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An Investigation of the Use of Translation as a Pedagogical Tool

in the Teaching of English as a Foreign Language

The Case of second year pupils at Terkhouche Ahmed and Bouraoui Ammar

secondary schools

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DIDICATION

In the name of Allah,

The most Compassionate,

The most merciful

This work is dedicated

To our families

To our friends

To our teachers

To all master graduates of the 2017

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Abstract

The current study aims to discover the extent to which translation is used in the Algerian secondary schools EFL classes. It attempted also to get insightful and in-depth understandings of this practice from the teachers' and learners' perceptions. As a primary assumption, translations seems to have no role to play in the Algerian foreign language classes since the authorities adopted a monolingual principle realized in Communicative Language Teaching. This work consists of a theoretical discussion of the literature related to the topic which is supported by a field investigation carried out in two secondary schools using different data collection methods including classroom observation of six (6) classes of the second year at two secondary schools, a questionnaire administered to ninety six (96) pupils, and semi-structured interview with six (6) teachers. The findings suggest that the monolingual principle prevalent in the current academic discussion of the language teaching has not greatly affected the teaching situation at the secondary schools in Algeria, since the mode of instruction is largely cross-lingual with a fairly use of translation that is mainly associated with the classical language teaching. Results showed that learners hold positive attitudes toward this practice but they lack the appropriate guidelines especially in dealing with translation exercises. The teachers showed reluctant views in regard to the use of translation in language teaching, and they claim that curriculum constraints, learners' needs, and the uncommunicative nature of translation are the major reasons behind their attitudes.

List of Abbreviations

CA   Contrastive Analysis

CAH   Contrastive Analysis Hypothesis

CBA   Competency-Based Approach

CLL   Community Language Learning

CLT   Communicative Language Teaching

CS   Code-Switching

DM   Direct Method

EFL   English as Foreign Language

ELT   English Language Teaching

FL   Foreign Language

FLT   Foreign Language Teaching

FTM   Functional-Translation Method

FLA   First Language Acquisition

GTM   Grammar-Translation Method

L1   First Language

L2   Second Language

NNST   Non-Native Speaker Teacher

NST   Native Speaker Teacher

PTF   Pedagogical Translation Framework

SLA   Second Language Acquisition

SLT   Situational Language Teaching

ST   Source Text

TEFL   Teaching English as Foreign Language

TILT   Translation in Language Teaching

TPR   Total Physical Response

TT   Target Text

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General Introduction

1. Background to the Study

Today there is a great deal of emphasis on the study of foreign languages. The ability to speak a foreign language is no longer merely an advantage. The domain of foreign language teaching is a vital and dynamic one, from its beginnings it was characterized by a hot pursuit for the magic formula to teach a foreign language (FL) effectively. The 20th and 21st centuries were marked by the rise and fall of a myriad of method and approaches to FL teaching. Consequently, this area becomes the battle field of many opposing assumptions and perspectives that go beyond the confines of language classrooms to influence other sectors such as politics, economy and ideology.

Translation in language teaching (TILT henceforth) is one of the many issues that are hotly debated on whether it should be included in the teaching of foreign languages or not. The question of TILT has been a very problematic one, as the recent teaching theories mostly support monolingual teaching. The use of translation is considered a breaking of rules and possibly even the teacher's fault. However, this does not mean that translation is not being used in foreign language classrooms anymore. Even though it has been outlawed from language teaching in theory, translation remains widely used in practice.

A glance at the language teaching literature reveals that the role that translation played in the teaching and learning of a foreign language has gone through three different stages: predominance, rejection/absence and stage of progressive reinstatement (Zabalbeascoa, 1990; Alcarazo López and López Fernandez; 1996) (cited in Carreres, 2006, p.4) .Translation as a teaching method was first put into practice in the teaching of classical languages through what is known as Grammar Translation Method. The students were required to carry out

decontextualized word-for-word translations, and memorize extensive vocabulary lists with their equivalents in the mother tongue (Richards and Rogers, 2001, p.6). The expected result was the improvement in the ability to read and write with a particular aim at being able to read and translate literary works. This method was later adapted to teach modern languages and in some parts of the world still survives and remains popular. Toward the mid-nineteen century, criticisms leveled against Grammar-Translation Method (GTM) in general and translation in particular.

After enjoying a one century of dominance, translation in EFL came into question by a group of enlightened linguists and pedagogists such as Henry Sweet from England, Wilhelm Vietor from Germany, and Paul Passy from France. These people led what we called "The Reform Movement". This movement came with a very basic idea that it was "No translation is allowed" in language classes. As a result, translation was outlawed and totally banished from the language teaching community for several decades; during this period a monolingual approach was adopted and supported by the successive methods as the Direct Method (DM), Audiolingualism, and Communicative Language Teaching (CLT).

However, for some years now there has been an increasing interest in translation as a practice in language teaching classrooms. Many practitioners in the field have started to redefine the place and the role of translation. This general trend is reflected in the innovative ideas about the integration of translation as a pedagogical tool in language teaching curricula. The writings of Guy Cook "Translation in Language Teaching" (2010) and Wechsler Robert "Functional-Translation Approach" sparked a heated debate even among the most proponents of monolingual instruction. Few years later, the situation seems to be rapidly changing, though it is far from complete. A major turnaround in ELT thinking on the way towards a rehabilitation of translation came with the publication of the outstanding work of Vanessa Leonardi "The Role of Pedagogical Translation in Second Language Acquisition". In this

work, Vanessa Leonardi came up with an appropriate framework to integrate translation in language teaching called "The Pedagogical Translation Framework".

2. Statement of the Problem

As discussed before, translation has been revitalized again in EFL classes in an innovative way. Translation started to be used as a pedagogical tool to help learners acquire, develop, and strengthen their knowledge and competence in FL. Despite the claims of the reintegration of translation in the international FLT, the communicative approach still argues against its use. In the Algerian context, the educational system adopted in 2003 the Competency-Based Approach (CBA); that is communicative in which translation is neglected and not allowed by the language teaching authorities in this country.

3. Aims of Study

Little attention has been paid to the issue of using translation in the context of Algerian EFL classes. Few studies have been conducted about this issue. Hence, this study aims to investigate the use of translation in the Algerian secondary schools' EFL classes. Moreover it attempts to find out more about the attitudes of secondary school learners and teachers towards translation, and to learn more about how they perceive and approach the translation process itself. Special attention is also paid to what kind of resources used when translating.

4. Research Question

The core question of this investigation is whether translation is used appropriately in the Algerian context as a pedagogical practice. In addition, other sub-questions are addressed in this study:

➤ To what extent is translation used in EFL classes?

➤ What are the teachers' and learners' attitudes towards the use of translation?

➢ To what extent translation is appropriately used in the Algerian secondary school EFL classes?

5. Methodology and Means of Research

The methodology used in carrying out the field investigation consists of a mixed type of the qualitative and quantitative paradigms; each paradigm has its own advantages and short comings .Using a mixed type of research paradigms helps the researcher to collect different types of data and information from different informants.

Concerning the research means to be used in this study a classroom observation, semi-structured interviews, and questionnaires are designed as the main methods of data collection. The purpose of using classroom observation is to identify when/why/how translation activities are used, and everything that is observed is registered in a developed observation scheme. Semi-structured interviews are used to gather teacher's beliefs and opinions whereas those of learners are probed by a questionnaire which is designed to facilitate the data elicitation. Through the use of different data collection methods and different informants, triangulation is possible in order to verify the obtained findings.

7. Structure of the Study

The present dissertation is divided into two chapters. The first chapter is devoted to theoretical works in the language pedagogy and Second Language Acquisition (SLA) that underpin the topic under investigation. Accordingly, this chapter consists of three sections; the first one provides a firm ground of the terms and concepts related to TILT, whereas the second concentrates on the historical development of the use of TILT, and shed light on some of the pedagogical and non pedagogical arguments against its use in foreign language teaching. Finally, the third section presents the counter arguments in favor of using TILT, and evaluates the innovative ideas for a better integration of translation in FL classrooms.

The second chapter is divided into two sections. The first one includes a short description of the research methodology implemented in the practical part of this study, namely classroom observation, questionnaires and interviews, in addition, to a description of the second year unit of instruction. The second section represents the field investigation where the research questions are answered through the analysis and discussion of the data collected.

Chapter one

Chapter One: Theoretical Framework

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Chapter one: Theoretical Framework of Translation in Language Teaching

Introduction

       Translation in the language classroom is by no means a new phenomenon; it has been used in various forms and to varying extents for many centuries and, needless to say, classroom language teaching started with translation. Translation as a teaching method was first put into practice in the teaching of classical languages. The students were required to carry out word-for-word translations and memorize extensive vocabulary lists and rules of grammar. The expected result was the improvement in the ability to read and write with a particular aim at being able to read and translate literary works. This method was later adapted to teach modern languages, and in some parts of the world still survives and remains popular. It does not, however, comply with modern views on language instruction as represented by Communicative Language Teaching which is fed by continuous education and linguistic research. The needs of language learners are nowadays distinctly different from the needs of learners instructed by means of Grammar Translation Method several centuries ago. The GTM is undoubtedly out of fashion now, yet a time has come for translation to be revived and employed within the communicative framework, since a large part of the research community dealing with language pedagogy has started to recognize the role of translation.

       Accordingly, the present chapter is presented in three sections: The first one is devoted to clarify a common ground of terminology related to this dissertation, it is important to explain what should be imagined under the expression "translation" and the terms that sprung up with its use. The second section aimed to give a historical view to map the developments of translation in language teaching according to various teaching methodologies, and survey the pedagogical and non pedagogical reasons that led to the demise of translation. Finally, the third section reflects upon the innovative ideas about the appropriate integration of translation in language teaching.

1.1 Section one: Defining Terminology

The current section attempts to give a brief digest of the key concepts of this study and establishes a firm ground of terminology that puts the reader in the appropriate context of the present investigation .The emphasis of this section is on the concept of translation and its relevance to the current study, since this term is approached from different angles and perspectives. Before dealing with the definition of Translation in Language Teaching(TILT),other terms that developed within the dilemma of translation in language classrooms are briefly examined in three distinctive dichotomies; Monolingual versus Bilingual Approach, Monolingual versus Multilingual Classroom and Native versus Non-native speaker teacher.

1.1.1 The Monolingual versus the Bilingual Approach

Throughout the world, many language institutions are in favour of the so called "Monolingual Approach" or the "Only-English Policy" to be the key factor to successful learning such the case of the French and German language departments, whereas others like those in China and Japan suggest employing a "Bilingual Method". This dilemma is dated back to late ninetieth century when the reform movement was at the apex of language teaching.

The Monolingual Approach sustains that the only medium in EFL classrooms should be the target language because as Sharma (2006) stated "The more students are exposed to English, the more quickly they will learn" (p.80). It was argued that students acquire a foreign language the same way they acquire their mother tongue. Therefore, as the goal of teaching is to achieve a near-native competence, the mother tongue should not be used in EFL classrooms (Jadallah & Hassan, 2011). Proponents of "Only-English policy" consider that the

mother tongue, and thus, translation is an interference which obstructs the learning environment. They support the use of the Monolingual Approach because when the teacher uses translation regularly, students become less interested in listening and reading in the target language and gain less proficiency (Chowdhury, 2010). The students can understand what they read or hear although they do not know the exact meaning of words, therefore, translation is not necessary; it keeps students think in their mother tongue. For this reason, it is better to teach English as a foreign language through the medium of English (Jadallah & Hassan, 2011). The monolingual Approach was reflected in the twentieth century teaching methods and approaches such as: The Direct Method, Audioligualism, Situational Language Teaching, Natural Approach, and Communicative Language Teaching.

Bilingual approaches favour the use of both the mother tongue and translation, and their association with cognitive development shows that although translation is a deliberate teaching choice for language teachers, it is at the same time a naturally-occurring and cognitive activity for students when learning a foreign language which cannot be stopped or avoided (Mondal, 2012). Researchers such as Atkinson (1987; 1993), Macaro (2001), Widdowson (2003), Nation (2003) and Cook (2003), all advocate the bilingual approach. Cook (2008) and Jadallah & Hassan (2011) claimed that those who support only-English policy in EFL classrooms have not provided clear reasons and adequate evidence for their views. They also assume that the use of L1 and thus translation is a natural act and a common feature of learning. Tsakamoto et al. (2012) argued that, to date, the Only-English Approach is not guaranteed to reinforce language learning. Another argument made by Cook (2001) stated that "the problem with the Monolingual Approach is limiting students' horizons" (p.174). Bilingual Approach, raises awareness of similarities and differences between L1 and L2 in language learning, and opens a wide view of the target language through the already existed linguistic system.

1.1.2 Monolingual Classroom versus Multilingual Classroom

A monolingual classroom is one where all the students have a common language other than English, and often a common culture too; for example, Japanese in class in Tokyo or Arabic in class in Algiers. Most monolingual English classes take place were English is not the native language; it can be the second or the foreign language. Whereas, multilingual classes are the ones where the students have different languages as their mother tongues and do not share a common cultural background. Such classes are typically found in countries like the USA, UK, Canada, and Australia where there are tremendous numbers of immigrants from all around the world. In our case, the Algerian classes are considered purely monolingual classes (Atkinson 1993, p. 4).

Monolingual classes have the advantage of being homogenous in regard to the common L1 and culture shared by all the students, hence the teachers may profit from this point, and help the learners to develop their knowledge in L2 using L1 based activities. One of the key implications in monolingual classrooms is the use of technological devices and internet based applications to increase the learners' exposure to the authentic English as it is used by its native speakers. Nowadays, applications such as Facebook, Twitter and Skype chat are playing a major role in developing the learners' competencies in foreign languages inside monolingual classrooms.

Multilingual classes usually take place in an English speaking environment; this means that the learners often have many opportunities to practice English outside classroom. The learners bring different cultures and diverse backgrounds to the class; this can be stimulating and motivating. In addition, the learners use only English in their interactions, for this reason, practice can be very realistic and enjoyable. Many specialists assume that the multilingual classes are the best kind of language classrooms. However the monolingual situation has powerful advantages of its own. Atkinson (1993) argued that:"In reality, it is

impossible to say that one type of class is simply better than the other; it depends on so many things. For many learners, the ideal would be a combination of monolingual and multilingual learning such opportunity obviously is not available for most learners" (p.6).

1.1.3 Native versus Non-Native Speaker Teachers

There is a stereotype that takes for granted that a native speaker teacher (NST) is by nature the best person to teach his/her foreign language. This assumption leaves little room for non-native speaker teachers (NNST) in the market of foreign language teaching ,hence being a native speaker of the language to be taught is the precondition to get a language teaching job especially in European states, Middle East and to a lesser degree in China. The issue of the native and non-native dichotomy often invites a heated discussion, involving a wide range of complex matters such as the ambiguous definition of English nativity, language prestige and ownership, insufficient linguistic proficiency and low professional self-esteem associated with NNSTs.

The most common definition of the native speaker is that of bio-developmental, proposed by Davies (1991): "The first language a human being learns to speak is his *native language*; he is a *native speaker* of this language" (Cited in Cook, 1999, p. 185). In other words, a person is a native speaker of the L1 he or she grew up with. This bio-developmental approach to defining the native speakership, in essence, presents an unchangeable fact that characterizes individuals linguistically. Stern (1993) suggested four features that characterize a native speaker of a given language; (1) A subconscious knowledge of rules (2) An intuitive grasp of meaning (3) The ability to communicate appropriately within different social contexts (4) A range of language skills, and creativity of language use (Cited in Cook, 1999, p.186).Non-native speakers, on the other hand, are generally conceived as speakers of a language that is not their mother tongue. Theoretically, they are considered to lack the native

speaker features presented above. However, Phillipson (1992) argued that "non-native speakers can learn native speaker abilities such as fluency, knowledge of linguistic expressions, and cultural understanding" (p.12). Davies (1991) also denied the unique and permanent difference between native and non-native speakers, claiming that "L2 learners can acquire native linguistic competence of the language" (p.25).NNS exhibit differing degrees of native or near-native fluency attributed to their education, the amount of exposure to the target language and its culture, motivation, and aptitude.

Returning back to the ELT context, it is easy to think of convincing reasons why NSTs of English have a lot of advantages as teachers of the language. According to Braine (1999), NSTs speak more fluently and intuitively correct than their non-native colleagues. NSTs have sociolinguistic competence, which means they know how to speak appropriately in different contexts, due to their knowledge of the speech community's cultural background and communication rules and strategies. Cook (1999) focused, especially, on the native speaker's creativity in language use and knowledge of standard and non-standard forms of English as a big advantage over non-native English speakers. Furthermore, Cook claimed that it is important for learners of a language to experience native speaker language use to get an idea of how to use the target language correctly and appropriately. NSTs have the importance of to foster the learners' feelings of confidence that they really know English well. The NSTs has also the ability to insist on the students to use English in the classroom; especially if he/she does not know the learners' L1 (Atkinson 1993, p.7).It is also claimed that NSTs language is much more authentic, living and perfect than that of the NNSTs (Gill and Rebriva, 2001, p.53). This implies that the natives' language is more correct and up to date than the non-natives' one as the NNSTs might use an outdated, too formal or "bookish" style of the language because they may lack the appropriate sociolinguistic knowledge that help them to distinguish between the formal and informal instances of language use. Despite all

these powerful arguments in favour of NSTs, using NSTs as educators can be a problematic issue. Braine (1999) mentioned that" NSTs are often hired as teachers simply because they are native speakers without regard to their teaching competences and skills" (p.26). This can result in having a teacher with good language skills, but little or no teaching skills. Generally, NSTs do not know the students L1, as such NSTs always fail to understand their students problems with the language or the learning process, for example, they are not able neither to understand the problems occurring through negative transfer from the learners' native language nor use it in the teaching context to explain abstract concepts and the cultural differences associated with the use of L2 (Gill and Rebrova, 2001).

Although many language institutions prefer NSTs, NNSTs do have many advantages in language teaching as well, especially in monolingual classes where both the learners and the teacher share the same native language. Atkinson(1993) divided the special resources of the NNSTs in monolingual classes into three main areas(1)Knowledge of the target language and the learning process,(2)Knowledge of the learners' L1,and(3)Knowledge of the learners' environment and culture. In regard to the first area, NNSTs have better insights into the language learning process because they have undergone the same learning process, the same problems and the same mistakes as their students' experience; therefore, NNSTs can be the perfect language learner model for the students(Braine, 1999).Secondly, the knowledge of the learners' L1 can be very important since many errors have their causes in the L1,teachers who know the learners L1 therefore are in better position to know which aspects of the target language to concentrate on in their teaching (Atkinson, 1993, p.8).The environment and culture of the students have a considerable effect on their achievements in the target language. In most of the monolingual classes learners come from similar backgrounds and live in similar environment. The NNSTs knowledge of the learners' cultural background helps the teachers to understand their students learning styles and the language teaching institutions'

methods and techniques(Gill and Rebrova, 2001).NNSTs also have their weaknesses and problems in the teaching of foreign languages, it is assumed that NNSTs do not have the fluency, general language proficiency and cultural knowledge as NSTs have, this means that they are not as secure and flexible in language use as their native colleagues (Braine, 1999) . Moreover, many non-native teachers cannot use the target language as creatively as their native colleagues do; they have problems understanding jokes and analyzing or interpreting texts (Braine, 1999), thus, how can they be able to teach their students those aspects of language which can be useful or even necessary in daily communication?

Understanding the three dichotomies explained above is of crucial importance to the current study .The situation of translation in foreign language teaching is strongly affected by the perspectives and arguments presented by the opposing parts of each dichotomy.

1.1.4 Definition of Translation

It is important to clarify and examine the term translation thoroughly, since many people in the running discussion about this topic just take the word itself for granted or tend to generalize by identifying translation with Grammar-Translation Method. Defining translation is not nearly easy as it seems. Guy Cook (2010) asserted that its meaning is by no means straightforward and it is also rather "slippery" (p.54). Let us now explore the term in order to, at least partially, grasp its meaning and specify what translation means within this dissertation.

The meaning of the word varies from one culture to another, and there is a plethora of definitions of translation that could be mentioned here. Consequently, it is almost impossible to select a single one. Leonardi (2010) conceded that it is often the case that translation is considered from a purely linguistic point of view as a "merely mechanic...activity at replacing lexical and morpho-syntactic elements from one language to another" (p.65). According to the

definition from the MacMillan English Dictionary for Advanced Learners, which is remarkably similar to the one in the Oxford Advanced Learners' Dictionary, translation is the "process of changing something that is written or spoken into another language" Such a view of translation with no attention to the extra-linguistic reality is arguably a little simplistic, nonetheless, it has been adopted by many translation theorists such as Kristen Malkmajaer (1998) and Allen Duff (1987). With regard to translation as a process between two languages, according to Munday (2012) asserts that "it implies the modification of the optimal text or source text (ST) in the original language or source language (SL) into a new text or the target text (TT) in a new language the target language (TL)"(p.12).

Jakobson (2000)distinguished three types of translation "Intra-lingual Translation i.e. rewording of verbal signs with different verbal signs of the same language, Inter-lingual Translation, i.e. translation proper in which verbal signs are interpreted using verbal signs of another language, and finally Inter-semiotic in which verbal signs of a language are interpreted using signs of nonverbal signs systems i.e. gestures and actions"(p.113) Translation in language teaching falls into the second category which is Inter-lingual translation and it is discussed as such in this study.

A further division is needed; as it comes without doubt that a translation that is carried out at schools must necessary differ from translation performed by professionals. The former can be called "Pedagogical Translation" and the latter "Real or Professional Translation". Klaudy (2003) argued that these two types of translation differ from each other on three accounts; the function, the object and the addressee (p.133). In regard to function, the translated text in pedagogical translation serves as a tool for improving learners' L2 proficiency, whereas, in real translation the text is the very goal of translation itself. Secondly, the object of real translation is information about reality which is contained in source text. In pedagogical translation, the object is information about the learners' level of proficiency. The

addressees are also different in the respective cases. With real translation, the addressee is the target language reader who wishes to gain information about the reality, whereas, in pedagogical translation it is the teacher who looks for information about learners' proficiency (p.83). Most authors approving the use of translation in language teaching and learning regard translation as a means through which learners' language skills are enhanced (Duff 1986; Kern 1994; Malmkjaer 1998; Leonardi 2010& 2011). In this light, translation is often seen as the fifth skill of language learning accompanying the four traditional skills of reading, listening, speaking, and writing (Baker1990; Leonardi 2010; Ross 2007).

Confusion is at time made within the term "Translation" itself. There are two different views concerning the use of translation in FL classes. The first one saw translation in a narrower sense, which includes only translation activities and exercises. This view claimed that translation is a useful skill separated from L1 (Chesterman 1998; Deller-Rinvolucri 2002; Gonzalez-Dairies 2002& 2007; Leonardi 2010 Malmkjaer 1998; Owen 2003; Vaezi-Mirzaei 2007). Although some authors strictly differentiate between translation from or into the first language, and the use of the students' first language for other reasons, such as classroom management or explanation of grammar rules, "translation" is understood, by others such as Cook (2010), to mean any use of the first language (L1) in the classroom, including translation both from or into the first language. In this respect, Guy Cook (2010) believed that bilingual teaching in general and translation itself "cannot and should not be treated separately" (p. 52). Cook, in his defence of referring to bilingual teaching and translation with a common term, pointed out that: "[...] while they may be distinguished in theory, [they] go naturally together and blend into one another in practice" (Cook, 2010, p.53). Thus, in the course of this text, the term translation is perceived in a broader sense. Therefore the term "Translation" in this study refers to any practice that involves any use of L1.Among these practices we have the use of the mother tongue or L1 in classroom instruction, the translation

exercises from L1 to L2 and vice versa, and code switching in EFL classes. These three practices represent the broader sense of translation in EFL classes.

a. The Use of L1 in Classroom Instruction

The issue of using L1 for classroom instruction was the main purpose of many practitioners in the field of language teaching. David Atkinson (1993), for example, in his book "Teaching the Monolingual Classes" came up with innovative ideas to show how teachers can use a modern communicative methodology which integrate selective and limited use of L1. Generally, L1 is used in introducing, explaining, and practicing new items of language. "Glossing", for example, is one of the famous ways of using L1 in EFL classes. Such practices are not totally new phenomena; they are associated with the traditional approaches of language teaching namely GTM, in which those practices were done in rigid and authoritarian way with no communicative and purposeful manner.

b. Translation Exercises

Translation exercises are purely translation act, in which learners have to convert a text (written or spoken) from L1 to L2 and vice versa. Translating texts, like using dialogues and grammar exercises or games, is another way in which students can learn and practice L2. It is an activity which can only be fully exploited in monolingual classes (Atkinson, 1993, p.53). This study explores the pedagogical merits of translation exercises, hence our focus will be only on translation exercises that enhance the learners' general knowledge of the FL rather than other purposes that are related to the use of translation to train and prepare professional translators. Translation exercises should be neither associated with GTM nor with the translation activities that aim to train translators, these exercises are considered as a form of pedagogical translation that aims to enhance and further improve reading, speaking, writing, and listening (Leonardi, 2010, p.5). During the days of GTM, translation exercises

were introduced in a form of decotextualized sentences and word-for-word correspondences. This view, according to the revivalists is totally of no pedagogical benefits and it resembles to some extent the translation exercises that are used to train professional translators. The revivalists' ideas about translation exercises are built on "communicative competence", hence translation exercises are redefined and revised to cater for the four components of the communicative competence. In other words, translation exercises should be done within contextualized texts and in a manner that foster the four skills and the learners' creativity. Such use of translation exercises is well developed by Vanessa Leonardi in her proposed framework "Pedagogical Translation Framework" (2010) that will be thoroughly in the section of Pedagogical Translation Framework.

c. Code Switching

The term code switching (CS) emerged and developed within the field of sociolinguistics. This phenomenon can be easily noticed in the multilingual and bilingual societies where the alternation between two or more different languages is considered the norm. Lightbown (2001) stated that CS is the systematic alternating use of two languages within a single conversation or utterance (p.598). Nunan (2001) defined the notion of code-switching as "the phenomenon of switching from one language to another within the same discourse" (p.275). Generally, speakers resort to CS as a result of insufficient knowledge about the language they are using, to fill this gap they use another code that is understood by their interlocutors. The phenomenon of CS is also introduced to the domain of foreign language teaching. In the context of foreign language classroom, it refers to the alternate use of the first language L1 and the target language as a means of communication by language teachers and learners (Jingxia 2010, p.10). Learners tend to code-switch to L1 when there is a gap in their L2 knowledge, whereas teachers use CS to convey the meaning of abstract concepts and explain grammar rules.

Poplack (1980) identified three types of code-switching within the context of EFL; inter-sentential, tag switching (extra-sentential), and intra-sentential switching. Inter-sentential switching takes place between sentences i.e. the switch occurs at a clause or sentence boundary, a clear example is cited in Poplack (1980) "sometimes I start a sentence in English *y termini en espanol*"(sometimes I start a sentence in English and finish it in Spanish) (p.589). The second type is tag-switching which is "the insertion of a tag phrase from one language into an utterance from another language" (Jingxia 2010, p. 11), it requires little integration of two languages, this is because "tags have no syntactic constraints, they can be moved freely and they can be inserted almost anywhere in a discourse without violating any grammatical rules" (Poplack ,1980, p. 589), some English tags are "you know, you mean". The last type of CS is intra-sentential switching, it is used by the most fluent bilinguals since it requires a lot of integration , and this type of CS takes place inside the clause or sentence, and it is considered as the most complex as it involves the greatest syntactic difficulty. Due to the fact that two languages are mixed in a single sentence, there are also two different grammars then the speaker has to know both grammars in order to produce a grammatically correct utterance (Yletynen 2004, p. 15). Intra-sentential switching is a more intimate type than inter-sentential and tag-switching since both switched segments and those around it must adapt to the syntactic rules of both languages (Poplack, 1980, p.591). CS can be counted as a translation act because the learner or the teacher tries to fill the gap of knowledge by providing an equivalent from another code (L1), hence the teacher should be careful about the selection of the equivalent word or expression by taking into consideration broader context and the nature of the item to be used.

The pedagogical potentials of code switching in EFL classrooms will be discussed, and the appropriate ways to integrate this strategy as a didactic resource to enhance the

learners' competence in a FL will be explored in a later section titled The Pedagogical Potentials of Code Switching.

1.2 Section Two: Historical Background

The current section offers a historical review of translation through the different methods and approaches that marked the twentieth century. This review consists of three parts; the first part traces back the methodological developments in FLT and how these developments outlawed translation from FLT context, the second part is devoted to present and discuss the pedagogical reasons and arguments against the use of translation in EFL classroom, the last part deals with the non-pedagogical and unannounced arguments against the bilingual approach in general and translation in particular.

1.2.1 The History of Translation in Language Teaching Classes

This part maps the development of translation in language teaching and pedagogy from the early days of GTM until the last innovations of the Communicative Approach. It is essential to understand the history of translation as a pedagogical practice before dealing with its position in current academic discourse.

1.2.1.1 Grammar-Translation Method

The Grammar-Translation Method (GTM) was introduced in the Prussian Gymnasia (secondary school in Germany) at the end of the eightieth century (Howatt and Widowsson 2004, p.151). The first Grammar-Translation course for the teaching of English language was published by Johan Christian Fick, and was modelled on an earlier course in French written by the originator of the method John Valentin Mcdinger (Howatt, 1984, p. 132). Fick's

method used both L1 and L2 translation of individual sentences, designed to exemplify specific grammatical points (Randaccio, 2012, p. 78). Foreign language structures were graded and presented in units; sentences for translation aimed to practice only vocabulary and grammar encountered in the covered units (Cook, 2010, p.117).

The aim of GTM was to enable learners to read literary classics and benefit from the mental discipline and intellectual development that result from language study (Richards and Rogers, 2001, p.5). Grammar rules were presented to the learners in L1, one by one and in an intuitively graded sequence (there is no systematic gradation of syllabus to be taught). Each grammar points were exemplified with a set of structures created randomly in L2 a long side by their literal translation in L1. Vocabulary was learned by memorising bilingual lists of lexical items and phrases (Laviosa, 2014, p. 5). Knowledge of lexis and grammar was applied in exercises involving mainly the accurate translation of invented sentences into and out of the mother tongue. Reading and Writing were the major focus of language teaching. Speaking involved rehearsing series of questions and answers to be translated from L1, and then used in conversation between the teacher and the student (Howatt, 1984, p. 161). The medium of instruction was the student native language which was used to explain new items and make comparison between L1 and L2. Some weaknesses of the Grammar-Translation, such as the exclusive focus on the written form and the non development of communicative skills, are readily visible even in this brief digest of the method, and it did not take long before the first waves of GTM criticism emerged.

Astute readers will have noticed that term, GTM, itself draws attention to the less significant aspects of the approach (Howatt, 1984, p. 129). The emphasis on grammar in particular come to be problematic since the characteristics of the language learner had changed as result of proceeding industrialisation. Howatt (1984) asserted that "a new class of language learners" without grammar school education, and therefore unable of learning

language by means of traditional methods came into being (139). He further claimed that "a new approach was needed [...] and it eventually emerged in the form of direct methods which require no knowledge of grammar at all" (p.199).

GTM was originally developed to simplify the techniques of classical language teaching methodologies with the aim of making life easier for secondary school students, and as such, it was an important step ahead in the development of language teaching methodology. GTM, however, failed to cater for the new emerging class of learners, who needed language to communicate effectively when travelling to work. This marked the commencement of the direct methods era which will be briefly explored next.

1.2.1.2 The Reform Movement

From 1880 onwards practical scholars such as Wilhelm Vietor in Germany, Henry Sweet in England, and Paul Passy in France began to pave the way for scientific and genuine reform in education. The discipline of linguistics was revitalized. The sound system was accurately described, giving raise to the importance of teaching spoken language rather than written mode. The International Phonetic Association was founded in 1886 ,and thereby, the teaching of oral components of language was underscored. In 1882, the publication of Wilhelm Vietor's pamphlet (Der *Sprachunterricht musses umkehren!)* (Language teaching must start afresh!) marked the beginning of the Reform Movement (Richards and Rogers, 2001, p. 9). According to Randaccio (2012), the Reform Movement was based on three fundamental principles:" The primacy of speech, the importance of connected text in language teaching, and the priority of classroom oral methodology" (p.79). These basic pillars of the Reform Movement were naturally a reaction to the weak points of the GTM, where, "If speech was taught at all, it was badly done by teachers whose own pronunciation was inadequate" (Howatt, 1984. p. 172). Vermes (2010) considered these criteria and maintained

that the use of isolated, out-of-context, sentences in written translation tasks hinder foreign language acquisition, and as such exercises do not provide contextual or situational use of language in communication (p.86).

The Reform Movement consisted of linguists and phoneticians, and it is thus little wonder that they based their claims on the new science of phonetics and on the primacy of speech (Cook, 2010). As for the emphasis which was put on the use of connected texts rather than absurd example sentences of the Grammar-Translation Method (Howatt, 1991 p. 172).This view was based on the tenets of a prevalent psychological theory of that time named "Associationism". As Cook (2010) put it, "From psychology they drew up on "Associationism", a theory of memory of that time, which claimed that information in connected texts is more likely retrained than that in isolated sentences[...]" (PP.4-5)

Another important change which occurred in the classes taught according to the Reform Movement ideas was that students were actually speaking a foreign language (Howatt and widdowson, 2004, p. 175). The class was held mainly in L2, although interruptions in L1 were allowed. As Howatt (2004) explained:

> The last major Reform Movement principle was the importance of oral methods in the classroom; especially in the early stages of learning [. . .] The teacher was expected to speak the foreign language as the normal means of classroom communication, retaining the mother tongue only for glossing new words and explaining new grammar points. Most of the fuss about 'no translation' came from the Direct Method, particularly as interpreted by Berlitz schools, where the teachers were native speakers. The Reform Movement consisted of non-native teachers who accepted the basic sense of the monolingual principle, but did not see any advantage in an extremist view. (p. 173)

1.2.1.3 The Direct Method

The Reform Movement was accompanied by the emergence of monolingual teaching methods which, according to Howatt (1984), "have been known by a variety of labels" (p. 192) such as the Natural Method or the Direct Method. DM has one basic rule; no translation is allowed. In fact, the DM received its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstrations and usual aids, with no resort to the students' native language. The DM is based on the idea that language is a system of communication, primarily oral, in which words are used together in sentences, and sentences are used in discourse (in which linguistic forms and structures convey messages and intentions in specific context or situations), and that language is learnt best in a natural way by hearing words and sentences in context and imitating what one hears. It is based on the assumption that one should learn a foreign language as one would learn one's mother tongue by being simply exposed to it.

As a reaction to GTM, DM was developed and encouraged students' use of the target language, the thing that former method fails to achieve. Celce-Murcia (2001) described it as having "more stressed the ability to use rather than to analyse a language as the goal of language instruction" (p.4). Howatt with Widdowson (2004) argued that "it is natural in its basis; but highly artificial in its development" (p.221). This notion made the method more popular among teachers. Its meaning indicated that the target language should be used as the medium of interaction (Larsen-Freeman, 2011.p.16). As there is no use of L1 in classroom, native teachers were more desirable than non-native ones (Celce-Murcia, 2001.p.6).

According to Cook (2010), the DM meant "the first true hard-line rejection of translation" (p.6). The main pillars of the DM are "Monolingualism" (absolute rejection of L1 in the classroom), "Native Speakerism", and "Naturalism". The pillars of naturalism represent the belief of the DM schools that classroom can in some way reproduce what happens to the

infant during their acquisition of a first language (Cook, 2010. p.8). The ideas of the DM later served as a basis for the development of monolingual teaching methods such as Audiolingualism and situational language teaching.

1.2.1.4 Audiolingualism and Situational Language Teaching

The Audiolingual Method and Situational Language Teaching (SLT) are two sides of the same coin. Both methods were oral-based approaches which emphasized banning the use of translation. They focus on "teaching the spoken language through dialogues and drills" (Cook 2008:242). Audiolingualism and SLT "drew heavily on structural linguistics and behavioural psychology" (Celce-Murcia, 2001, p. 35). According to Larsen-Freeman and Anderson (2011), "they aimed to help students acquire sentence patterns through responding correctly via shaping and reinforcement" (p.35).According to Vermes (2010) the problem of translation is twofold The first is that translation conceals the differences that exist between the systems of the two languages, and the second is that translation, by providing the wrong sort of stimulus, fails to reinforce, correct foreign language behaviour. It is easy to notice the theoretical driving forces of the criticism here: structural linguistics and behaviourism. The behaviourist conception of language learning was introduced by the psychologist B. F. Skinner in his book *Verbal Behaviour*. In this book he described language as a form of behaviour and argues that the first language is acquired by the infant through a stimulus-response-reinforcement cycle, and that language performance arises largely as the result of positive or negative reinforcement.

This idea of language learning as habit formation, along with the view of language as a structural system, lead to the rise of the Audiolingual Method and Situational Language Teaching , which made use of constant structural drills in the target language followed by

instant positive or negative reinforcement from the teacher. Clearly, in such a methodology, translation could not have a role to play.

1.2.1.5 Contrastive Analysis

The monolingual paradigms played a dominant role in leading English language teaching literature from the late nineteenth century onwards, and reached its peak during the 1960s. This, however, did not mean that teachers and course designers lost interest in translation completely (Hall and Cook, 2013.p. 276). Even though the use of the mother tongue was discouraged from the classroom, some fields of research admitted its usefulness. Such was the case of Contrastive Analysis (CA).CA was a sub discipline of linguistics which dealt with the comparison of two or more languages with the aim of establishing the differences and similarities between them. The languages compared must have a common measure by which they can be compared. CA assumed that the learner transfers rules of his mother tongue when learning the new language, i.e. that L1 transfer affects the second language learning. This is the basis of the Contrastive Analysis Hypothesis (CAH). CAH believed that a comparison of the differences could predict the errors and prevent their occurrence. In the 1960s, it became apparent that CA did not explain or predict all the errors occurring during language learning, and it, therefore, lost popularity. However, the CAH using translation remained popular among practitioners, as translation can be viewed as the perfect *tertium comparationis*, which may be used to compare words, sentences, texts, languages and cultures (Leonardi, 2010.p. 42). Even if we accept that L1 interference does not account for all errors that may occur when learning a language, there are well documented cases in which it is so, and there is no reason why translation could not be used to draw students' attention to these.

1.2.1.6 Humanistic Approaches

During the 1970s, a new direction to language teaching sprung up from many individual insights from all around the world. These individual reflections shaped what we called Humanistic Approach to language teaching. This approach advocated three highly elaborated bilingual methods which have enjoyed some popularity; Total Physical Response (TPR), Suggestopedia, and Community Language Learning. (CLL)

TPR developed by James Asher (1972) required students to listen to a series of instructions, which they later act out without speaking (Lightbown and Spada 146). Guy Cook (2010) likened this approach to inter-semiotic translation as defined by Jacobson (2010), during which words are translated into gestures and vice versa (p. 24).

Suggestopedia, developed by the Bulgarian psychotherapist Georgi Lozanov in 1979, was based on the assumption that the human brain could work more effectively if the right conditions were provided (Brown, 2007.p. 27). Baroque music was used to release the stress of the learners and create the ideal conditions for concentration. Students were provided translations of input so as not to become stressed by not understanding it.

CLL is an affectively based method introduced by Charles Curran who believed that learners in a classroom are not a class, but a group in need of counselling. The success of the method depended largely on the translation expertise of the teacher (Brown, 2007p. 27). The three methods may have had their successes, but these were not attributed to translation. Their successes were, as Butzkamm (2003) asserted "It is not the bilingual teaching techniques that are critical, but rather the energetic and good-humoured personality of the lecturer, his /her meticulous planning; or it is the friendly learning atmosphere created by the Suggestopedia technique [. . .] not the translations"(p.12).

1.2.1.7 Second Language Acquisition Theories

In the 1970s and 1980s, the field of second language acquisition became the leading theoretical basis of language teaching. SLA theories are derived from theories of children's First Language Acquisition (FLA). An influential early FLA theory is behaviourism, which sees language development as a formation of habits. This theory is consequently linked to the CAH, as second language learners form their habits based on their first language, and such habits may interfere with the new ones that they need for the second language (Lightbown and Spada, 2006, p. 34). Subsequent SLA theories, such as "Chomskyan Nativism" based on an assumption of the existence of Universal Grammar i.e. a tool for a natural acquisition of language inherent in all children, or "Functionalism" in which language acquisition is explained as resulting from a need to convey social meanings do not make use of the CAH, as it does not provide a viable explanation of the occurrence of all learners' errors (Lightbown and Spada 2007; Odlin 1989). SLA theories of interlanguage and natural acquisition assume that first language interference is only a minor source of errors (Cook, 2010, p. 25). There is no space for a pedagogical use of translation within the framework of these theories; just as in most SLA influenced teaching methods (Cook, 2010; Leonardi 2010).

The scope of the present dissertation does not allow the author to present a larger-scale probe into the study of SLA in general. However, a brief overview of SLA approaches is presented in the table below (table 1) excerpted from Saville-Troike (2006), according to whom the inquiry into SLA can be categorized as based on linguistic, psychological or social frameworks (p.24).

Table 1

Framework of SLA studies

Framework of SLA studies

Timeline	Linguistic	Psychological	Social
1950s and before	Structuralism	Behaviorism	Sociocultural Theory
1960s	Transformational Generative Grammar	Neurolinguistics Information Processing	Ethnography of Communication Variation Theory Acculturation Theory
1970s	Functionalism	Humanistic Model	Accommodation Theory
1980s	Principles and Parameters Mode	Connectionism	Social Psychology
1990s	Minimalist Program	Processability	

The two language teaching approaches introduced in the 1970s, the Natural Approach and CLT, both believed that focus on the communication of meaning is more important than formal accuracy. Both led to the second major revolution in language teaching theory in which it was not only translation that was outlawed, but also other form-focused activities. The two revolutions are clearly depicted in the following overview (see fig. 1) which is adopted from (Cook 2010 p. 22).

English language teaching

Approx-time line

1850

Cross-lingual teaching

(E.g. Grammar translation)

The First Revolution

Intra-lingual teaching

(I.e. Direct Method)

1900

Form focus

1950

1970

The second Revolution

2000

Meaning focus
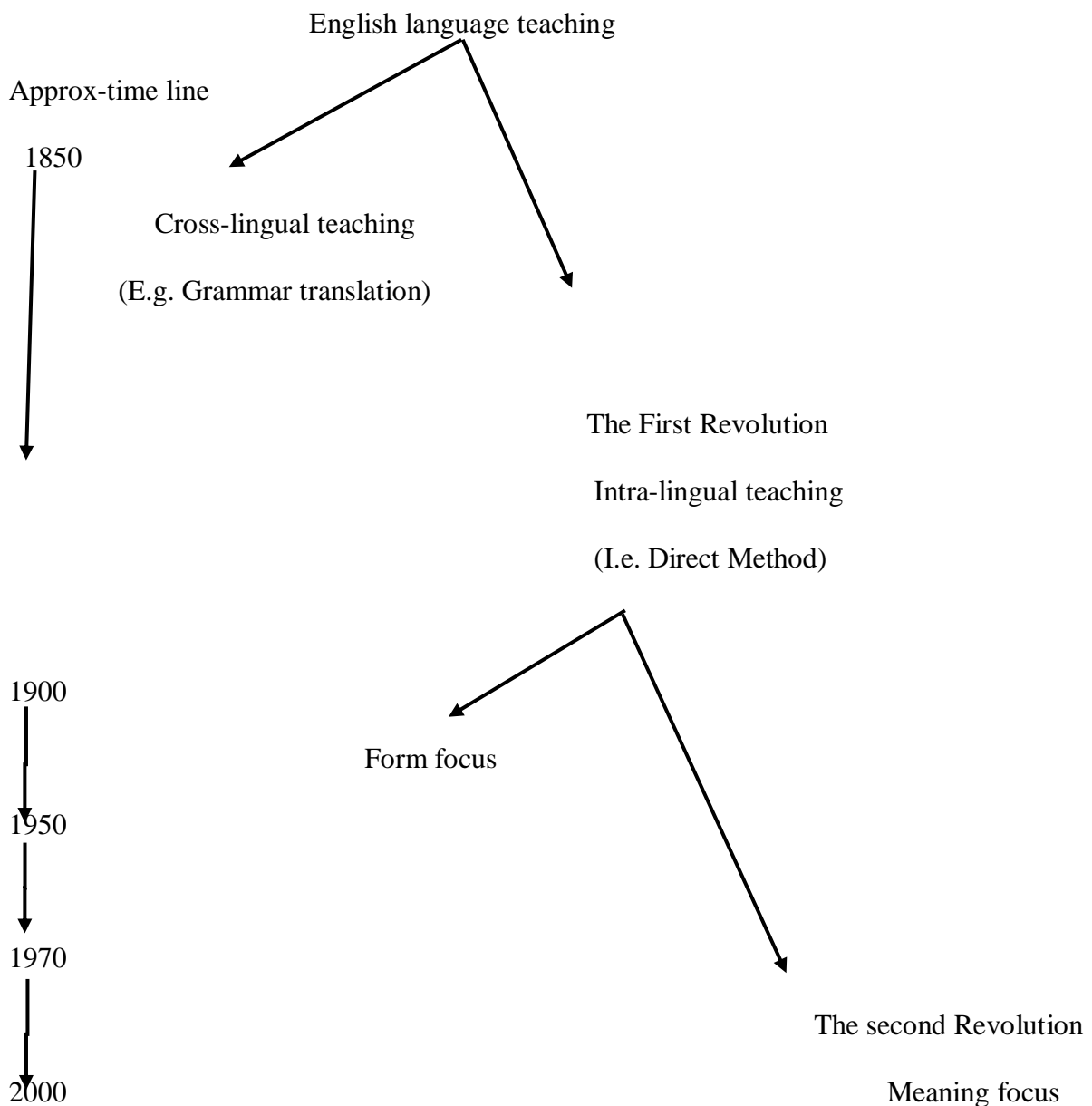
Figure 1. Major directions in English language teaching theory.

1.2.1.8 Communicative Language Teaching

The late 1970s saw a shift of language teaching from being characterized by the tenets of Audiolingualism and its prototypes to a new one being premised on developing the communicative needs of the learners. This shift evolved partly as a result of the studies carried out by the Council of Europe which began to identify the language needs in a variety

of social situations by someone immigrating to the Common European Market countries (Richards & Rogers, 2001, p. 154). Another essential event that led to the demise of Audiolingualism was the Pennsylvanian Project (1969) which sought to establish whether or not Audiolingualism instruction was superior to that of traditional GTM (Nunan, 1992, p. 92). The results of the large- scale project were in fact shocking to EFL community, traditional language teaching was observed to be more efficient than instructions by means of Audiolingualism. The studies of the Council of Europe were based on needs analysis, the teacher and curriculum designers began to look at content, and at the kind of language needed when performing certain social functions such as greeting, shopping, and complaining. The emphasis on form, on explicitly learning grammar rules or practicing grammatical patterns, was downplayed in favour of an approach designed to meet learners' needs when using the language in daily interaction (Laviosa, 2014, p. 22).

The theoretical foundation of the communicative movement lies in the work, not only of British linguists such as Firth, Halliday, and Wilkins who brought a shift in linguistic enquiry from a structural to a functional perspective, but also the work of the philosophers J Austin and R. Searle who developed Speech-Act Theory, and sociolinguists J.Guanperz, D.Hymes and W.Lado, who demonstrated the importance of social context in determining verbal behaviour. At the theoretical level, Communicative Language Teaching (CLT) was sought to be developed eclectively from various disciplines including linguistics, philosophy, sociolinguistics, and psychology. On the basis of the insight that language is a system for the expression of meaning, the goal set for language teaching was to develop "Communicative Competence", which consists of "knowledge" and "ability for use" of four parameters of communication .i.e. whether (and what degree) something is (a) formally possible (linguistic competence) (b) feasible (c) appropriate (discourse competence) (j) done (strategic competence) (Canale & Swain, 1980).Later on, several models have evolved around the

principles of CLT such as Natural Approach, Lexical Approach, Task Based Language Teaching, and Competency-Based Language Teaching. As for translation, CLT recommends adopting it merely 'to make sure that the learners understand what they are doing (Howatt, 2004, p. 259), in other words; translation is regarded as a last resort to convey meaning ,but after the direct association means such as realia and demonstration fail to do so.

The reasons behind the exclusion of translation from language teaching classes can be categorized according to their nature as being pedagogical means that they came as a result of the developments in the field of foreign language teaching and non-pedagogical as they developed outside the foreign language community especially in the economic, political, and ideological agenda. All these reasons will be carefully examined in the next parts.

1.2. 2 The Pedagogical Arguments against Translation

The reasons for the rejection of translation are complex, but the popular perceptions and academic reactions against it derive from the widespread influence of GTM, which has become the stereotype of the use of translation in language teaching (Cook, 1998, p. 112). Hence, the reluctance of using translation in foreign language teaching was mainly due to the association of this activity with the characteristics of the old-fashioned GTM (Leonardi, 2010).

Malmkajaer (1998) included some of the Newson's points in her summary of the most common objections to the use of translation in foreign language classes:

1- Translation is independent from the four skills.

2- Translation is radically different from the four skills.

3- Translation is a Time-Consuming activity.

4- Translation is unnatural.

5- Translation misleads students into thinking that expressions of two languages correspond one-to-one.

6- Translation prevents students from thinking in the foreign language.

7- Translation produces interference.

(Malmkjaer, 1998, p.6)

The use of translation in language teaching is often seen as unethical. Another weightily argument, which has at least a partial justification, is that translation cannot be used in mixed-language (multilingual) classes. This argument suggests that using translation in multilingual classrooms is a way of social discrimination, which sees one ethnicity as superior to the rest. Such argument is not very important to the Algerian context since all foreign language classes are purely monolingual classes. All these individual objections will be surveyed in greater details in the following section titled The Revival of Translation in Language Teaching. Now we will turn our attention to the objections of translation developed outside the pedagogical context.

1.2.3 The Non-Pedagogical Arguments against Translation

In any discussion of language teaching theory and practice, it is important to remember the consequences of the position of English as the world's most widely learned foreign language (Crystal, 2003, p.360).Hence the most influential ideas about language teaching have often been developed with explicit reference to English Language Teaching (ELT), accompanied by explicit assumption that they apply to Foreign Language Teaching (FLT) in general. Many policies and suggestions in FLT are strongly influenced by the general trends of EFL; this view is strengthened by the focus of attention, deriving from the Chomskyan Linguistics, on universal rather than language- specific aspects of language and language acquisition. However, the relevance of ideas from ELT to the teaching of other

foreign languages should not be always taken for granted. Therefore, the ban of translation from FLT context should not be only attributed to the naive pedagogical needs of the learners, but in fact there are many hidden and unannounced motives that contribute to the banishment of translation from language teaching community. These factors mainly came from the commercial and the ideological affiliations of ELT.

During the early days of the Reform Movement, the reformists were depicted as not being too excessive and fanatical in their attitudes towards translation, acknowledging a role for it, and allowing for its judicial use (Cook ,2010,p.5).Henry Sweet(1900), one of the key figures of the Reform Movement, explicitly advocated the use of translation for glossing:"We translate the foreign words and phrases into our language simply because this is the most convenient and at the same time the most effective guide to their meaning" (p.202).Meanwhile, the harshest attacks on the use of translation in language teaching came from the commercial sector dominated by private language schools and publishers. Probably the most notable was the network of language schools established by Maximilian Berlitz in the USA and later on Europe and the rest of the world. Berlitz schools allowed "no translation under any circumstances" (Howatt and Widdowson, 2004, p.224), focused on speaking, and employed only teachers who were the native speakers of the languages they taught. Berlitz method promoted the assumption that the native speaker teacher is the ideal language instructor. The Berlitz Method still thrives today and is proudly presented on the company webpage as —the most efficient form of language learning yet discovered. One of the advantages of the total immersion and natural approach of the method is, as the Berlitz websites boast, that —you learn faster and your learning progress is significantly greater than in bilingual teaching sessions.

Although far from new, the monolingual principle of the Berlitz Schools came to be accepted as the model to follow by later methodologies. A typical classroom consisted of

learners who were speakers of different languages; teachers were exclusively native speakers, and so the typical learning situation appeared to disregard bilingual instruction completely. Such a situation reflected vested interests of the publishing companies which were mostly based in English-speaking countries and whose agenda was to produce monolingual materials which could be marketed globally without any alterations and additional information derived from speakers of other languages (Hall and Cook, 2012, p.271).

Nowadays ,the TEFL business is booming, according to the British Council's research it is estimated that there are currently more than one billion people are learning English world wide .This vast number of learners can secure many teaching vacancies ;therefore the English- speaking countries, especially Britain, work hardly to put this big market under its control to provide millions of jobs for their citizens by promoting the only-English policy even in the situations where all the learners share the same mother tongue (Phillipson, 1992, p.193).

Another motive behind the exclusion of translation from language teaching is attributed to the Globalization phenomenon and the New World Order in which the USA is the major leading power. The American political agenda, for several decades, has been stressing the advantages of using English to promote its ideals, culture and life style in order to gain more influence and more control over the international trade and politics .Translation and bilingual teaching of English may therefore threaten these plans as the use of translation in ELT allows the learners to reflect upon the cultural and ideological assumptions of English and that of their first language.

1.3 Section Three: The Revival of Translation

In the last few decades there has been an increasing interest in the integration of translation in foreign language classrooms. The radical departure of TILT came with the publication of Alan Duff volume "Translation" in 1989. This work gives TILT a new breath and sparked a prolific research area in language teaching pedagogy that call for the reinstatement and revitalization of translation for pedagogical purposes along with other traditional language teaching activities. This section first opts for the discussion and refutation of the arguments against TILT presented in the previous section. Then it examines some of the innovative ideas about the integration of TILT, starting with the Functional-Translation Method proposed by Robert Weschler (1997), then the Pedagogical Translation Framework developed by Vanessa Leonardi (2010), and finally we explore the pedagogical potentials of code- switching in language teaching classrooms.

1.3.1 Discussion and Refutation of Arguments against Translation

 As we have seen before, in her paper "Translation and Language Teaching" Kristen Malmkjaer (1998) provided a list of arguments which are usually held by the opponents of TILT. Let us now survey these arguments in greater details and present relevant counterarguments which will reveal the possible advantages of TILT.

a. Translation is Independent of the Four Skills, For a long time, translation was considered as a merely mechanic activity in which a text is translated from one language into another. In other words, translation was seen as radically independent from the four skills (Leonardi: 23). However, translation is much more complex and far from being mechanical. In fact, learners engage in a minimum of five activities prior to concluding the process of translation. These are anticipation, resource explanation, cooperation, revision and translating,

i.e. activities that are commonly regarded language learning activities (Cook, 2010, p. 7). These four activities encompass great amount of reading, writing, listening and speaking, and as Malmkjaer (1998) claimed "translation cannot be done without them and is therefore not independent of the four skills, but inclusive of them" (p.8). Translation is an excellent task for practicing reading skills, the ST always needs to be read before starting translation proper. In other words, translation allows students to apply a kind of textual analysis which is very important to reading comprehension (Challapan, 1982). The only difference between translation and reading is the degree of attention paid during the two processes; the former is more demanding in this respect (Leonardi, 2010, p.23).

Writing is an integral part of translation. To translate, learners need good writing skills in order to perform well in the translation activities. Leonardi (2010) asserted that "Translation just like any other piece of writing has a flow and rhythm. It should reproduce both the style and the context of the original text and respect the TL writing conventions (p.24). Furthermore, commentaries, where the learners have the opportunity to write about the difficulties encountered when translating the passage, are considered a beneficial activity that fosters the learners' writing style and skills (Leonardi, 2010, p.24).

Translation can be used as a trigger of communicative activities in regard to listening and speaking skills. Translation activities may be preceded by a discussion of the topic to be translated. Translation stimulates significant interaction between the teacher and students in order to discuss and negotiate rights and wrongs as well as problems related to the translated task (Malmkjear, 1998.p.9)

b. Translation is Radically Different from the Four Skills, as it is explained above; translation is not independent from the four skills. It can be used to test different competences. Therefore, translation should be viewed as an additional language skill aimed at enhancing the other four skills in an attempt to provide a much more comprehensive approach

to language learning. It should not be perceived as an end itself but rather a fifth skill to improve and further strengthen reading, writing, listening and speaking skills.

Several voices have been arguing against translation. On the basis of these claims, Lado (1967) claimed that translation "is more complex, than different from, and necessary for speaking, listening, reading, or writing" (p.54). Furthermore, he argued that due to its greater complexity, translation should be regarded as an independent skill and since it cannot be achieved without mastery of the second language, it should be taught only after the second language has been acquired, as an independent skill if necessary

Vermes (2010), however, puts forwards evidence which refutes this claim. This evidence is, according to him, provided by modern cognitive theories which describe the process of speaking, listening, reading and writing as based on a kind of mental translation. Vermes (2010) concludes that "translation viewed as separate and subsequent to the other four skills does not seem to have substantial basis, perhaps slightly exaggerating, but why not give our learners opportunity to practice what feels natural to them?"(p.88) Other authors are now calling for a closer co-operation between language teaching and training in the belief that the language learner may benefit from translating by improving their language skills, just as a translator improves theirs and is thus regarded as a lifelong learner.

c. Translation is Unnatural; one of the key arguments of DM proponents is that translation is not a natural process in language learning. According to the direct and monolingual approaches, learning a second/foreign language should resemble that of the first one, in that the learners have to think directly in the new language in order to imitate the process of first language acquisition. At first sight, this argument does not seem a weighty one, in view of the fact that translation has been part of human life for millennia (Vermes, 2010 p. 88).Since a large part of the world's population is bilingual or even multilingual, Malkmajaer (1998) claimed that "there is no reason why we should not regard translation as a

natural skill in its own right, and why it is not used as a natural classroom activity" (p.8). TILT supporters frequently point out that learners tend to translate anyway, regardless of the teaching method within which they receive instruction; in this regard they resort to a type of mental translation to develop their "inter-language" even in the learning situations where the monolingual approach is well entrenched (Kern, 1994, p.453)

There are psycholinguistic arguments to support the view that translation is a natural phenomenon. Vivian Cook (2001) criticizes the idea, which lies at the core of monolingual instruction, that successful language acquisition is based on the separation of languages in the learners' mind. In psycholinguistic terms, such a separation is called "Coordinate Bilingualism" (Cook, 2001, p. 115). This contrasts with "Compound Bilingualism" which suggests that two or more languages are interwoven in the new language learners' mind. As a consequence, learning a second language cannot be the same as first language acquisition, for the learners' first language plays a central role in the development and use of their new language (Hall and Cook, 2012, p. 281). V. Cook (2001) asserted that "the presence of the first language is the inescapable difference in L2 learning" (p.14). It is also argued that efforts to "compartmentalize" and separate learners' own and new language(s) date back to theories of transfer in which learners' first language posed a major source of negative influence on the acquisition of the new language. However, in the light of cognitive SLA research of today, learners' first language is accepted as a resource which learners actively use when learning the new language.

On the light of the arguments and evidences presented above, we may conclude by saying that translation is a natural phenomenon which occurs in all language learners' minds. It is, therefore, unnatural to ask foreign/second language learners to think directly in the new language and deprive them of their possibly greatest asset, of their first language.

d. Translation is a time consuming activity, one of the common arguments of translation critics objects the large amount of time to conduct translation activities. It is believed that the time devoted to translation could be better used to teach the traditional four skills. These objections are, in fairness, not completely invalid since translation is in fact time-consuming, but not in a negative way. Translation can be used as reading, writing, speaking and listening activity at the same time, it allows students to strengthen their competences in the four skills at once, and thus, translation is far from being a waste of time. Judicious use of translation is essential in order to get the maximum of benefits and to avoid the danger of overuse. Leonardi (2010) came with some ideas to minimize the time demands of translation in the classroom. One of these ideas is to work only on short text at school, whereas longer texts might be set as homework assignments and can be discussed later in class (p.25). Leonardi (2010) proposed valuable practical ideas, and it is without doubt that teachers would develop other strategies that would suit the particular need of their student and of their teaching situation.

e. Translation Misleads Students into Thinking that Expressions of Two Languages Correspond One-to-One, in regard to this objection, Guy Cook coined the term" word-for-wordism" which he considered as related to transfer and interference that are to be produced by learners when speaking or writing as a result of translation. However, he distinguished between these concepts claiming that transfer and interference are cognitive phenomena, whereas "word-for-wordism" is a textual phenomenon. However, several authors express their support in favour of translation. Michael Lewis, in his book *"Implementing the Lexical Approach"* (2002), asserted that "every teacher knows that learners have a tendency to translate word-for-word"(p.12). Leonardi(2010) maintains that any speaking or writing activities may lead to "word-for-wordism", as learners always tend to refer to their first languages "as if one-to-one correspondence exists for any situation" (26). Heltai (1996), in a

study of lexical errors in learners' translations, found evidence that seems to support the idea of Lado (1964) that the greatest difficulty for the language learner is to master one-to-many correspondences between the first and the second language. The findings suggested that language learners at the intermediate level are not prepared to do translation in the true sense of the term. Their translations are dominated by decoding and encoding processes, and exemplify a kind of semantic translation in which only the referential function of the text is observed. Learners' translations are clearly different from professional translations in this regard.

Guy Cook (2010) ventured to suggest that learners who have studied in educational contexts in which translation is used are not likely to produce word -for-translations, whereas those who did not encounter translation when studying are more prone to produce "word-for-wordism", since they are probably confronted with translation for the first time in real-life situations, having no experience translating. Students who have studied a language with the support of translation activities have been systematically advised to avoid word-for-word translations.

f. Translation Prevents Students from Thinking in the Foreign Language, very common argument against the use of translation in language learning and teaching is that it prevents learners from using the new language automatically. Harmer (1991) writes that it is not always easy to translate the new words and "even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words" (cited in Vermes, 2010, p.90).Cook (2007) noted that:

> The process of translation is seen as a slow and laborious one, focused more upon accuracy than fluency [. . .] The person who has learnt through translation will forever be locked into this laborious process, always condemned to start production

and finish comprehension in their own language, and unable [. . .] to think in the language they have learnt. (p.398)

It is not possible, however, to make learners think in their new language, as this is not a cognitive function which may be controlled (Leonardi, 2010, p. 27). The naturalness of translation is a feature of human mind that simply cannot be switched off during language learning. Any attempts to do so will run counter to the natural process of second language acquisition.

g. Translation Produces Interference, why do learners err? Why do certain errors tend to be more frequent than others? The research for answers to these questions may be approached from many different perspectives and many possible explanations exist. Nevertheless, a very common belief is that the cause of such errors is L1 interference and, by extension, translation.

There are of course good reasons to support these claims which are based on everyday classroom observations and teachers' experience. Perhaps the most immediately evidence of interference at work is the powerful influence that first language phonetics errors pertaining to a foreign accent may be twofold with errors resulting from phonetic or phonemic differences (Odlin,1989.p. 113). The former mean that sounds in any two languages often display different physical characteristics even though they seem to be identical. The latter, i.e. phonemic differences result from different phonemic systems between two languages.

Another area, in which interference frequently occurs and is particularly evident, is lexical semantics. Learners often err when mislead by cognate vocabulary in cases when there is only a partial semantic overlap or even when these are *false friends*. There is little doubt that such errors occur as a result of the influence of learners' first language, however, to ascribe interference of the own language solely to translation would be unjust, since interference is a feature of language acquisition in general (Leonardi, 2010, p.27).

Interference may be engendered by any teaching procedure, with or without the use of translation, in any language learning situation (Vermes, 2010, p.89).

We must not forget that there is another side to interference, a positive one. First language interference (i.e. positive transfer) may play a major role in the acquisition of vocabulary. Odlin (1989) suggested that "similarities and dissimilarities in word forms [. . .] and [. . .] in word meanings play a major role in how quickly a particular foreign language may be learned by speakers of another language" (p.77). Positive transfer is not, however, limited only to lexical semantics. The argument can be extended to cover other features of language. The more two languages are related, the more positive transfer can take place during second language learning. But even in cases of negative interference, translation can become a useful tool for tackling first language influence. Errors caused by negative interference, such as the *false friends* example mentioned above, may as well go unnoticed in a monolingual lesson. Here we return to the principles of Contrastive Analysis which may help learners overcome the adverse effects of interference. Ross (2012) added that "the real usefulness of translation in the EFL classroom lies in exploiting it in order to compare grammar, vocabulary, word order and other language points"(N P).

It emerges, then, that translation actually may suppress negative interference, as it draws students' attention to problems arising as a result of their first language influence, and it therefore raises their awareness of such issues, which is not the case of purely monolingual language learning situations. As Malmkjær (1998) pointed out "translation exercises have the advantage that they encourage awareness and control of such phenomena" (p10).

Based on all these arguments and more, many language practitioners start to recognize the role of translation in foreign language classrooms, as a result, new ideas and perspectives to integrate TILT have been introduced worldwide. Wechsler's (1997) Functional Translation Method (FTM) and Leonardi's (2010) Pedagogical Translation Framework (PTF), discussed next, are among the most practical ideas to reinstate translation in language teaching classrooms.

1.3.2 Functional- Translation Method

Robert Wechsler (1997), a language professor and ESL instructor in Japan, proposed a new model of ELT in Japan that publically supported the use of translation as a teaching method. In this model Weschler shows that by combining the best of the GTM with the best of "communicative" methods, a new and more powerful hybrid can emerge in which the focus is more on the negotiated meaning of the message than its unproductive form. He called this coinage "The Functional-Translation Method" (FTM) as a reaction to the sterile use of translation in the outdated GTM. The focus of FTM is on increasing the learners' repertoires of lexical, collocational, and idiomatic phrases which occur frequently in the everyday communication of the native speakers .The following tables ,taken from Wechsler's article(1997), can illustrate the differences between the traditional GTM and the newly coined FTM. The differences concern four key areas:(a)The goal of the method,(b) The type of language being translated,(c) The materials used to apply the method ,and(d)The classroom procedures.

The goal of the translation used in traditional language teaching method was to decode literary and technical text. This input was regarded as arcane and old-fashioned; few people use and understand this type of language. Moreover, the learners were prepared for absurdly detailed tests in which they have to give strict and rigid answers, in addition, the translation exercises aimed at developing the learners' memorization and accuracy.

Table 2*:*

The goal of method (Weschler 1997 p99)

Traditional-Grammar Translation	**Proposed Functional-Translation**
1)To decode technical texts (Arcane input)	1)To express one's ideas (useful output)
2)To elicit one correct answer	2)To "negotiate meaning" and train "tolerance ambiguity"
3)To prepare for absurdly detailed tests	3)To supply with useful language for communication
4)To promote accuracy	4)To promote fluency
5)To develop memorization	5)To encourage experimentation

In contrast, the goal of FTM is to allow the students to learn the useful English they want to learn as efficiently and enjoyably as possible. The students benefit from the translations from and into their L1 to express their own ideas, negotiate meaning and test their hypotheses about the target language. Ultimately, the goal is to empower the students with the mental tools necessary to take over their own learning in regard to their own needs and interests (Weschler, 1997, p.101).

In regard to the type of language to be used, FTM draws heavily on the CLT syllabuses in which the emphasis is on the social- functional patterns and meaningful chunks. Thus the type of language to be translated should be relevant, up-to-date and has communicative purposes. Weschler (1997) asserts that "interference awareness exercises are devised in which students will be led to discover for themselves differences between the Ll and the L2 in the ways various communicative needs are expressed. A heavy emphasis will be placed on a comparative analysis of the language needed to manage a conversation."(p.100)

Table 3*:*

The Type of Language. (Weschler, 1997, p.99)

Traditional Grammar-Translation	Proposed Functional-Translation
1) Word-for-word level	1) Chunked phrase/idea level
2) Referential meaning	2) Social-Functional meaning
3) Literary, narrative or technical written text	3) Spoken conversational patterns and dialogues
4) Obsolete, stiff and formal language	4) Current, colloquial, idiomatic language
5) Irrelevant to students' needs and interests	5) Relevant to students' needs and Interests
6) Grammar (i.e. form)	6) Function (i.e. meaning)
7) Many infrequent, useless words	7) Fewer frequent, useful phrases
8) Too complex and difficult	8) Simple and direct
9) Deductive, rule-driven	9) Inductive, discovery-driven
10) Out-of-context (discrete and indigestible)	10) In-context (embedded and memorizable)
11) Bad-test driven	11) Necessary-language driven
12) Language no native-speakers would say	12) Correct, natural language
13) Lexical of formal composition	13) Lexis of conversational management

FTM materials are produced by L1 and L2 native speakers working together; this collaboration gives the necessary credibility to the materials to be used in terms of standard and authentic language. They are designed to promote pair or group work, and help the learners to explore and experience the target language by themselves. Translation activities are in the form of information gap, in that Weschler argued that "the most natural information gap of all is the one that exists between what the learners know in L1 and what they want to express in L2" (p.101).Translation should be also task or topic-based to ensure the

contextualization of language items to be translated and enliven the class by letting the learners to express their ideas in L1 before transferring them to L2.

Table 4:

The Materials (Weschler 1997 p.100)

Traditional Grammar-Translation	**Proposed Functional-Translation**
1) produced by non-native speakers working alone	1) Produced by native and non-native speakers working together
2) Awkward or incorrect English	2) Standard, correct English
3) Explanatory lecture-based for teacher-fronted presentation	3) Explanatory, collaborative, for student-cantered discovery
4) Dull, written-text, reading-based	4) Stimulating, graphically-based
5) Decontextualized translation and fill-in-the-blank exercises	5) Contextualized, bilingual, jigsaw puzzles and information gaps
6) Designed for solo student work	6) Designed for pair or group work

Table 5:

Classroom Procedures (Weschler 1997 p.100)

Traditional Grammar-Translation	**Proposed Functional-Translation**
1) Present-practice-Produce paradigm (see Lewis, 1993)	1) Observe-Hypothesis-Experiment Cycle (see Lewis, 1993)
2) Teacher input-driven (what we think they should know)	2) Student- Output (what they want to say)
3) Teacher-centered lectures	3) Student-centered pair/group work
4) Bottom-up, micro analysis (Focus on the part)	4) Top-down, macro-synthesis (Focus on the whole)
5) After-the-fact analysis	5) Warm-up L1 brainstorming
6) Prepare for intimidating tests "What does ____ mean?"	6) Allow for peer and self-correction
	7) "How do you say ____ in English?"

In contrast to the "Present-Practice-Production" paradigm of the traditional GTM, the proposed FTM advocated an "Experimental" model to classroom procedures in which the learners observe, hypothesize and experiment the target language. Thus, the translation activities are devised in the form of experiments to test the learners' hypotheses about L2. The

activities start with an L1 brainstorming of learners' ideas about a topic; this stimulates learners to produce expressions, vocabulary and grammatical items related to the topic under discussion. Then, they go to investigate how all these expressions are used in L2 by translating them under the guidance of the teacher. The learners may produce various translations (hypotheses) even creative ones; hence, the teachers' responsibility is to improve each one of these translations not to choose among them the perfect version. In the course of these activities, the content of ideas in L1should precedes the form of their expression in L2.

Although Robert Wechsler's FTM did not receive much attention from the EFL community, it is considered the foundation stone of an envisaged methodology that promotes reconciliation between traditional form-focused language teaching and communicative, functional ones. Crucially, FTM freed the use of translation from the dull and authoritarian teaching associated with GTM, and proposed a clear vision of how to use it to enhance and foster the learners' competencies in a target language.

1.3.3 Pedagogical Translation Framework

Vanessa Leonardi (2010), professor of applied linguistics at the University of Studi di Ferrara in Italy, presented in her book "The Role of Translation in Second Language acquisition" the Pedagogical Translation Framework (PTF), a practical guide for employing translation exercises in foreign language classes. In principle, translation should be adopted in ways integrative with other commonly taught skills. Since translation is often seen as an activity that focuses on only reading and writing, Leonardi showed that it can be used to develop all four language skills. In addition, pedagogical translation is student-centered. Rather than providing the best translation, the teacher should encourage students to actively participate in the translation process and negotiation (p. 86). PTF application takes into account a variety of factors (Leonardi 2010: 87) such as:

1) Students' proficiency level;

2) Direction of translation, that is, from L1 into L2 or vice versa;

3) Focus on one or more language skills (reading, writing, speaking and listening);

4) School vs. University or professional courses teaching requirements;

5) General vs. specialized language requirements;

6) Time availability;

7) Small vs. large classes.   (Leonardi 2010 p.87)

The PTF is made up of three main phases of translation activities which are further

divided into sub-phases as it is shown in figure 2

Pre-Translation Activities
  -Brainstorming
  -Vocabulary preview
  -Anticipation guides
Translation Activities
  -Reading activities
  -Speaking and listening
  -Writing
  - Literal translation
  -Summary translation
  - Parallel texts
  -Re-translation
  -Grammar explanation
  -Vocabulary builder and facilitator
 -Cultural mediation and intercultural competence development
Post-Translation Activities
  -Written or oral translation commentary
  -Written or oral summary of the ST or TT
  -Written composition about ST or TT- related topics

Figure2. Pedagogical translation framework basic structure, adapted from Leonardi (2010, 88).

According to PTF, translation exercises are preceded by brainstorming and vocabulary

preview. Teachers should make sure that new vocabulary is properly introduced and existing

vocabulary is fairly revised and consolidated before presenting a text and its translation to

learners. If teachers are interested in teaching vocabulary related to family relationships, for

instance, it could be a good idea to start the class activity with a brainstorming activity aimed

at introducing new words and "possibly" revising previously taught vocabulary. Depending on age, proficiency and background knowledge this activity can be either carried out in both L1 and L2 or exclusively in L2 and pictures can be included to facilitate learning and draw learners' attention.

During the second phase of PTF the learners are exposed to a variety of sub-activities in which the learners use the four skills to complete the task of translation, learners read and discuss the ST to understand it properly and decode its linguistic and meta-linguistic properties; in that the teacher can provide the learners with some grammatical rules underlying the ST (it depends on the grammatical structures to be targeted in this task). The learners can work individually or in groups and be motivated to discuss and negotiate their own translations. The teachers' responsibility is to raise the learners' awareness to the syntactic, semantic and cultural differences between the ST and TT. Leonardi(2010) argued that translating a message from one language into another can serve a variety of pedagogical purposes ranging from "linguistic problems" to "cultural, semantic and pragmatic concerns" (p.82).Translation exercises allow learners to develop critical and analytical skills because they have to analyze both meaning and form and decide what to translate and how (p.82). When translating, learners also need to examine the cultural dimensions of a text. As mediators between two languages and two cultures, learners will assess losses and gains in interpreting and negotiating meaning. Leonardi demonstrated that pedagogical translation connects meaning with form and integrates culture into language teaching.

In the last phase learners are asked to report what they have translated either in written or oral form. The learners are invited to make comments about each other translations, discuss and explain their choices; the teacher may ask the learners why they choose certain vocabulary items or grammatical forms instead of others. As a final product, the learners complete a written composition or oral summary of what they have translated.

In conclusion, Leonardi's book on pedagogical translation addresses an emerging field of language teaching in this increasingly globalized world. Leonardi proposed a potentially useful pedagogical framework for employing translation exercises in foreign language teaching. In this regard, PTF comes with an integrative view of translation activities which are always associated with the tight translation of decontextualized sentences and the memorization of long bilingual lists of vocabulary items. Leonardi's PTF enlivens translation activities by making them full of oral discussions and leave the space for the learners to express their ideas creatively and develop their own writing styles.PTF addresses translation activities from two important perspectives; the linguistic and socio-cultural. From a linguistic perspective, for instance, translation exercises may help students understand the morphological, lexical, and syntactical similarities and differences between L1 and L2, and thus may promote positive transfer and reduce negative transfer. From a socio-cultural perspective, discussing sample source and target texts in L2 can serve as a scaffolding activity and prepare students to write about similar topics or in similar genres. Peer review of translation may promote interaction and meta-language discussion among students. Of course, these hypothesized benefits of translation must be tested through empirical studies conducted in foreign language classrooms.

1.3.4 The Pedagogical Potential of Code-Switching

As mentioned before, CS is one way to exploit translation in EFL classes. Despite theoretical and institutional condemnation, CS is a well-practiced phenomenon throughout classrooms worldwide (Littelewood & Yu, 2011). A growing body of FL research literature started to recognize the potential benefits of utilizing CS as a pedagogical tool. The aim of this part is to research this potential, to detail recent developments in the use of CS as a

pedagogical tool, and therefore, to identify the best way to approach and implement CS pedagogically.

Developing an optimal CS pedagogy, then, is about the amount of L1 use as much as it is about quality. CS must be both planned and strategic to be effective. Tiam and Macaro (2012) claimed that it is crucial to distinguish between the term "teacher use of L1" and "teacher CS". They posit that the first implies unstructured, unplanned use of CS such as that described by Kim and Elder (2005) and Timor (2012). Teacher CS, on the other hand, denotes the intentional and strategic use of CS aimed at promoting language acquisition, and is therefore much more helpful in identifying the pedagogical uses of L1 in the classroom. There are many qualitative studies on how strategic and planned CS has pedagogical benefits, and Kamwangamalu (2010) gives a good summary of these. He stated that "strategic use of CS can help in building classroom rapport, compensating for a lack of comprehension, classroom management, and expressing solidarity with students, to name but a few" (p. 128).

CS is a sociolinguistic phenomenon that emerged and developed within the bilingual communities, and later on it is introduced into FL classrooms. The idea of treating the FL classroom as a bilingual community is central to Vivian Cook's (2010) theory of multi-competence, which she defined as the knowledge of more than one language in the same mind or the same community (p. 1). Multi-competence presents a view of SLA as based on the L2 learner, who, due to his/her knowledge of two or more languages, should be considered as substantially different from a monolingual speaker. The L1 is always present and active in the L2 user's mind, leading multi-competence to state that both L1 and L2 should be used actively in the classroom. Multi-competence does not just suggest that CS could be useful in the FL classroom, but by viewing L2 users as bilinguals it requires pedagogical applications of both languages through strategic CS. From a general perspective, Macaro (2005) argued that CS should be allowed in the FL classroom since modern FL approaches and

methodologies postulate that the FL classroom should mirror the language use of the 'real world', and CS is an occurrence of the 'real world'. Even though this argument is plausible such assumption has been criticized severely for several reasons, it could be objected that in this view the interaction in language classrooms, particularly teacher talk, is regarded somehow artificial, not as naturalistic as language in the outside world. If we accept, however, the language classroom as "a social context in its own right" (Walsh, 2002, p.4), then teacher and learner CS in language classroom appears as naturalistic language choice in this context. In other words, the FL classroom is one discourse setting among others with a specific linguistic choice, hence, CS is considered as an urgent necessity to interact, initiate or keep communication flowing in the classroom. CS, then, appears to be a tool in FL classroom discourse management as a conversational lubricant (Butzkamm, 1998, p.8). Butzkamm (1998) mentioned the importance of teacher's code-switching as "one of the findings of classroom code-switching is that students improve their language proficiency since they develop a higher level of confidence when they code-switch and this improves students' competence in communication and interaction in the target language". (p.16)

This part has explored the potential benefits of CS as a pedagogical tool in classroom. We have found that CS pedagogy is beneficial when planned and used strategically. Within these parameters, CS can be used practically to aid language acquisition throughout practices such as bilingual teacher talk, scaffolding, and consciousness rising, not to mention its usefulness as relational tool.

Conclusion

Defining translation is a very complicated task as many practitioners and theorist in the domain of FL teaching provide distinct views of this term .Accordingly, this chapter casts little light on the most common points of view about the term translation and the other terminology that emerged within the debate of translation in FL teaching .The use of

translation in FL classrooms sparked many other polarities concerning the best methodology to teach a FL(bilingual vs. monolingual approach),the nature of a FL classroom(monolingual vs. multilingual classroom) and the linguistic identity of the teacher (native vs. non native speaker teacher).

Translation is included as a teaching strategy that facilitates the learning process, a position taken to varying degrees, by most the approaches and methods surveyed in this brief account of language teaching methodologies. Translation has enjoyed a dominant position during the days of GTM; however, this status was downplayed in favour of a direct and communicative approach to language teaching. Translation as a classroom activity has, so far, been largely outlawed and vilified by huge amount of literature that put forward a set of arguments and reasons based on pedagogical and unannounced motives of foreign language teaching community. 'Perhaps', as Howatt (2004) tentatively predicts, 'this is set to change' (p. 259). Since the late 1980s, this prophecy has gradually been fulfilled. It seems from the above discussion that there are plenty of good and convincing arguments in favour of the rehabilitation of translation in FL classrooms, whereas, the objections to the use of translation are all based on limited views that are always taken for granted by the language teaching practitioners. In order to be welcomed again in FL teaching community, translation has to be framed and converged to comply with the contemporary needs and demands of the learners as well as their teachers. Consequently, the revivalist ideas tried to introduce a type of translation that secures better language learning.

Chapter two

Chapter Two: Research Methodology and Results

Introduction

Section One: Methodology

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Chapter Two: Rresearch Methodology and Results

Introduction

The second chapter deals with the practical part of the present study, in this chapter the field investigation will be presented along with the methodology used to collect data as well as the analysis and the discussion of the obtained results. The methodology used to carry out this inquiry is presented in detail in the first section; the latter addresses the type of research adopted in this study, it refers to the definition of qualitative and quantitative research and it also provides arguments for its use. The reasons for using observation, semi-structured interviews and questionnaires as data collection methods are also explained. This is followed by the research context and a general background of the informants. Finally, the research procedure is explained. The second section is devoted to the analysis of data obtained from the classroom observation, the questionnaires and the interviews, and then the results are discussed to provide the final answers of the initial research questions.

2.1 Section One: Methodology

In this section, research methodology and the means used in data collection are introduced; several data collection methods were used including classroom observation, questionnaire and interviews in order to insure data triangulation. This section also includes a description of the population and the research context as well as a description of the second year textbook. Finally research procedure and limitations of the current study are also explored.

2.1.1 Qualitative and Quantitative Paradigm

The way researchers conduct a study varies, however, researchers' actions and beliefs are guided through particular standards and principles. These principles and standards are called a paradigm. A paradigm is "a world view, a general perspective, a way of breaking

down the complexity of the real world" (Patton, 1990, p. 37). Therefore, due to the nature of this study, part of it follows the quantitative/positivist paradigm and the other follows the qualitative/interpretivist paradigm in that we are trying to interpret data that are not readily quantifiable.

The quantitative paradigm stresses the importance of large groups of randomly selected and determining whether there is a relationship between the manipulated (independent) variable and some characteristics or behaviour of the participants. Dorney (2007) asserted "quantitative research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods. Typical example: survey research using a questionnaire analyzed by statistical software such as Statistical Package for the Social Sciences (SPSS)."(p. 24).

The qualitative paradigm places primary importance on studying small samples of purposely chosen individuals; not attempting to control contextual factors, but rather seeking, through a variety of methods, to understand things from the informants' points of view; and creating a rich and in-depth picture of the phenomena under investigation. There is less of an emphasis on statistics (and concomitant attempts to generalize the results to wider populations) and more of an interest in the individual and his/her immediate context. Denzin & Lincoln (1998) defined qualitative research as: "multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them" (p.2). In the current study a mixture of qualitative and quantitative methods was used in data collection and analysis. Dorney (2007) claimed that "mixed method research involves different combinations of qualitative and quantitative research either as data collection or at the analysis levels" (p.25).

2.1.2 Means of Research

For the purpose of this study, classroom observation, questionnaires and semi-structured interviews were designed as the main methods of data collection. Through the use of these different data collection methods with different informants, triangulation was possible in order to verify the obtained findings.

a. Classroom Observation

The first instrument implemented in this study was classroom observation. In This indirect method of data collection, the relationship between the researcher and the participants is diminished (O'Leary, 2009). The main reasons for applying this instrument were to find out to what extent translation is used, and to explore the extent of consistency between what teachers and learners claim they do(in interviews and questionnaires) and their actual behaviour in classroom. According to O'Leary (2009), the gap between the two can be significant. A structured non-participant checklist observation was conducted, whereby data and criteria were predetermined (see the appendix A).Observation schemes as Dorney (2007) claimed "have a range of systematic categories which allow the observer to record events quickly by using tally marks. There is usually no time during the observation to enter lengthy open- ended comments so the observation scheme needs to be carefully piloted in advance" (p. 180). The classroom observation scheme was designed to meet the goals of this investigation. Therefore, it is divided into three parts. The first part deals with the use of L1 in a form of bilingual instruction, it consists of five functions; classroom management, explaining grammar rules, check comprehension, give one-to-one translation of vocabulary items, and telling jokes. The second part was devoted to the use of translation exercises, six different types of translation exercises were selected according to the practices of GMT and the revivalist ideas. Finally, the third part investigates the phenomenon of CS in EFL classes as well as its dominant patterns.

b. Questionnaire

In order to find answers to the research questions, a close-ended questionnaire was adopted. The questionnaire is selected because it is fast to administer, has no impact on the researcher and it is suitable for the participants. Nunan (1992) asserted that "questionnaires enable the researcher to collect in field settings and the data themselves are more amenable to quantification than discursive data such as free-form field notes, participant observers' journals and the transcripts of oral language"(p.143). It is easier to process answers by using close-ended questions. Moreover, it enhances the comparability of answers, it may clarify the meaning of a question for respondents, it is easy to complete, and it reduces the possibility of variability.

In detail, the questionnaire used in this study consists of three parts. The first part is designed to investigate the use of L1 in classroom instruction; it consists of four (4) items. The second part was devoted to the use of translation exercises inside classroom; it explores how learners perceive these activities as well the materials used when they translate, it consists of nine (9) multiple-choice items. Finally, the third part of the questionnaire probes into the learners' views about the use of code-switching in communicative-based activities; six (6) items were carefully designed to meet this purpose. For further details about the items used in this questionnaire see the appendix B

c. Interviews

Another method used in this research was the interview in order to obtain "information about attitudes and opinions, perspectives and meanings" (Hanna, 2007, p.2) from the participants. There are different types of interviews, but the most suitable type for the purpose of this research was the semi-structured interview. It was used as it allowed the modification of the previous prepared questions, as well as the addition of new questions that emerged during the interview because as Hanna (2007) stated, a semi- structured interview is where the

researcher plans: "[…] a set of key questions to be raised before the interview takes place, but builds in considerable flexibility about how and when these issues are raised and allows for a considerable amount of additional topics to be built in response to the dynamics of conversational exchange"(p.3).

For this research an interview guide was designed for the teachers (Appendix C). Each guide had 12 open-ended questions. In this case, all the open-ended questions were designed to help answer the three sub-questions on which this research was based.

2.1.3 Research Context

Algeria has a population of more than 40 million people; all of them share one national language which is Arabic in addition to a regional language (Amazighan).Arabic is the official language, it is the language of education, bureaucracies and social media. Despite the dominating status of Arabic in Algeria, foreign languages have a major role to play in this developing country. French, for example, has a well established situation in the Algerian context because of the historical heritage of a long period of French colonalization, sometimes French is referred to as a second language especially in the major cities. English seems to have a less fortunate place than French despite a long history of teaching and instruction.

The Algerian educational system is divided into three phases; primary, middle, and secondary. English is introduced first at the middle school as a foreign language alongside with French and it continues to the end of secondary phase, this means that any Algerian student has at least spent seven years of English instruction before he/she enrols in a university course. Despite the fact that the language of instruction in Algeria is largely either Arabic or French to a lesser extent, Algerian decision-makers who are aware of the vital role played and held by the English language, try to implement the use of English at all levels of education.

Algeria has gone through a series of actions in its policy of education; from a purely French colonial regime during the colonial period, after the adoption of the Arabization policy, to an open country in the twenty-first century where English has gained considerable space because of the rapid development of Information and Communication Technologies. Consequently, Algeria had to keep pace with time in order to stay in the unprecedented race of the developed and developing countries. Kachru (1986) stated that: "knowing English is like possessing the fabled Aladdin's lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power".

In regard to the teaching of English in schools, many approaches have been adopted by language pedagogists. In Algeria, the teaching of English has been always affected by the international development in this field. During the early days of ELT in this country GTM method was adopted as the main teaching method, and then it was replaced by CLT in the late of 1980s. In 2003, the ministry of education introduced the competency-based language teaching.

2.1.4 Setting and Population

This study was conducted in two secondary schools in the region of Jijel; Terkhouch Ahmed and Bouraoui Ammar. The two schools are considered the largest secondary schools in the region. The study was carried out during 2016/2017 academic year from the 14th to the 27th of April with the second year students and teachers.

According to O'Leary (2009), one of the main objectives in social sciences research is exploring a particular population. He also stated that the best means to explore a population is through collecting and generating of primary data. Moreover, Richards (2012) stated that research is superior when it is undertaken in a context that is familiar to the researcher. By the

same token, a random sample participated in the present study, consisting of 96 second-year secondary learners from six (6) different classrooms and majors (science ,economy, literature and languages), and six (6) teachers. Due to the time restriction for collecting data and for practicality reasons, the sample was kept small.

2.1.5 Description of the Second Year Textbook

Getting Through (the name of the textbook) implements the National Curriculum for English issued by the Ministry of Education in December 2005. It follows the guiding principles which frame the curriculum, and which take account of the social and educational background of our learners, as well as the cultural values of Algeria. Following the principles and objectives defined by the Algerian National Curriculum, and which rely on the CBA, the methodology for the use of *Getting Through* in the classroom exhibits the following characteristics:

Getting Through is communicative; the textbook lays the stress on the learners' practice of English and encourages interaction. It contains activities that are likely to meet the students' interests and needs to prepare them for exchanges of information, opinions through a variety of texts showing spoken English or formal written English.

Getting Through is task-based; the textbook includes a large number of tasks and activities that aim at developing both "lower-order" skills (acquiring new knowledge , understanding new facts and ideas and applying them to solve problems) and "higher order" skills (analyzing information by breaking it into small parts to understand it better, synthesizing knowledge by combining it into new patterns and evaluating new information by forming an opinion and judging the quality of that new information). The project is the final task, and is the most complex one cognitively. It requires the application of both types of

cognitive skills described above; and the textbook offers plenty of opportunities to students to reach the objectives of the project.

Getting Through consists of eight units; each unit is topic-based. The unit is divided into two parts. The first part is dedicated for discovering the language in which the learners work on activities such as "Grammar in Context", "Say it Loud and Clear", and "Working with Words". The second part of the unit emphasizes the developing of the four traditional skills; this part includes the activities of: "Listening and Speaking", "Reading and Writing", "Putting Things Together", "Where Do we stand now?", and "Exploring Matters Further". This book, however, does not include any translation activities.

2.1.6 Research Procedure

The present research started first with the systematic observation of 6 classes of the second year level in two different secondary schools, the classes belong to different majors such as literature, economy, sciences and languages. Each class has been observed for only four (4) hours because of the time constraints. After finishing the classroom observation, questionnaires were administered. The participants were chosen randomly in that 16 learners from each class were selected to complete this questionnaire. With the help of the teachers the questionnaires were carefully explained to avoid any misunderstanding. The last phase of the field investigation was the interviews with the teachers; the six (6) interviews were conducted in a quiet place, but unfortunately these interviews have not been recorded due to the teachers' willings.

2.1.7 Limitations and Extraneous Variables

During this study we encountered some hurdles that affect in a way or another whole work such as:

- The resources related to the topic of this study were limited and not available as the issue of translation rehabilitation is a recently discussed phenomenon in foreign language teaching.

- It was difficult to get the access to schools to conduct the field investigation.

- The time available to collect data was not enough especially for classroom observation.

- The researchers were obliged to collect data for only four sessions per class.

- Many teachers refused to collaborate and those who agreed did not allow interview recording.

- Many students were absent and some of them refused also to answer the questionnaire.

2.2 Section Two: Data Analysis and Discussion

This section deals with the analysis and discussion of the data collected from the classroom observation, the questionnaire, and the interviews.

2.2.1 Analysis of Classroom Observation Schemes

The first part of the field work was the classroom observation; it was carried out in 6 classes in two different secondary schools. Each class was observed for four sessions, the total duration of this observation was 24 hours. The reason behind this observation is to gain real insights about the classroom practises related to the topic under investigation. Moreover, classroom observation helped the researchers to design the questions of the interviews and questionnaire to reach perceptive conclusions about the actions in the classroom.

The First observation scheme: Teacher A   science class   duration: 4 hours

L1 use in a form of bilingual instruction	Instances
1. Classroom management	+ + + +
2. Explaining grammar rules	+ + + + + + +
3. Check comprehension	+ + +
4. Give one-to-one translation of vocabulary items	+ + + + + + + + +
5. telling jokes	+ + + +
Translation Exercises	**Instances**
1. Translating into L2 of individual sentences	
2. Translating into L1 of individual sentences	
3. Translating into L2 of longer passages	
4. Translating into L1 of longer passages	
5. Translation : analysis/criticism/discussion	
6. Translation-based tasks	
Code Switching	**Instances**
1. Learners' code-switching	+ + + + +
2. Teachers' code-switching	+ +
3. Intra-sentential CS(it occurs clause or sentence boundary)	+ + + + + +
4. Inter-sentential CS(it takes place within the clause or sentence)	+
5. Tag-switching(the insertion of tag phrases from one language into an utterance from another)	

a.   **Analysis of observation scheme 1**

This observation was held with a class of sciences, learners were working on the unit number six "No man is an island". The teacher introduced a variety of activities; two lessons

were devoted to explore the language through grammar, vocabulary and pronunciation activities, whereas, the last two sessions were dedicated to develop the four skills in the target language using reading, writing ,listening and speaking activities. All these activities are available in the textbook. Concerning the use of translation, it was fairly used in explaining grammar rules (5 instances), keeping classroom order and telling jokes. L1 is heavily used in reading based activities where the teacher gives word-for-word translation (9 times). In regard to translation exercises, the teacher did not introduce any type of these exercises.

Code switching was used during a fluency-based activity in which the learners discussed safety measures during earthquakes (p 125), learners CS was documented four(4) times it was in a form of intra-sentential code switching, whereas, the teacher used inter-sentential code switching in three(3) occasions.

b.   Analysis of observation scheme 2

This observation was held with teacher B who teaches the literature and philosophy major, they were working on the seventh unit "Science and Fiction". Following strictly the textbook guidelines, the teacher introduced language building activities first, while the rest sessions were devoted to strengthen the four skills through a series of activities.

Arabic was used for several functions, grammar explanations were held first in English, and then the Arabic version was provided. During a listening task the teacher gave the translations of the abstract vocabulary of the text, some learners make a bilingual list at the end of their copybook. Reprimands were used as the students were talkative. He also explained the activities to the learners in Arabic after they asked him for further clarification. In regard to translation exercises, the teacher did not use any of them.

Code switching was present in this class during a communicative-based activity in which the learners where asked to answer some questions about a picture in the textbook (p147). Few learners participated in this task; they switch to Arabic as they did not have the technical vocabulary to describe the picture, they were always wondering: "eemmmm sir how

we say this in English". The preferable pattern of code switching for the learners was the intra-sentential, whereas, the teacher alternated between intra and inter- sentential patterns.

The Second observation scheme

Teacher: B   **class: literature**   **duration: 4 hours**

L1 use in a form of bilingual instruction	Instances
1. Classroom management	+ + + + + + + +
2. Explaining grammar rules	+ + + + + + + ++
3. Check comprehension	+ + + + + + + +
4. Give one-to-one translation of vocabulary items	+ + + + + + + + +
5. telling jokes	+ + + +
Translation Exercises	**Instances**
1. Translating into L2 of individual sentences	
2. Translating into L1 of individual sentences	
3. Translating into L2 of longer passages	
4. Translating into L1 of longer passages	
5. Translation : analysis/criticism/discussion	
6. Translation-based tasks	
Code Switching	**Instances**
1. Learners' code-switching	+ + + + + + + + +
2. Teachers' code-switching	+ + + + + +
3. Intra-sentential CS(it occurs clause or sentence boundary)	+ + + + + + + + +
4. Inter-sentential CS(it takes place within the clause or sentence)	+ + + + + +
5. Tag-switching(the insertion of tag phrases from one language into an utterance from another)	

The Third Observation Scheme

Teacher: C   **Class: Economy**   **Duration: 4 hours**

L1 use in a form of bilingual instruction	Instances
1. Classroom management	+ + + + + + + + +
2. Explaining grammar rules	+ + + + + + + ++ +
3. Check comprehension	+ + + + + + +
4. Give one-to-one translation of vocabulary items	+ + + + + + + + +
5. telling jokes	+ + +
Translation Exercises	**Instances**
1. Translating into L2 of individual sentences	
2. Translating into L1 of individual sentences	
3. Translating into L2 of longer passages	
4. Translating into L1 of longer passages	
5. Translation : analysis/criticism/discussion	
6. Translation-based tasks	
Code Switching	**Instances**
1. Learners' code-switching	+ + + + + + +
2. Teachers' code-switching	+ + + + +
3. Intra-sentential CS(it occurs clause or sentence boundary)	+ + + + + + + + + +
4. Inter-sentential CS(it takes place within the clause or sentence)	+ + +
5. Tag-switching(the insertion of tag phrases from one language into an utterance from another)	

c. Analysis of observation scheme 3

This observation was held with learners majoring in economics. The content of the four lessons had ranged over a variety of activities, but there was a little emphasis on form-based activities. This class was characterized by the overuse of L1, especially for giving one-to-one translations of the technical vocabulary related to business domain to help the learners complete a balance sheet (p 165). Arabic is also used in giving deductive explanations of grammar rules about using introductory sentences (p 162). In addition, the teacher used Arabic to check the learners' comprehension and to give hints. Translation exercises of any type were totally absent during the four sessions, these exercises have no role to play since they do not exist in the textbook that the teacher follows rigidly.

Code switching is also used in this class by both of the learners (5 instances) and the teacher (4 instances) for discussing job advertisements (p.166). Learners switched to Arabic due to their unfamiliarity with the vocabulary and grammar associated with the language of advertisement, they used intra-sentential pattern, whereas, the teacher blended the two patterns the intra and inter-sentential to help the learners understand his questions and stimulate the learners to participate in the activity.

d. Analysis of observation scheme 4

The situation in teacher's D classroom appeared to be the same as the previous ones. During this observation the class was working on the unit number six "No man is an Island". The learners were introduced to a variety of activities from the textbook. Arabic is used slightly higher than the usual; it is used extensively in managing the classroom and providing word-for-word translations. Other functions were also documented such as explaining grammar rules, telling jokes and check comprehension.

This class was the first where we witnessed a sort of translation exercise. The learners worked on an activity called "working with words" (p 125); in this activity they checked the

meanings of a list of reporting verbs in the dictionaries (they used monolingual dictionaries) before they use these verbs to report some quotes. Although this activity seems to be a form-based activity, it may be counted as a translation exercise because the learners used these verbs through seeking the meaning that best suited the context of the quotes.

CS is also used in this class during fluency- based activity, learners were asked to describe and comment on a picture (p .129), and they discussed charity acts during disasters. Not many learners participated in this activity, their English sentences were inaccurate and not complete, hence, Arabic expressions were used to compensate. The teacher seemed to be tolerant with learners' CS; he helped them to complete their sentences. The learners' preferable pattern of CS was the intra- sentential one; this result is identical with the previous ones.

The Fourth Observation Scheme

Teacher: D   Class: literature   duration: 4 hours

L1 use in a form of bilingual instruction	Instances
1. Classroom management	+ + + + + +
2. Explaining grammar rules	+ + + + + + + + +
3. Check comprehension	+ + + + + + + +
4. Give one-to-one translation of vocabulary items	+ + + + + + + + + +
5. telling jokes	+ + +
Translation Exercises	**Instances**
1. Translating into L2 of individual sentences	
2. Translating into L1 of individual sentences	
3. Translating into L2 of longer passages	
4. Translating into L1 of longer passages	

5. Translation : analysis/criticism/discussion	
6. Translation-based tasks	
Code Switching	**Instances**
1. Learners' code-switching	+ + + + + +
2. Teachers' code-switching	+ +
3. Intra-sentential CS(it occurs clause or sentence boundary)	+ + + + + +
4. Inter-sentential CS(it takes place within the clause or sentence)	+ +
5. Tag-switching(the insertion of tag phrases from one language into an utterance from another)	

e.   Analysis of observation scheme 5

Unlike the others, teacher E adopted a monolingual policy in her classroom; she used only English in all the classroom activities. Arabic is rarely used except for classroom management. Everything was explained in English, learners are not allowed to use Arabic.

According to the scheme above translation exercises were totally absent; in addition CS is not used during fluency-based activities because the teacher is intolerant in regard to this point.

The Fifth Observation Scheme

Teacher: E   Class: science   duration: 4 hours

L1 use in a form of bilingual instruction	**Instances**
1. Classroom management	+
2. Explaining grammar rules	
3. Check comprehension	
4. Give one-to-one translation of vocabulary items	
5. telling jokes	

Translation Exercises	Instances
1. Translating into L2 of individual sentences	
2. Translating into L1 of individual sentences	
3. Translating into L2 of longer passages	
4. Translating into L1 of longer passages	
5. Translation : analysis/criticism/discussion	
6. Translation-based tasks	
Code Switching	**Instances**
1. Learners' code-switching	+
2. Teachers' code-switching	
3. Intra-sentential CS(it occurs clause or sentence boundary)	
4. Inter-sentential CS(it takes place within the clause or sentence)	
5. Tag-switching(the insertion of tag phrases from one language into an utterance from another)	

The sixth Observation Scheme

Teacher: F   Class: foreign languages   duration: 4 hours

L1 use in a form of bilingual instruction	Instances
1. Classroom management	+ + + + +
2. Explaining grammar rules	+ + + + + + + + +
3. Check comprehension	+ + + + +
4. Give one-to-one translation of vocabulary items	+ + + + + + +
5. telling jokes	+

Translation Exercises	Instances
1. Translating into L2 of individual sentences	
2. Translating into L1 of individual sentences	
3. Translating into L2 of longer passages	
4. Translating into L1 of longer passages	
5. Translation : analysis/criticism/discussion	
6. Translation-based tasks	
Code Switching	**Instances**
1. Learners' code-switching	+ + + + + +
2. Teachers' code-switching	+
3. Intra-sentential CS(it occurs clause or sentence boundary)	+ + + + + +
4. Inter-sentential CS(it takes place within the clause or sentence)	+
5. Tag-switching(the insertion of tag phrases from one language into an utterance from another)	

f.   Analysis of observation scheme 6

The last observed class was a class of foreign languages. Despite the fact that learners in this major are supposed to have a good control of foreign languages, L1 is fairly used in classroom instruction. Arabic is most used in explaining grammar rules and giving one-to-one translations, besides, it is used to a lesser extent for classroom management and checking comprehension. Translation exercises were out of concern as it is noted in the other classes, whereas, CS was used especially by learners since the teacher showed flexible attitude towards this issue. Learners favour the use of intra-sentential pattern.

2.2.2 Analysis of Questionnaires

The second part of the field investigation was a questionnaire administered to the learners in order to see their perceptions in regard to the use TILT. The questionnaire was divided into three parts each part investigates the learners' perceptions of the three practices of TILT namely; bilingual instruction, translation exercises, and CS.

Part One

Item 1: I understand my teacher's English

Table 6

Learners understanding their teacher's English

Answer	Total	%
Never	0	0
Sometimes	45	47
Often	51	53

The first question investigates the extent to which secondary school learners understand their English teachers during English lessons. It was found that 53% of the population understand their teacher's English often. However 47% sometimes understand what their teacher says in classroom. This result implies that there is always a space for ambiguity and mystery in EFL classes, and monolingual teaching does not comply with such ambiguities.

Item 2: In classroom I prefer my teacher uses:

Table 7

Learners' preferable language of instruction

Answer	Total	%
English only	31	32
Mixture	65	68

Learners have positive attitudes towards the bilingual instruction. This view was confirmed by the results of the second question which addresses the learners preferred

methodology. According to the table seven, 65 (68%) out of 96 learners would prefer their teacher to use their mother tongue (Arabic) alongside English in the classroom. On the other hand, 31 (32%) favour the use of English only in the classroom. This finding is in line with a previous study conducted by Brooks-Lewis (2009) at two universities in Mexico which showed that students' perceptions with regard to the incorporation of their L1 were enormously positive. This indicates that the situation of the bilingual instruction needs to be reassessed.

Item3: My English teacher uses Arabic in classroom

Table 8

The amount of Arabic used by EFL teachers

Answer	Total	%
Never	8	8.5
Sometimes	83	86
Often	5	5.5

To discover the extent to which bilingual instruction is used in EFL classes, learners were asked to answer the item 3. According to the table 8, 83 (86%) out of 96 learners answered that their teacher uses Arabic in classroom sometimes. 8 (8.5%) said that their teacher never use Arabic, and 5, 5% pointed that Arabic is often used by the teacher in classroom. These findings lead to the conclusion that the bilingual instruction is widely used in EFL classes.

Item4: In classroom, L1 have many functions. Learners were asked about the main purposes of using L1 in the classroom. Five multiple choices of functions were given:

a. Explain grammar rule

b. Give the meaning of the words that I cannot understand

c. Check if I understand words, grammar rules or ideas

d. Classroom management

e. Moving from one activity to another
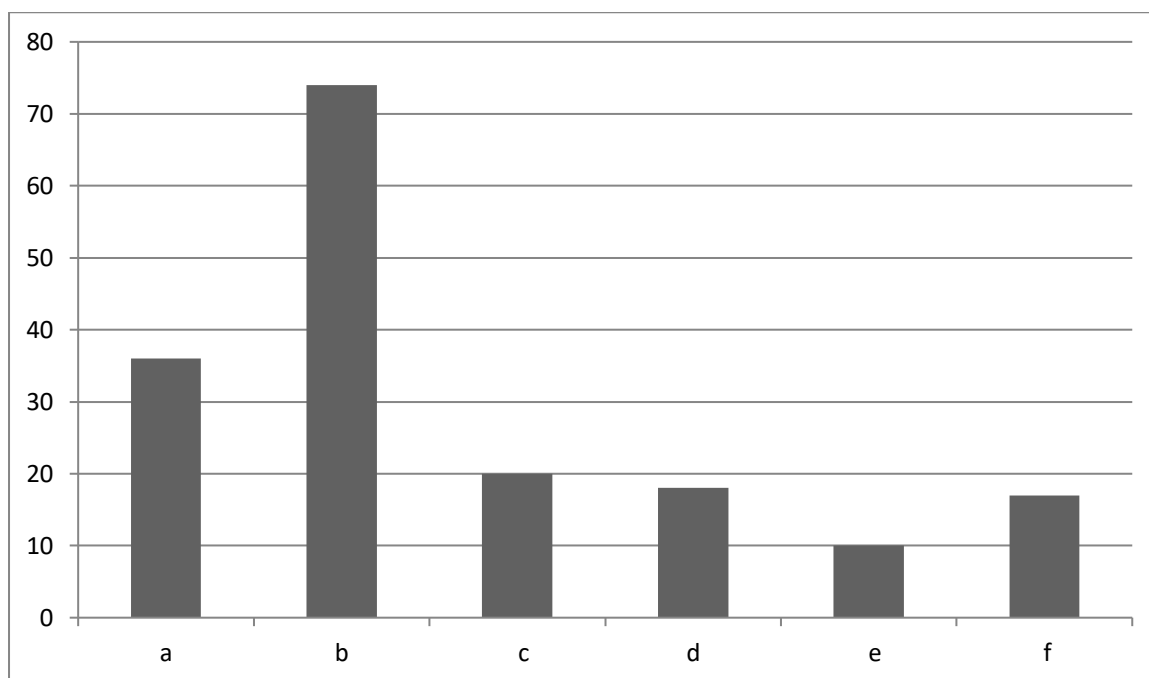
f. Telling jokes

Figure 3. L1 functions in classroom

The graph 3 shows that among the five functions provided, explaining grammar rules and giving word-for-word translations have the highest frequency with (20.5%) and (42%) respectively. In addition, other functions such as classroom management and checking understanding are considerably rated by the students. Moreover, L1 is used, to a lesser extent for telling jokes and moving from one activity to another. Therefore, it seems that L1 is widely used in EFL classes in Algeria, and it fulfils a range of functions. The primary functions of L1 in EFL classes consist of explicit description of grammar rules and giving word to word translations. These two functions are associated with the classical language teaching of GTM. This may imply that classical language teaching still has a role to play in EFL classes in Algeria. However, L1 plays an affective role, it is used to tell jokes, check comprehension and taking breaks during a lesson.

Part Two

Item 1: When reading a text or listen to an English recording, I translate into Arabic in my mind

Table 9

The amount of learners' mental translation

Answer	Total	%
Never	10	10.5
Sometimes	42	43.5
Often	44	46

The first question in this part aims to test whether secondary school learners apply translation skills even in activities in which they ought not to do. Translation is viewed as an unwanted practice that slows down the development of the learners' proficiency in a FL and thus they are discouraged to translate in their mind during receptive activities. The results show that 10.5% of the students who responded to this question never translate in their minds when reading or listening to a text in English. This trend does not seem to be affected by the major (literature, sciences, economics or languages streams) the learners attend. It would be interesting to know whether the amount of in-mind translation tends to decrease with the student level of proficiency, but the current study cannot provide a definitive answer to this question as much broader sample would be needed to draw definitive conclusion and generalisation. It is a simplification, but if we accept that second year are considered of an acceptable level of proficiency in English, then in case of secondary school students who responded to this question, the level of proficiency does not seem to play a role in the use of mental translation receptive activities. The number for the whole sample (46%), however, support the view that mental translation practiced by learners more often than not.

Those results are not statistically significant, and can therefore only serve as a basis for further research; however, these results are an evidence for the naturalness of translation as a

FLL activity. It follows that there is considerable mental translation, as students move from one language to another ('you can banish L1 from the classroom, but you cannot banish it from students' heads')

Item 2: At school I work on translation exercises:

Table 10

The amount of translation exercises practiced in secondary schools

Answer	Total	%
Never	79	82
Sometimes	13	13.5
Often	4	4.5

The aim of the item 2 is to know the extent to which translation exercises form a part of English language teaching used at secondary schools. The results shown in the table 10 demonstrate that translation exercises are neglected in the EFL classes in Algeria. 79 (82.5%) out of 96 respondents said that they never work on translation exercises at school.
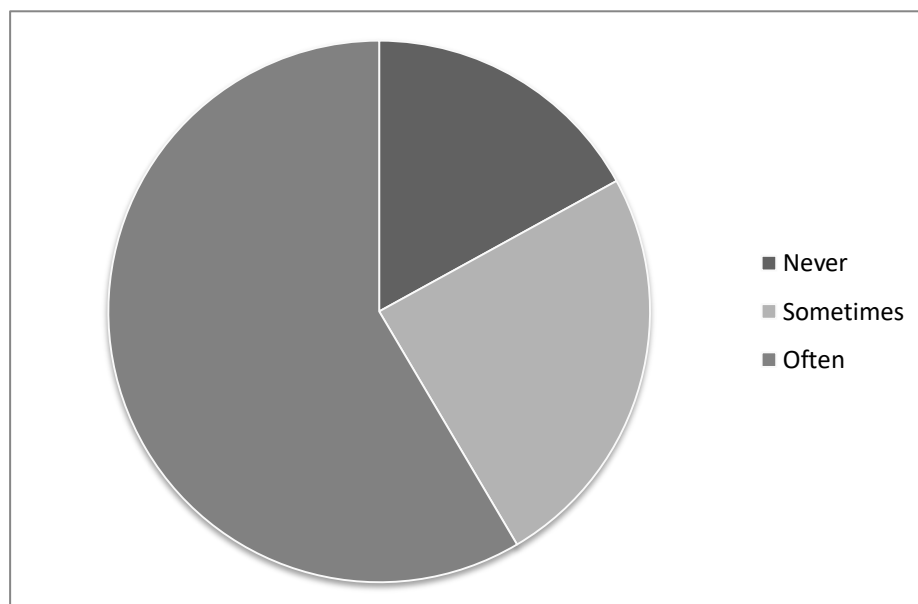
Item3: I work on translation at home

Figure 4. The amount of translation exercises practiced at home

Practice at home is of a crucial importance for a foreign language learner. Item three projects light on the degree to which translation exercises are used at home. Although it is not

used in classes, translation exercises form a considerable part of language learning outside the classroom confines. 56 (58.5%) out of 96 said that they work on translation exercises at home, whereas, 24% work on them occasionally, and only 17.5% claimed that they never work on translation exercises.

Item 4: When I work on translation exercises, I translate:

Table 11

The type of language to be used in translation exercises

Answer	Total	%
Individual words	53	55
Individual sentences	34	35.5
Short passages	9	9.5

The type of the language to be translated plays a major role in designing a beneficial translation activity. Learners or teachers have to be highly selective in regard to the type of language to be translated. It is very important to know what type of language learners translate, hence, the item four addresses this issue. Concerning the language used during translation exercises, 53 (55%) learners out of 96 said that they translate individual words. Moreover, 34 (35.5%) indicated that they work on individual sentences. Whereas, only 9 (9.5%) work on short passages or paragraphs.

These results are somewhat expected, translation of individual words and sentences is widely practiced by EFL learners, however, this activity proved to be of little pedagogical benefit. Moreover, this activity represents some of the characteristics of the classical language teaching. In regard to the translation of longer passages and paragraphs, it is still neglected, and learners have no interest in this activity.

Item 5: When I translate, I find all English words have their direct equivalents in Arabic

Table 12

The amount of the direct equivalents found during translation exercises

Answer	Total	%
Never	22	23
Sometimes	60	62.5
Often	14	14.5

As we have seen in chapter one, translation was criticized of misleading students into thinking that expressions in two languages correspond one-to-one. The fifth item investigates whether the learners find word-for-word equivalents when they translate. The results in the table above show that the learners are aware of the issue of one-to-one correspondences between English and Arabic. Only 14 (14.5%) learners out of 96 believe that all English words have their equivalents in Arabic, whereas, 62.5% of them said they occasionally find direct equivalents when they translate. The rest of the population 22 (23%) stated that they never find word-for-word equivalents. Accordingly, these results acknowledge the role of translation in avoiding word-for-word fallacy. Thanks to translation exercises the learners will gradually became aware of the issue that not all English words have their direct equivalents in Arabic and vice versa.

   Item 6: When I translate, I use a type of:

a- Bilingual dictionaries

b- Monolingual dictionaries

c- Collocation dictionaries

d- Google translate application
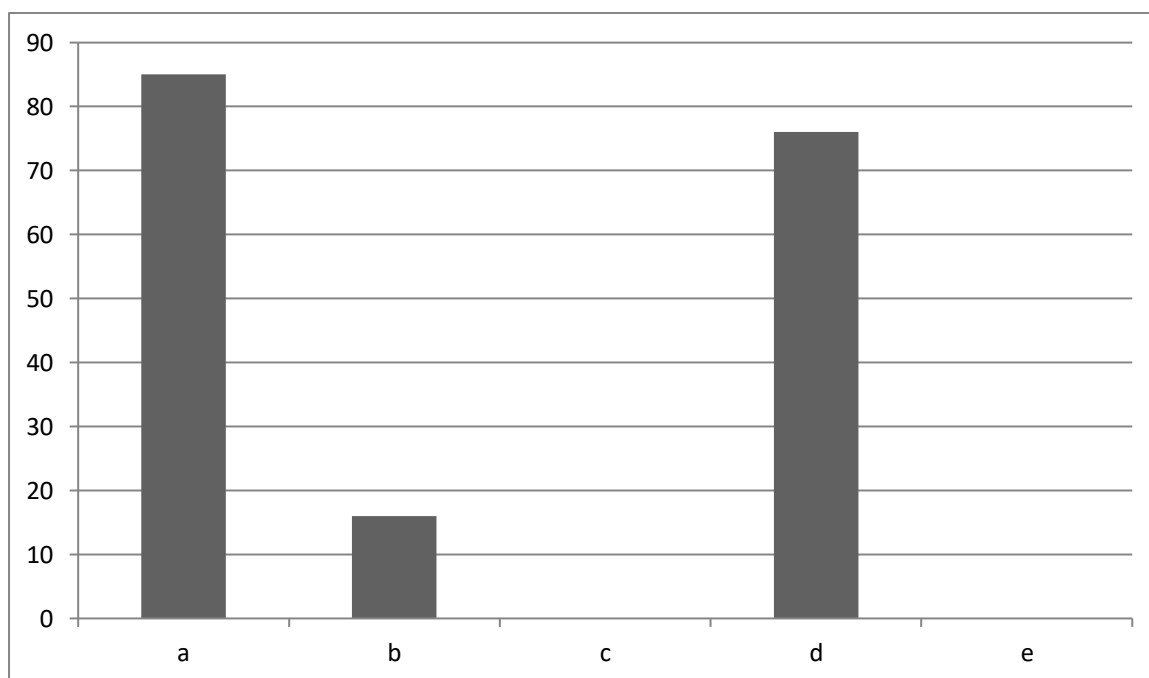
e- Corpus dictionaries

Figure 5. The use of dictionaries by EFL learners during translation exercises

In the teaching of foreign languages, the emphasis is often laid upon the exploitation of grammar books and textbooks, while dictionaries receive less attention. Dictionaries are, however, very useful for language learners. It is necessary to know about the materials used by the learners when translating since the quality of translation depends on the materials to be used. The question six was designed to know the materials most used by the learners when they work on translation exercises.

The graph 5 shows that bilingual dictionaries and Google translate application have the highest frequency of usage with 48% and 43% respectively, while; monolingual dictionaries are rarely used (8%). The other type of materials, namely collocation dictionaries and corpus dictionaries are totally not used.

Bilingual dictionaries are not suitable for producing translations of a better quality because it offers quick answers to the enquiry without any consideration to the grammatical complexities and differences between the two languages or the appropriate context to use it. When using this type of dictionaries, learners should be aware of these shortcomings.

Monolingual dictionaries are claimed to be suitable for more advanced levels, but with the help of the teacher such dictionaries can be easily exploited by less proficient learners. Monolingual dictionaries are characterized by providing the learners with a variety of answers and explanations according to a range of contexts and situations. Monolingual dictionaries help the learners to achieve a better translation. The numbers indicates the use of monolingual dictionaries is an alarming finding, learners are not aware of the invaluable help of these dictionaries when translating.

Collocations are a key area of English lexicology. Collocations are basically fixed-two-combinations which must be learnt as building blocks. The importance of collocations dictionaries lies in the fact that both of monolingual and bilingual dictionaries have a number of shortcomings in covering this language area. Despite its usefulness in producing a better quality of the translated text, the learners do not use such type of dictionaries.

Google translate software is one of the common used programmes by the learners at secondary schools. This program is a fascinating tool; however, there are pitfalls and limitations that learners need to be aware of. Google translate is used as dictionary despite the fact that this program was not designed as a dictionary, and certainly not as one for language learners. Even though its functions have been considerably improved and it is now for instance possible to view alternative translations of a word, Google Translate should not be used as a dictionary and learners should be made aware of this. This does not mean, on the other hand, that Google Translate should be disqualified from the classroom. It can actually be used as a source of illuminating examples serving to tackle word-for-wordism. Learners may be presented with sentences incorrectly translated by Google and encouraged to discuss what could have gone wrong. By doing this, students' awareness of the differences between the two languages is increased, as well as their ability to properly use the software itself.

A corpus is a collection of naturally occurring examples of language, which have been collected for linguistic study. It is planned and designed for some linguistic purposes (Hunston, 2002 p. 2). There are many types of corpora, but the one which is useful to the current issue under investigation is a general corpus such as the British National Corpus (BNC). Pedagogically, such a corpus may be used for a variety of purposes, such as studying the collocations, connotations or prosodic features of words and phrases. Leaving aside specific parallel or comparable corpora which are used by professional translators, a general corpus may be used to improve one's translations, as it is a source of information about the natural behaviour of language. As such, a general corpus is an ideal tool to accompany L2 translation.

Item 7: Translation helps me to learn new vocabulary:

Table 13

The learners' attitudes about translation exercises as a vocabulary building activity.

Answers	Total	%
Agree	63	65.5
Partially agree	26	27
Disagree	7	7.5

Vocabulary is an integral part in FL learning, it is necessary to have an acceptable and essential amount of vocabulary items in order to communicate a language fluently. One way to expand the learners' vocabulary is the use of translation, hence, the question seven addresses the learners' perceptions towards this activity. The results revealed positive attitudes towards the use of translation when coming to learn new vocabulary. The majority of learners 65.5% agree that the use of translation exercise helps them to learn new vocabulary items. 27% partially agreed on this statement , whereas, only a few proportion (7.5%) think that translation exercises have nothing to do in regard to the learning of new vocabulary.

Item 8: translation exercises help me to increase my understanding of English grammar

Table 14

Learners' attitudes about the use of translation in understanding grammar rules

Answers	Total	%
Agree	15	15.5
Partially agree	46	48
Disagree	35	36

Besides vocabulary, morpho-syntactic structures play a major role in developing L2 proficiency. It has been proven that comparison of grammatical structures of two languages results in a better understanding of the target language grammar. Translation seems to be the perfect exercise to make such comparisons. Accordingly, question eight addresses the learners' attitudes the use of translation exercises to increase their understanding of English grammatical structures.

When it comes to the learning of grammar structures throughout translation exercises, learners in secondary school showed a less interest and reluctant views about this issue, therefore, only 15 (15.5%) learners out of 96 agreed that translation exercises help them to tackle morpho-syntactic difficulties of English. Moreover, 46 (48%) learners partially agreed on this point, whereas, the rest of the population 35 (36.5%) showed contrary views in regard to the use of translation to enhance their knowledge of grammar.

Compared to their views to translation exercises as a vocabulary building activity, learners put little emphasis on this activity when they deal with syntactic forms. A logical explanation for this view is laid on the basis that learners rarely work on contextlized and longer passages, as it was proven by the item number four. By working only on individual words and out of context sentences, the learners deprive themselves of the opportunity to deal with more complex issues of grammar structures, discourse regulation (coherence and cohesion) and stylistic features which are only available in the translation of longer texts.
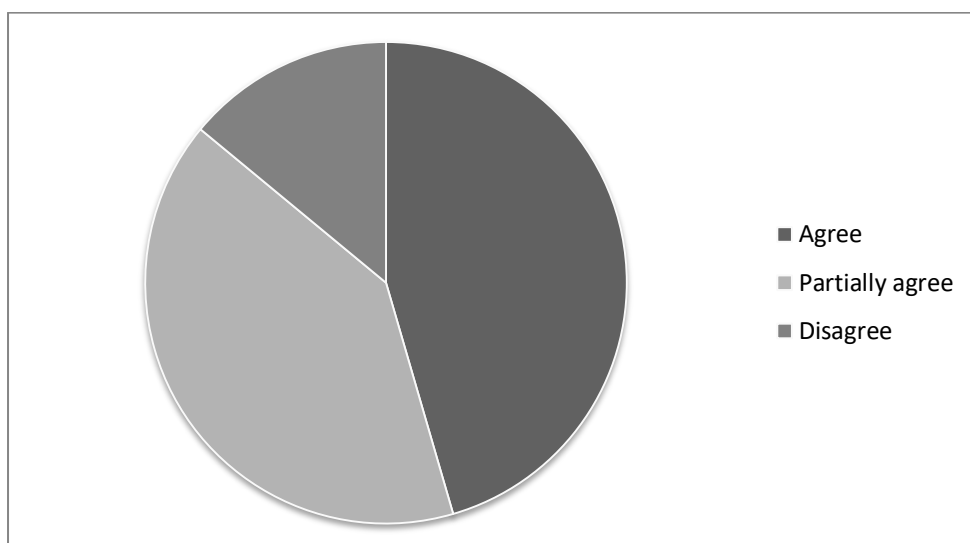
Item 9: I feel motivated by translation exercises

Figure 6. The learners' attitudes towards translation exercises as a motivating activity

Motivation, the psychological state in which the individual is eager to do something, plays a major role in second language learning. Psychologists divided motivation into two distinct types being either intrinsic or extrinsic. The former develops as a result of inner and self satisfaction; the latter comes from outside variables that are not directly related to the individual him/herself. In order to investigate the learners' views about translation as a motivating activity, learners were asked to answer question nine:

The results in the figure 6 show that the majority (86%) of the learners agree or at least partially agree on the fact that translation is a motivating activity, whereas, a small population (14%) said that translation is not a motivating exercise. In regard to the nature of motivation provided by translation exercises, it is difficult to give general and confirmed conclusions; however, translation exercises seem to motivate the learners intrinsically. Translation exercises are usually accompanied by a self and inner satisfaction as the learners feel that they do something practical with the language.

Part Three

Item 1: During English lessons, I work on communicative tasks and activities.

Table 15

The amount of practiced communicative activities in EFL classes

Answers	Total	%
Never	8	8.5
Sometimes	38	39.5
Often	50	52

Learners need to interact with each other as much as they can. The first question of this part deals with the extent to which the learners work on communicative activities. The table 15 shows that most of the learners said that they participate at least sometimes in communicative tasks. While only 8.5% of learners stated that they never work on interactive activities. These numbers indicate that FL classes in secondary schools are lively environments full of discussion and interaction.

Item 2: When I speak English, I use Arabic too.

Table 16

The learners' use of Arabic in classroom

Answer	Total	%
Never	29	30
Sometimes	53	55
Often	14	15

Communicative activities in EFL classes are based on the exclusive use of the target language. According to this view, L1 do not have a role to play in such activities. In regard to the secondary school learners' level of proficiency, Only-English policy seems to impose a repressive situation that gives the learners little space for more participation. The second question addresses the extent to which learners code switch to Arabic. Results in the table above reveal that C.S to Arabic is considerably used, 67 (70%) learners out of 96 said that they code switch to Arabic at least sometimes. Whereas only (30%) said that they never

use Arabic during communicative-based activities. Practically, Code Switching is a natural

phenomenon in EFL classes.

Item 3: Why do you mix both languages?

a- When I want to express an idea but I do not know the right English equivalent

b- I feel comfortable doing this

c- I want to keep talking

d- My teacher do the same
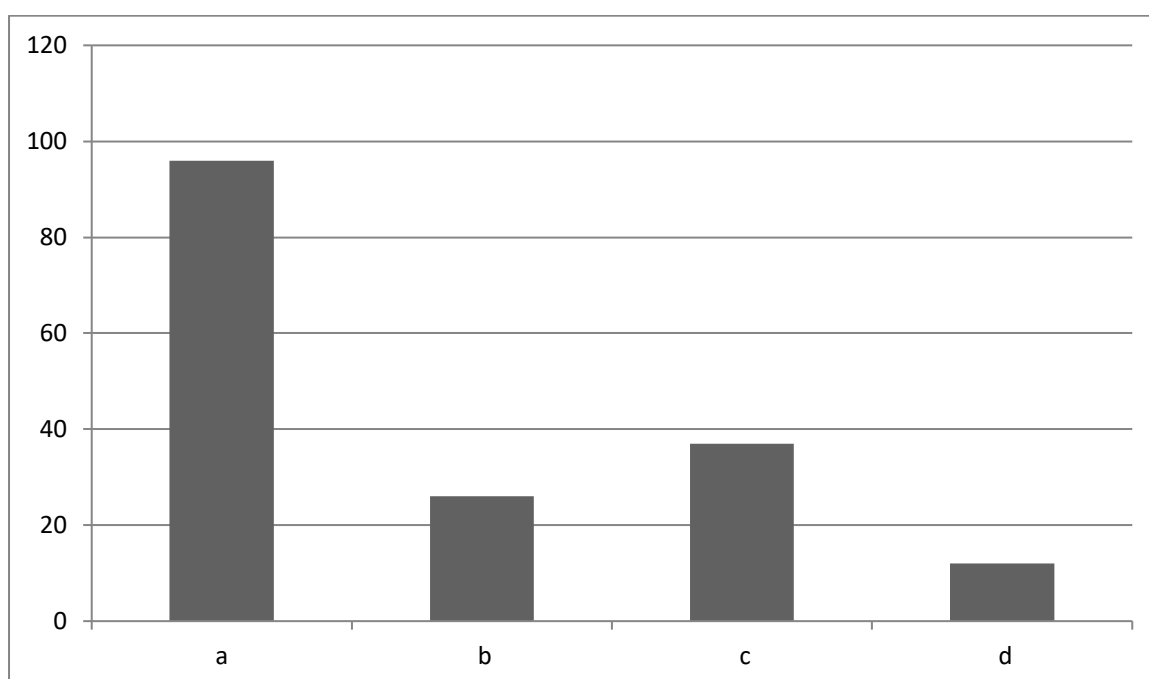
Figure 7. The reasons why learners' use code switching in EFL classes

There is a range of reasons why learners use C.S in EFL classes. Question three

explores some of these reasons. The graph above shows that the main reason (52%) behind

the use of C.S is the learners' incomplete knowledge of the target language; in other words,

learners tend to switch to Arabic when they do not have the right equivalents of their ideas in

English. Moreover, learners use CS to keep talking (%23.5) during fluency-based activities.

C.S has also an affective function in EFL classes; it makes the learner feel comfortable

(16.5%) during communicative based activities. In addition, learners code switch to Arabic as

their teacher do the same (8%). From these results we may conclude that Code-Switching fulfils a wide range of functions in EFL classes.

Teachers' and learners' Code-Switching is very important as it is the responsibility of the teachers to plan and frame this activity. One of these responsibilities is to provide the learners with the right equivalents in the target language. Question 4 reads as follow:

Item 4: If you chose 'a', do your teacher provide you with the right equivalents

Only 81 learners responded to this question, results are shown in the table 17

Table 17

The amount of the teachers' feedback to the learners' CS

Answer	Total	%
Never	7	9.5
Sometimes	34	42.5
Often	40	48

Generally, teachers react positively to their learners' CS in regard to giving right equivalents. 90.5% of the population said that teachers at least sometimes provide them with the English equivalents of their Arabic CS; while; few learners (9.5%) said that their teachers do not provide them with the necessary feedback.

Item 5: Next time, if I want to express the same idea I will use English only
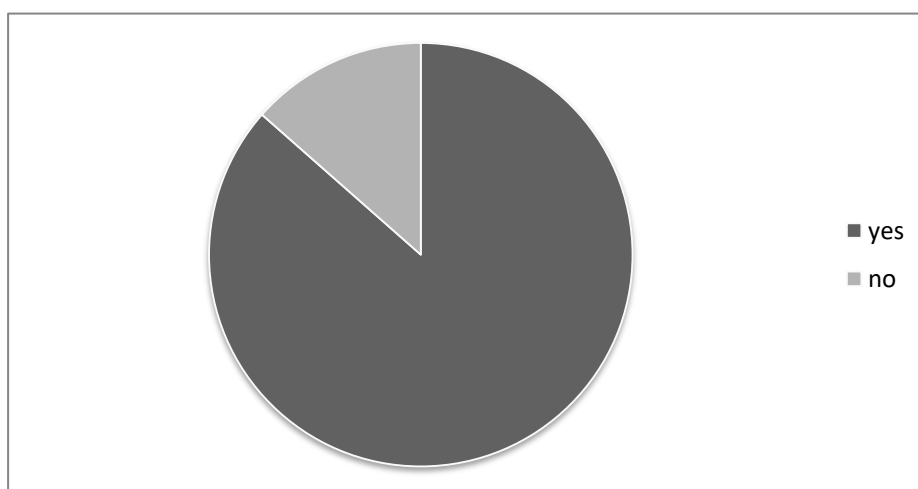

Figure 8. learners' acceptance of CS as a scaffolding tool

Providing the learners' Code-switching with adequate feedback helps them develop their fluency. Gradually, learners will fill the gap of fluency they have in the target language using that feedback. The fifth question investigates this issue. The majority of learners (86.5%) said that they would use only English to express the same ideas in case their teacher provides them with the right equivalents. This result confirms the view that sees C.S as a scaffolding activity that supports the learners' incomplete knowledge about the target language. With the help of the teacher, learners become autonomous and they will not need C.S anymore.

Item 6: I think Code-Switching increases my participation in communicative-based activities

Table 18

Learners' attitudes towards CS as motivating tool

Answers	Total	%
Agree	3	3.5
Partially agree	56	58
Disagree	37	38.5

Learners' involvement in fluency-based activities has been always a core question in EFL classes, making learners participate in such activities is not an easy task especially with low and intermediate levels. The question six in this part is devoted to reveal the learners' attitudes towards code-switching as tool to increase their involvement in communicative-based activities. The table 18 shows that (96.5%) of students at least partially agree that C.S helps them to foster their involvement during fluency-based activities, whereas, only (3.5%) hold contrary views in regard to this issue.

2.2.3 Interviews Analysis

Teachers represent an influential part in a FL classroom, hence, their views and perceptions about the process of language learning are of a crucial importance to the present study, and should be taken into consideration in order to improve the situation in EFL classes.

The six observed teachers were interviewed about the use of TILT. The interview is divided into three parts, the first one deals with the bilingual instruction, it consists of four items. The second part is devoted to the use of translation exercises, and finally the third part investigates the use of C.S according to the teachers' point of view.

Part One

The first question investigates the prevailing teaching method in secondary schools in Algeria. Teachers confirmed that they use a communicative language teaching approach realised in Competency-Based Instruction. According to the six interviewees, this methodology is made compulsory by ministerial guidelines.

Concerning the use of L1 (Arabic) in EFL classes, all teachers agreed that L1 is prohibited in classroom, and school inspectors strongly advise against it. Teacher C said "we are not allowed to use Arabic in English lessons. The school inspector does not permit more than two Arabic words per session". Although it is officially forbidden, L1 (Arabic) is actually used in classes. In other words, teachers imply a sort of undercover translation. Teacher A stated "I do use Arabic in classroom according to the learners' needs".

Using Arabic in classroom fulfils different purposes and functions. Teachers acknowledged translation as basically having a checking or remedial role in language teaching. Three teachers said that they use L1 to check the learners' comprehension and provide explanation of the abstract vocabulary. In this regard, teacher B claimed "Sometimes I use Arabic to explain abstract vocabulary, especially when we are moving into a new unit, and it is the first time I show them those words or expressions". Another teacher suggested using Arabic as a short-cut to convey the meaning of words and concepts. "Instead of using mimes or gestures to explain vocabulary, translation seems the best choice to save time and effort". Another important function of L1 in classroom is the clarification of grammar rules. This classical use of L1 still enjoys a considerable popularity among EFL teachers. Teacher C

stated "I use L1 mainly for clarifying grammar structures because English and Arabic grammar are very different and in this way they (learners) can compare them and understand the elements of the sentence given". Moreover, teachers use a kind of co-teaching especially for grammar structures, they explain first in English, and then they re-explain it in Arabic. In this manner, the comprehension burden is reduced, but it causes learners' only focus on the language message and they do not pay attention to English input (Krashen, 1985). Arabic is used, to a lesser extent, for other purposes such as classroom management, telling jokes and giving hints. Teacher A comments, with a refreshing honesty, "L1 has its uses along with straight grammar and to maintain the class discipline in such an unruly environment".

The use of L1 in EFL classes has been always a core question. An inquiry about the effectiveness of using L1 showed that teachers are not satisfied with the use of L1 in EFL classes. They argued that L1 is an imposed reality of the circumstances of Algerian EFL classes, which are characterized by being large classes, and the students do not have the same level of proficiency: "In this environment, it is hard to implement an only-English policy; few learners have the adequate proficiency to keep pace with such methods, if we do so we may exclude a large part of the classroom population. Instead, using L1 ensures a wider access" (Teacher F).

The extent to which Arabic is used varies from a class to another and heavily depends on the learners' level of the target language. A teacher, who opts for a monolingual approach in her class, perceives the use of L1 to have a detrimental effect on the process of leaning a FL, because it minimizes the learners' exposure to the target language. She comments on this part claiming that "Classroom is the only place where the learners are exposed to English; hence, I always try to use it as much as I can in order to provide a maximum exposure to English" (Teacher E).

Part Two

This part investigates the teachers' points of view in regard to the use of translation exercises in EFL secondary school classes. In response to the first question, the six teachers said that they do not use translation exercises. Curriculum constraints appear to be the main reason behind this situation comments:"We have a textbook that we should follow, and translation activities are not included in this textbook". Teachers assume that translation exercises do not comply with the communicative goals of the secondary school curriculum.

Besides to the curriculum and language teaching methodology constraints, translation exercises are avoided because they do not constitute a part of secondary school final exam (BAC exam).One of our informants said: "We prepare the learners to pass the Baccalaureate exam which does not include translation exercises". According to this view, teachers put more emphasis on other activities especially form-based and reading comprehension activities which constitute the major part in the Baccalaureate exam. In addition, there is always a repeated claim that translation exercises are complex and suited only to train professional translators not language learners especially those with low levels of proficiency. In this regard there is a strong feeling among teachers that translation exercises need separate skill with its own place and its own teaching structure.

Although he does not use translation exercises, teacher C acknowledged the importance of using functional translation, he commented: "I believe translation has its place in language learning, but it is not included in our teaching program. I encourage my student to translate for understanding or translate ideas rather than word-for-word which can be confusing not to mention boring". In response to an enquiry about the empirical research on the positive or negative effect of translation exercises, all the six respondents said they have never read about the recent research on this issue. Teachers also affirmed that there is no

increasing willingness to introduce translation exercises of any sort and that the general practice is against these activities.

Part Three

Concerning the use of Code Switching in EFL classes, five teachers stated that they use CS; only one teacher claimed that she never used Code Switching in her class. Teachers claimed that students' English proficiency is the first factor leading them to alternate codes from English to Arabic. Whereas the teacher who opts for a monolingual policy in her class claimed that C.S has detrimental effect on the learners. She commented: "It is more valuable for students to be immersed in the foreign language environment" (teacher E).

Our respondents stated that the learners do not interact sufficiently during English lessons, they remain silent all the time, and few population participate in classroom discussion. The six respondents said that the majority of their learners switch all the time to Arabic and few learners can hold a pure English consideration. According to the teachers, learners code switch during group-work activities to help each other to understand the tasks.

In regard to the type of CS the learners use, teachers affirm that learners start a sentence in English and finish it in Arabic or vice versa, this pattern is the dominant one. In addition, learners use also individual words within English sentences, but this pattern is not used as much as the former one. The interviewed teachers acknowledged the importance of C.S in EFL classes especially for less proficient and introvert learners. They also emphasize the affective role of C.S in that it helps to enhance the learners' linguistic security in classroom interaction as they (learners) feel able to express themselves without worries about their incomplete knowledge in the target language; a teacher commented: "They are afraid of making mistakes or nervous of the public exposure, hence, they resort to CS to compensate for their deficiency English" (Teacher F).

A teacher suggested that CS can be a useful teaching tool only for the beginner levels. However, he does not allow the learners to use CS for many times in order to avoid creating a habit. He commented: "I like to use it especially with basic levels. I think it can be useful, however, you should be careful about it because learners may tend to overuse it" (Teacher D).

In a frequent way, CS can cause a negative effect as the learners become lazy and they don't make any effort to remember the appropriate words to continue speaking. In this regard, teacher B claimed: "even if I provide them with the appropriate equivalents to make a full sentence in English, they insist on CS and use it frequently" (Teacher B).

2.2.4. Discussion of Results

The findings revealed that explaining language skills, translating one-to-one lexical items and classroom management are the most common purposes for employing the students' mother tongue. Classroom observation revealed contradictory facts about the teachers' actions inside classrooms and ministerial guidelines in regard to the use of L1 in foreign language classes, ministerial guidelines opts for a communicative approach realized in CBA in which the use of translation is prohibited, however, in practice teacher use translation in an undercovered way. Moreover, learners showed positive attitudes towards the bilingual instruction and acknowledged its usefulness to tackle many doubts and ambiguities during English lessons.

Translation Exercises were totally absent in EFL classes, teachers showed no interest in introducing such exercises for a variety of reasons such as the curriculum constraints (the textbook used does not include any type of translation exercises), learners' needs in the BAC exam and the general assumption that these exercise do not comply with the communicative demands of the recent teaching methodologies. In contrast to the teachers' views, learners showed wide acceptance of translation exercises. Moreover, the learners stressed the

importance of translation exercises as a vocabulary building activity. The results confirmed translation as a purposeful and useful activity which can positively stimulate learners' motivation to learn a foreign language. The results also revealed how learners proceeded when translating and what resources they use. In most cases, the learners indicated that they prefer translating individual words and sentences rather than longer and connected passages or paragraphs, such activities are assumed to do little to improve the learners' syntactic competence. In addition, the learners showed preference to consult bilingual dictionaries as opposed to monolingual ones. The results further suggested that secondary school learners do not make sufficient use of other resources available to them including collocation dictionaries, corpora, and thesauri. On the other hand, most of the learners tend to use Google translate extensively. In regard to the resources used, learners do not avail themselves of all the resources they have at their disposal when translating. They are not aware of the merits and limitations of the individual resources and of the specific traits of the translation process itself.

CS is fairly practiced in Algerian secondary school EFL classes. This phenomenon plays a major role in developing the learners' communicative competence. It is used as a scaffolding and mediation tool to compensate for their uncompleted knowledge in the target language. Moreover, CS gives the opportunity for introvert learners or those who have strong affective filter to interact comfortably and easily in the classroom. Although teachers acknowledged the importance of code switching, they always precede this activity with an extreme caution due to its possible negative effects especially when it is used excessively; it may reduce the learners' chances to practice the target language and minimize the exposure to it.

In response to the initial questions of this research, translation was found to be used especially the use of L1 in classroom instruction and CS despite the fact that curriculum designers and school inspectors strongly advise against it. The use of L1 in the Algerian EFL

classrooms still relies on the trends of the classical teaching in which L1 is used mainly for explaining grammar rules and giving one-to-one translations. Translation exercises, however, are not used for a plethora of reasons including curriculum constraints, learners' levels and the teachers' unfamiliarity with such exercises.

Generally, learners' attitudes toward the use of TILT are positive; they showed a wide preference to the use of bilingual instruction and CS as the two help them to overcome many problems and difficulties in their journey of FL learning especially those related to the understanding the target language linguistic system, and the development of L2 communicative skills. The learners also hold positive perceptions of translation exercises; they perceive them as motivating activities and beneficial in expanding their vocabulary.

On the other hand, the teachers' attitudes towards TILT are strongly affected by both of the realities in the Algerian secondary school EFL classrooms and the curriculum demands which are made compulsory by the ministry of education. The former makes the use of L1 an urgent necessity that helps the learners and teachers to overcome many problems during the day-to-day situation in the Algerian EFL classes, whereas the latter seems to give them the best excuse to abandon translation exercise.

According to this study, the use of TILT in Algerian classroom is characterized by being random and it is not strategically planned. The problem lies in the fact that there are no clear guidelines for the teachers to use translation; teachers having no guidelines for the appropriate use of translation would make arbitrary decisions concerning this issue.

Conclusion

The present chapter explored the situation of translation in the Algerian secondary schools. This pedagogical practice has been investigated through a variety of research methods including classroom observation, questionnaire, and semi-structured interviews. The

results demonstrate that the use of translation in the Algerian language teaching context is highly influenced by several circumstances and motives consisting curriculum constraints, learners' level, and the form of the official exams which do not include any kind of translation activities. Learners' and teachers' attitudes were also investigated in this chapter. The learners hold positive views in regard to the use of TILT, however, the perceptions of teachers varied according to their classroom realities.

General conclusion

General conclusion

The present dissertation aims at answering multiple questions concerned with the use of TILT, especially the situation of this pedagogical activity in the Algerian secondary school EFL classes and the learners and teachers attitudes towards this issue. Several methods were employed to provide reliable answers. The present work offers a theoretical discussion of the issue of TILT based on a multiple selection of academic literature dealing with the topic. Furthermore, a field investigation was conducted at two secondary schools in Jijel. The methods employed include a quantitative and qualitative research in the forms of classroom observation of six (6) different classes, a questionnaire administered to 96 learners of the second year and interviews in which six (6) teachers discussed the issues related to this inquiry.

The theoretical discussion focused on three fundamental sections. The first section dealt with the conceptual and the terminological issues associated with the use of TILT. The second section focused on the history of translation in EFL classes and the development of the vilification of L1 use, this section provided some of pedagogical and non-pedagogical arguments. Finally, the third section casted light on the situation of translation in the current academic discourse. Accordingly, several arguments in favor of the use of TILT were discussed; In addition, this section provided innovative and insightful models for a better integration of translation in EFL classes.

This study reveals that translation is still used in the Algerian secondary school EFL classes despite the fact that this pedagogical practice is outlawed by the language education authorities. The use of TILT in Algeria is realized only in two modes; the use of L1 as a form of bilingual instruction and CS, whereas, translation exercises are completely neglected. Research results furthermore suggest that the complicated situation of the EFL classes has a

major role in directing the teachers' attitudes towards the use of TILT. Moreover, the findings show an inappropriate and random use of translation because of the absence of general guidelines and frameworks to integrate this pedagogical tool. Other notable findings of the current study is the learners' preference to use TILT, they have a natural tendency to use translation as it helps them to enhance their knowledge in the target language, however, it seems that secondary school learners in Algeria are not aware of the basic techniques and procedures of the translation process as well as the suitable resources, perhaps because their translation experience is often limited to the translation of isolated words and sentences.

Recommendations

On the basis of the field investigation findings, the following recommendations and guidelines could be formulated concerning the possible actions and attitudes affecting the future relationship between translation and language teaching:

- Bilingual teaching is an unavoidable reality in the Algerian EFL classes; therefore, policy-makers should rethink its situation by adopting strategic frameworks to use the mother tongue in the classroom instruction, in parallel with the recent trends of language teaching.

- Translation as communication: steps should be taken to foster a view of translation as a goal-driven communicative activity that is compatible with the most dominant teaching methods, and able to produce interactive knowledge about language and culture.

- Translation should not be proposed as a stand-alone teaching method in itself; however, it can be combined with a number of general teaching approaches.

- Since the secondary school general curriculum opts for a CBA, it is preferable to introduce translation exercises as a linguistic competency that is urgently needed in many higher education institutions as well as work place environments.

- In the light of the evidence presented in this study, it would be highly desirable to introduce translation exercises into the EFL classes, since these activities, to lend Guy Cook words, not only bound to the writing and reading skills but also "a dimension of every skill", as it can be used to enhance and practice the learning of the other four traditional skills.

- Translation exercises should be introduced in the secondary school final exam BAC. These exercises are a good test of many linguistic skills and areas such as grammar, vocabulary, style and discourse.

- Translation is something that all L2 teachers need to learn about at all levels. They should have access to the advantages and disadvantages of using TILT either through publications, online materials or short training courses. Knowing about this topic is of a crucial importance to enhance the situation in Algerian EFL classes.

- The current study opens many other doors for further research in this area such the testing and application of the general models of using TILT presented in the first chapter namely, the Functional-Translation Method and the Pedagogical Translation Framework in order to review the extent to which such models can effectively contribute to the development of the learners' proficiency in the target language.

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Appendices

Appendix A

Observation scheme

L1 use in a form of bilingual instruction	Instances
1. Classroom management	
2. Explaining grammar rules	
3. Check comprehension	
4. Give one-to-one translation of vocabulary items	
5. telling jokes	
Translation Exercises	**Instances**
1. Translating into L2 of individual sentences	
2. Translating into L1 of individual sentences	
3. Translating into L2 of longer passages	
4. Translating into L1 of longer passages	
5. Translation : analysis/criticism/discussion	
6. Translation-based tasks	
Code Switching	**Instances**
1. Learners' code-switching	
2. Teachers' code-switching	
3. Intra-sentential CS(it occurs clause or sentence boundary)	
4. Inter-sentential CS(it takes place within the clause or sentence)	
5. Tag-switching(the insertion of tag phrases from one language into an utterance from another)	

Appendix B

Learners' Questionnaire

Dear students, this questionnaire are part of our investigation about the use of pedagogical translation in English language teaching. Please answer the following questions as sincerely as possible bearing in mind that there is no correct or wrong answer, all answers are taken into consideration. Respond to this questionnaire according to what you are experiencing in your English language learning daily life.

Part One

1. I understand my teacher's English:

    Never ☐   sometimes ☐   often ☐

2. In classroom, I prefer that my teacher uses:

    A .English only ☐   B.Mixture (English and Arabic) ☐   C. Arabic only ☐

3. My English teacher speaks Arabic in classroom:

    Never ☐   sometimes ☐   often ☐

4. My teacher uses Arabic to: (please choose one or more)

    a. Explain grammar rules ☐
    B. Give the meaning of the words that I cannot understand ☐
    C. Check understanding ☐
    D. Classroom management ☐
    E. Moving from one activity to another ☐
    F. Telling jokes ☐

Part two:
1. When I read a text or listen to an English recording , I try to translate into Arabic in my mind:

    Never ☐   sometimes ☐   often ☐

2. At school , I work on translation exercises:

    Never ☐   sometimes ☐   often ☐

3. I work on translation exercises at home :

Never ☐   sometimes ☐   often ☐

4. When I work on translation exercises, I translate:

a. individual words ☐   b. individual sentences ☐   c. longer passages ☐

5. When I translate, I find that all English words have their direct equivalents in Arabic:

Never ☐   sometimes ☐   often ☐

6. When I translate, I use :(please choose one or more)

a. Bilingual dictionaries (Arabic-English dictionary) ☐

b. Monolingual dictionaries (explanatory dictionary) ☐

c. Collocations dictionaries ☐

d. Google translate ☐

e. Corpus dictionaries ☐

7. English-Arabic translation helps me to learn new vocabulary:

Agree ☐   partially agree ☐   disagree ☐

8. Translation exercises help me to increase my understanding of English grammar:

Agree ☐   partially agree   disagree

☐   ☐

9. I feel motivated by translation exercises:

Agree ☐   partially agree ☐   disagree ☐

Part Three:

Guidance:

In foreign language classes, sometimes teachers and learners may shift from one language to another (e.g. from English to Arabic or vice versa). This phenomenon is called code-switching (CS) which refers to the alternate use of the first language (Arabic) and the target language (English).

1. During English lessons, I work on communicative-based activities:

☐   ☐   ☐

Never   sometimes   often

2. When I speak English, I use Arabic too?

Never ☐   sometimes ☐   often ☐

3. Why do you mix both languages? You can choose more than one item:
    a. When I want to express an idea, but I do not have its equivalent in English ☐
    b. I feel comfortable doing this ☐
    c. I want to keep talking ☐
    d. My teacher do the same ☐

. 4. If you chose "a", do your teacher provide you by the right English equivalents.

Never ☐   sometimes ☐   often ☐

5. Next time, if I want to express the same idea, I use English only: Yes ☐ No ☐

6. I think code switching helps to increase my participation in communicative-based activities:
    Agree ☐   partially agree ☐   disagree ☐

Thank you for your collaboration

Appendix C

Teachers' Interview

Part one:

1. What are the language teaching methodologies that you use in your class?

2. Do you use Arabic during English classes?

3. For what purposes do you use Arabic?

4. How do you perceive the use of Arabic during English lessons?

Part two:

1. Do you introduce translation exercises to your class? Please say why

2. Does the presence of translation activities depend on the learners' level?

3. Are you aware of any empirical research on the positive or negative effect of translation activities?

4. Is there increasing willingness among teachers or policy-makers to introduce translation exercises in the teaching of foreign languages?

Part three:

1. Do you use code-switching during your class?

2. Do you notice when your learners code switch to Arabic?

3. What are the advantages and disadvantages you consider of the use of code-switching?

ملخص الدراسة

تتمحور هذه الدراسة حول إشكالية استعمال الترجمة في تلقين اللغات الأجنبية و قد اختيرت هذه الإشكالية نظرا لأهميتها البالغة في مجال تعليم اللغات الأجنبية في الجزائر بالإضافة إلى كونها دائما محل جدل واسع بين مختلف الشركاء التربويين. هذه الدراسة تهدف إلى اكتشاف مدى استعمال الترجمة في أقسام تدريس اللغة الانجليزية كلغة أجنبية وتسعى كذلك للحصول على فهم معمق لهذا النشاط البيداغوجي من وجه نظر الأساتذة و التلاميذ ؛في حين يبقى الهدف الأول لهذه الدراسة هو المساهمة في إعادة إحياء الترجمة في تدريس اللغات الأجنبية بطريقة جديدة ومفيدة تواكب التطورات النظرية و الميدانية في هذا المجال. تتكون هذه الدراسة من فصلين الأول نظري يناقش ويتتبع تطور استخدام الترجمة عبر مختلف الطرائق المعتمدة في تدريس اللغات الأجنبية و أما الفصل الثاني فهو عبارة عن دراسة ميدانية بمدرستين ثانويتين هما ثانوية ترخوش احمد و بوراوي عمار بولاية جيجل ؛خلال هذه الدراسة الميدانية تم الاعتماد على عدة وسائل لجمع المعطيات اللازمة ؛حيث تمت الملاحظة العينية لستة أقسام بمعدل أربعة حصص لكل قسم كما تم توزيع استبيان على 96 تلميذ في حين أجريت مقابلات شفهية مع الأساتذة الستة لمناقشة إشكالية استعمال الترجمة كنشاط بيداغوجي .وقد أظهرت نتائج هذه الدراسة أن أقسام تدريس اللغة الانجليزية في الجزائر لم تتأثر بالمناهج الحديثة وبالأخص المنهج الداعي إلى الاستعمال ألحصري للغة الأجنبية(الانجليزية) كلغة التدريس في حين لا تزال الطرائق التقليدية المرتكزة على استعمال كل من اللغة الأجنبية و اللغة الأم في تلقين اللغات الأجنبية واسعة الانتشار و الاستعمال. أبرزت هذه الدراسة كذلك إن تلاميذ أقسام اللغة الأجنبية في الجزائر لديهم وجهات نظر ايجابية في ما يخص استعمال الترجمة وأكدوا على أهميتها في فهم و استيعاب اللغة الأجنبية رغم افتقارهم للأساليب و الأطر الملائمة للاستفادة من هذا النشاط البيداغوجي .أما الاساتذة فقد كانت لهم أراء مترددة حول هذه الإشكالية و اعتبروا أن المقرر الدراسي و حاجيات التلاميذ في اختبار الباكالوريا وطبيعة نشاطات الترجمة اللاتواصلية هي أهم الأسباب التي تدفعهم إلى عدم استعمال الترجمة كنشاط بيداغوجي.

Résumé

La recherche courante enquête l'utilisation de la traduction dans les domaines de l'enseignement des langues étrangères. Le choix du sujet est due à son importance crucial pour l'enseignement des langues étrangères en Algérie, et aussi aux débats qui entourent cette pratique pédagogique. Le but de la recherche est de démontrer dans quelle mesure la traduction est utilisée au niveau des classes de deuxième année secondaire en Algérie. Ce mémoire contient deux partie ; théorique et pratique. La partie théorique est concernée aux littératures prospectées au sujet, alors que la partie pratique concerne l'investigation qui a été effectuée dans deux lycées à Jijel. Un questionnaire, des interviews, et une observation en classe ont été les principaux outils de collection d'information. Les résultats obtenus montrent que la traduction est utilisée équitablement dans le contexte Algérien mais pas de manière appropriée. Les résultats de la recherche révèlent aussi que les élèves ont des attitudes positives vis-à-vis de l'usage de la traduction, alors que les enseignants ont montrés des réactions réticentes. Ces derniers peuvent être expliqué par les contraintes du programmes scolaire, les besoins des élèves, ou encore la nature de la traduction qui est loin d'être communicatives. Enfin, la traduction peut être un outil bénéfique dans le domaine de l enseignement des langues étrangères en Algérie si un encadrement pédagogique est fourni afin de garantir un usage appropriée de cette pratique.