumed to be generated by translated keywords. This can be attained by comparatively considering the kind of performance. Variation in the latter, whether positive or negative, is assumed to be strictly attributed to L1 for assignments having undergone some translation. The resulting conclusions will certainly be assistive for teachers, mainly, whether incorporating L1 in L2 assignments is recommended or not.

### 4. Research Questions

The present research addresses the following research questions:

- ✚ To what extent can translation improve the writing skill?
- ✚ Does translation affect the mind-set of the writer?
- ✚ Do translated concepts in L1 trigger culture specific thinking?

## **5. Hypothesis**

The present study is driven by the hypothesis that if writing tasks are provided with translated keywords, students' performance will be positively affected.

## **6. Means of Research**

This study is correlational in its design as it investigates to what extent translation of key words in assigned tasks correlates with better writing performance. The only means of research adopted for inquiry is an anonymously administered test to a randomly selected sample of 24 subjects out of a population of 152 first-year Master students of English at the University of Mohamed Seddik Ben Yahya, Jijel. The subjects are separated into experimental and control groups. Both groups are instructed to write an essay. The experimental group responds to an assignment whose key words are translated into students' L1, Arabic. Analysis of the results representing amounts and structuring of ideas produced by both groups is carried out by scoring the essays according to the method approved by the Rubric given in Appendix n°4....Students' performance is further interpreted by explaining the effect of the translated key words through comparing the contents of the essays produced by both groups.

## **7. Structure of the Study**

The present study consists of two parts, a theoretical and a practical one. The theoretical part includes a brief review of the correspondent literature underlying the scope of this research. The literature review is divided into two sections: the first section deals with an overview of both Contrastive and Error Analysis; the other section incorporates a review of the process of writing, its various steps and the kind of difficulties encountered in tasks of

writing, followed by an examination of Translation through highlighting some scholars' views about its application in writing.

The practical part addresses the methodology applied in the study and casts the light on the pattern followed in administering the subjects' work. It also includes a discussion of the data and their analyses and a multifaceted comparison of the results between the two groups of the experiment (control group and experimental one). The conclusion discusses the research findings and their relationship to the limitation of the conducted study.

# I- CHAPTER ONE: CONTRASTIVE ANALYSIS AND ERROR ANALYSIS

## Introduction

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## Conclusion

## I- Chapter One: Contrastive Analysis and Error Analysis

### Introduction

Students learning a new language usually make errors. Those errors can be due to their lack of knowledge in the target language or because of the interference with their first language. The study dealing with this dilemma can be related to two hypotheses; Contrastive Analysis (CA) and Error Analysis (EA). Though these two have started out on the same note, which is finding causes and suggesting solutions for mistakes and errors that are related to language transfer, they differ in their methodology. Contrastive Analysis and Error Analysis are said to be complementary approaches. Contrastive analysis deals with contrastive relations between two languages, while Error Analysis handles the description and explanation of the source of an error made when transfer happens between L1 and L2.

### 1.1. Contrastive Analysis

#### 1.1.1. Historical Background

The theory underlining the Contrastive Analysis hypotheses was first initiated by the American linguist Charles Fries (1945) and then expanded by Robert Lado in his "*Linguistic across Culture*" book in 1957. Contrastive Analysis was first introduced as a branch of applied linguistics conducted for describing the differences between two languages. "In the comparison between the native and the foreign language lies the key to ease or difficulty in foreign language learning" according to Lado (1957, p, 1). He claimed that if the elements of the native language are similar to those in the foreign language, it will be easy to be acquired. However, if those elements are different, it will be difficult. Learners make errors due to the interference of their mother tongue which will obviously affect the acquisition of the foreign language.

In the 1960s, Contrastive Analysis became famous because of the validity and its valuable techniques. It was argued that once the learner's errors are predicted to be true, it would be easy to rectify them. At that time, Contrastive Analysis was put to practice on the basis of structuralism and behaviourism.

The theory of Structuralism believed that two languages can be differentiated in terms of their language structure; language is a structure in which elements interact. Esser (1980: 181) suggests that contrastive analysis belongs to applied linguistics in that the analysis may yield practical instructional material.

The theory of Behaviourism by B.F. Skinner (1936) had a great impact on contrastive analysis. Foreign language learning was viewed as a process of habit formation. To the behaviourists, the human being is an organism capable of a wide repertoire of behaviours. These behaviours depend on three critical elements. A stimulus which serves to elicit behaviour, a response triggered by a stimulus and reinforcement which serve to identify the response as being appropriate or not, and then encourage the suppression or the repetition of the stimulus in the future.

A transfer of features from L1 to L2 occurs when trying to learn a new language. As Lado (1957, p. 2) claims, "individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture". And usually due to interference with the mother tongue a negative transfer happens.

### **1.1.2. Definition and Assumptions**

The Longman Dictionary of Language Teaching and Applied Linguistics (2010) defines Contrastive Analysis also CA as:

“The comparison of the linguistic systems of two languages, for example the sound system or the grammatical system. Contrastive Analysis was developed and practiced in the 1950s and 1960s, as an application of structural linguistics to language teaching. It tries to explain the differences between two languages from a semantic, syntactic and phonological view. The differences between two languages determine the difficulty in learning a second language (Lado 1957, p. 11)”. Similarities facilitate learning while differences hinder it.

CA is based on the following assumptions:

- The main difficulties in learning a new language are caused by interference from L1.
- The difficulties are mainly due to differences between L1 and L2
- These difficulties can be predicted by Contrastive Analysis CA.
- Teaching materials can make use of contrastive analysis to reduce the effects of interference.

### **1.1.3. Different Versions of Contrastive Analysis**

According to Wardhaugh (1970) there are two versions of contrastive analysis:

#### **1.1.3.1. Strong Version**

The strong version of Contrastive Analysis asserted that through having an idea about the differences between L1 and L2 one can predict the problems faced when learning the L2. It assumes that errors made by learners acquiring L2 are due to interference of their L1. (Larsen-Freeman and Long, 1991) Contrastive Analysis advocates that by comparing two languages, the preparation of L2 instructional materials will be more efficient, and learner's behaviour and difficulties will be predicted through CA. This strong version has been proven in many studies to be successful only in predicting the inference between L1 and L2 in the

early stages of L2 acquisition (the phonological components of language). The strong version of CA is based on the predictions about learning the target language and comparing the native language with the target language.

### **1.1.3.2. Weak Version**

It emerged as a reaction to the criticism of the strong version of CA. The weak version does not imply the prior prediction of certain fine degrees of difficulty. It recognizes the significance of interference across languages, the fact that such interference does exist and can explain difficulties, but it also recognizes that linguistic difficulties can be more profitably explained after they have been noticed (Brown, 1980, p. 157). The goal of the weak version is very limited by an explanation of errors through comparing the two languages. Unlike the strong version having a predictive power (priori analysis of SL and TL), the weak version of CA has explanatory power which is processed when errors are made (posterior analysis).

### **1.1.3.3. A Moderate Version:**

Oleg and Ziahosseiny (1970) found that the strong version is too much for the learner and that the weak version is too little for him. They provided a moderate version which is a mixture between the other two versions and is summarized as follows:

“The categorization of abstract and concrete patterns according to their perceived similarities and differences is the basis for learning; therefore, wherever patterns are minimally distinct in form or meaning in one or more systems, confusion may result”(186).

A study on English spelling errors has been administered in order to explain the moderate version. It included a comparison of spelling errors between students learning a foreign language like English whose native language is French with students having Arabic as

a native language and English as a foreign language. Results have shown that knowing one language that uses Roman alphabet (French) poses problems when learning the new one (English). However, learners who do not have roman alphabets in their native language (Arabic) learn the foreign language more easily than the other group.

#### **1.1.4. Language Transfer**

It refers to a psychological process where learning is shifted from a particular situation to another. When learning a new language, students usually benefit from their SL knowledge to assimilate new components in the target language. They tend to transfer aspects of FL to their SL. Such a transfer can be either positive or negative.

a- Positive transfer:

When the transfer results in correct manners and forms, that transfer is said to be facilitative.

b- Negative transfer:

Also known as interference, occurs when learners make errors.

In recent years, however, the distinction between these two types of transfer has been questioned by many linguists including Gass and Selinker, 1983; Faerch and Kasper forthcoming; Sjavaara & Lahtonen, forthcoming).They claimed that this distinction is applicable only in the productive level since it is what matters for their studies, the underlying processes of L2 learning.

Most studies generally emphasise the negative effects of SL on learning without giving importance to the positive transfer. The exaggerated emphasis on the negative effects of L1 influence has mainly been arisen from the problems of obtaining concrete data which reveal exactly how the learner's L1 knowledge is useful to his L2 learning (Faerch, Haastrup & Phillipson, 1984).

Questions can be arisen on how much L1 knowledge a L2 learner needs to enhance his L2 competency and how much efforts a learner needs to avoid L1 constraints.

Previous research has generally focused on efforts needed to free the learner from his L1 constraints. To do so, a learner has to develop his ability in the use of the phonological and linguistic systems for producing comprehensible L2.

Learner's use of L1 knowledge to enhance competency in L2 is related to his lexis and grammar use. At the beginning stages, a learner tries to absorb as many simplified cross-linguistic equivalents between his L1 and L2. When his knowledge is adequate enough, he will begin to stabilize these simplified equivalents to be acceptably used in L2.

From this view, it seems that the difficulties of learning a foreign language are not related to the differences between the two languages, but rather to how a learner can and will demonstrate equality between the two languages at early stages. As far as comprehension and vocabulary are concerned, if a learner is able to notice similarities between L1 and L2 lexically and structurally, it will be easy for him to move to the next stage.

#### **1.1.5. Contrastive Analysis and Translation**

Both contrastive analysis and translation study more than one language. They are inter-lingual studies (James 1980). The relationship between CA and translation is duplex and act in a two way direction. Data can be provided for CA through translation of a particular text and difficulties in translation can be supported and assisted with CA. I.e. When we translate a paragraph for example we supply contrastive analysis with some evidence, and when we encounter difficulties, we rely on CA as a way to achieve success.

### 1.1.6. The Objectives of Contrastive Analysis

The goal of Contrastive Analysis is to predict learning difficulties when learning a language with a view to increase the efficiency of L2 learning. It attempts to provide insights about similarities and differences by comparing the language and culture to be learned with students L1 and their L1 cultures. Robert Lado (1957) provided a summary of the objectives of CA as follows:

“The results of such comparisons have proved of fundamental value for the preparation of teaching materials, test and language learning experiments. Foreign language teachers who understand this field will acquire insights and tools for evaluating the language and culture content of text-books and tests, supplementing the materials in use, preparing new materials and tests, and diagnosing students' difficulties accurately (Lado, p. 2)”.

### 1.1.7. Criticism of Contrastive Analysis

Despite the importance it had on language teaching and learning in the 1950s and 1960s, Contrastive Analysis has been criticized by proponents of error analysis for a number of drawbacks:

Predicting the problems without the strategies on how to master them does not make contrastive analysis reliable. It is also unreliable when it compares two languages without having adequate knowledge in both of them.

Prediction is not for all problems but some of them (great focus on phonological level and less on the syntactic level). For Abbas (1995) contrastive analysis basic weakness lies in its overwhelming emphasis on one type of errors, i.e. interference. L2 learner's performance affected not only by interference with their native language but also with overgeneralization (to go= goed), the kind of learning and the communication strategies.



Also, Contrastive Analysis is criticized for its sole focus on interference from L1 to L2 and vice versa.

Another criticism of Contrastive Analysis suggests that the learner is presented not with the whole system of the target language but only with its parts or fragments (Rivers 1970). Teachers of CA tend to focus on some aspects of the language but not all of the aspects. In this way the L2 learner will acquire parts of the language only.

## **1.2. Error Analysis**

### **1.2.1. Historical Background**

According to the fourth edition of the Longman Dictionary of language teaching and applied linguistics, Error Analysis is the study and analysis of the errors made by second language learners. This study is carried out in order to identify the strategies in which learners use language learning, identify the causes of said errors and obtain information on the common difficulties in second language learning.

It has been accepted that errors play an important role in the learning process. To language learners, learning is not so much a question of acquiring a set of automatic habits, but rather a process of discovering the underlying rules, categories and systems of choice in the language by some sort of processing by the learner of the data of the language presented to him by the teacher (Corder, 1973).

Error Analysis emerged in the 1960s as a reaction to Contrastive Analysis. It was developed by Stephen Pit Corder and Colleagues as an alternative approach to its predecessor to account for the errors that were believed to be made not only out of the dependency of the learner on their mother tongue, but rather due to different universal learning strategies. It was promoted for having a predictive power, one that contrastive analysis failed to accomplish, the

systematic analysis of the errors proved beneficial in anticipating errors that could be made by a larger group of learners who share the same background, and learning conditions.

Error Analysis proved highly popular throughout the 1970's and paved the way to the prominence of the inter-language theory hypothesized and argued for by Larry Selinker who researched the existence of a language that has deviated out of the mother tongue but has not quite reached the proficiency of the target language. According to Selinker (1972) and supported by Corder, this was the area where learners would fall into error. Error Analysis could no longer be helped by the dawning of the 1980s and it fell into the background as criticism of the methodology grew stronger.

### **1.2.2. Definition of Error Analysis**

From the analysis of the learner's errors, teachers are able to assume the nature of his knowledge at that point in his learning and discover what he still has to learn. By describing and classifying his errors, teachers may build up a picture of the features of the language which cause him problems and difficulties. A learner's errors, therefore, are significant to the teacher, in that they tell him if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn (Corder, 1981).

Error analysis is a systematic process in which the researcher gathers data about the learner's mother tongue, his present proficiency in the target language and the type of errors he falls into. According to Dulay and Burt 1974, making these errors is expected and necessary, as it shows the progress the learner has made. Not to confuse errors with mistakes, as mistakes are usually due to the lack of attention, carelessness or simply fatigue on the part of the learner, while errors are construed as a lack of knowledge about an aspect of the language. Errors are closely related to competence rather than performance. Error analysis helps teachers come up with solutions to the problems learners may face while learning a

certain aspect of the language, be it grammar, phonology or vocabulary. It sheds light on the possibility of transfer from the mother tongue, the over generalization of the acquired rules, or the avoidance of what the learner might find difficult to convey.

Moreover, Learners can monitor themselves on what could be more helpful for their own process of acquisition and their own procedures to follow while they are learning and improving their language by themselves.

### **1.2.3. Steps of Error Analysis**

Error Analysis is a systematic process; Corder (1973) has identified four crucial steps to comprehending the errors at hand:

#### **1.2.3.1. Collection of Data**

When collecting data one has to consider what the purpose of the study is and then try to collect relevant data for the study's aim and research questions that needs to be answered (Ellis & Barkhuizen, 2005, p. 57).

The researcher starts off by compiling a large data base of the mother tongue of the learners and that of the target language in order for comparison to take place. According to the size of the sample, there are three identified broad types of errors which are: massive, specific and incidental. All of these types are relevant to the study of errors but their relevance varies in relation to the main goal that the study needs to examine.

The larger data is then studied, analysed and divided into smaller samples serving particular aspects of the language. This gives the researcher a specific sample which is the most commonly used when dealing with error analysis pertaining to studying a specific language for the benefit of learner development in the field. The researcher then uses the data from this sample when examining the errors.

### 1.2.3.2 Identification of Errors

Before analysing a text it is important to define what an error is beforehand. For example when identifying grammatical errors in English learners' texts one has to compare them to what is grammatically correct in English grammar books which I will do in my study (Ellis & Barkhuizen, 2005, p. 58).

First things first, there is the need to sort out mistakes from errors, mistakes as mentioned previously are due to the mental, physical, or environmental conditions the learner was put in while using the target language, they are not deviations from the norm out of lack of internalized knowledge of the aspect of the language, but due to lack of attention.

The researcher now moves ahead to identifying these errors on the bases of four crucial questions:

The first question deals with the target language that is seen as the point of reference when evaluating the committed errors. The second question is related to the difference between errors and mistakes as mentioned previously. The third question is about interpretation, this is related to overt and covert errors. Overt errors are easy to spot, as they are simply a deviation from the grammatical rule and the form is clearly wrong for example: she goed home. Covert errors are those errors here sentences are semantically and syntactically correct and well-formed but pragmatically bizarre and odd for example: how do you go? The fourth question then takes into consideration the said deviations, these deviations are related to correctness and appropriateness. The first is a deviation in the rules of language usage, while the second is a deviation in language use.

Once the researcher is left out with pure errors, he then categorizes them depending on linguistic characteristics, be it grammar, phonology, syntax, pragmatics... etc.

### 1.2.3.3. Description the Errors

Corder writes that in order to describe an error one has to specify how the English learner' errors differs from the native speaker's (Ellis & Barkhuizen 2005, p. 60).

In this step, the researcher looks at the similarities and the differences between the mother tongue and the target language to provide a description of why the error. Since most of these errors are deviation of the norms prompted by a residual clinging or escaping forms of the mother tongue, they usually come in the shape of: omission, addition, misinformation or substitution, disordering, and blends. Ellis & Barkhuizen (2005, p. 61) provided the following examples:

1. Errors of omission: when the learner has left out a word e.g. "My sister happy".
2. Errors of addition: when the learner has added a word or an ending to another word which is grammatically incorrect e.g. "I have eated".
3. Misinformation/Substitution: when the learner uses the wrong form of a morpheme or structure e.g. when they use the wrong preposition in a sentence such as "It was the hardest time in my life".
4. Mis-ordering: e.g. when the learner places a morpheme incorrectly in a grammatical construction such as "She fights all the time her brother".
5. Blends: when the learner is uncertain of which word to use and blends two different phrases e.g. "The only one thing I want"

### 1.2.3.4. Explanation of Errors

There are two main schools of thought on the matter of error explanation. One insists on the interference from the mother tongue on the acquisition of the second language, while the other sees this acquisition as one similar to the learning of the first one, where learners fall into the same errors they would have made while acquiring their mother tongue. This second

explanation views error is more naturally related to the developmental stages of language learning. A third possibility proposed by Corder, indicates that learners moving from L1 to L2 create a middle stage, referred to as inter-language, errors made in this category are neither related to the first language nor the second one, they are independent errors that need their own focus and study. Errors can be hard to differentiate as their origins could seem similar and hard to firmly distinguish one from another. These difficulties lead many researchers to completely abandon the search for error sources, but those who have carried on with analyzing adult errors have confirmed that both developmental and interference errors arise.

#### **1.2.3.5 Evaluation of the Errors**

In this step, the results of the research is studied in order to come up with the right methods to deal with the errors evoked by the students as well as to figure out which errors are more important to focus on while teaching since not all errors are to be corrected, nor is it possible to correct them all at once without ignoring bigger fundamental ones that need immediate attention. Evaluation is mainly influenced by the context in which errors occur.

#### **1.2.4. Errors vs. Mistakes**

Brown (1980, p. 165) insists that “it is crucial to make a distinction between mistakes and errors because they are technically two very different phenomena”.

Error is a process referring to the lack competence of the learning in the language as the low proficiency in grammar. Corder (1981) points out that it is a competence error and it is systematic.

Mistakes are classified on the performance level of the learner. A slip of the tongue is considered a mistake.

The relation between errors and mistakes can be considered an association to the distinctive relationship between competence and performance. Errors are perceived as the failure of competence and mistakes are due to the lack of performance.

#### **1.2.5. Inter-language and Intra-language**

The concept of inter-language was suggested by Selinker (1972) in order to draw attention to the possibility that the learner's language can be regarded as a distinct language variety or system with its own particular characteristics and rules (jie, 2008). Inter-language is the type of language produced by second language or foreign language learners in the process of learning the target language (Latiff and Bakar, 2007).

It is believed that though inter-language has departed from the mother tongue and has not reached the proficient capacity of the target language yet, still merits the status of an independent language with its own set of universal rules that are common regardless of what it has morphed out of. Just as it is the case with primary languages, inter-languages have also universal generalizations that can be studied and analysed on their own. According to Tarone et al., (1976) inter-language productions have the following characteristics: a) Second Language speakers rarely conform to what one expects native speakers of the target language to produce , b) Inter-language Productions are not an exact translation of native language utterances (i.e., first language interference does not play the primary role in the information of inter-languages), c) Utterances in the second language are not randomly produced, and d) Inter-languages are spoken either by adults or by children when second language acquisition is not simultaneous with that of the first language (Ali Akbar Khansir, 2012). Intra-lingual on the other hand is not a definite language which shares universal characteristics, it is merely the lack of knowledgeable instructions when applying the rules; it is a misplacement or lack

of understanding of the forms and the norms of the language. And this is where intra-lingual and inter-lingual errors differ.

### 1.2.6. Criticisms of Error Analysis

Error analysis has been met with criticism since its inception. It was deemed flawed in its methodology. Thus, the description and explanation of errors is not possible because most errors are related to each other's and cannot be separated and classified in categories. Most of the time, it is impossible to determine what kind of error the learner was making.

For Schachter and Murcia (1979), when the analysis of errors is isolated the researcher concentrates on only the errors in general and neglecting their classification. They argued that focusing on errors is totally a misleading.

Bell criticized EA for the lack of objectivity; he considered it to be full of data collection problems that would hinder the right interpretation of the results.

Schachter (1974) criticized the process for its neglect of the strategy of avoidance, a learner who is not confident enough in an aspect or a domain of the language, especially when it comes to communication, could simply avoid certain forms rendering a true analysis of his progression invalid.

Moreover as it has been mentioned, Error Analysis largely deals with the learner's production in terms of writing and speaking, but it cannot process the learner's perception of the language such as listening and reading.

But even with the rise of all of this criticism, EA still holds its place, even if in the background, to this date as a reliable process for evaluating learner progression and how far they had come with their second language acquisition.



## Conclusion

To sum up, contrastive analysis and error analysis affected foreign language learning in a way that realized its importance. However, research studies have shown that contrastive analysis is not better than error analysis and vice versa.

Through the comparison between the SL and TL, contrastive analysis did a fascinating job on the basis of extracting differences and similarities between languages. It also used the prediction of problems as a source for learning the ways to overcome those problems.

Error Analysis has proven beneficial when researching the major problems learners face with their day to day acquisition of foreign language. It helped with the understanding of the areas students are most commonly to fail at, as well as propose solutions and guidance to fix the issues that arise. And even though the method might not be highly popular today, it did open doors for many prevailing approaches and findings that sought to comprehend the developmental steps a learner would take on his journey into language proficiency. Error analysis is an approach that is still being used, providing help for both teachers and learners alike. It is to be thanked for the introduction of many teaching strategies and materials in both conventional and modern classroom settings. And it is thanks to the contributions of the likes of Corder that we now see language in a new perspective.

## II- CHAPTER TWO: TRANSLATION IN WRITING

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## II- Chapter Two: Translation in Writing

### Introduction

In this chapter, there will be a combination between translation and writing, two concepts that have great influence on Second or Foreign Language Learning.

Research in the 1980s has dealt with the implementation of L1 in writing. The field of L2 writing is believed to be a recent phenomenon but it has been used for ages. Writing in English is considered to be a challenge for foreign students as well as for native ones. Native speakers have knowledge assimilated through communication with their environment. Writing in their language might be easier for them than foreigners. Foreign language learners generally lack knowledge of the target language. Their vocabulary level has not increased yet. Those learners resort to their SL in order to apply what they want to say in their TL including TL composition. L1 use is not considered a debilitating factor, but rather as a kind of compensatory strategy for the difficulties that L2 writers face in L2 composition (Manchon, Roca De Lario, & Murphy, 2007). The process of writing in L2 includes producing content, drafting ideas, revising ideas, choosing appropriate vocabulary and editing texts; all these elements are then combined with L2 processing issues.

In the last fifty years, studies on writing in L2 focused mainly on the role of translation in writing in L2. Translation from L1 to the target language has been commonly seen as an ineffective way to grow in second language as seen by the audio-lingual method (Fries, 1945, Lado, 1957) and communicative approaches (Finocchiaro & Brumfit, 1983; Savignon, 1983; Howatt, 1984). They believed that learners should only use their target language (English) in order to master it.

Lately in the 90's some studies provided evidence that L1 use is helpful for L2 learners' psychological and cognitive abilities. Cohen (1994) carried a study of how American grade school children solve math problems in Spanish as a target language. Without mentioning their use of L1 for cognitive performing operations, students chose English favourably to Spanish. Whenever students in Cohen's study faced a difficulty in the target language they resorted to their L1. To Cohen, success is due the translation which makes the target language easier.

Lay (1983) and Kobayashi & Rinnert (1992) underpin that L1 facilitates learning through an examination of the effects translation has on L2 text quality. In Lay's study, four Chinese students learning English as a foreign language were selected as subjects. After composing aloud in English by using their L1, the results have shown an improvement on the basis of organization, content and the level of detail of their L2 texts. Kobayashi and Rinnert did a similar research on 48 EFL university students in Japan. The study conducted tasks about translation from Japanese to English. The outcomes have shown that students who used translation received higher ratings than those without.

Also, Karim & Nassaji (2013), and Ghobadi & Ghasemi (2015), thorough a survey of the literature, show that translation into L2 benefits organization and the complexity of the target language essay, especially for students with lower level of L2 proficiency. These researchers implied that when writing in L2, with the help of the teacher, students can rely on their L1 to develop planning and organization of ideas. Through these strategies they will be able to write in L2. For them, low level learners use their L1 as a tool in writing L2 due to their lack of knowledge in the subject, while advanced learners are able to transfer L1 strategies of writing to L2. They advised teachers to help their L2 learners improve their grammar and lexical knowledge for the purpose of raising the student's awareness of writing strategies.

## 2. Writing

### 2.1.1. Definitions of Writing

A more complicated productive skill than the others (reading, listening and speaking), writing is considered to be a meaning-making process that requires the use of many factors including linguistic, cognitive, creating and social. For the acquisition of this skill, a great support from teachers is needed in the preparation step (pre-writing).

Writing can be defined as a process within the production of the brain. It is only through thinking about something that someone can write, and without imagination students cannot find the words to implement in their writing. It is a way of creating relationship between and among people to build a liaison between members of communities. Writing forms the basis of communication media, i.e. video, audio, speech all these start with writing.

Writing has also been defined as a group of letters and symbols written or marked on a surface of something as a mean of communicating (the Collins dictionary, 1987). Writing has also been considered to be a system of written symbols which represent the sounds, syllables of words of a language (Richards et al., 1985:313). In this definition, writing is believed to contain various linguistic elements only. It seems that there is neither mentioning of writing as a mean of communication nor its relevance to the EFL language learners. Writing has been distinguished from 'composing' by Ingram and King (1988). The former is sketched to be a process used by the teacher and the student in a particular lesson, while the latter is considered a long-processed operation. Kaplan (1988b) differentiated between writing and composing. He argued that writing is the process taking place when writing assignments having respect on the conventions of companies and journalism. However, composing takes place when writing the assignments like writing novels and stories.

Through writing, people are connected across cultures, time and space. It affects people with what happened in the past, help them acquire knowledge in the present and make plans about what would happen in the future.

It is argued that writing is an essential element in EFL learning. The comprehensible output hypothesis proposed by Swain (1995) declares that the language output facilitates promoting L2 acquisition. Thus the role of writing in languages cannot be denied.

### **2.1.2. Difficulties in Teaching Writing**

“Learning to write well is a difficult, lengthy process, one that induces anxiety and frustration in many learners” (Richards, 1990 in May Al-Gharabally 2015).

Most students fear writing compositions. It is one of the hardest tasks to accomplish in academic settings. Not only does writing require the development of ideas, and the generation of materials to put into paper, but it also deals with the complexity of finding the right vocabulary and the organization of said thoughts into coherent sentences and paragraphs that delicately balance the cohesion of the whole piece of literature the student produces. Most learners find writing to be a very frustrating task to perform in their first language, so it should not be surprising that learners of a second language, with a whole new set of vocabulary and grammar would find it even more difficult to carry out. There are many reasons that contribute into making this said task difficult. May Al-Gharabally quotes Grabe and Kaplan in her article about the difficulties faced by second language learners:

“Writing is unfortunately very commonly used as a means of evaluation so it is not surprising that many people feel they are being judged when someone reads what they have written. Learning to write coherently and in a way which is appropriate for one's purpose and audience is something which many people never manage in their first language, despite the fact that a substantial part of

the educational process is devoted to the development of such skills. The process is every bit as difficult in a second language Grabe and Kaplan (1996, p. 43).”

She argues that one of the reasons of these difficulties is the attached anxiety and stress of being tested and judged by the readers. A written piece of literature could be silently reviewed and criticized without the presence of the writer to defend himself. It is a common way of evaluating individuals and the stress related and enforced by teachers stays with the person and holds him back from unleashing his potentials as they question and second guess every idea that pops into their head and every line they jot down.

“Cognition plays a role where writing is learnt through a process of instruction and comprehension of the written form of the language (Fageeh, 2003). According to Byrne (1988), difficulty in writing arises from psychological, linguistic and cognitive issues. He adds that writing becomes even more complex with inadequate teacher feedback concerning process, cohesion and organization. In contrast to the native speaker, the L2 learner must consider meta-language and the pragmatic values of grammar, vocabulary, rhetorical patterns, and mechanics which can increase levels of writing apprehension and anxiety Nadia Shukri (2014, p, 192-193)”.

Grabe and Kaplan argue that it is psychological in a way and May al Gharbaly agrees with their logic. L2 learners are often overwhelmed when asked to complete a writing task. ‘Even at the beginning, some learners will have difficulty getting started’. May al Gharbaly (2015).

Confidence in writing ability is a must. Cafarella and Barnett found that students’ lack of confidence in their writing ability made it harder to make revision decisions and explain these decisions to the feedback providers. This was especially the case when there was



conflicting feedback from different faculty (Can, 2009, 25). They believe that it is self-doubt that holds students back from writing and that it is due to their lack of confidence. It could be observed in tests that students are usually hesitant to start writing essays and waste a considerable amount of time over thinking every aspect they are going to have to deal with while handling their compositions.

In practice, many of the difficulties which learners encounter in writing are often resolved through discussion while they are writing for example, it is my experience that learners frequently correct and revise their own work after having had the opportunity to read and compare with another learner's work (May El-Gharbaly, 2015). She believes that as little a boost of confidence as that resulting from a comparison of work between students and seeing that they are not completely in the wrong could work wonders. "solitary writing ignores the process especially at lower levels where learners strive for guidance and proper assistance with spelling, vocabulary and grammar and the best way of expressing things" May El-Gharbaly (2015).

It is necessary for students to be helped while writing as it reduces their stress level, helping them concentrate and have a better outlook on the process which could prove beneficial in the long run as they become more equipped and more ready to indulge in the pleasure of self-expression that is writing.

Academic writing often requires students to write from an expert position, even when they do not consider themselves experts on their topics (Tardy, 2010, p. 13).

Students who are learning English as a second language have to go through the process of learning new facts and information that are seen as relevant by the west or to be more precise by the cultures in which the language is predominant. They are often faced by the fact that they have to argue for or against a topic that they do not know much about just

because it seems relevant by the educator who wants to enforce behavioural thinking on students from a completely different background.

One of the difficulties of writing in a second or additional language is that it is generally believed to require some mastery of writing in the first language. There seems to be a perception that once learners can write sentences and paragraphs in their first language, they will automatically transfer such skills to other languages. However, it has to be noted that this may be possible only if a certain degree of proficiency in the first language is attained (Kereni, 2004, 12).

Writing usually suffers from a lack of interaction, which stimulates oral production in conversation (Shafie, Maesin, Osman, Nayan, and Mansor, 2010, p. 61). Often, in higher education, writing tasks require students to draw on outside sources and adopt the styles and genres of academic discourse (Tardy, 2010, p. 12).

As mentioned previously, Arab writers are mostly perceived as following the knowledge telling model whereas western writers are perceived as knowledge transforming (Ballard and Clanchy, 1991; Cumming 1989). Based on Bereiter and Scardamalia's (1987) theory of writing expertise, Cumming (1989) refers to an anecdote about an Arab learner, Abdullah, who demonstrates a knowledge-telling approach to writing where he tells the knowledge he has about his subject, but he does not refine that knowledge to transform his thinking. People who write from a knowledge telling model in their mother tongue tend to approach writing this way in a second language, as well (Cumming, 1995), and this may be applicable to Asian learners in general. "From my own experience, I have always written based on the knowledge telling model, because in my undergraduate years, we were not taught to write critically." It is a skill that needs to be learned for Nadia Shukri (2014). Students in Algeria may face difficulties while writing because of their cultural background and the transfer of their knowledge about writing from their writing model that they have been

accustomed throughout their academic journey. They fall into the trap of translating their expressions and ideas word for word, and using the stylistic writing of their mother tongue which cannot be incorporated into an English piece of writing.

Arabic orthography is a cursive system, running from right to left where only consonants and long vowels are written (Smith, 2001). Kharma and Hajjaj (1997) note that Arab students encounter major difficulties from the irregular spelling system of English in compared to the regular phonetic script of Arabic. The irregularities are exhibited in the silent letters such as the final –e as in care, bite, the –h in question words like what, why and the –gh in various words such as night, taught. Problems may also arise in homophones where two words sound alike but are spelled differently. Thus, Arab learners need to be aware of the English orthography system when learning English in high school.

Research studies suggested that there exist cross-cultural differences in students' writings. In the field of contrastive rhetoric, the investigations have shown that multicultural and multilingual students tend to write differently from the native writers. In analyzing compositions written by second language students of English, Kaplan concluded that the differences he found were not simply grammatical or surface matters, but underlying rhetorical differences, including "paragraph order and structure" (Kaplan, 1987, p. 277). Furthermore, he made a comparison between ESL cultural practices and typical Western ones and found interesting results related to rhetorical trends and deviations (Piper, 1985). As an illustration, student writers from Anglo-European languages seemed to prefer linear developments, however student writers from Asian languages seemed to take a more indirect approach, coming to their points at the end of their papers.

### **2.1.3. Methods of Teaching Writing**

#### **2.1.3.1. The Controlled-to-Free Method**

The Controlled-to-Free Method emerged in the 1960s as a reaction to the prevailing audio-lingual methods which used writing only to reinforce speaking. It was also believed that one to master the foreign language is to master the grammar of the language first, especially in the spoken form. The controlled-to-free method is based on the idea that through producing coherent sentences or paragraphs with less guidance from the teacher, students will make a shift from controlled writing to free composition in which they will write using ideas of their own. J. Abbot and P. Wingard (1992) pointed out: "the important thing is to adjust the exercise to the class so as to strike the right balance between predictability and unpredictability (228)". In other words, students should be provided with the necessary amount of information to avoid ambiguity of the task. The shift from controlled production to free composition can be illustrated as follows:

Assuming the teacher is dealing with a descriptive type of writing. At first, students are provided with paragraphs comprising a description of a man and some underlined words. E.g., 'Nacer is a great athlete'. After comprehension, students are provided with adverbs and adjectives and are asked to use them in an extract from the text. Then, the teacher supplies his students with transitional elements (however, furthermore, but) and asks them to use them in the extract. Finally, the students are questioned to write a similar paragraph as the teacher's using adverbs and transitional elements.

The main goal of the controlled approach is to assist the learners providing them with chunks and pieces of writing such as sentences and they are asked to make some modification, usually grammatical modifications e.g., altering tenses from past to present, shifting from singular to plural. Using these kinds of exercises and due to the controlled productions of sentences, students have the chance to make comprehensible writing input.

A. Raimes (1983) wrote: "this approach stresses three features: grammar, syntax, and mechanics." The controlled-to-free method focuses on accuracy rather fluency. It gives less attention to communication, only the structures of language are emphasized.

Crooks and Chaudron, (1991, p. 52) compared between the controlled and free techniques. The comparison can be summarized in the table below:

<b>Controlled</b>	<b>Free</b>
Teacher-Centred	Student-Centred
Manipulative	Communicative
Structured	Open-ended
Predicted-Student Responses	Unpredicted Responses
Pre-Planned Objectives	Negotiated Objectives
Set Curriculum	Cooperative Curriculum

**Table 1: Crooks and Chaudron: "Controlled and Free Techniques"**

### **2.1.3.2. The Free-Writing Approach**

As the name implies, this approach does not apply any rules on the students. It is believed that to improve the ability to learn the language, students must write in a free way. This approach puts an emphasis on the quantity of writing rather than the quality. It rushes students to write more on something (quantity) without paying attention to the quality of the writing. The teacher in this approach does not interfere with the students' mistakes. He just focuses on the content and fluency not on the grammar or the form of the writing. After the students ideas are written, the teacher provides assistance to improve their grammatical quality of writing. The free writing approach is said to be very helpful for intermediate learners than the advanced learners. The less proficient learners can write freely without fear

of making mistakes. An advantage of the approach is that through making a lot of free writings, the students can themselves progress their grammatical measuring without the help of the teacher.

In Peter Elbow research on free writing, he claimed that the most effective way to improve your writing is to do free writing exercises regularly. However, this free writing should not have an effect on the one who writes it when someone else reads it. It is like writing something and putting it in a bottle in the sea.

Free writing is either focused or unfocused. If it is focused, the student answers his own question. The teacher does not involve himself allowing the students to write freely. He provides instructions only at the beginning of the task. His main objective is that the students should write without fear of making mistakes. His emphasis involves the content only. The audience can also play a role in free writing. Sometimes, the student is invited to read his writing aloud so as to become involved in writing for an audience (Raimes, 1983). The focused type of free writing is characterized by content and audience as essential elements.

The other type of free writing which is unfocused refers to activities in which students write anything that comes to their minds whether it is true or false and even if it is illogical. The advocates of this approach argue that despite the risk for the student to produce non-coherent and non-unified passages, this method has the advantage of making them write with more spontaneity (Raimes, 1983).

Although students put together mistakes when writing freely, this does not affect negatively their writing in the future but quiet helps them make an improvement. It can be observed that the proponent of the free writing method concentrate on quantity rather than the quality of writing. Also, the student's motivation increases in such a method due to their chance of choosing the topic they want to write about. When a student selects a topic of his own choosing, he can write about it because he already has knowledge about it. This makes

learning easier. This kind of writing is sometimes called reflexive writing because students read something that will have effect on them when practicing writing. C. Anderson (1992) writes that free writing allows students to put their thoughts on paper even if they are not “sounding right” or “academic “. He also asserts, “Free’ suggests the need to forget the rules and just go”. Students can write without fear of misapprehending since there is no correction of grammar, punctuation or spelling errors. ‘You should think about the thinking’ Anderson claims that students write, they do not have to revise what they have written. i.e., mistakes do not count. They must write without making a summary in their mind, whatever thought comes to their mind should be applied in their writing. To facilitate this type of writing, one must implement ‘reading with and against the grain’ (David Bartholomae and Anthony Petrosky) while reading. It is like reading a text and seeing through the writer’s eyes (with the grain), and (against the grain) is to understand what is the point of view of the writer. Through this technique of reading, the reader can use it as a reflection of his free writing.

In free writing, the students are out of tension from an audience who is reading their writings. They can write whatever they want without being ceased. So they can brainstorm to select what should be written even if it is not always an interesting topic of ideas. Nevertheless, Anderson (1992) scribed, “Free writing makes a mess, but in that mess is the material you need to make a good paper or memo or report.” (p. 200). Students’ writing is not always bad. There are things that need to be assimilated to make comprehensible documents.

### **2.1.3.3. The Power Writing Approach**

The power writing approach emerged from a book published by J E sparks (1989) at the University of Southern California. The name of the book is ‘Power Writing’. The idea of power writing was brought up when J E Sparks studied non-fictions writer starting from Aristotle to recent authors and made a conclusion about their writings. Then, he developed the

notion of Power Writing as a method of writing. This method of writing is based on a numerical approach to the structure of writing (Sparks, 1989). It replaces the ambiguous and abstract terminology of writing with numerical structure understandable by the students and that can be learned easily. According to Sparks, this numerical structure is used for all types of development: expository, persuasive, narrative and descriptive. Thus, the method helps the students to organize their thinking about what they want to write before putting it on paper. It is viewed as a method paragraph of construction known as 'powergraph'. It presents a plan on how to write a particular paragraph and to distinguish the main and the supporting ideas.

Structured thinking antedates structured writing. Exercises using such rule providing help for developing the students' language skills are divided in two formulas. The first formula is called the 1-2-2 formula. This formula refers to a paragraph of three sentences. The number 1 refers to power 1 which is the main idea of the paragraph and number 2 refers to power 2 (major details). This formula is helpful for students so that they can distinguish between main and supporting ideas. After gaining insight about this formula and acquiring its bases from the part of students, the teacher adds power 3. This kind of formula is 1-2-3-2-3. This formula includes five sentences where the student starts with a main idea as usual and reinforces it with supporting idea and details. After that, he writes another supporting idea and another detail.

Sparks (1971 in Shirley Poulton, 2004) assimilated other types of formula used for sentence fluency, ideas, organizational structure and convention. Below is an introduction to the numerical structure of power writing proposed by J E Sparks cited in S. Poulton (2004):



<b>Power 1</b>	Focus, main idea, topic sentence, or thesis statement
<b>Power 2</b>	Major supporting idea about power 1
<b>Power 3</b>	Details, elaborations, examples about power 2
<b>Power Zero</b>	Voice and extra information

**Table 2: Numerical Structure of Power Writing**

For Sparks, as soon as the students have become competent in the structure writing and mastering it, they can develop and create comprehensible writing on their own. Their level of writing will grow automatically. He writes: "Stronger writers will bend and rearrange the format to allow their skills and creativity to blossom (blossom). Weaker writers will compose a well-thought out, well-organized piece of writing that includes sentence variation, elevated word choice, and voice. No longer will you have students who have quantity but no quality, and students who have neither quantity nor quality. All students will become proficient in each type of writing". Sparks in Poulton (2004) believed that when students will start writing using the formula of powers (1.2.3), their competency level will increase step by step and their quality and quantity of writing will progress.

#### **2.1.3.4. The Product-Oriented Approach**

The theoretical underpinning of this approach is said to be based on Behaviourism. Human beings learn using a mechanical process of habit formation. The basic exercise technique is pattern practice.

According to Gabriellatos (2002), a product approach is "a traditional approach in which students are encouraged to mimic a model text, which is usually presented and analysed at an early stage" (5). This approach focused on the concluding process of writing and it can be viewed as the successful attainment of students in language. i.e., the approach

focuses the modelling of text to make the students more aware of the language. The product writing approach's goal is to identify and to quantify students' strengths and weaknesses in writing in order to help them write precisely without making mistakes. By creating a model, it tries to make the students more familiar with the convention of writing.

Before the communicative approach emerged, writing was seen as secondary after speaking. The goals for the learners to achieve were calculated before their occurrence. Teachers at that time, made suppositions about the demands of their learners and then tried to find solutions.

Pincas (as cited in Badger and White, 2000) sees writing as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax and cohesive devices. She described the approach as containing four stages: familiarization, controlled writing, guided writing and free-writing. Pincas explained that the teacher starts first by introducing the lesson using the textbook, brainstorming and maybe asking questions to get the learners involved. The teacher then explains how the students will write. After, the students start writing a composition about them on papers like pre-writing before handing the papers to their teacher. After finishing, the teacher classes the compositions and gives comments focusing more on the form of the students' writings rather than on the content. The approach of product writing is basically a teacher-centred approach. (P. 5).

The advantages of the product approach mainly include the provision of the linguistic knowledge to help the learner by supplying him with the rules and structures. A model text is very necessary in the product-oriented approach. It embodies a broad explanation about the organization of words and sentences. It is argued that imitation plays a major role in learning and that in some situations learning structures occurs only through imitation.

According to Steele (2004), a product-oriented lesson is usually carried out in four stages:

**Stage 1:**

Model texts are given to the students to read them and then important features of the genre are emphasized. The students focus on the structure of grammar, content, sentence organization, and rhetorical patterns. This stage refers to what Pincas called familiarization. For example, if the lesson is about a story. The students concentrate on the techniques used by the writer to attract attention and making it interesting.

**Stage 2:**

This stage corresponds to the controlled practice of the emphasized features usually with isolation. If students are writing a formal letter, the teacher can ask them to provide requests in their letter using for example, "I would be grateful if you would". (Controlled writing).

**Stage 3:**

The importance of this stage is about organization of ideas. Proponents of this approach believed that the organization of ideas is more important than the ideas themselves. For them, controlling the language is as equal as organizing ideas.

**Stage 4:**

The final stage consists of the results the learning process. The students select a task in which they can employ what they have taught including skills, vocabulary and structures. They will show their teacher that they become competent and fluent in the language.

The product approach has subordinated the educational system of Algeria since their objectives were to concentrate the final writings pieces of the students and not how the students produced them. Studies today have ascertained that writing was only persistent in terms of the final product giving less attention to the process of how to write even teachers

and students viewed the process of generating ideas as boring and uninteresting and gave it less attention.

From this point, researchers started studying the failure of the approach which focused on form rather than content (skills and knowledge of the materials). Escholz (1980) criticized the model-based approach pointing out that “models tend to be too and too remote from the students own writing problems”. His argument was that the product approach inspires students to concentrate on the form and leaving the content meaningless. He views imitation of the model as being “stultifying and inhibiting writers rather than empowering them or liberating them.” (p. 232).

#### **2.1.3.5. The Process Approach**

The process approach emerged as a reaction of the product approach. From the 1960s to the 1970s writing classes ignored the writing process. At that time, teachers mainly concentrated on the clarity and correctness of the assignments provided by their students and no attention was given to the process of writing. Researchers found that the controlled composition in writing which focused on the final product was insufficient. Nevertheless it was the only approach to be accepted universally by teachers. In other words, the majority of writing studies were using the product approach. Product approach centred on “One-shot correct writing for the purpose of language practice” according to (Cheung and Chan, 1999, p. 16) and a “one-shot effort by the teacher to evaluate the students’ attempts (Pennington and Cheung 1993, p. 5).

After this period, there has been a shift from product to process. Besides focusing on the final product, teachers facilitate learning through helping students to discover ideas, make plans, revising and editing. Although the great beneficial change that the process approach could implement in writing, it was not universally approved. One of the writers who did not

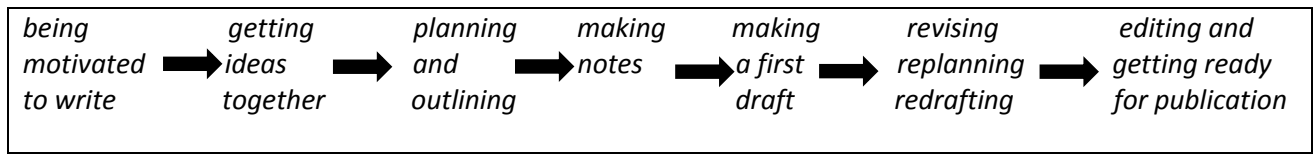
agree on the use of this approach was Reid (1984). He argued that "It does not address issues such as the requirements of particular writing tasks. This led to a focus on examining what is expected for students in academic and professional settings and the kinds of genre they need to have control of to succeed in these settings." (p. 29). Reid claimed that the process approach is not valid for developing writing skills that play a significant role in the academic community.

In the early 1980s, a valuable shift from the product approach to the process approach was achieved. The goal was no longer to focus on the final product, and it was downplayed with the process approach; the emphasis was on the steps making the product and how it was made rather than what its results are. The most commonly used steps of the approach include setting goals, generating ideas, organizing information, selecting appropriate language, drafting, revising, writing, editing and publishing. One might think that these steps seem difficult; in fact, they are the only way to create a good and a well-founded paragraph. Most instructional models of writing process are based on Hayes and Flower's (1980) original description of the process, consists of planning, translating and reviewing, three sub-processes of the approach. The objective of the process approach is to give students clear images about the strategies used as well as a route to control them.

White and Arndt (1991:3) describe writing as:

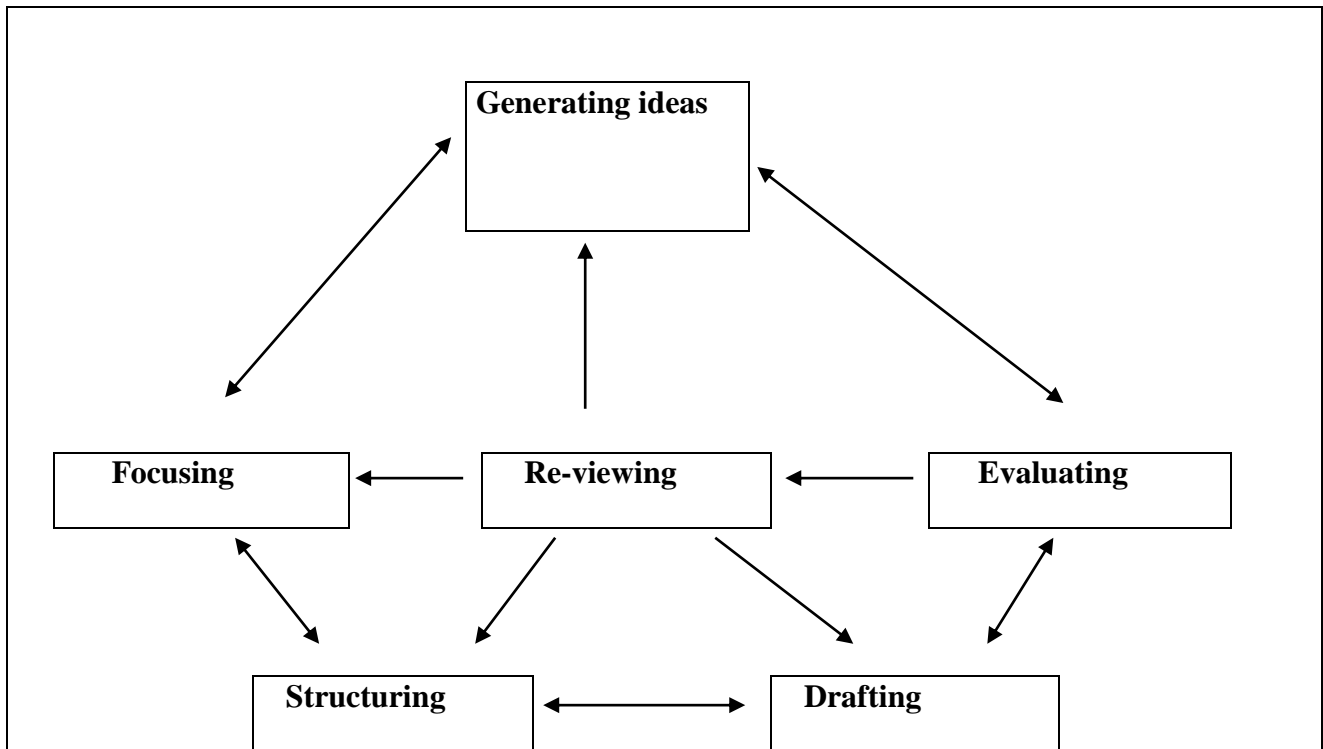
Form of problem solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning, goal setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning.

The idea above is summarized in figure 1:



**Figure 1: Stages Involved in Process Writing (Hedge, 2005:51)**

Figure 2 shows a demonstration of the complex and recursive nature of writing and the interaction between the different operations and that each steps of the process approach is related to the other.



**Figure 2: Model of Writing (White and Arndt, 1991:43)**

A writer should know what he is going to write about and the ideas he is going to use before stating writing. The case of most writers, they don't make a plan in their minds and start writing. After ending their writings, they come back to what they wrote first to make a change and continue doing this until they see that their work is good and that they are

satisfied. Zamel (1982, 195) asserted that writing is a 'process through which meaning is created'. Following the approach, a teacher might assume that the students are able to organize their ideas appropriately, either from their reading or from the skill of transferring ideas from L1. To assume about something might present a risk to learning. Since writing involves a process of 'generating, formulating and refining one's ideas' (Zamel, 1982, p. 195), classroom practice in writing should accord a revision of ideas before the teaching starts his interference on everything that has been done.

Kroll (2001) defines process approach as follows:

"The "process approach" serves today as an umbrella term for many types of writing courses... what the term captures is the fact that students writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by their evolving texts (p. 220-221)".

Students must use various steps to achieve the final product and in order to make the product comprehensible, they should be provided with assistance from the part of their teachers on the basis of the steps they are using. Students in the process approach may apply stages of writing by starting with pre-writing; selecting ideas and organizing them. Then writing in the same paper using the steps of writing and the final product they want to achieve and finally re-write what they have made in another paper making sure that everything is put in the right place. As Murray (1992) characterizes the approach as:

"A teaching approach that focuses on the process a writer engages when constructing a meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as in a product-oriented

approach. The process-oriented approach may include identified stages of the writing process such as; pre-writing, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. Final editing and publication can follow if the author chooses to publish their writing (p. 16)".

#### **2.1.3.5.1. Steps of the Process Approach**

For the sake on a good piece of writing, the several steps of the process approach mentioned above are summarized as follows:

##### **a- Generating Ideas**

Generally at the beginning of a lesson of reading, the teacher starts by activating the students' background knowledge. Asking them what they already know about the topic for example. Also, the students may predict the data that will be used in the lesson. This method is particularly the same in writing. The teachers give students space to write what they already bear in mind. In a writing lesson, the first part of writing is usually called the pre-writing. In the pre-writing, the students try to gather the ideas he has. He may also listen to tapes, create debates, interviewing or even conducting library research. Another good pre-writing activity is brainstorming, especially if we consider the complexity of writing and how generating ideas is an essential stage in the writing process (White and Arndt, 1991, p. 17). Brainstorming is good for students who have assimilated knowledge and contain creative abilities. However, students who lack world knowledge will have difficulty in linking the ideas with each other. White and Arndt (1991, p. 18) suggest that brainstorming should not be criticized for the disability to upgrade creativity and productivity rather; it must be implied to organize ideas and gives the topic a more comprehensible meaning. In that task, the students



who were unable to answer the question may be did not set goals in their writing, or did not think to whom they are writing the answers.

### **b- Focusing, Structuring, and Writing the First Draft**

After brainstorming ideas, the students make an outline in order to prepare for the first draft. White and Arndt (1991) and Hedge (2005) suggest that after brainstorming students should use the techniques of fast writing (free-writing) and loop writing. For free-writing, the objective is to focus on the content more than on the form. In loop writing, students tend to summarize the text in just one sentence in order to avoid broad statements and beating around the bush. In this step, students must focus on two basic elements; to organize ideas properly and to make sure they achieve coherence. For example, there must be a structure applied to achieve coherence (problem then solution), (general then specific), (cause & effect), (claim & counterclaim).

A text usually includes three sections, introduction, body paragraph(s), and conclusion. Students must recognize that in each paragraph, there are topic sentences that embody its purposes. After that, they will think of supporting sentences and write them down. Students who are sometimes called weaker students and less proficient one, usually recall to their L1 to find supporting ideas. A solution for this problem can be, at the revising stage, the teacher sets forth that a paragraph should not contain just one sentence and that it should be developed enough to give a clear idea.

### **c- Revising, Redrafting/Editing**

Revising is part of the writing process which entails assessing what has already be written and is an important source of learning (Hedge, 2005). To hedge, this stage is the most helpful for students in a way that they can have feedback on their writing while the experience

is still 'fresh in the mind' (p. 121). The feedback is received from teachers. They are whom the students rely on when they make mistakes. Sometimes, students are provided with information more than necessary making the learning process meaningless. Or instead of receiving feedback from the teacher, the students may work in pairs or group so that they provide feedback for each other. When students are working in collaboration with each other, learning occurs more accurately as Hedge (2005, p. 18) points out "accuracy work which is comparatively spontaneous is certainly more meaningful and motivating". Through working in partners, and correcting each, there is miss-leading of the teacher who may provide the students with something he was not contemplating to mean.

Also, in the correction stage between peers, the teacher can play the role of a facilitator just for guidance by being face-to-face with just one student on the condition that the other students must be doing their work or being busy. In this way, the students can learn less frequent vocabulary which is imperative for learning especially when the written text has more consistency than in speaking. But before everything, there should be the use of collocations among partners, idioms, metaphorical meanings, and syntagmatic and paradigmatic relations in order to reinforce learning. In this case, students will learn 'by doing' instead of just memorizing and getting feedback from their teacher.

For this step of the process approach, balance between the elements is considered very important. In other words, the stage of getting ideas together is connected to every other element including planning and outlining, making notes, making a first draft, revising, and re-planning. After that, the process is redrafting before being edited.

#### **d- Quality of Writing**

Hedge (2005, p. 119) divided the quality of writing into two groups; authoring and crafting the 'authoring' group includes the skills involved in the process of writing such as the

sense of purpose, the sense of audience and direction. All this, must be in relation to the content, style, length and organization of ideas. The other group which is 'crafting' contains many elements summarized as organization of the content, manipulating the transcript (handwriting), making sure the grammar is right and sentence structure is developed (accuracy and complexity), and vocabulary settled in a range (See Hedge, 2005, p. 119) writing quality. All the steps mentioned above can be summarized in eight stages as follows:

**Stage 1:**

Activating the students' background knowledge occurs through discussion and brainstorming. The teacher just guides students using the language without interfering in their production.

**Stage 2:**

Students write their ideas and determine their writing qualities.

**Stage 3:**

Students organize their ideas in a structure that will help them for the next stage.

**Stage 4:**

In pairs or groups, the students write the first draft.

**Stage 5:**

Students working in pairs or groups exchange their works with each others. This a suitable way for learning when a student reads the work of a classmate and finds vocabulary that he lacks and helps develop the students' drafts.

**Stage 6:**

The students give back their drafts and try to make some new changing improvements

**Stage 7:**

The students write a last draft.

**Stage 8:**

The drafts are once again exchanged between classmates; those mentioned above and can be summarized in the table introduced by Steele in 2004:

Process writing	Product writing
<ul style="list-style-type: none"> <li>• text as a resource for comparison</li> <li>• ideas as starting point</li> <li>• more than one draft</li> <li>• more global, focus on purpose, theme, text type, i.e., reader is emphasised</li> <li>• collaborative</li> <li>• emphasis on creative process</li> </ul>	<ul style="list-style-type: none"> <li>• imitate model text</li> <li>• organisation of ideas more important than ideas themselves</li> <li>• one draft</li> <li>• features highlighted including controlled practice of those features</li> <li>• individual</li> <li>• emphasis on end product</li> </ul>

**Table 3: Product and Process Writing: A comparison (Steele, 2004)**

### 2.1.3.6. The Genre Approach

The word 'genre' comes from the French word meaning kind or class. The term genre was first introduced in the area of English as specific purpose (ESP) in 1981, in an ESP journal article by Elaine Tarone and her colleagues on the language of scientific reports (Paltridge, 2001, p. 2). Swales (1990) identified genre as "a class of communicative events, the members of which share some communicative purposes" (p. 58). His definition offers the basic idea that there are certain conventions or rules which are generally associated with a writer's purpose. That is, conventions should be related to the communicative purposes in terms of genre. For example, in a letter, the writer starts with the word 'dear' for being friendly in order to maintain cordial relationships.

The genre approach had had many figures used in different settings for different purposes since 1980s. It has been used in the ESL classes in Britain and the US. In terms of writing is second language *The Routledge Encyclopaedia of Language Teaching and Learning* has defined the genre approach as “a framework for language instruction (Byram, 2004) based on examples of a particular genre, the genre framework supports students' writing with generalized systematic guiding about how to produce meaningful passages.” (P. 234).

This approach is used in writing to teach genres that students require in certain situations. It includes giving attention to the content and the context of text. Husan & Akhan (2010) wrote “Genre-based approach considers writing as a social and cultural practice. The purpose of this writing involves the context where the writing occurs and the conventions of the target discourse community”. Badger and White (2000) see the genre approach in strong similarities with product approaches and in some ways “genre approaches can be regarded as an extension of product approaches”. For these researchers, the genre approach is related to the product approach, more specifically; it is an evolution of the product approach. The focus of the genre approach is on the function of the language. In other words, it views the language as existing on the social and cultural context and the language should be attached to the social and cultural contexts. The genre approach sets its goals the ability to use registers which are necessary for students' learning. The genre approach also highlights the magnitude of the readers and the linguistic conventions that a piece of writing needs to follow in order to be successfully accepted by its readership (Muncie, 2002). Students need to produce texts that attract the readers through its content and grammar and by doing this; students will be successful in communicating in an English-language discourse community. Another characteristic of the genre approach is that it italicizes writing as a social activity. This notion of social activity is originated from the social-cultural theory introduced by Vygotsky (1978).

For Vygotsky, learners collaborate with each other in order to construct new knowledge. That is, when students work in group and create interactions, knowledge is enhanced. In writing activities where there must be an exchange of meaning between students working in pairs or groups, the feeling isolation that students have when writing is removed and students will gain confidence with positive reinforcement in composing the content and organizing their ideas.

The genre approach also sees the role of the teacher as authoritative rather than authoritarian (Rothery, 1996). In the classroom, the teacher guides the students and apprehends the students' contribution to the learning process through seeing them gaining control of genres in writing.

At last but not least, this approach agrees that learning takes place in social situations and through imitation and analysis. Teachers have to make a combination between imitation and analysis to assist their students in understanding conventions especially linguistic conventions that do not need an answer but just to have an effect.

#### **2.1.4. Steps of the Writing Process**

Writing is a task as any other, it needs a detailed process that is organized and well elaborated, and many researchers have defined standard basic steps that any performer must take into consideration while writing their piece. Academic writing unlike free writing is mainly restricted by these steps as it needs to be controlled and bound to predetermined conditions.

In reference to the book of Academic writing by Macmillian Publishing, we observe five steps that most writers go through and depend on while writing a cohesive and comprehensive piece of literature.

#### 2.1.4.1. Prewriting

The first thing a writer does when faced with a writing task is to find the ideas on which to build his essay or paper. Brain storming is the term used for such a process. A writer must use the forms of inspiration available to him, whether it is drawing out of a past experiences, his daily life routine, his wishes of what could be and his outlook on life. The emotional state of the writer and his perception on the topic on which he writes about along with his agreement or disagreement on the subject matter are what drive the coming up with ideas needed to fill the essay with ideas that are both relative to the writer and the piece of writing alike.

Researching the topic and looking up already existing thoughts and published works are another way of coming up with ideas. A writer may go online, read books, watch videos or interact with the people around him. There needs to be a clear idea of what is already known about the topic and what still needs learning.

The writer might also generate ideas by writing anything that comes to mind about the topic on a piece of paper or a journal that is kept for this purpose. And then sort out the ideas and eliminate what is not needed.

The second step of generating ideas is to build up on your key elements that you have already come up with. A good way to do this is to write freely without paying attention to mistakes. In this step the writer visualizes the narrative and the way he needs to coordinate the train of thought in the written expression at hand.

The third step in the prewriting process is to plan and make a structure for the essay. This is done by making an outline for the essay and organizing the ideas in a cohesive and meaningful manner. The writer also decides which the most powerful points of discussion are to start with and what he needs to go into detail about in order to make his case.

#### **2.1.4.2. Drafting**

The writer drafts his essay in a rough paper, in this step the writer has a clearer image on the direction in which he is going. The writer here uses the outline he has already planned to move his writing along, but if there are any gaps or unnecessary additions, he can fill them, remove them or change them as he pleases. The writer builds up on his ideas and goes into more details about the topic while keeping a flowing train of thoughts in mind.

The most important thing to keep in mind is that these drafts are not necessarily perfect and that they take time. If the writer focuses and stops at every single mistake, he might face writer's block by halting his creativity. He shouldn't pay too much attention to how grammatically correct they are or how well organized they could be.

#### **2.1.4.3. Revising**

The revision step is when the writer looks back on his essay through a reader's eye. The writer reads back carefully what he had gotten down on paper and analyzes what he has written to see if there are any additions or omissions to be done. The writer considers whether what he has written is appropriate to all of the topic, the audience and the form. In the matter of the topic, he needs to consider whether the ideas are sufficient. They need to be clearly maintained though out the piece. They also have to be well organized and related to the topic without straying away.

The ideas also need to be appropriate in relation to the audience, they should be logical and able to be followed, they should be interesting and convincing, the grammatical structure and the vocabulary used also needs to be adequate in right prospect to the educational background and the intellectual level of the readers.

There is also a need for the revision of the form, academic writing follows certain set of rules that are conventional and must be respected. Key points should also be separated into



paragraphs with organized key sentences. These ideas must be coherent and cohesive and transition effortlessly between the written paragraphs.

#### **2.1.4.4. Editing**

Editing usually happens simultaneously while revising. The author here pays attention and corrects mistakes of grammar or structure and misplaced vocabulary. Editing is necessary to check for problems of grammar, structure, punctuation, spelling, citations and word choices.

#### **2.1.4.5. Publishing**

Publishing is the last step of writing. Here the writer produces his final work. It could be a dissertation or research paper; it could even be in the form of an essay in a class room setting, or an online blog. The published work is the final outcome and should be the best version of the draft that has been revised and edited.

## **2.2. Translation**

### **2.2.1. Introducing Main Concepts**

#### **2.2.1.1. Approach**

According to Edward Anthony (1963), an approach is “a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith-something which one believes but cannot necessarily prove. It is often unarguable except in terms of the effectiveness of the methods which grow out of it”. Each approach sees language and defines it in a different way than the other approaches.

Thus, the designers of course make a summary of suppositions about the language. The approach involves both the language and the learning process with no demonstration.

#### **2.2.1.2. Method**

Following Anthony, "a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be several methods". Methods are parts of an approach; their role is to describe the way of presenting the language materials to the students. Anthony in Richards & Rogers (2001, p. 14).

#### **2.2.1.3. Technique**

"A technique is implementational--that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well. Techniques depend on the teacher, his individual artistry, and of the composition of the class" Anthony (1963). Techniques are what is used in the classroom, i.e., they can be seen while approaches and methods are unapparent. Techniques include language laboratories and tape recorders for instance.

#### **2.2.2. Definitions of Translation**

The term translation has firstly been used in the 14th century by the meaning of "to remove from one place to another" and also "to turn from one language to another". It has been derived from Old French 'translater' and from Latin 'translatus' means 'carried over'. The Longman dictionary of language teaching and applied linguistics defines translation as

the process of rendering written language that was produced in one language (L1) into another (L2), or the target language that results from this process. Translation in which more emphasis is given to the whole meaning than to exact wording is known as '**free translation**'. A translation that approximates to a word for word representation of the original is known as '**literal translation**'. A translation that has been made by a computer is known as '**a machine translation**'. The terms translation and interpretation are usually used interchangeably. While both activities involve transferring a message between two different languages, translation refers to transfer between written texts and interpretation refers to spoken discourse and the unrehearsed transfer of a spoken message from one language to another.

Hatim and Munday (2004, p. 6) define transfer "as the process of transferring a written text from source language (SL) to target language (TL)". This definition focuses just on translation being a process rather than the transfer of meaning.

Nida and Taber (1982, p. 12) states that "translating consists in reproducing in the receptor language the closest natural equivalent of the source language message". In this definition, Nida and Taber assert that in translating a piece of writing, there is a relation between the problems of the languages and meaning.

From the above definitions of translation, translation can be summarized as a process dealing with meaning. Focusing on the structure is insignificant without meaning. Larson (1984, p. 3) states that translation means transferring the meaning of the source language into receptor language. Newmark (1988b, p. 5) asserts proposes another of view of translating meaning. For him, translation is rendering the meaning of a text into another language in the way that the author intended to text. Translation relies on the author's intention to mean something rather than the transference of meaning.

### **2.2.3. Types of Translation**

The Russo-American structuralist Roman Jakobson (1896-1932) in his seminal paper “on linguistic aspects of translation” divided translation in three categories:

#### **2.2.3.1. Intra-Lingual Translation**

It means to give a reward or to interpret verbal signs of the language with the intention to mean other signs of that language. It occurs when a summary of a text is made in the same language and through paraphrasing. For example, in the decade before 1989 revenue averaged around \$1 billion a year while in the decade after it averaged nearly \$3 billion a year. In other words, revenue nearly tripled. In this case, ‘revenue nearly tripled’ is intra-lingual translation which is triggered by the expression “in other words”.

#### **2.2.3.2. Inter-Lingual translation**

According to Jakobson, unlike intra-lingual translation which refers to interpreting verbal sign to mean other signs of the same language, inter-lingual translation is defined as translation proper’. I.E., signs are interpreted by meaning of other signs of other languages.

#### **2.2.3.3. Inter-Semiotic Translation**

It is an interpretation of verbal signs by mean of signs of non-verbal sign system. Jakobson (1959/2004, p. 139).

### **2.2.4. Overview of Translation in EFL Studies**

The practice of translation has been established decades ago. In the 19century, translation was neglected in foreign language learning. At that time, foreign language learning

was monolingual. Researchers claimed that to learn a FL, you need to practice that language only without resort to the native language (NL). Since the 1960s, many approaches have been introduced to foreign language learning that dealt with translation as a learning tool. These approaches can be summarized as follows:

#### **2.2.4.1 The Grammar Translation Method**

It is also known as, the Classical method, the Grammar Traditional method. Its history can be thrown back to the 16<sup>th</sup> Century when Roger Ascham advocated this approach. At that time, it was used for the teaching of Classical Latin and Greek. Latin was taught throughout Europe for being the dominant language of education, religion, and government in the western world. But, after this period the status of Latin started to become banished from its position as the main language of both written and spoken communication when various languages as French, Italian, and English were on the evolutionary stage. Lately, Latin studies changed its function from the belief that learning grammar and vocabulary of Latin provides a kind of mental gymnastics to using it as a tool of rote taking of grammar rules and the study of declensions, translation and practice of writing simple sentences for students. When French, Italian and English started in teaching in Europe, the teaching procedure was the same as in teaching Latin. In the 19<sup>th</sup> century, the approach that was based on Latin was brought into line and changed its name to the Grammar Translation method.

The Grammar translation method was first developed to study 'dead' languages. It was taught that through mastering the grammar rules and the vocabulary knowledge of the language, learning would be easier. Grammar is taught deductively. i.e., the rules of grammar are presented and then the students practice them in activities. Vocabulary knowledge is based on reading. Bilingual lists, dictionary memorization are the only equipment for acquiring vocabulary. In order to communicate accurately, meaningfully, and appropriately skills and

practice students need are provided using the grammar translation method (Fish, 2003). The approach gave little or no attention to speaking communication. However, the main focus of the approach was reading and writing skills. Students assimilate new knowledge when practicing translation in reading and writing. There is an emphasis of accuracy, students are taught to obtain high standards to move on to the next level. Accuracy here refers to reading and writing not speaking. When students can cover form and meaning their language awareness will raise, and they will enhance their abilities to study independently (Fish, 2003). Vienne (1998) also asserts that practicing awareness activities are not only helpful for the mother tongue and the target language but also for their cultures too.

The grammar translation method has been considered useful for students in second language acquisition in that it enriches their vocabulary, increases the number of figures of speech one can use, develops the ability of interpretation, and through the imitation of the best writers, it makes us able to produce similarly good texts, because translation forces us to notice such details as would escape the attention of a simple reader (Hell, 2009, P. 9). When using the grammar translation method, students will be able to use new vocabulary to ameliorate their writings. In this way, their learning will be simplified.

The purpose of the approach was to help students read and understand foreign language literature (Larsen-Freeman, 2000). It was also hoped that students when using the grammar of the target language and that of their mother tongue in comparison, they would be more intellectually developed as this application is helpful.

The role of this approach is to translate one language into the other. The teacher in this approach did not have to be able to speak the target language in order to teach (Lindsay & Knight, 2006, p. 15). The role of the teacher was less demanding than the other methods of teaching foreign languages. He is not obliged to use the target language fluently and accurately. However, the teacher should have the absolute power in the classroom and the

students do as the teacher says. In the classroom, interaction is mostly on the part of the teacher. The students provide little interaction with their teacher as well as with each other.

The use of translation in foreign language learning has been considered detrimental as it does not allow the achievement of fluency and foster communicative use (Newson, 1998). Because of little exposure to speaking and listening, the process of translation has been neglected. Students would enhance their knowledge when they are exposed to the target language and not by translating words of the native language to the target language. The grammar translation method has been criticized for the lack of practicing communication. Practical mastery of the language being learned or actual use of it was completely ignored. “communication skills are neglected; there is a great deal of stress on knowing rules and exceptions, but little training in using the language actively to express one’s own meaning, even in writing” (Rivers, 1986, p. 17-18). Little stress is given to accurate pronunciation and intonation, i.e., the written language is emphasized at the expense of oral one. “As for the language learned, it is an artificial form of language, some of which is rare, some old-fashioned, many of little practical use”. In the process of learning, students are supported with knowledge they can barely search for in dictionaries. The grammar translation method requires highly competent and intellectual students in abstract reasoning. Those students are able to notice the rules of grammar when they are presented as well as memorizing paradigms.

The grammar translation method is not adequate when it deals with students with less proficiency level especially those who keep making mistakes. Though, these students when they are unable to achieve the process, they think of it as being boring and frustrating and usually give up. The teacher is not too demanding. When he feels tired, he can ask the class to practice written activities. Another disadvantage of this method is that it becomes harmful when practicing it too much; consequently, the student acknowledges that he has no attention

to learn the foreign language anymore when learning occurs only through translation.

However, the grammar translation method has other benefits in foreign language learning. Translation is a useful tool in EFL environment (Ellis, 1992; Ur, 1996). For the purpose of being aware of the difficulties in language learning, the grammar translation method can be used to maintain similarities and differences between L1 and L2. The target language can be used effectively when it is compared to the native language. On the part of the teacher, the grammar translation method is easy to apply and can be used even with large classes. Translation is a simplified way to explain meanings and words from one language to another. It helps the development of the mind when learning paradigms and applying logical analysis. Although these benefits, the grammar translation method is still inadequate in EFL learning because of the lack of techniques as well as proof to make accessible.

#### **2.2.4.2. Communicative Language Teaching**

##### **2.2.4.5.1 Introduction**

The origins of the communicative language teaching approach (CLT) can be traced back to the British language changing's that occurred in the 1960s. It was developed as a reaction to the short comings of the situational language teaching (SLT). The emergence of CLT occurred at the time when language teaching was looking for a change (Richards & Rodgers, 1986) because the earlier approaches failed to help the learners' use the language to communicate. According to Richards and Rodgers (1986), several linguists wanted to create an approach that facilitates learner's ability in order to use the target language communicatively.

CLT is generally called a "hybrid approach to language teaching, essentially progressive rather than 'traditional'..." (Wright, 2000: 7). According to Savignon (1991), CLT



has been deduced from many perspectives such as psychology, linguistics, philosophy, sociology, and educational research.

#### **2.2.4.5.2 Characteristics of CLT**

Communicative language teaching approach contains many characteristics asserted by many researchers including Richards and Rodgers (1986), Larsen-Freeman (1986), Celce-Murcia (1991), Widowson (1978, 1979), Johnson and Morrow (1981), Littlewood (1981), and Littlewood (1981). Some of these characteristics are as follows:

- 1-** It is assumed that the goal of language teaching is learner's ability to communicate in the target language. So students need knowledge of the linguistic forms, meanings, and functions. However, Larsen-Freeman, 1986; Johnson, 1982) noted that CLT gives more importance to function of language than structure or form. This does not mean that grammar knowledge is not affect communication, but CLT pays systematic attention to both structural and functional language features.
- 2-** "Fluency and accuracy are seen as complementary principles underlying communicative techniques" (Brown, 1994: 245). There should be an emphasis on the ability to provide meaningful sentences. Learners must be judged on their fluency more than accuracy so that learning proceeds.
- 3-** Authentic materials are applied in CLT classrooms. To provide students with opportunities to develop the strategies needed to be able to use the language communicatively for instance; Information gap, choice, feedback and thought to be truly communicative activities (Johnson and Morrow, 1981).
- 4-** In the communicative approach, the work on all the four skills starts from the beginning. A given activity might involve reading, speaking, listening and perhaps also writing (Celce-Murcia, 1991).

5- Students regularly work in groups or pairs to transfer (and if necessary to negotiate) meaning in situations where one person has information that others lack (Celce-Murcia, 1991).

6- Errors are not to be avoided at all costs and are therefore tolerated. Students have limited linguistic knowledge and they can develop to be successful in communication.

7- The students' native language has no role to play (Larsen-Freeman, 1986). Classroom instruction is conducted exclusively in the target language.

8- The teacher must be able to use the target language fluently and appropriately. He is the facilitator of students' learning, manager of classroom activities, advisor during activities and a 'co-communicator' engaged in the communicative activity along with the students (Littlewood, 1981; Breen & Candlin, 1980).

Taken from (A Critical Overview of Communicative Language Teaching". *International Journal of English Language, Literature, an Humanitie*).

### 2.2.5. Translation in Teaching

Translation in language teaching has been around since the creation of academic methods aimed at Teaching Foreign Languages. The oldest one and the starting point of academic teaching is the well-known grammar translation method which focused mainly on teaching kids Foreign Languages through translation of texts as they believed it was the most effective way a student can start learning a new language. As methods progressed and more research was made in search of what would qualify as the best method to teach foreign languages, the popularity of using translation declined gradually, not to say it had not made a few come backs at times. Translation and using the mother tongue in classroom settings is nowadays a debatable subject with many researchers taking various standpoints on the matter.

Studies show inconclusive results, and it is not an absolute fact whether it helps students or it causes more harm than good.

### **2.2.5.1 Aims of Translation in Teaching**

- 1- Emphasis on initial fluency in spoken language,
- 2- Attention on the controlled introduction of selected and graded structures (1960s style) or communicative competence strategies (1990s style),
- 3- Attention to controlled introduction of and mastery of selected and graded lexical items,
- 4- The use of situationalised, contextualized language,
- 5- Communicative language use,
- 6- learner-centred language learning,
- 7- Absence of observable learning effect, either of new vocabulary or structural items. The latter is not surprising since each translation task provides normally only one (random) example of new language items; there is no repetition and practice as in classic forms of language learning and teaching, no grading and no structuring.

### **2.2.5.2 Disadvantages the Use of Translation in Teaching**

Many researchers provided arguments for their stand against the use of L1 in L2 learning As Cook (2007) pointed out, "Translation in language learning is an overlooked field in second language acquisition (SLA) for several reasons". Firstly, it has been difficult to shake off the old connection of translation to authoritarian teaching method. Translation in SLA has been seen as rather negative following criticism of grammar-translation methods. Secondly, translation is considered often as the goal for, or the end product of, teaching but rarely seen as a means of or catalyst for language learning. Thus, whereas a reasonable

amount of literature is available regarding teaching translation as the end itself, research into translation as a means of or catalyst for language learning is scarce.

The Grammar-Translation method, and its shortcomings left a negative image of the influence of translation on teaching, this seemed to haunt research that followed over the impact of translation, as more researchers take general interest in the negative side of such use of the method. Translation is seen as more of a product of learning a language rather than an aid for learning the language.

Newson (1998) argued that using translation as a teaching and testing tool has four disadvantages. Translation (1) encourages thinking in one language and transferring to another, with accompanying interference; (2) deprives teacher and learner of the benefit of working within a single language; (3) gives false belief of the idea that there is a perfect one-to-one correspondence between languages; and (4) does not facilitate achievement of generally accepted aims such as emphasis on the spoken language.

Newson believed that it could be harmful for the learners of a second language to think in their native language then try to transfer the ideas they have to the target language, as many concepts are lost in translation when it is hard for students to expertly navigate through the needed vocabulary and the original expressions of a foreign language. He also believed that it destroys the cultural setting that a foreign language brings with it, and it takes the students out of situations that could only be seen through the eyes of cultural background specific to a certain language.

In addition to Newson who identified four disadvantages to teaching and testing while using translation, Carreres (2006) also put forward some arguments against using translation as a language teaching tool: "Translation is an artificial exercise that has no place in a communicative methodology. Also, it is restrictive in that it confines language practice to two skills only: reading and writing. Translation into L2 is counterproductive in that it forces

learners always to view the foreign language through their mother tongue; this causes interferences and a dependence on L1 that inhibits free expression in L2. Translation into L2 is a purposeless exercise that has no application in the real world, since translators normally operate into and not out of their mother tongue. Translation, particularly into L2, is a frustrating and de-motivating exercise in that the student can never attain the level of accuracy or stylistic polish of the version presented to them by their teacher. It seems to be an exercise designed to elicit mistakes, rather than accurate use of language. Translation is a method that may well work with literary-oriented learners who enjoy probing the intricacies of grammar and lexis, but it is unsuited to the average learner. It is also a widely held view that translation is not a suitable exercise in the initial stages of learning (Marsh, 1987). It is argued that, before learners can tackle translation productively, they need to have acquired a significant level of proficiency in the L2 language. They need to have moved beyond beginner's level.

Newson explains further his idea that a second language is taught through the perspective of a first language without launching the learners into a world surrounded with cultural aspects of the language that is targeted is going to hinder the students' ability to fully engage with the said language. Learning a language helps students see the world in a new perspective, it teaches them different concepts restricted to the language which improves the set of skills a student has, especially his expression in the spoken and written form. Not only is it bad to be teaching while using translation but it is as bad as testing while using this method.

“Translation... is often no test at all of comprehension.... And there is another reason why testing by translation is bad pedagogy. We as teachers are trying to bring our pu-pils to use English without translating in their own minds, to say without hesitation the right thing on the right occasion... Our aim is to get our

pupils... to the stage where they can use English without having to think”  
(E.V.Gatenby, 1967).

### **2.2.5.3 Advantages of the Use of Translation in Teaching**

Despite the many arguments that go against the use of translation in classroom settings, many researchers have in fact stood by the method, pointing out many advantages that this way of teaching students in a more familiar kind of way inside their classroom could prove beneficial especially in relaxing kid and helping them become more involved in their class work. As Duff (1989: 6) puts it, "translation happens everywhere, all the time, so why not in the classroom?"

Some of these advantages have been emphasized by Kopczynski. According to Newson, translation:

1. Encourages thinking in one language and transference into another, with accompanying interference;
2. is independent of the four skills which define language competence: reading, writing, speaking, and listening;
3. Deprives teacher and learner of the opportunity to benefit from accruing advantages of working within one language;
4. It gives false credence to the naïve view that there is such a thing as simple word-to-word equivalence between languages;

Kopczynski lists some of the arguments in favour of translation as follows:

1. It allows for conscious learning and control of the foreign language and thus for reducing Interference.
2. Learning must be meaningful and the learner should be an active participant in the process;
3. Conscious learning does not preclude automatic habits;

4. Learning a foreign language is not like acquiring the native language;
5. Since there exists pre-knowledge, one has to assume that the learner makes use of this pre-knowledge; indeed, it frequently happens that an inadequate situational presentation causes the learner to seek an explanation in the native language.
6. One has to assume that there is a process of mental translation going on throughout the process of language learning.
7. The use of translation elicits structures that otherwise would be avoided by the learner.

Malmkjaer (1998) argues that translation, if taught in a way that resembles the real life activity of translating, can bring into play the four basic language skills and yield benefits in L2 acquisition. He adds that some recent thinking on language learning has stressed the potential of translation as a means of language learning, if the process is regarded as the development of multi-linguistic competence.

Malkmajer sees a benefit to using translation, but only if separated from the teaching process as an aid, and is dealt with a separate activity to help students develop their language, as students do not think of it as a reliant help but as a goal that needs to be achieved. These way students subconsciously pick up new terms and vocabulary that could benefit them in the long run throughout their journey towards excellence.

#### **2.2.6. A Comparison between Writing Using Translation and Writing without Translation**

Research on the role of L1 in writing started with Lay (1982) who found that students writing in L2 tend to rely on their L1 especially when the topic is familiar and there is background knowledge of it. She said that the L1 helped facilitate writing. Her subjects relied on Chinese (SL) when they had difficulties in understanding key words of (TL) English. Several studies on L1 and L2 were conducted after Lay (1982). Similarities in writing were

found as EFL and ESL studies declare that a transfer of L1 to L2 in writing occurs in planning and in generating strategies.

Among these strategies, there are those who have been conducted on studying how students resort to their L1 to think and brainstorm ideas and to perform the task. In a study of transfer in writing, it was found that six Spanish speaking adults in an ESL program used the same strategies in L1 as for writing in the target language (Jones & Tetroe, 1987). Students who used L1 just to plan ahead for the difficulties they might encounter in achieving the goal or those who imagined the essay planning, they wrote their essays similarly in L2. Students who planned in L1 were more qualified than those who planned and wrote directly in the L2. Translation played a facilitating role. In those studies, it was found that language proficiency played a major role in writing.

Additionally to this, a study made by Uzawa and Cumming (1989), in which four intermediate learners of Japanese as a foreign Language were compared. They were asked to write expository essays including extra data expressing historical information. They were asked to produce two essays on the same topic but one in English and the other in Japanese.

In a report, all the students involved asserted that they used SL to generate ideas, develop concepts and organize their information. Two subjects gave little report on their writing and have done similar essays by yielding essentially the same content in both languages but their Foreign Language (English) has been written in a semantically and syntactically simplified form than the Japanese. Writer number 3 had a lower level in Japanese (beginner in the Foreign Language). He relied on the L1 essay to provide ideas, organize them to write the Japanese essay. Writer number 4 did not provide the Japanese essay. He wrote only the L1 essay and translated the essay from L1 to L2 completely to finish the assignments. These writers used simple vocabulary in their reports and did not answer



audience enquiries. It has been concluded that students who could not report properly did not write well in their tasks. Their level was not above the expectations of the audience.

Another study on how L1 affects L2 proficiency and writing task consists of 16 Chinese English majors have been used as subjects in writing in English as a foreign language. (Wang & Wen, 2002) wrote that learners with lower proficiency level tend to use translation directly from their L1 to L2 and follow L2 composing processes, while the high level learners applied their L1 only for generating ideas and lexis.

Among the various studies on strategies of L1 thinking in L2 writing, only few studied explored the strategies involved in providing an L2 essay by translating a whole draft written in the L1. Such studies claimed that translation facilitates organization and complexity of the target language, especially for students lacking proficiency in the target language. Due to their insufficient knowledge, students resort to their L1 to create and organize ideas.

Direct and translated writing research was first initiated by Kobayashi and Rinnert (1992). The results have shown that lower level students benefited from translation more than those of higher level in terms of quality of content, organization and style. However, they found that syntax was more complex in translation than in direct writing. In comparing error frequency between those levels, higher level students made more errors in translation than in direct writing. This is because there was interference in the transfer of meaning, whereas lower levels did not make a difference between direct and translated writing. Lower level learners had less knowledge in the target language. Their only solution was the first language while, higher level learners were confused because of the two languages being mixed together.

A similar study to Kobayashi and Rinnert was conducted by Ali (1996) on Arab learners of English. He found that those students preferred direct writing in English to translation in Arabic. They were competent enough in the language.

Uzawa (1996) guided a study on L1 learners by comparing their L1 writing, L2 writing and translation from L1 to L2. He found that the translation task helped the lower level learners more than the higher level ones. In this study, students had to employ more competent expressions than their level when using translation. This study is compatible with Swain's pushed out hypothesis (1985) that output is necessary to enlarge learners' competency in the target language. Students have to produce expressions, words and syntax that are above their level so they need to be exposed to  $i+1$  input to improve their proficiency.

Cohen and Brook-Carson (2001) administered a study on many learners with different backgrounds. The results have shown differences between English-speaking writers and Spanish-speaking writers in performing both the direct and translated writing and the English-speaking writers produced better essays than the Spanish-speaking writers in the direct writing. Two-thirds of the subjects did better on the direct writing task and one-third on the translated task.

From the studies above, some researchers have explored the impact of translation in L1 on producing an L2 essay (Kobayashi & Rinnert, 1992; Cohen & Brooks-Carson, 2001). Their conclusions were that translation in the native language can facilitate learning for many learners. In other words, translation may not be always helpful for learning a language. Translation is to be used as a way of simplifying learning not as a method of teaching a language.

## **Conclusion**

The role Translation in writing in an EFL class can be as harmful as it can be helpful depending on the knowledge of the students as well as the kind of the assignment proposed. There is an impact of translation on writing according to previous studies and it is both positive and negative.

## **The practical part**

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## Chapter Three: Field Work

### Introduction

In the previous chapters, we have focused on reviewing the literature of the role of translation in FL writing.

Writing in a foreign language is a difficult process. It requires both the competency in the writing skill as well as the ability to produce a comprehensible and understandable piece of writing to the reader. To do this, the writer should have a wide repertoire of knowledge in the topic, knowledge of the language, and the aspect of writing that must be employed in. accordingly, several studies have been conducted on the use of L1 in writing in L2. Wang (2003) and Woodall (2002) administered some studies on how FL writers use their SL in TL planning, (Beare & Bourdages, 2007; Knutson, 2006) study SL use as an idea or content generation in TL writing.

Taken together, the comparison between the use of translation in writing in FL and writing directly in FL is complex as subjects, mostly reported having made considerable use of SL while writing in TL (Cohen & Brooks-Carson, 2001; Kobayashi & Rinnert, 1992; Petchprasert, 2013). Baring in mind that research lack evidence on the effect of translation on writing, this study aimed at exploring the effects of translation on the ability of FL writing of Master 1 students of English as a Foreign Language at the University of Mohammed Seddik Ben Yahya, Jijel, Algeria.

This study concentrates on Algerian EFL Master Students where students are not under pressure in performing their writings. The aim of this study is to answer the following questions:

- To what extent can translation improve the writing skill?
- Does translation affect the mind-set of the writer?

- Do translated concepts in L1 trigger culture specific thinking?

### **3.1. Method**

This study utilizes a correlative comparative design for investigating the impact of translation of key words on the learners' writing performance.

### **3.2. Participants**

Twenty-four Algerian students of English as a Foreign Language (EFL) studying first year Master at the Algerian department of the University of Jijel (population) participated in this study. These students were selected randomly. They were divided into two groups of twelve. Both Groups had to produce essays in the same topic but one of them (Experimental) was provided the assignment with translation of its key words. The other group (Control) was asked to write without the provision of translation.

### **3.3. The Research Design**

The sample students were tested on "Globalization would have an immediate impact on our cultural life. What aspects of this life would be more negatively affected, and why?" Their essays would be analyzed in relation to the Writing assessment by examiners in the Cambridge English: Advanced (CAE) and Business Higher exams. Two groups were graded on four aspects: content, communicative achievement, organization, and language. As an example, the following tables show the differences between two students of different groups (student 1 from the control group and student 1 from the experimental group).

### 3.4 Interpretation of the Data

#### 3.4.1 Interpretation of the Data for the Control Group

<b>Cambridge English: Control group</b>	
<b>Content</b>	
<p><b>Is all content relevant to the task?</b></p> <p><b>Good</b></p> <p>Student (4/5/9) mark (04): provided mostly relevant pieces of writing. Their essays included few minor irrelevances that were presented in very few omissions and unnecessary additions due to their need to over explain to fill the space on their sheets.</p> <p>The students (3/7/8/10/11) mark (03): seem to be informed to a certain degree but still strayed out of topic at some instances. ; Some of the arguments provided were not deeply discussed but rather shallowly touched up on. Omissions and unneeded additions occurred. Student (3) made unnecessary addition which was unrelated to the topic. Student (8) has mentioned various effects of the influence of globalization on culture but has not clearly developed any of them well enough; he rather jumped from one point to another.</p>	<p><b>Not so good</b></p> <p>Student (6): mark (01): The student has very little knowledge about the subject he is discussing, the content is mainly out of topic, and the arguments provided are weak and are not based on any truth.</p> <p>Students (1/2/12) mark (02): produced essays that are partially relevant to the task. The provided arguments were not sufficient for the reader to develop a stand on the matter.</p>
<p><b>Is the target reader fully informed?</b></p> <p><b>Good</b></p> <p>Students (3/7/8/10/11): these students did well at informing their target readers even if there were some under developed ideas, but they still got their point across.</p>	<p><b>Not so good</b></p> <p>Student (06): The target reader is not fully informed as the subject provided a weak essay that did not serve to enlighten the readers.</p>

<p>Students (4/5/9): These students were the most informing as they developed all of their ideas and communicated them well to their target readers.</p>	<p>Students (1/2/12): these students themselves do not seem to be well informed on the topic which in turn did so little to inform their target readers as their essays were lacking in both material and structure</p>
<p><b>Total Content marks:</b> 34/60</p>	

**Table 4: General Scores of the Control Group on Content.**

<p align="center"><b>Communicative achievement</b></p>	
<p align="center"><b>Does the writer use the convention of the task effectively to hold the reader's attention?</b></p>	
<p><b>Good</b></p> <p>Student (9) mark 4: The writer used the conventions of the communicative task with flexibility, being able to correctly organize his ideas and use writing patterns that could communicate his ideas easily to the readers.</p> <p>Students (3/4/5/7/8/11) mark 3: the writers used the conventions of the communicative task appropriately and were good at using the grammatical structures and the write expressions to convey their message even if there were some minor difficulties at times.</p>	<p><b>Not so good</b></p> <p>Students (2/10) mark 2: These students struggled with their writing when it came down t communicating their ideas and the writing styles it was required to do so. The target reader's attention may not have been kept throughout reading the whole piece.</p> <p>Students (1/5/12) mark 1: These students struggled with the communication of their ideas; there was not a visible cohesion in their linking of train of thoughts and ideas.</p>
<p align="center"><b>Does the writer communicate straightforward and complex ideas?</b></p>	
<p><b>Good</b></p> <p>Student (9): the writer had developed interesting complex ideas and communicated them in a clear manner to the readers.</p>	<p><b>Not so good</b></p> <p>Students (2/10): these students had little to no complex ideas and they failed to communicate them clearly.</p> <p>Students (1/5/12) mark: these students had mainly simple ideas and they poorly</p>



Students (3/4/5/7/8/11): The writers did communicate some complex ideas but not all of them succeeded in communicating them in a straightforward manner.	communicated them to the target reader.
<b>Total Communicative achievement mark:</b> 29/60	

**Table 5: General Scores of the Control Group on Communicative Achievement**

<b>Organization</b>	
<b>Is the text well organized and coherent?</b>	
<p><b>Good</b></p> <p>Students (5/7/9) mark 4: These students provided very well organized essays that respected the developmental steps of an argumentative essay. Respecting the formula and developing each idea from the thesis statement in its own paragraph.</p> <p>Students (3/8) mark 3: the essays provided were coherent with respect to the organization of the ideas.</p>	<p><b>Not so good</b></p> <p>Students (1/4/6/10/11/12) mark: 1 These students failed at organizing their essays, their ideas were not clearly developed in separate paragraphs which made the essays not very coherent.</p> <p>Student (2) mark 2: there was no coherence in their essays and no developmental patterns. Their paragraphs were either not well organized or missing at once</p>
<b>Does the writer use a variety of cohesive and organizational patterns to generally good effect?</b>	
<p><b>Good</b></p> <p>Students (5/7/9): these students were very cohesive while writing their essays; they developed the ideas nicely using cohesive devices to link between the thoughts.</p> <p>Students (3/8): these students respected the</p>	<p><b>Not so good</b></p> <p>Students (1/4/6/10/11/12): No the students failed to show any cohesion in their writing. Their ideas were not linked and all over the place.</p> <p>Student (2): there was little to use of</p>

<p>cohesion of their essays even if they failed to use the right cohesive devices at times.</p>	<p>cohesion devices which made the organization of the essay poorly done.</p>
<p><b>Total Organization mark: 26/60</b></p>	

**Table 6: General Scores of the Control Group on Organization**

<p style="text-align: center;"><b>Language</b></p>	
<p style="text-align: center;"><b>Does the writer use a range of vocabulary including less common lexis appropriately?</b></p>	
<p><b>Good</b></p> <p>Student (4) mark 5: he provided a very wide range of vocabulary using both every day and less common lexis in a manner which was effective and used in the right context.</p> <p>Student (5) mark 4: the writer had used a range of vocabulary with less common lexis in an appropriate manner and used them effectively to add to the meaning of the arguments they were conveying.</p> <p>Students (1/9/12) mark 3: the writers did use some less common lexis though not as frequent as students with a mark of four, their use was correct.</p>	<p><b>Not so good</b></p> <p>Students (8/11) mark 2: there were some instances where these students used complex vocabulary correctly.</p> <p>Students (2/3/6/7/10) mark 1: their use of less common lexis was not in its right place; their translation of expressions was mainly lost in translation.</p>

<b>Does the writer use a range of simple and complex grammatical forms with control and flexibility?</b>	
<p><b>Good</b></p> <p>Student (4): this student used both simple and complex grammatical structures and forms effectively.</p> <p>Student (5): he had used complex grammatical forms with flexibility at the right place to enrich meaning.</p> <p>Students (1/9/12): these students used the grammatical structures effortlessly without committing any mistakes</p>	<p><b>Not so good</b></p> <p>Students (8/11): these students had not used many complex grammatical forms and they sometimes made mistakes while using them.</p> <p>Students (2/3/6/7/10): these students failed to use complex grammatical structures with flexibility, the expressions they tried to convey were not translated properly which made them lose all sense.</p>
<b>Are there only occasional errors that do not impede communication?</b>	
<p><b>No errors or only occasional errors (Not impeding).</b></p> <p>Student (4): this student has produced an essay with just few errors that were only related to the structure.</p> <p>Student (5): the occasional errors did not impede communication what so ever.</p> <p>Students (1/9/12): the occasional errors that were made did not impede communication</p>	<p><b>Frequent non-impeding errors</b></p> <p>Students (8/11): many errors were made but they were not very impeding to the communication, it was still understandable.</p> <p>Students (2/3/6/7/10): these students made very frequent errors, but the meaning could still be understood.</p>
	<p><b>Impeding errors</b></p>
<b>Language mark:</b> 27/60	
<b>Comments:</b> the control group mostly provided well required essays on the topic.	

**Table 7: General Scores of the Control Group on Language**

## 3.4.2 Interpretation of the Data for the Experimental Group

<b>Cambridge English: Experimental group</b>	
<b>Content</b>	
<p><b>Is all content relevant to the task?</b></p> <p><b>Good</b></p> <p>Student (12) mark 3: the content was mostly relevant to the task and they did not write out of topic.</p>	<p><b>Not so good</b></p> <p>Students (2/3/4/6/7/8) mark 2: these students had minor irrelevances and they did expand on ideas that were out of topic.</p> <p>Students (1/5/10) mark 1: these students went out of topic for most part of their essays and they did not even develop the ideas that were out of topic correctly.</p> <p>Student (9/11) mark 0: this student was completely out of topic.</p>
<p><b>Is the target reader fully informed?</b></p> <p><b>Good</b></p> <p>Student (12): the target reader is on the whole well informed and could follow with the proposed ideas and arguments.</p>	<p><b>Not so good</b></p> <p>Students (2/3/4/6/7/8): the target read is not very well informed after reading these essays since there were many instances where the content was fully irrelevant to the topic of the assignment.</p> <p>Students (1/5/10): the target reader is very minimally informed as most of the essays were out of topic.</p> <p>Student (9/11): no, the target is not informed at all.</p>
<b>Content mark: 18/60</b>	

Table 8: General Scores of the Experimental Group on Content

<b>Communicative achievement</b>	
<b>Does the writer use the convention of the task effectively to hold the reader's attention?</b>	
<p><b>Good</b></p> <p>Student (12) mark 4: the conventions of the writing task were used effectively and appropriately and the writers applied them to better explain their arguments to the readers.</p>	<p><b>Not so good</b></p> <p>Students (1/2/4/11) mark 2: the writers did not use the conventions effectively all the time, there were times when ideas were lost in translation and were not properly communicated to the reader.</p> <p>Students (3/5/6/7/8/9/10) mark 1: the writers failed to use the conventions and could not hold the attention of the readers.</p>
<b>Does the writer communicate straightforward and complex ideas?</b>	
<p><b>Good</b></p> <p>Student (12): yes the writer did communicate complex ideas in a straightforward manner which was clear to the audience and made them understand the ideas he used to support his argument.</p>	<p><b>Not so good</b></p> <p>Students (1/2/4/11): there was very little use of complex ideas and these complex ideas were not developed properly and were not expanded to fully inform the readers.</p> <p>Students (3/5/6/7/8/9/10): there were no complex ideas and even the simple ones that were provided were not cohesively explained to clearly inform the readers in a straightforward manner.</p>
<b>Communicative achievement mark: 19/60</b>	

**Table 9: General Scores of the Experimental Group on Communicative Achievement**

<b>Organization</b>	
<b>Is the text well organized and coherent?</b>	
<p><b>Good</b></p> <p>Students (2/10) mark 3:</p> <p>Their essays were well organized with a clear thesis statement that pointed out all keys of discussion and main ideas. These ideas were then developed and expanded coherently.</p>	<p><b>Not so good</b></p> <p>Students (1/4/5/6/11) mark 2: These essays were filled with organizational errors and mistakes. They lacked the very basic and most important component of an essay which is the thesis statement. This hindered the coherence of their essays, as the readers could not follow throughout the text.</p> <p>Students (3/7/8/12) mark 1: These students had no thesis statement; an obscure outline on which they plat-formed their work and no clear path of development of ideas and arguments. This made it hard for them to keep a coherent essay.</p> <p>Student (9) mark 0: He did provide neither a thesis statement nor a coherent essay. His work included too many thesis statements in just one paragraph irrelevant to what is supposed to be applied.</p>
<b>Does the writer use a variety of cohesive and organizational patterns to generally good effect?</b>	
<p><b>Good</b></p> <p>Students (2/10): even though these students had minor irrelevances and additions it still did not affect the cohesion of their essays which was well done.</p>	<p><b>Not so good</b></p> <p>Students (1/4/5/6/11): there was a lack of cohesion throughout the text for lack of implementation of cohesive devices.</p> <p>Students (3/7/8/12): the cohesion was lacking throughout the writing for the lack of a visible cohesive pattern and clear</p>

	<p>development of ideas.</p> <p>Student (9) performed less than the students having a mark of 1.</p>
<p><b>Organization mark:</b> 20/60</p>	

**Table 10: General Scores of the Experimental Group on Organization**

Language	
Does the writer use a range of vocabulary including less common lexis appropriately?	
<p><b>Good</b></p> <p>Student (4) mark 4: The student has provided a wide range of sophisticated vocabulary that held the attention of the reader throughout the text length, the lexis used was both simple and less common. The arrangement of the words and the structuring of the sentences were sometimes wrong but this did not impede nor reduce the value of the words used to transmit the message.</p> <p>Student (5) mark 3: There was very little use of less common lexis and it was appropriately used.</p>	<p><b>Not so good</b></p> <p>Students (1/2/3/7/9/10/11/12) mark 2: These students used a very simplistic form of vocabulary with no complex lexis.</p> <p>Students (6/8) mark 1: These students had a very Basic English language use; the lexis was very simplistic and the range of complex forms can barely be seen with many errors and mistakes.</p>

<b>Does the writer use a range of simple and complex grammatical forms with control and flexibility?</b>	
<p><b>Good</b></p> <p>Student (4): The student did provide complex grammatical forms. The arrangement of the words and the structuring of the sentences were sometimes wrong but this did not impede nor reduce the value of the words used to transmit the message.</p> <p>Student (5): Very little use of complex grammatical forms, but those used were correct.</p>	<p><b>Not so good</b></p> <p>Students (1/2/3/7/9/10/11/12):</p> <p>They did not use complex grammatical forms, and those they attempted to provide were a failure for a loss in translation.</p> <p>Students (6/8): These students used no complex grammatical forms.</p>
<b>Are there only occasional errors that do not impede communication?</b>	
<p><b>No errors or only occasional errors (not impeding).</b></p> <p>Student (4): yes there were some occasional errors but they did not impede communication.</p> <p>Student (5): yes there were some occasional errors but they did not impede communication.</p>	<p><b>Frequent non-impeding errors</b></p> <p>Students (1/2/3/7/9/10/11/12):</p> <p>Frequent errors were made, but they did not impede communication.</p> <p><b>Impeding errors</b></p> <p>The errors that students (6/8) used did impede understanding at times for the inappropriate direct translation from Arabic to English.</p>
<b>Language mark: 25/60</b>	
<b>Comments:</b> the experimental group was slightly less than the control group in his performance.	

**Table 11: General Scores of the Experimental Group on Language**



### 3.4.3 Interpretation of the Data for Both Groups

<b>Cambridge English: The whole population</b>	
<b>Content</b>	
<p><b>Is all content relevant to the task?</b></p> <p><b>Good</b> 67% of the students of the control group provided relevant contents to the task. (8 students). Only one student of the experimental group produced the task with a relevant content. (8.3%).</p>	<p><b>Not so good</b> Only 33% of the students of the control group produced essays that were partially relevant to the content. Eleven students of the experimental group did their task in a partially relevant content. (91.7%).</p>
<p><b>Is the target reader fully informed?</b></p> <p><b>Good</b> 67% of the control group students wrote fully informed essays 8.3% of the students of the experimental group were good at informing the target reader.</p>	<p><b>Not so good</b> 33% of them did inform the target reader but not totally. 91.7% of the experimental group were not so good at informing the target reader.</p>

**Table 12: General Scores of the Whole Population on Content**

<b>Communicative achievement</b>	
<b>Does the writer use the convention of the task effectively to hold the reader's attention?</b>	
<p><b>Good</b> The control group performed better than the experimental group in the effectiveness of using the convention of the task. (control group 58.3%. experimental group 8.3%)</p>	<p><b>Not so good</b> The experimental group did provide more essays that did partially get the attention of the reader by 91.7% but only one subject of the control made it this way (41.7%).</p>
<b>Does the writer communicate straightforward and complex ideas?</b>	

<p><b>Good</b></p> <p>In communicating straightforward ideas, also the control group was better than the experimental group.</p>	<p><b>Not so good</b></p> <p>In the control group, 41.7% produced essays that contained few complex ideas which were less than the experimental group subjects that provided many simple ideas (91.7%).</p>
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**Table 13: General Scores of the Whole Population on Communicative Achievement**

<p style="text-align: center;"><b>Organization</b></p>	
<p style="text-align: center;"><b>Is the text well organized and coherent?</b></p>	
<p><b>Good</b></p> <p>In organization, five subjects of the control group produced well organized and coherent essays but in the experimental group only two subjects were good at this.</p>	<p><b>Not so good</b></p> <p>The experimental group produced more essays that were not so good in terms of coherence and organization (ten subjects) and the control group with seven subjects).</p>
<p style="text-align: center;"><b>Does the writer use a variety of cohesive and organizational patterns to generally good effect?</b></p>	
<p><b>Good</b></p> <p>More students in the control group organized their essays using a variety of cohesive and organizational patterns than the experimental group. 41.7% in the control group and 16.7% in the experimental.</p>	<p><b>Not so good</b></p> <p>As usual, the experimental group made his way on making their essays not so good in organizational patterns. 83.3% in the experimental group and 58.3% in the control group.</p>

**Table 14: General Scores of the Whole Population on Organization**

<b>Language</b>	
<b>Does the writer use a range of vocabulary including less common lexis appropriately?</b>	
<p><b>Good</b></p> <p>Two students in the experimental group wrote their essays using a range of vocabulary that included less common less lexis but more students in the control group did it (five students).</p>	<p><b>Not so good</b></p> <p>In the case of writing not so good, students of the control group were seven but more in the experimental group did not good (ten students).</p>
<b>Does the writer use a range of simple and complex grammatical forms with control and flexibility?</b>	
<p><b>Good</b></p> <p>The same case as above, the control group was better than the experimental group.</p>	<p><b>Not so good</b></p> <p>In the not so good assessment, the experimental group was better than the control group.</p>
<b>Are there only occasional errors that do not impede communication?</b>	
<p><b>No errors or only occasional errors (not impeding).</b></p> <p>In the control group, 41.7% of the subjects wrote essays that did not impede communication but in the experimental group only 16.7% of the subjects provided occasional errors in their essays.</p>	<p><b>Frequent non-impeding errors</b></p> <p>67% of the experimental group subjects had frequent non-impeding errors in their writings. In the control group 58.3% of the subjects included frequent non-impeding errors. In this case, both the groups were almost similar.</p>
	<p><b>Impeding errors</b></p> <p>16.3% of the subjects of the experimental did have impeding errors in their writings.</p>
<p><b>Comments:</b> on the four criteria, the control group performed better than the experimental one.</p>	

**Table 15: General Scores of the Whole Population on Language**

### 3.4.4 Interpretation of a Sample of the Control Group Students

The following analysis is an assumption on the performance of the students.

<b>Cambridge English: Control group (Content)</b>	
<b>Name of the student: /</b>	
<b>Is all content relevant to the task?</b> <b>Good</b>	<b>Not so good</b> The students did not provide sufficient data to inform the reader. The text focuses on the aspects of our cultural life that are negatively affected by globalization. This student provided ambiguous ideas that need deeper concentration. It seems that the writer is not well informed in the topic.
<b>Is the target reader fully informed?</b> <b>Good</b>	<b>Not so good</b> Due to irrelevances and omitted data, the audience is informed only in the summation.
<b>Content mark: 2</b>	

**Table 16: Score of the Control Group Student on Content**

<b>Communicative achievement</b>	
<b>Does the writer use the convention of the task effectively to hold the reader's attention?</b>	
<p><b>Good</b></p> <p>The writer uses the convention of the Communicative task to hold the reader's Attention</p>	<p><b>Not so good</b></p> <p>The topic is not clearly developed; the topic sentences in each paragraph are not suitable.</p>
<b>Does the writer communicate straightforward and complex ideas?</b>	
<p><b>Good</b></p> <p>The writer uses some straightforward ideas.</p>	<p><b>Not so good</b></p> <p>The writer did not employ complex ideas. He sometimes provided his point of view about the topic which is unnecessary.</p>
<b>Communicative achievement mark: 1</b>	

Table 17: Score of the Control Group Student on Communicative Achievement

<b>Organization</b>	
<b>Is the text well organized and coherent?</b>	
<p><b>Good</b></p> <p>The writer used some cohesive devices to link his ideas.</p>	<p><b>Not so good</b></p> <p>The writer provided only definitions of the concepts to be applied. He did employ a valid thesis statement and his organization patterns are not used with flexibility. He seemed to be unaware on how a text should be organized.</p>

<b>Does the writer use a variety of cohesive and organizational patterns to generally good effect?</b>	
<p><b>Good</b></p> <p>The writer used some cohesive devices to link his ideas. More than half of them included 'however'</p>	<p><b>Not so good</b></p> <p>The writer's ideas were not used properly; he jumped from one idea to another where there is no relation between the first and the second.</p>
<b>Organization mark: 2</b>	

**Table 18: Score of the Control Group Student on Organization**

<b>Language</b>	
<b>Does the writer use a range of vocabulary including less common lexis appropriately?</b>	
<p><b>Good</b></p> <p>The writer applied a range of everyday and less commonly used vocabulary.</p>	<p><b>Not so good</b></p> <p>Less common lexis is used only few times.</p>
<b>Does the writer use a range of simple and complex grammatical forms with control and flexibility?</b>	
<p><b>Good</b></p> <p>There is a range of simple grammatical forms used with control</p>	<p><b>Not so good</b></p> <p>The complex grammatical forms are not used appropriately.</p>

<b>Are there only occasional errors that do not impede communication?</b>	
<p><b>No errors or only occasional errors (not impeding)</b></p> <p>There are errors and mistakes because of the lack of knowledge about the topic but they do not impede communication.</p>	<p><b>Frequent non-impeding errors</b></p>
	<p><b>Impeding errors</b></p>
<p><b>Language mark: 3</b></p>	
<p><b>Comments:</b> the script shows a less-than-average student who achieved the level in language but is below the level in communicative development and organization. His content was slightly above the average due to irrelevances with knowledge lacking and too many omissions.</p>	

**Table 19: Score of the Control Group Student on Language**

## 3.4.5 Interpretation of a Sample of the Experimental Group Students

<b>Cambridge English: Experimental Group Content</b>	
<b>Name of the student: /</b>	
<b>Is all content relevant to the task?</b>	
<b>Good</b>	<b>Not so good</b> The content is mostly irrelevant to the task.
<b>Is the target reader fully informed about the topic?</b>	
<b>Good</b>	<b>Not so good</b> The target reader is minimally informed about the topic. Too much omission and irrelevances made the essay ambiguous to the reader. The writer did not know how to convey the meaning they intended to.
<b>Content mark: 1</b>	

Table 20: Score of the Experimental Group Student on Content



<b>Communicative Achievement</b>	
<b>Does the writer use the conventions of the task effectively to hold the reader's attention?</b>	
<b>Good</b>	<b>Not so good</b>  The writer produced interesting arguments in his essay but, he did not know to hold the reader's attention. His ideas were heavy on the reader. Only a similarly cultural background reader could understand what the writer meant.
<b>Does the writer communicate straightforward and complex ideas?</b>	
<b>Good</b>	<b>Not so good</b>  The writer produced straightforward ideas with little flexibility. He did not use complex ideas with sophistication for higher marks.
<b>Communicative achievement mark: 2</b>	

**Table 21: Score of the Experimental Group Student on Communicative Achievement**

<b>Organization</b>	
<b>Is the text well organized and coherent?</b>	
<b>Good</b>	<b>Not so good</b>  The writer did not organize his essay in an academic way. In his thesis statement, he said that globalization has an impact on many aspects of our cultural life but he explained only two.  The essay is full of organizational errors.
<b>Does the writer use a variety of cohesive devices and organisational patterns to generally good effect?</b>	
<b>Good</b> The writer produced some appropriate cohesive devices to link his ideas but not all of his linking is correct.	<b>Not so good</b> The writer did not transitional marker to neither make his ideas properly organized not to jump from an argument to another.
<b>Organization mark: 2</b>	

**Table 22: Score of the Experimental Group Student on Organization**

<b>Language</b>	
<b>Does the writer use a range of vocabulary, including less common lexis, appropriately?</b>	
<b>Good</b> The writer used a very simplistic form of vocabulary.	<b>Not so good</b> He did not use complex lexis.
<b>Does the writer use simple and complex grammatical forms with control and flexibility?</b>	
<b>Good</b> The writer used a range of simple and complex grammar forms in producing sentences. He made comparison and contrast between ideas through compound structures.	<b>Not so good</b> The complex forms are not used with flexibility.
<b>Are there only occasional errors which do not impede communication?</b>	
<b>No errors or only occasional errors (Non-impeding)</b>	<b>Frequent non-impeding errors</b> There are many errors in selecting the right form of the verb (grammar), spelling errors the appropriate use of vocabulary but most of these errors do not impede communication.
	<b>Impeding errors</b> Grammar control
<b>Language mark: 2</b>	
<b>Comments:</b> Student n°1 of the experimental group has a less-than-average style of writing. He did not organize his essay perhaps because he does not know what the steps of writing an essay are. His communicative ideas were very simplistic. He produced simple grammar forms and some complex ones without control making his mark below the level. That's what made his content not well organized and can be understood better by only someone who shares the same background culture.	

**Table 23: Score of the Experimental Group Student on Language**

**3.5. Analyses of the Results**

After the administration of the test, we have then proceeded with assessing the students' performance in relation to the rubric. The assessment scales are divided into six parts from 0 to 5 where 0 presents the lowest score and 5 presents the highest score.

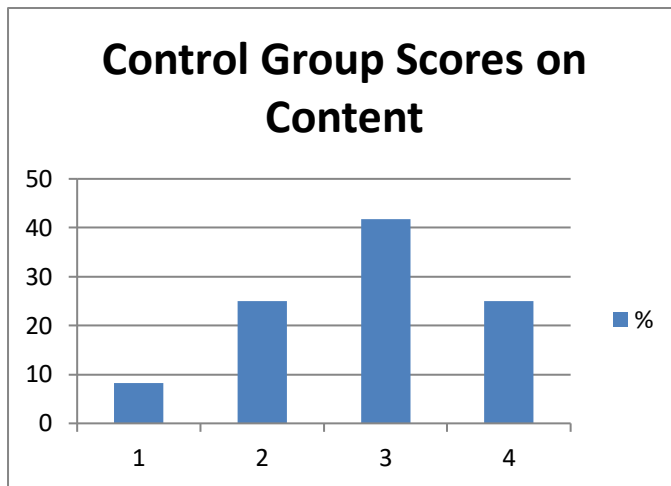
**3.5.1. Control Group**

**3.5.1.1 Content**

The analysis of the results of the conducted study on the students' writing skill has allowed for a deeper interpretation of the gathered data. Judging by the content of the essays, the students have shown a variation of performance that ranged in grades and showed different levels of competency.

<b>Scores on 5</b>	<b>Total Subjects</b>	<b>%</b>
1	1	8.3
2	3	25
3	5	41.7
4	3	25
<b>Total</b>	<b>12</b>	<b>100%</b>

**Table 24: Control Group Scores on Content**



**Figure 3: Control Group Scores on Content**

25% of the students achieved a grade of four out of five; these students have generally performed better, producing highly competent pieces of writing. They seemed to be fully informed on the topic except for minor irrelevances that were present in the form of very few omissions and unnecessary additions due to their need to over-explain. The target reader is fully informed on what has been said.

41.7% of the subjects attained a grade of three out of five. They seemed to be informed to a certain degree but still strayed out of topic at some instances; some of the arguments provided were not deeply discussed but rather shallowly touched upon. Omissions and unneeded additions occurred. One of these subjects was unsuccessful in developing his argument in his last main idea which was the aspect of the influence of globalization on art; the examples provided were not valid but subjective to his own cultural bindings. Similar to this subject, another subject has mentioned various effects of the influence of globalization on culture but has not clearly developed any of them well enough; he rather hurriedly jumped from one point to another.

25% of these students had a grade of two out of five. These students tried to make their essays more comprehensible and convince the reader with detailed arguments. These

arguments were not sufficient for the reader to develop a stand on the matter due to the fact that the writer himself doesn't seem to be fully informed on the topic.

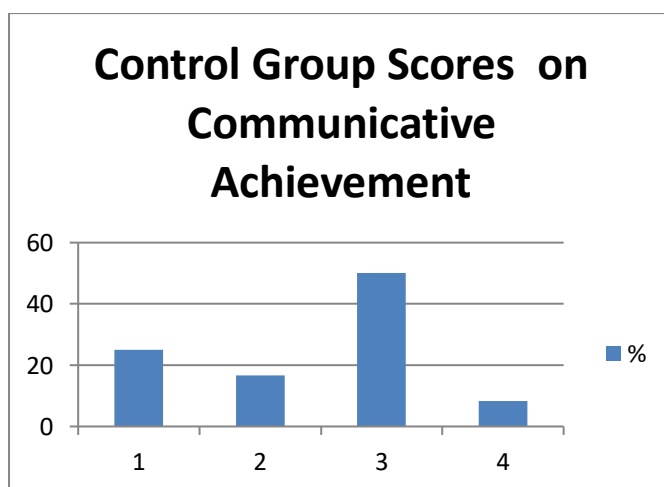
The last 8.3% of the students had a grade of one out of five. They had very little knowledge about the subject they were discussing, the content is mainly out of topic, and the arguments provided are weak and are not factual.

### 3.5.1.2 Communicative Achievement

In respect to the communicative achievement of the students of the control group, the results were mainly average, the interpretation of the results is as shown below:

Scores on 5	Total Subjects	%
1	3	25
2	2	16.7
3	6	50
4	1	8.3
<b>Total</b>	<b>12</b>	<b>100%</b>

**Table 25: Control Group Scores on Communicative Achievement**



**Figure 4: Control Group Scores on Communicative Achievement**

8.3% of the subjects had a grade of four out of five. They provided a comprehensive piece of writing with many interesting and complex facts and ideas that captured the reader's attention but at the same time they were not communicated with intensive depth in all occasions, they were sometimes lacking in details.

50% of the subjects had a grade of three out of five; these subjects had interesting essays with interesting content even though the ideas were not very complex. Their organization of thoughts was not put into use effectively, they seemed to overuse one idea and overwrite it using simple vocabulary that was not necessary, and it actually made it harder for the reader to keep up with the chain of thoughts. They, at some instances, failed to hold the reader's attention where there was a build-up of arguments that could have been used better.

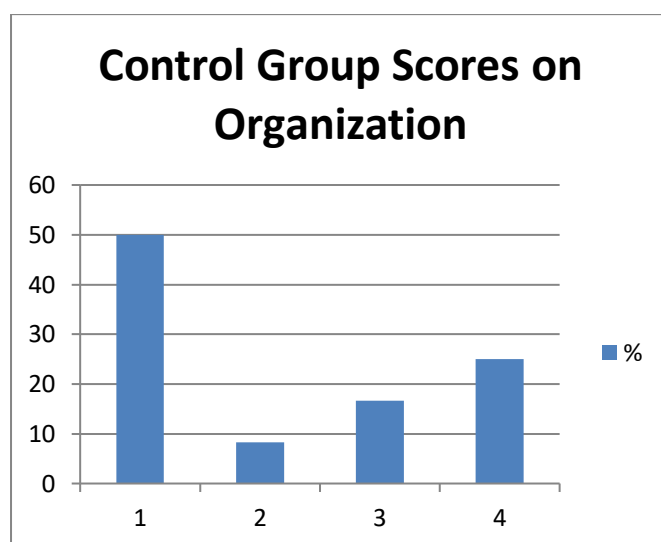
16.7% of the subjects achieved a grade of two out of five. They tended to use an overwhelmingly large number of simple arguments and ideas which at some points seemed irrelevant and completely miss the point even though they are not completely out of topic. But this tangled mass of examples did not make it easier for the reader to read flexibly throughout their writings but rather feel confused and bored.

25% of the subjects attained a grade of one out of five, produced less than average pieces of writing when considering their communicative abilities. There was not a coherent chain of arguments; they seemed to skip from one point to another without explanation which proves useless to the readers, as they are being minimally informed. Students seem to be lost and confused.

### 3.5.1.3 Organization

Scores on 5	Total Subjects	%
1	6	50
2	1	8.3
3	2	16.7
4	3	25
<b>Total</b>	<b>12</b>	<b>100%</b>

**Table 26: Control Group Scores on Organization**



**Figure 5: Control Group Scores on Organization**

The organization of the essays has been interpreted with respect to the norms of writing an academic essay. The criteria taken into consideration are the inclusion of the various components of essay writing; the existence of separate paragraphs for both the introduction and the conclusion as well as the provision of appropriate body paragraphs to match the key elements mentioned in the thesis statement.

25% of the subjects managed to score a grade of four out of five. They provided comprehensible, coherent and well organised essays. In their thesis statements, they



mentioned the necessary key elements to be targeted in their essays and dealt with them in an appropriate manner. These students used suitable devices to link their ideas to each other. The essays were written in a good organizational pattern with little flexibility. It was logically sequenced with introduction, body paragraphs and conclusion. Cohesive devices have been used to eliminate repetition making the texts easier to understand.

16.7% of the subjects had a grade of three out of five. These students had minor difficulties with the organization of their body paragraphs; they provided comprehensible thesis statements in an altogether-well-written introduction mentioning the aspects to be dealt with in a full explanation in each body paragraph. They provided transitional markers to organize their paragraphs properly giving the reader a smooth transition between the ideas discussed. The considered essays, though, lack suitable flexibility.

8.3% of the subjects got a grade of two out of five. They failed to follow their developmental procedure of ideas when writing their body paragraphs as supposed to the key elements mentioned in their thesis statement. The students had their key ideas organized in their thesis statements but completely neglected to develop them in their body paragraphs; they only mentioned the second one in paragraph number two which was their argument on behaviour completely discarding the influence on culture and social relations, which should both have had separate paragraphs dedicated to them.

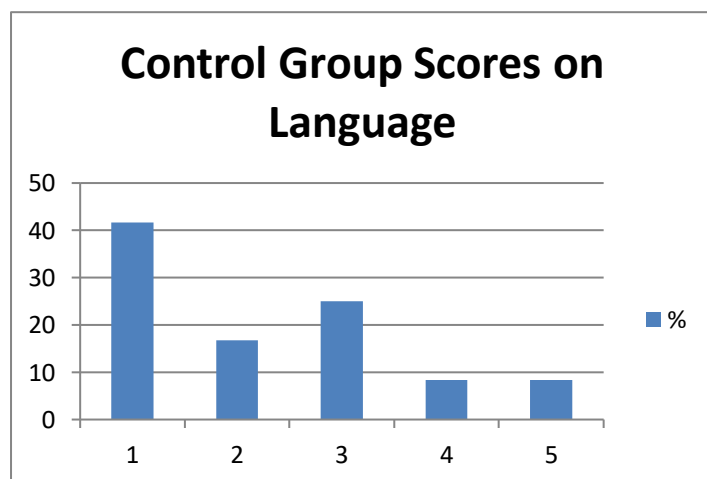
50% of the subjects had a grade of one out of five. They did not present the work in a flexible way. They did not follow any conventional organizational pattern. Their ideas were not linked. Their essays did not contain a clear separation of ideas and context, there was a lack of evident body paragraphs as well as clear developmental steps to build up on ideas; and though there was some general use of linking words and cohesive devices, they were not appropriately applied at all times. The reader could follow along, but it was difficult and boring to read at certain instances.

### 3.5.1.4 Language

The interpretation of the results on the basis of the language used in the essays provided has concluded with the information provided below.

Scores on 5	Total Subjects	%
1	5	41.7
2	2	16.7
3	3	25
4	1	8.3
5	1	8.3
<b>Total</b>	<b>12</b>	<b>100%</b>

**Table 27: Control Group Scores on Language**



**Figure 6: Control Group Scores on Language**

8.3% of the subjects had a grade of five out of five. They managed to write in an impressively sophisticated way compared to other students. They provided a very wide range of vocabulary using both daily and less common lexis in a manner which was effective and used in the right context. They used both simple and complex grammatical structures and

forms effectively, and the very few common mistakes occurred as slips most of the time and did not hinder the enjoyment and the focus of the reader on the topic.

8.3% of the subjects got a grade of four out of five; they used an extensive amount of well-placed academic vocabulary in their piece of writing; and even though their lexis was much simpler with occasional less-common words, it was still altogether coherent and did not distract the reader.

25% of the subjects had a grade of three out of five. They used a range of every day and less common vocabulary in a somewhat effective manner which proved their linguistic capabilities. Errors and mistakes did occur, however; they were related to lack of knowledge about the appropriate use of expressions as well as word ordering.

16.7% of the subjects achieved a grade of two out of five. They managed to use a range of everyday language and simple lexis with the occasional use of some sort of complex grammatical structures and forms that were not always fully correct. This did not impede the coherence of the text or the cohesion of the overall essay. The reader could still follow and understand what the essay is about and what the students intended to transmit through their writing.

41.7% of the subjects achieved a grade of one out of five. They mainly used simple, everyday lexis and failed to incorporate more complex one appropriately. They lack a vocabulary repertoire on the topic asked to write about which was globalization. Their ideas were very simplistic and though did not impede communication of thought; it still fell flat and did not do much to captivate the attention of the intended audience. There were several errors that can be understood by the reader but too much of it could lead to boredom.

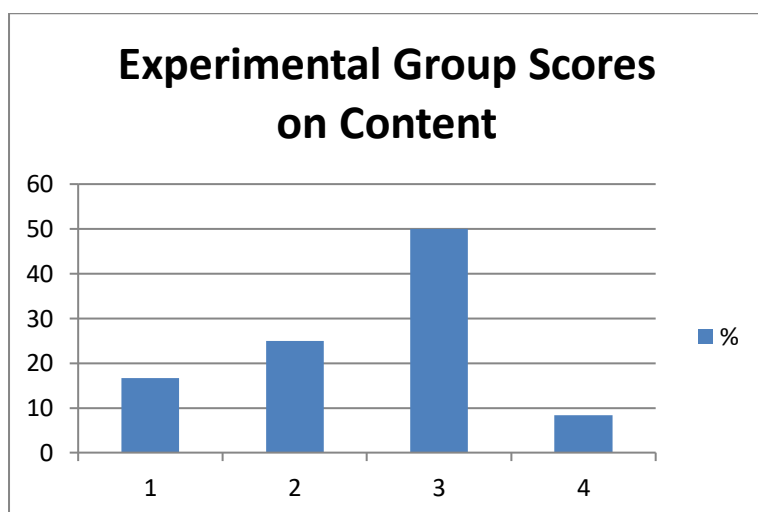
### 3.5.2. Experimental group

#### 3.5.2.1. Content

The results of the experimental group were analysed and interpreted in the same manner as the control group, holding both groups to the same standards of grading for all components; content, communicative achievement, and organization. Below are the results for the content.

Scores on 5	Total Subjects	%
0	2	16.7
1	3	25
2	6	50
3	1	8.3
<b>Total</b>	<b>12</b>	<b>100%</b>

**Table 28: Experimental Group Scores on Content**



**Figure 7: Experimental Group Scores on Content**

8.3% of the subjects had a grade of three out of five. They showed knowledge about the subject. This knowledge though was not well developed throughout the essay. The student had clear points of view on which to build a platform for some strong arguments, and though

he did provide the said arguments, they were lacking and sometimes irrelevant. There were examples that were misplaced and unrelated. The essay is not complete and half of the 3<sup>rd</sup> body paragraph and conclusion are missing.

50% of the subjects achieved a grade of two out of five. They tried to provide a comprehensible piece of writing even though they have shown minimal knowledge about the topic at hand. There were several irrelevances and many misplaced examples and ideas that served as their arguments but felt as if they complicated the comprehension of the text instead of making it easier to follow. The reader's attention is distracted by a not-so-well-put content. Their content can be said to be partially relevant to the task.

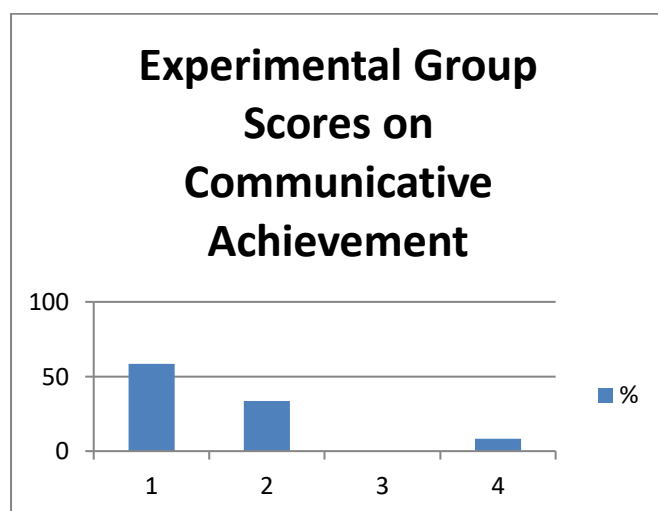
25% of the subjects had a grade of one out of five. They seemed to barely know what to write about with the help of translating the key words, they themselves are not well informed about the subject, and had done very little to convey the intended information. Their content was mostly irrelevant to the task and was very badly argued for using very simplistic chains of thought that seemed uneducated.

16.7% of the subjects who had a grade of zero out of five were unable to provide coherent essays due to lacking both the capacity to use the corresponding knowledge appropriately and the competency in the language. They did not focus on the requirements of the topic. The target reader cannot be informed because of their numerous irrelevances and omissions. They were completely out of the topic.

### 3.5.2.2 Communicative achievement

Scores on 5	Total Subjects	%
1	7	58.3
2	4	33.4
3	0	0
4	1	8.3
<b>Total</b>	<b>12</b>	<b>100%</b>

**Table 29: Experimental Group Scores on Communicative Achievement**



**Figure 8: Experimental Group Scores on Communicative Achievement**

8.3% of the subjects had a grade of four out of five. They presented their ideas in a manner which proved captivating to the audience; they were clear and sufficient with the use of their transitions from one idea to another. They put forward both straightforward and complex ideas but failed to appropriately develop them with the supporting arguments in all instances; but, most of them were rich and complete, only few were lacking in substance.

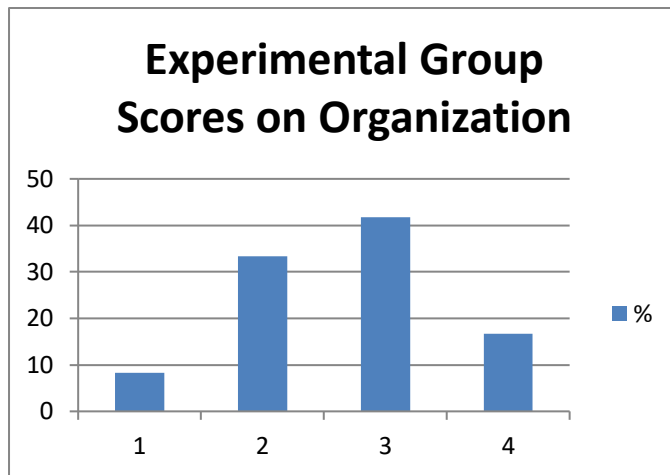
33.4% of the subjects achieved a grade of two out of five. They did not succeed in communicating their ideas easily, even though they had interesting thoughts and arguments, reading their essays was heavy to carry out. The reader could still understand what is written as long as he shares a similar cultural background. Their lack of communicative competence did not completely hinder the enjoyment of reading their essays even though they did not fully capture the attention of the reader. There was very little flexibility in effectively communicating complex ideas.

58.3% of the subjects had a grade of one out of five. They filled their essays with preliminary ideas that seemed to be brainstormed directly onto the answer paper. There was no development of ideas and no supporting arguments, most of these papers seemed as if the writers wrote several ideas next to each other without any relation between them. The target reader could not keep up with the intention of the writer because of the jumps between ideas and their meanings.

### 3.5.2.3. Organization

Scores on 5	Total Subjects	%
0	1	8.3
1	4	33.3
2	5	41.7
3	2	16.7
<b>Total</b>	<b>12</b>	<b>100%</b>

**Table 30: Experimental Group Scores on Organization**



**Figure 9: Experimental Group Scores on Organization**

16.7% had a grade of three out of five. They produced well-organized essays with a clear thesis statement that pointed out all keys of discussion and main ideas; these ideas were appropriately developed with dedicating a full body paragraph to each one. The paragraphs were complete with an appropriate introduction and conclusion of thoughts. These paragraphs, though, were lacking in details and proved to have few problems in asserting cohesive devices and the overall cohesion due to the addition of some minor irrelevances.

41.7% of the subjects had grades of two out of five. They filled their essays with organizational errors and mistakes. They lacked the very basic and most important component of an essay, which is the thesis statement. In the two papers where a thesis statement was provided, it was either incorrect, not followed up on while building their body paragraphs, or completely neglected, and the student crammed all of his ideas into one giant paragraph, that showed no separation of thought, and no clear transition between his arguments.

33.3% of the students had a grade of one out of five. They had no thesis statement; an obscure outline on which they plat formed their work and no clear path of development of ideas and arguments. Their writing was filled with irrelevances and out of topic. The material did not always focus on the topic of globalization or it went into too many unnecessary



details. These students provided some cohesive devices to link their ideas but, it was insufficient to make the work well organized.

8.3% of the subjects had a grade of zero out of five. They were completely out of topic. They provided neither a thesis statement nor a coherent essay. Their work included too many thesis statements in just one paragraph irrelevant to what is supposed to be applied.

### 3.5.2.4. Language

Scores on 5	Total Subjects	%
1	2	16.7
2	8	66.7
3	1	8.3
4	1	8.3
<b>Total</b>	<b>12</b>	<b>100%</b>

Table 31: Experimental Group Scores on Language

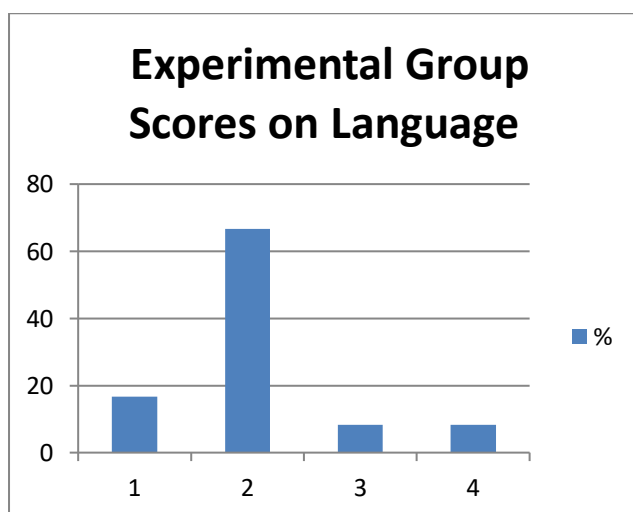


Figure 10: Experimental Group Scores on Language

8.3% of the subjects had a grade of four out of five. They provided a wide range of sophisticated vocabulary that held the attention of the reader throughout the text length; the

lexis used was both simple and less common. The arrangement of the words and the structuring of the sentences were sometimes wrong but this did not impede nor reduce the value of the words used to transmit the message.

8.3% of the subjects achieved a grade of three out of five. They lacked the use of complex words and less common vocabulary, the language used was very simplistic and so were the structures, but still the students wrote in a semi academic manner. There were not so many errors or mistakes. The language used was very good in general although some concepts were misplaced.

66.7% of the subjects attained a grade of two out of five. These students used a very simplistic form of vocabulary with no complex lexis or grammatical structures. Some of the errors did impede communication and the students did not always put the words in their correct order.

16.7% scored a grade of one out of five. They had a very Basic English language use; the lexis was very simplistic and the range of complex forms can barely be seen with many errors and mistakes. These mistakes are made in the structuring of the sentences, the ordering of the words and the conjugation of the verbs as well as the direct translation of ideas and expressions from their mother tongue to English which resulted in a type of speech that had no meaning in English and could only be understood by a reader that shares a similar cultural background.

### **3.6. Comparison of the Results**

#### **3.6.1. Content-Based Comparison**

A comparison between the results representing the grades attained by both groups leads to the following key points of discussion.

First, the diagrams clearly show a noticeable difference in the percentage of the students who have achieved a grade above average. 66.7% of the control group students got a mark that was above average, that is, students having a mark of three or above out of five. This contrasts with the experimental group which had a lower rate of success with only 8.3% of the subjects having a mark above three. In other words, there was only one student from the experimental group who had succeeding grade against eight students of the control group.

Second, the control group, not only had a larger number of above average grades, but it had also realized grades that went up to four out of five. This is due to being more informed about the topic that they had been asked to write about, their content had better arguments emanating from good knowledge about globalization as opposed to the experimental group. This allowed for a better transmission of thoughts and ideas in a more convincing way. The experimental group had not had the required competency to achieve higher grades.

Third, the experimental group wrote in a manner that seemed more culturally bound. This is to say that they seem to write their thoughts down in English while directly conceptualising them in Arabic. They used direct translation from Arabic to English: the expressions, the structures, and the composition of their sentences and intended meanings remind of an Arabic way of thinking. Many expressions do not exist in the target language, the translation used which is word for word makes for a wrong thought that could only be understood by someone who shares a similar culture. Their arguments, too, were more culturally bound. The control group had a better understanding of the task and type of information to be employed. Few subjects had also used word for word translation but it was not as common as the experimental group.

### **3.6.2. Communicative Achievement-Based Comparison**

The figures show that both the control and the experimental groups have achieved a high grade of four out of five. However, 58.6% subjects of the control group have attained the average while only one subject, 8.3%, of the experimental group has. The control group subjects had a better control over the conventions of the task, when it came down to using expressions and ideas, in a form that was the most attracting for the reader, their use of grammar and lexis was done effectively in a manner that was both correct and persuasive. They knew how to convince the audience and deliver their point of view and their arguments, something that most subjects of the experimental group have unsuccessfully struggled with.

The control group was on the whole better informing for the audience. They had more complex ideas with better substance and depth and they were communicated to the audience in a more effective manner, this comes in contrast to what the experimental group produced. The experimental group's ideas were more culturally bound and they were mainly confined into a simpler point of view that was not able to see things more openly, but rather these ideas echo that these subjects were culture specific in their thinking.

Both of these groups provided straightforward ideas, but the control group wrote in a more sophisticated way that held the reader's attention. The simpler ideas of the control group were more appealing than those of the experimental group; they did not show a level of competency that was related to a beginner level as those of the experimental group have.

### **3.6.3. Organization-Based Comparison**

The results of the grading of the essays in terms of organization allow for the following interpretation. There is a noticeably large difference between the two groups based on the figures showing the percentage of the grades. In figures 03 and 06, we can see that the control group has done better in terms of quality of their essays and the marks are a proof of

that. 41.7% of them achieved the average while there is only a 16.7% rate on the part of the experimental group. The dissimilarities between the two groups are due to the following aspects.

First, based on a pattern of grading that purely follows the norms of an academically structured essay; the control group clearly has a better grasp on the writing skills that are required for an argumentative essay. Most of the subjects of the control group have provided their essays with suitable thesis statements at the end of each introduction paragraph that referenced the key elements that they tackled in their body paragraphs. The body paragraphs were written well while following a step-by-step development of the ideas linked to the topic sentence of each body paragraph. These topic sentences are in their turn organized by the order that was aforementioned in the thesis statements. There was also a better work of transition between paragraphs done by the control group, while the experimental one had either one body paragraph, or just plain paragraphs that seemed out of place and were not dedicated to the development of one idea, but mostly as fillers with many half-baked ideas that played the role of fillers to avoid blank space.

Second, cohesion was also better on the part of the control group, they have done a better job of keeping their ideas and thoughts in a developmental pattern that proved to keep the reader interested and held his attention for the remainder of the essay. There was a flow of ideas that were linked using cohesive devices and transitional markers which made it easier for the reader to understand that the writer was going to move to a different point of discussion.

There were not many unrelated ideas and unnecessary additions used as filler, also not many omissions or unfinished ideas. The experimental group performed poorly in general when it comes to these aspects; there were many errors related to both cohesion and coherence, which proved that the level of these students was below those of the control group.

#### 3.6.4. Language-Based Comparison

A comparison between the figures and the tables provided for both the control and the experimental group ( table 4 and 8/ figure 4 and 8) show that only one student from the control group could achieve a full mark which is five out of five while the best performance from the experimental group could only go up to a four. We also notice that in the experimental group, the students who have achieved the average which is a mark of three or above are 16.7% while the control group had averaged a rate of 41.6%.

The subjects of the control group had a better range of vocabulary and less common lexis. The control group had a better control of their vocabulary than the experimental one, managing to place the words they used in the right order as well as using the less common vocabulary, or in other words, more sophisticated terms and type of speech effectively in a cohesive manner. Even though the experimental group offered some interesting terms and vocabulary at times, they were not always appropriately employed and they were sometimes out of place and made no sense. They also struggled in transferring their ideas from Arabic to English when they had to deal with more complex ones, the translation of their thoughts, and the expressions used were not always correct. Many sentences were direct translations of an Arabic-based thinking into English.

Flexibility of the use of simple and complex grammatical forms was mainly maintained in the control group. The latter overall performed better in terms of making fewer errors. These errors did not seem to impede communication or the understanding of the ideas. However, the experimental group did make mistakes that made the communication of ideas and the understanding of the text harder for the audience. These mistakes as mentioned above represent cases of negative transfer of grammatical rules from the mother tongue in an effort

to convey a meaning that does not exist in English, or in other words, writing down sentences as would be heard in Arabic, resulting in incorrect grammatical rules, mostly not flexible.

## Conclusion

This research paper commenced on the basis of a thesis statement that suggested that there is a positive impact on the outcome of students' writing production when aided with the translation of key words of assignments. An impact was noticed through the analysis of the data gathered while performing a test on 24 subjects. The subjects were divided into two groups instructed to write essays on one topic, Globalization. The control group was then handed the topic of writing without any interference while the experimental one was provided with key words translations. Through the process of paper grading and analysis of the results, there was clearly many similarities between both groups' papers in the language they used to show their thoughts; the main point of similarity that struck us as the most obvious were the culture specific manner in which most students came up with their supporting ideas. We believe that this was due to the attitude that they had adopted while taking the test; they had given too much attention and focus to the keywords, which was shown in their use of expressions, choice of lexis, and grammatical structures with which they laid a foundation for their arguments. There was not a clear sign of a benefit acquired on the part of the experimental group from the provision of the translation of keywords. The major points that this study has shown can be summarized as follows:

- Translation both facilitates and hinders Foreign Language writing.
- With the assistance of translation, students were ready to think in Arabic and write in English. The students seemed to think more clearly about their ideas in Arabic.
- In communicating ideas, students most of the time relied on their Mother Tongue to provide the intended meaning.

- Translation did not affect the use of vocabulary. (Both the groups provided slightly similar lexis although the control group was a little better).

### **General Conclusion**

Writing is one of the major skills that any student needs to perfect while learning a language, be it their first, second or an extremely different Foreign Language. It is an aspect of our daily life that is used in almost any area of our interactions with the outside world as active members of society. Therefore, there is an undeniable focus by researchers, teachers and even students on the best possible ways to teach and learn it, improve it and enhance its production. Teaching writing in a Foreign Language to any new learner at its beginner level requires the teacher to find the most helpful method to get the message across to learners struggling with many aspects of the said language. Many teachers prefer to introduce the language, its vocabulary, and its grammatical rules while incorporating the mother tongue to help with the explanation of the foreign and strange words and concepts that the students have never encountered before. This use of translation in classroom settings has been a long standing debate over the genuine effects it imposes. Helping students with translation of keywords in the writing essays is an even more interesting debate and research as it invokes questions of not only the effect it has over their grammatical and vocabulary use of the language, but the way they proceed with their thought process and self-expression as well and language use.

Our study had commenced with the intent of figuring out the effects that the use of key words translation in an essay writing assignment has on the ideas and the language used by the students. We had intended to prove the positive effects that this experiment would have on students in their advanced level of English learning as they are students of First Year Master degree. The experiment was to provide the subjects with Arabic translation of key words that



were deemed important for their writing assignment titled “Negative Effects of Globalisation on Culture”.

The interpretation of the results leads us to conclude that this study actually inquired our thesis statement. Translation of key words to guide the students did not help much in our study. But to be fair, our results have taken one test, it is not a continuous observation over a certain period of a classroom using this model for several tests. Maybe if this is incorporated more mildly with external guidance of teachers as supposed to simply handing them a test without talking to them, it could start to show more favourable results. Translation could prove beneficial when helping students come up with new ideas and concepts, as the understanding of difficult words could broaden their thinking and help them be more creative. But this is sometimes limited as this translation warps and diverge their imagination and makes it culture specific. Therefore there is a need for teacher interference and guidance as the method is taking place in order not to lose control of the expected and the wanted results.

### **Recommendations**

Further recommendation about our research showcases the fact that though we had arrived at a realization that has in turn inquired our initial thesis statement (hypothesis partially disconfirmed) that was put forward in support of translation; the results themselves are still inconclusive as more research needs to be done on the matter. The actual benefits are not clearly seen throughout this research paper as a result of limitations.

### **Limitations of the Research**

Despite the extensive and careful preparation and selection of the variables and the conditions of the research, some limitations and disadvantages are doomed to exist. Firstly, the sample was small; both the groups included only twelve students which could not

represent the complete intermediate level. There is also a need for further testing needs to be done to confirm the already achieved results of the first batch of subjects, but due to time constraints, this couldn't have been accomplished.

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## LIST OF APPENDICES

- 1. Question of the Essay for the Control Group**
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- 6. Sample of the Experimental Group (Student No 1 Essay)**

### 1. Question of the Essay for the Control Group

Globalization would have an immediate impact on our cultural life. What aspects of this life would be more negatively affected, and why?

### 2. Question of the Essay for the Experimental Group with Translation

Globalization would have an immediate impact on our cultural life. What aspects of this life would be more negatively affected, and why?

#### Keywords in Arabic:

Globalization: العولمة

Negatively Affected: متأثرة سلبا

Aspects: مظاهر

Our cultural Life: حياتنا الثقافية

Immediate Impact: تأثير فوري/مباشر

### 3. The Suggested Essay Outline Pattern

#### 1- Introduction:

##### a- Summarized Thesis Statement:

Globalisation marginalizes less dominant cultures particularly in three main aspects: religion, education and fashion.

#### 2- Body Paragraphs:

##### 2.1 First Main Point

###### 2.1.1 Main Topic Sentence

###### 2.1.1.1 Supporting Ideas:

- People are led astray from religion.
- The blurring of lines between religions, ethics, and what constitutes the norm in modern times.
- Religious minorities of less powerful political parties or countries are seen as the enemy.

##### 2.2. Second Main Point

###### 2.2.1 Main Topic Sentence

###### 2.2.1.1 Supporting Ideas:

- Education is globally led in favour of the more powerful country.
- The emergence of new curriculums that are viewed as culturally irrelevant or unacceptable.
- The use of education as business model to profit rather than actually educate.

##### 2.3. Third Main Point

###### 2.3.1 Main Topic Sentence

###### 2.3.1.1 Supporting Ideas:

- The deterioration of social moral fabric because of the so called liberal clothing freedom
- Fashion as a means of control of more powerful countries on new generation by means of blind imitation and following.
- The blurring of the lines of gender in the name of equality and the imposition of unisex clothing.

3- Conclusion.

#### 4. Writing Assessment by Examiners in the Cambridge English: Advanced (CAE) and Business Higher Exams

C1	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANIZATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication .
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of

	informed.			less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

<b>CAMBRIDGE ENGLISH: ADVANCED (LEVEL C1) WRITING CONTENT</b>	
<b>Name of the student</b>	
<b>Is all content relevant to the task?</b>  <b>Good</b>	<b>Not so good</b>
<b>Is the target reader fully informed?</b>  <b>Good</b>	<b>Not so good</b>
<b>Content mark:</b>	

<b>Communicative Achievement</b>	
<b>Does the writer use the convention of the task effectively to hold the reader's attention?</b>	
<b>Good</b>	<b>Not so good</b>
<b>Does the writer communicate straightforward and complex ideas?</b>	
<b>Good</b>	<b>Not so good</b>
<b>Communicative achievement mark:</b>	

<b>Organization</b>	
<b>Is the text well organized and coherent?</b>	
<b>Good</b>	<b>Not so good</b>
<b>Does the writer use a variety of cohesive and organizational patterns to generally good effect?</b>	

<b>Good</b>	<b>Not so good</b>
<b>Organization mark:</b>	

<b>Language</b>	
<b>Does the writer use a range of vocabulary including less common lexis appropriately?</b>	
<b>Good</b>	<b>Not so good</b>
<b>Does the writer use a range of simple and complex grammatical forms with control and flexibility?</b>	
<b>Good</b>	<b>Not so good</b>
<b>Are there only occasional errors that do not impede communication?</b>	
<b>No errors or only occasional errors (not impeding).</b>	<b>Frequent non-impeding errors</b>
	<b>Impeding errors</b>
<b>Language mark:</b>	
<b>Comments:</b>	



t-Test

Dear participant,

We are thankful to you for your acceptance to participate in this research test. The latter is not intended to attribute evaluative scores, but it anonymously gathers data for eventual consideration regarding performance in EFL writing. We would appreciate you willingly responding to the assigned topic in your most objective manner.

**Essay Prompt:** Globalization would have an immediate impact on our cultural life. What aspects of this life would be more negatively affected, and why?

Globalization as the name suggested may mean or may stand for unifying the world, or making the world a small village, under one cultural, political, and economical law. according to my own perspective, globalization entails that all the countries all over the world, should be restricted and blindly follow a dominant country, abolishing all distinct cultures and even religions. Thus, it clearly has undeniable effects on our cultural life.

One of the aspects of our life that could be negatively affected by globalization is the following: it could be considered as a cultural one, to put it another way, by losing one's cultural identity when the less dominant countries are



following the laws and rules set by the dominant country, even unwillingly or without being aware of its tendency. This cultural aspect can be clearly seen, in our behavior that has been affected and altered, and even our way of thinking, when we deny our Islamic identity and imitating foreigner cultures that contradict our religion principles. I may say that the misuse of technology and modern devices contribute to this effect in one way or another, simply because the main reason behind the claim of making the world a small village is affecting our community members neither their ideas or beliefs nor their behavior.

Another negative impact that globalization may have on our life, is the political aspect, simply because it is a witty trick that all countries fall in, under the claim of democracy, when those countries are supposed to enjoy more freedoms, i.e. to choose what satisfies their religious and cultural identity, in addition to all the choices that should be made to suit their communities, but unfortunately, all the countries that could be considered as

less dominant ones are melting on the dominant country  
rules and identity, we could say, because they have no  
choice, since they allow this country to control them.

To sum up, globalization as a wide spread  
phenomenon that we all know, have uncountable impacts  
on our life, but, the painful reality, is that we all have  
a clue about it, maybe we are aware of these serious impacts  
but we do nothing, as a reaction towards this phenomenon.



Faculty of Letters and LanguagesDepartment of Englisht-Test

Dear participant,

We are thankful to you for your acceptance to participate in this research test. The latter is not intended to attribute evaluative scores, but it anonymously gathers data for eventual consideration regarding performance in EFL writing. We would appreciate you willingly responding to the assigned topic in your most objective manner.

**Essay Prompt:** *Globalization would have an immediate impact on our cultural life. What aspects of this life would be more negatively affected, and why?*

**Keywords in Arabic:**

Globalization: العولمة

immediate impact: تأثير فوري / مباشر

our cultural life: حياتنا الثقافية

aspects: مظاهر

negatively affected: متأثرة سلبا

Globalization is a term refers to make the whole world as one culture, it is a phenomenon that effect widely our cultural life as Arabs in general and Muslims in particular, it tends to change our culture by involving some behaviors and attitudes that not acceptable in our culture. It has an immediate impact on many aspects of our cultural life.

One of the aspects that are deeply effected by this phenomenon is our life style. As we know, in our religions, girls have a particular kind of clothes to wear like ELHEJAB so that girls can not be harmed and be respected by others, but nowadays and because of globalization, the majority of girls follow another rule (fatten) made by the west, they became addicted to

fashion clothes like jeans and short dresses, even that they put a new rule to wear "El Khimar", and many of them lost respect for themselves.

Also, another aspect that is mainly effected by Globalization is our traditions. Many of our traditions are disappeared, and instead of being protected by the new generations, they forgot about them and they celebrate the western traditions even their celebration, as what happens in those last years, in which the arab world in general celebrate the new year as the western world do, and that is not allowed in our religion at all.

At the end, Globalization is a phenomenon that tend to destroy in particular the Arab culture and their identity, that's why, we should protect our culture and instead of follow the western culture, why we do not just make them follow our culture.

## **RESUME**

L'expression écrite est l'une des principales compétences de base que tout étudiant doit maîtriser afin d'atteindre un niveau de compétence et de performance élevé dans une langue étrangère. De plus, c'est le processus dans lequel la plupart des examens et des travaux sont terminés. Ce document de recherche quantitative a exploré l'utilisation de la traduction comme une aide dans le processus d'exécution de la tâche de l'écrit. Il a examiné les effets d'une telle utilisation, qu'elle soit négative ou positive. Cela a été fait au niveau des étudiants de 1<sup>er</sup> année master au département d'anglais à l'Université de Mohamed Seddik Ben Yahya, Jijel. La recherche a débuté par la revue d'études antérieures menées sur le sujet ainsi que la collecte de données recueillies lors du dépistage de 24 sujets. Les participants ont été divisés en deux groupes, groupe témoin et groupe expérimental. Le groupe expérimental a été remis la traduction des mots-clés utilisés dans la tâche de l'écrit à accomplir. Le groupe témoin a été invité à écrire directement sans traduction. Une analyse des résultats s'est ensuite poursuivie et une comparaison des résultats entre les deux groupes a été effectuée. La conclusion a démontré les effets de l'utilisation de la traduction sur la tâche de l'écriture et les bénéfices ou les défauts de cette pratique sur la compétence de l'écriture spécifiquement, et l'apprentissage d'une langue plus généralement.

## المخلص

الكتابة هي واحدة من المهارات الأساسية التي يحتاجها أي طالب من أجل تحقيق مستوى مؤهل في الكفاءة والأداء الجيد في لغة أجنبية. إضافة إلى ذلك، هي العملية والوسيلة التي يتم بها إنجاز معظم الامتحانات والأعمال. كما استكشفت هذه الورقة البحثية الكمية استخدام الترجمة كمساعد في عملية أداء مهمة الكتابة ونظرت في آثار مثل هذا الاستخدام، سواء كان سلبيا أو إيجابيا. وقد تم ذلك على مستوى طلاب السنة الأولى ماستر في قسم اللغة الإنجليزية في جامعة محمد صديق بن يحيى، جيجل. بدأ البحث من خلال قراءة الدراسات السابقة التي أجريت حول هذا الموضوع، من خلالدمج البيانات التي تم جمعها من اختبار أربعة وعشرين شخصا بعدها تم تقسيم الموضوع إلى مجموعتين، المجموعة الضابطة والمجموعة التجريبية. ثم تسليم المجموعة التجريبية ترجمة الكلمات الرئيسية المستخدمة في مهمة الكتابة التي طلب منهم إنجازها. وطلب أيضا من المجموعة الضابطة أن تكتب المهمة مباشرة دون ترجمة. وتبع ذلك تحليل النتائج وإجراء مقارنة بين نتائج المجموعتين. وقد أظهر الاستنتاج آثار استخدام الترجمة على مهمة الكتابة والفوائد أو السلبيات المتحصل عليها لهذه الممارسة على مهارة الكتابة على وجه التحديد، وتعلما للغة بشكل عام.