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Ministry of Higher Education and Scientific Research
University of Jijel - Mohammed Seddik Ben Yahia
Faculty of Letters and Languages
Department of Letters and English

**An Investigation of the Attitudes of
Translation Teachers towards the
Advantages and Disadvantages of Using
Translation in EFL Class**

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in Didactics
of Foreign Languages

Submitted by:

Mohammed Lamine LATRECHE

Abdeldjebbar BENZEGHDA

Supervised by:

Pr. Ammar BOUKRIKA

Board of Examiners:

Chairperson: Dr. Izzeddine FANIT

Supervisor: Pr. Ammar BOUKRIKA

Examiner: Dr. Fatah BOUNAR

Mohammed Seddik Ben Yahia University, Jijel

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Dedication

I dedicate this work to my parents for all what they gave to me along my life,

To my wife, « Fatima », and two daughters « Raoudha » and « Doha »;

To all my brothers and nephews; and

To all the teachers of the Department of English at Jijel University and all the academic society that helped me to learn and study.

(Mohammed Lamine)

May Allah, the Almighty, bless you!

Dedication

I dedicate this work to my parents for all what they gave to me along my life;

To all my brothers and sisters;

To all my classmates and friends,

To all the teachers of the Department of English at Mohammed Seddik Benyahia University, Jijel and all the academic society that helped me to learn and study the language which i love so much.

(Abdeldjebbar)

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Abstract

This study investigates the attitudes of English language teachers at the departments of English language and Literature in six Algerian universities towards the arguments used for or against the use of translation in EFL classes. In other words, it seeks to show how these teachers view the advantages and disadvantages of the use of translation in teaching a foreign language, as claimed by some scholars in the field. To reach this aim, it is assumed in the study that English language teachers hold a positive attitude towards the alleged advantages of using translation in an EFL context. The data was collected using a questionnaire administered to ten teachers with a seven-year minimum experience in the field of teaching translation in English language departments. The results show clearly that translation is still a teaching approach privileged by those English Language teachers, who manifestly hold a positive attitude to the arguments in favor of using translation as a teaching technique.

Key words: Translation, EFL class, Advantages, Disadvantages, Attitudes.

List of Abbreviations

TEFL: Teaching English as Foreign Language

EFL: English as Foreign Language

FL: Foreign language

FLT: Foreign Language Teaching

FLL: Foreign Language Learning

ELT: English Language Teaching

L1: First language

L2: Second language

ST: Source Text

TT: Target Text

SLA: Second Language Acquisition

PTF: Pedagogical Translation Framework

GTM: Grammar Translation Method

DM: Direct Method

CLT: Communicative Language Teaching

PCT: the post-communicative turn

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General Introduction

The use of the students' first language (L1) in the foreign language classrooms has been an issue on which linguists and teachers have disagreed since the fall from the grace of Grammar- Translation as a teaching method. Even though it is still widely used throughout in almost all countries of the world, no teaching methodology exists that supports it. Richards and Rodgers (1986:4) and many speak out against its use.

The lack of positive literature available on translation use in the classroom and the negative coverage it has received by 'experts' and trainers have certainly made teachers wary of experimenting with it or doing research on it (Atkinson:1987).

This situation requires undoubtedly an investigation of the attitudes of this technique's users (i.e. teachers of translation in EFL classes) to both the alleged advantages and disadvantages of translation in EFL classes.

Background of the Study

For a long time, English has been considered as a lingua franca. Moreover, the 21st century is witnessing a significant increase in English's status, with this language becoming a compulsory school subject in many countries. This considerable position of English in schools leads to an increasing interest in the English teaching methodology with continuous attempts by linguists to discover the best approach towards English Language Teaching ELT.

One of the current discussions in the field of EFL is concerned with the use of the mother tongue in English teaching/learning. The use of the mother tongue may be with simple explanations and guidance and it can take the form of translation activities. The latter, namely translation as used in FLT, has been a field of research during the last years.

The main motive why we decided to write about this topic was the fact that we frequently hear about the importance of excluding any other language than the one being taught (reference is made here particularly to English). As a matter of fact, we have been noticing that teachers often face the dilemma of the use of the mother tongue while teaching EFL while, in reality, the mother tongue, or sometimes another intermediary language (such as French in the Algerian universities), is used as both a way to explain orally some language issues and through the translation of words, phrases, sentences and passages as well. In this respect, it is worth mentioning that it has been always difficult to decide whether the use of the mother tongue (and translation, particularly) is or is not an appropriate method to teach EFL.

Investigating this problem may help us to evaluate and know the extent to which translation can be appropriate to teach English.

As Stibbard (1988: 69) notes “ there seems to be a change in the attitudes towards the use of translation in foreign language teaching”. This came as a result of the fact that many researchers in different contexts are deeply exploring this issue and carrying out empirical studies (Pym et al. 2013). Many of them, like Vermes (2010) and Miles (2004), arrived at the idea that the advantages of using translation can outweigh its disadvantages if applied in the appropriate ways. Furthermore, these studies have found that teachers and learners are mostly in favor of using translation as they think it is a language facilitator and useful learning tool that can improve their language skills.

According to J. Harmer (2001), students use their mother tongue in class if they are linguistically incapable of activating vocabulary for a given task. Another reason is that translation is a natural thing to do in language learning, and code-switching between languages is regarded as natural development in learning another language.

Statement of the Problem

The question whether teachers should use translation in EFL classroom is not still decisively answered; it is even controversial. While the opponents to translation involvement in EFL teaching believe that it should be excluded from any foreign language teaching process, those supporting such involvement see that it should be included and used in EFL classroom systematically. The attitudes of translation teachers in the Departments of English in Algeria to the advantages and disadvantages highlighted by each side will, it is believed, help with a better understanding of the problem.

Aim of the Study

The present study intends to investigate the attitudes of the English language teachers in Algeria to the use translation in their language teaching classes

Research Questions

To reach the aims of this study, one question is asked here:

What attitudes do English language teachers in Algeria hold to the alleged advantages and disadvantages of using translation in an EFL context?

Assumption

To answer the research question asked above, it is assumed that English language teachers hold a positive attitude to the alleged advantages of using translation in an EFL context.

Means of Research

This study is descriptive in nature as it investigates the Algerian university English teachers' attitudes towards the claimed advantage and disadvantages of using translation as a teaching technique. In order to investigate the topic under discussion and answer the previous question, we have opted for the use of a sole means a questionnaire that was administered to 10 Algerian teachers of translation at a number of EFL departments in some Algerian universities.

Structure of the Study

The study is divided in two main parts. The first part includes two theoretical chapters. The first theoretical chapter focuses on pedagogical translation, its history as a tool in EFL process, its objectives in comparison to professional translation, the notion of positive and negative transfer, the need to use the mother tongue and to incorporate translation in EFL, and the reasons for using translation in FL classes. The second theoretical chapter focuses on the advantages and disadvantages of using translation in EFL, translation among the approaches to teaching FL as well as the on the types of translation activities used in class. The practical part is divided in turn into two chapters. While the first practical chapter (Chapter Three) investigates the EFL teachers' attitudes towards the arguments used in favor of the use of translation in teaching L2, the second practical chapter (Chapter Four) investigates their attitudes towards the arguments used against the use of translation in L2 teaching.

Methodology

A quantitative method is used in the practical part, which gathers data from the figures yielded by the analysis of the questionnaire administered to teachers of EFL in a number of Algerian universities.

Chapter One: Translation in FL Classes: Definition, History and Reasons for Use

Introduction

1.2 Definition of translation

1.3 Pedagogical translation VS professional (educational) translation

1.4 A brief history of translation as a FL teaching technique

1.5 Positive and negative transfer in translation

1.6 Reasons for using the mother tongue in FL class :

1.6.1 Students' reasons

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1.7 The need to incorporate translation in FL classes

1.7.1 Cognitive reasons

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Conclusion

Chapter one : Translation in FL classes : Definition, History and Reasons for Use

Introduction

Translation in FLT has been constantly a matter of disagreement between researchers in the field of language teaching in spite the fact that it is present in a great number of the educational institutions around the world. Before we tackle the issue of using translation in language teaching, it seems necessary to have an idea about translation, its history in EFL and the reasons behind its use in this field.

1.1 Definition of Translation

In Oxford Collections Dictionary for students of English (2002), « Translation :/trænz'leɪʃn/ (uncountable) is process of changing something that is written or spoken into another language or (countable, uncountable) is a text or word that has been changed from one language into another.

It is clear from this dictionary definition that the word « translation » has two major meanings : the first one relates to translation as a process and the second to the product of this process.

In the field of linguistic studies, translation « Is rendering the meaning of a text into another language in the way that the author intended the text. » (Peter Newmark, 1988).

It is worth mentioning that translation is a broad notion which can be understood in different ways ; one can speak about it as a process or as a product as previously explained, and can furthermore speak in details about translation in terms of its fields and techniques as literary translation and technical translation, subtitling and machine translation, or even as a mere process of transfer of a text from one language into another including here interpretation also (See also : Hatim Basil and MundayJeremy, 2004, p 3)

1.2 Professional vs Pedagogical (Educational) Translation

In an educational environment, students are expected to acquire a the skills that help them transmit and understand messages or, in other words, to communicate. The widespread rejection of translation in education in the present is due to the idea that it is disconnected from communication. However, translation, as (Witte et al., 2009, p.33) emphasize, could be classified as another skill along with speaking, listening, reading and writing.

It is very important to note that when speaking about translation as a language teaching technique, we exclude totally the professional translation as this latter differs significantly from the former one, called « pedagogical or educational translation ».

Pedagogical translation takes place in the language classroom, and it has specific characteristics that are inherent to it with the goal that is mainly didactic, whereas professional translation takes place out of class and aims and it is based on the transmission of one message from the source language to the target language.

Pedagogical translation is based on the comprehension of the students, and the improvement of the foreign language. Therefore, the purpose of pedagogical translation consists in making the students understand rather than making a reader or listener understand, which would be the objective of professional translation (De Arriba, 1996, pp.275-276).

Thus, “Educational translation” or the academic use of translation to acquire a foreign language as Delisle defines it in 1984, is a set of exercises (theme et version), which interest of the theme is clear. It is a question of training oneself to a correct writing in a language other than one’s own. However, this is not the only interest of the exercise: the theme forces the translator to assimilate, in detail, the syntax of the target language, in order to be able to write complex sentences that are grammatically correct. The second interest is to vary the style and to stay close to that of the original text as possible as the student can.

The following table give a clear comparison between pedagogical translation and professional translation.

	Pedagogical Translation	Professional Translation
Objectives	It is a means to learn the language, to control comprehension and to explain words or structures that may be difficult for the students.	It is an end in itself, since its purpose is the transmission of a message which has to be understood by its audience.
Situation of communication	Translation takes place for the teacher. It is also possible to translate a produced text, “ neutralized ”, without context.	Translation only takes place when the parameters of the situation are known: where should the text appear? For which type of readers ?
Nature of the translated text	Sometimes we translate without understanding at all since the purpose of the exercise partly consists in checking this understanding.	Translation is not possible if the text is not perfectly understood .
Sense of translation	Version or theme	It only occurs in the sense L2- L1

Theme : translating from the mother tongue to a foreign language.

Version : Translating from a foreign language to the mother tongue.

1.3 A Brief History of Translation as an EFL Technique

The position of translation kept changing over the years according to the different methods and approaches that have been implemented in foreign language learning and teaching. For this reason, defining the existing situation of translation seems to be very difficult without making a historical review of the evolution of this technique and its place in the classroom.

The best way to put us in the real picture is by describing the various stages of the evolution of translation. In this sense, we will speak about the main methods in which translation has taken part to a greater or lesser extent.

As Cook (2012) suggests, the Grammar-Translation Method was based on teaching grammar deductively and on making word-for-word translation exercises with large amounts of vocabulary and grammar constructions seen before; there was no room for creativity nor fluency. The rules of the language were first explained to the students in their mother tongue. Then, students learn these rules by heart and put them into practice through activities, which could contain only vocabulary and structures previously seen. After some time, a Reform Movement came in reaction to the beliefs guiding the Grammar-Translation method and showed a clear preference for speech, as well as for connected texts as the center of the learning and teaching process (Howatt 2000: 171). This reform came with the idea that speaking is the original form of language and must be given priority in teaching any language that should be done naturally and not with artificial activities. As a consequence, grammar was left aside and priority was given to vocabulary, situations and dialogues. Learning was inductive: it was practice and not grammatical explanations followed by reflections on the language. So, there was no place for either translation or students' L1, which would be blamed for interference.

After the entry of the United States in the Second World War, its government ordered the American universities to develop FL programs for military personnel so that students might attain conversational proficiency in several foreign languages. This way of teaching languages

is called « the Audio-lingual Method ». Both the Grammar-Translation method and translation was useless for this purpose because learners needed native-like pronunciation, and so was the Direct method due to the scarcity of pedagogical materials (Marqués-Aguado and Solís-Becerra, 2013: 41).

Later, the Communicative approach, gathering a range of approaches to FLT that stresses communication both as the goal and as the means to learn a language, came with new concepts of teaching language with consideration to the recreation of real life functional situations in the classroom to guide students to communicative competence.

In this approach, translation has got its place as it was considered to be a communicative activity since it serves in conveying messages across linguistic and cultural barriers.

1.4 Positive and Negative Transfer in Translation

There is always a transfer when translating from a source to a target text, but people associate this concept generally with the negative transfer, also called “interference”. This negative transfer is one of the most widely used arguments against translation as it is thought that having the L1 in mind will only lead to error. But it is not actually the case in every translation and it is important to understand that even if there is always a kind of transfer between languages, this transfer can be either positive or negative.

Arabski (2006 :12) gives a definition of transfer including both conceptions of positive and negative transfer:

Transfer is a process described as the automatic, uncontrolled, and subconscious use of past learner behaviors in the attempt to produce new responses. In this sense, transfer may be of two types: ‘negative’ and ‘positive’. ‘Negative transfer’ refers to those instances of transfer which result in error because old, habitual behavior is different from the new behavior that is being learned [...] In contrast, ‘positive transfer’ results in correct performance because the new behaviour is the same as the old.

This definition explains that the process of transfer between the L1 and the FL is always conditioned by the previous knowledge that students possess of their mother tongue. This knowledge can facilitate the learning of the new language and then result in positive transfer; or it can be in hindrance with it and lead to errors i.e. to « negative transfer ».

Early research in language transfer can be traced back to the 1940s and 1950s, during which the field of linguistics was heavily influenced by Behaviorism, which viewed learning

as a mere habit formation process. Transfer from the native language was then seen as a form of influence of L1 habits on L2 learning. (see also, Khaled Karim and Hossein Nassaji, 2013)

Later, changes came with the idea that transfer is a principal mental process in the learning operation. For instance, Faerch and Kasper (1987) argued that transfer is a mental and a communicative process through which L2 learners develop their interlanguage skills by activating and using their previous linguistic knowledge.

Although it is true that positive transfer is more likely to occur between languages of the same linguistic family, negative transfer may also appear between languages which are proximal to each other.

It is important to say that the occurrence and intensity of transfer between languages depends on different factors (Arabski, 2006, p.13); of which the most important include the knowledge of the L1 and FL, the proximity and the type of contact between two languages, and the age of learners.

For example, more transfer would take place for example between Spanish and French than between Spanish and Arab in consideration of the nature of the two languages. Also, transfer is more likely to occur with students at early stages of learning because they do not have so much knowledge about the new language and they always tend to compare with their L1.

In this sense, teachers are asked to be more aware of the possible areas which might lead to positive and negative transfer, so that they encourage the first and minimize the effects of the second. Transfer is inevitably existant in language learning, and teachers need to know how to cope with it.

Transfer in language learning may affect different levels of language as syntax, phonetics, phonological and writing systems, discourse and semantics. However, this transfer must be understood in both terms of positive and negative transfer.

Both positive and negative transfer may occur with regard to syntax, including the levels of word order or negation. It is known that word order varies between languages in terms of strictness, and negation in English cannot be simply seen as a question of word order. In this sense, errors may be committed if there is a lack of a full understanding of the FL, since English possesses a strict word order.

Transfer also affects phonetics. When learning a new language, it frequently happens that people do not know how to pronounce some sounds because they do not exist in their language. If we add to this that the English sounds are not related to the spelling of words, the difficulty of writing a word whose sound is new become more and more difficult.

As for the writing system, English pronunciation does not correspond always to spelling, which may result in errors.

A larger and further level in which transfer may occur is that of discourse (Moreno, 2015 : p23). In this regard, differences of coherence and politeness between languages may lead to great problems for learners when reading and listening to the new language.

Finally, transfer also happens at the level of semantics mainly in terms of the what is called “false friends”. Therefore, a word in the L1 which is rather similar to another word in the FL but which does not mean the same is a great difficulty that students learning a new language must not forget.

In this respect, translation has to be taught in such a way that it makes students aware of the existence of both positive and negative aspects between language relationships. Translation should become a means to overcome the difficulties that negative transfer implies, and to benefit from positive transfer between languages.

1.5 Reasons for Using the Mother Tongue in FL Class

1.5.1 Students’ Reasons

Jeremy Harmer (2009, p. 130) explained several reasons behind the learner’s tendency to use L1 during the English lesson. Teachers sometimes ask children to do perform an activity as, for instance to speak about a given topic, which they are unable to manage regarding their poor knowledge of the target language. In this case, the use of the mother tongue would be common. Also, Most learners usually use their mother tongue for explaining tasks to each other.

The mother tongue is the most natural way of expressing themselves for all the people. It is used in almost each school subject and, in the English lesson, children and pupils use it automatically and without thinking.

Paul Nation (2001)claims that learners often avoid using the target language because they do not want to feel embarrassed about the mistakes they make, but, as Atkinson (1993, P17) explains, it can be useful if the teacher assures the students that mistakes are an essential part of learning and that there is no need to feel embarrassed.

However, many learners switch automatically to L1 for the simplest reason that they are lazy and find it much easier for them if they express things in their mother tongue and, if the teacher uses no punishment against them, they will not see no reason to torment themselves by finding appropriate English equivalents and will thus continue in using their L1 whenever they face the least obstacle of understanding.

1.5.2 Teachers' Reasons

It is very understandable if learners lean to the mother tongue instead of speaking L2 but it is quite strange and problematic if the teacher is the one who uses the mother tongue more than it is necessary. But, to be as fair as possible, we must recognize that even teachers have some serious reasons why they avoid the target language.

Most of the time, teachers use L1 because they find the learners with a big problem of understanding the lectures. In fact, this is true because not all learners understand immediately and teacher should realize that this is not the matter of a moment but it is a long-lasting process which has to develop gradually. Atkinson (1993, p. 16, 17) admits that in this case translation could be the useful tool but it should be used only when it is really necessary. Teachers should not give up after a few unsuccessful lessons even if learners look completely confused. It is better to try some other methods at first, like L2 definitions or demonstrations, and only when none of these activities works, the teacher uses translation as an ultimate solution.

Another reason for this phenomenon is that some teachers are not quite sure about their linguistic abilities, that's why we find go to the use of L1 in order to avoid being in an embarrassing situation by making errors when talking in the target language.

1.6 The need to Incorporate Translation in EFL Classes

The reasons behind the importance to incorporate translation in EFL classes can be, according to Pinar ANTAR (2017) from four sides.

1.6.1 Cognitive Reasons

In spite of the fact that all teachers warn against thinking in L1 when learning L2, it seems impossible to interfere with the minds of language learners and prevent them from translating in their heads. In other words, translation might be banned in the classroom but not in the heads of the learners. When we learn something new, we use what we already know as a basis

for building these new pieces of information. In other words, one cannot simply act as if he/she does not have any L1 linguistic knowledge while he/she is learning a new language. All learners of a second or foreign-language bring in a large repertoire in L1. To clarify this point, when a person learns how to drive a truck, if he/she has any knowledge of how to drive a car, he/she will certainly makes use of his/her previous knowledge.

1.6.2 Practical Reasons

Translation can be used in classes for practical reasons; it is practical because it saves time. Teachers sometimes spend a long time explaining a rule or an idea in L2 and their efforts can be in vain because their words do not make much sense to the learners. However, if the teacher uses few words in L1, the likelihood of the learners to understand the meaning could be higher. It is important to clarify that learner who does not understand anything is more likely to lose interest in the lesson.

When a lesson is interrupted by a student who asks the meaning of a word while they are engaged with a reading task, the teacher can quickly give the meaning in L1 and proceed with the lesson. As Cook (2010: 32) puts it, “[a] learner may well resort to unidiomatic formulations or to code switching or translation in order to complete a task in an authentic way”. The judicious use of all these ways of using L1 needs to be considered for practicality in the teaching process.

1.6.3 Technical Reasons

Technology at the present occupies a large space in language classrooms. Course books are designed in accordance with the popular technological tools and teachers are trained to exploit them to the best ways. Among the useful provided technologies are online translation sites like Google Translate which is accessible to all learners who are familiar with technology. Since these systems can lead to wrong and inaccurate translations, learners are often advised against using them. Nevertheless, learners do use these technologies especially when they are try to write something in L2. It is thus important to teach learners how to use online translation in a principled way instead of banning its use.

1.6.4 Humanistic Reasons

Learning is certainly easier when learners feel relaxed and free. This means that having many obstacles in the classroom is supposed to negatively affect the learning process. One of

the most frequently observed restrictions in the classroom is banning of L1 use. Although it is acknowledged that learners should be encouraged to communicate in L2, it seems rather discouraging to impose this as a rule. This may create an uncomfortable atmosphere in the classroom by having relatively shy learners who avoid expressing themselves. In such case, the teacher can help students relax and feel motivated to learn the foreign language by introducing translation activities which certainly give students a sense of safety and ease. Stibbard (1998: 71) notes, “justification for the use of translation is also found in the role assigned to it in affective-humanistic approaches in TEFL, which emphasize the need to reduce anxiety in the early stages of language learning by allowing some use of the mother tongue”.

Conclusion

In this 1st chapter, we have had an idea about translation with a clear distinction between the professional one which is an end in itself and the educational/pedagogical one which is a technique in FL teaching. We have also had an idea about the history of using this technique in FL classes in different periods of the two last centuries and tried to explain the different reasons that encourage the use of translation in language teaching for both teachers and students.

Chapter Two: Translation in FL Class: Approaches, Activities, Pros and Cons

Introduction

2.1 Translation in FL teaching methods and approaches

2.1.1. The Grammar-Translation method (GTM);

2.1.2 The Audio-Lingual Approaches (ALA);

2.1.3 The Communicative Approach (CLT);

2.1.4 The Post-Communicative Turn (PCT).

2.2. Translation as a fifth language skill

2.3. Objections to the use of translation in EFL

2.3.1. Value-oriented objections

2.3.2. Technical objections

2.4. Types of translation activities in FL

2.4.1. Activities suggested by Walter Kashner

A. Lost in translation

B. Bilingual dialogues

C. Role-plays with native language brainstorming

2.4.2. Activities suggested in Šamalová's study

A. Translating sentences

B. Translating vocabulary

C. Translating texts

D. Translating grammar exercises

E. Translating songs and games

2.5 Arguments in favor of the use of translation in FL

2.6 Arguments against using translation in FL

Conclusion

Chapter One: Translation in FL Class: Approaches, Activities, Pros and Cons

Introduction

As seen in the first chapter, translation proved to be present in FL classes since the old times. In this chapter, we will move to the speak somehow briefly about the position of translation in language teaching approaches and method

2.1 Translation in FL Teaching Methods and Approaches

The attitude towards translation tasks in foreign language classrooms has been different in every major period and approach to language teaching. In an overview of the main trends in foreign language teaching, Adriana Vizental (2008: 30) distinguishes between several successive generations of approaches:

- the Grammar-Translation method (GTM);
- the Audio-Lingual approaches (ALA);
- the Communicative Approach (CLT);
- the Post-Communicative Turn (PCT).

Each method displays a different treatment of translation as a classroom activity.

2.1.1 The Grammar-Translation Method (GMT)

The Grammar-Translation method —developed by German scholars (Howatt 2000: 131) and later on popularized through works such as those by the American linguist Sears— is the most popular method that comes to mind when speaking about translation in. This method started to be used with modern languages at the 19th century. The shortcomings of its methodology are probably responsible for the general hatred for translation (Vermes 2010: 86).

The 19th-century linguistics had the view that languages were built on rules, which allowed for communication between speakers, and this was also the implicit belief in the Grammar-Translation method. Indeed, proficiency in a language was assessed on the basis of the grammatical and lexical accuracy that appear in translations. Consequently, this method advocated deduction, memorization of rules and lists of vocabulary, translation and contrastive analysis. Actually, translation played a major part and was mainly used to point at different structures and rules of the L2. However, since its unique purpose was the

exemplification, sentences were artificial and decontextualized or, as Vienne described it, it was “translation in a void” (Malmkjaer 1998: 6).

It is, however, worth mentioning that long before Grammar-Translation (GT) methods arose in the 19th century, there had been an emphasis on grammar in language teaching using translation techniques which had been developed in the 16th century.

According to Vizental (2008), the grammar-translation method, or the classical method, is one of the oldest methods, its principles and technique being similar to those used for teaching “dead” languages such as Latin or Greek. As its name suggests, the grammar-translation method relies on acquisition of language by learning vocabulary and grammar rules, with translation employed as the main, but not the only, operational technique. One of the most important shortcomings of GMT was learners’ inability to cope with actual communicative situations in spite of mastering the grammar of a language. (Translation in ESL Classes/ Imola Katalin NAGY)

2.1.2 The Audio-Lingual approaches (ALA)

The mid-20th century witnessed the sweeping of the Audio-lingual Method (ALM), based on the Army Specialized Training Program developed during the World War II, into second language teaching. It helped in exemplifying the shift of emphasis from written to spoken in foreign language teaching”. The audio-lingual approaches (ALA) focused on developing oral skills, and considered reading and writing of secondary importance.

Teachers who adopted the audio-lingual approach suggested teaching the foreign language with the exclusive use of this latter.

There was allowed no explanation with or translation into the students’ native tongue in classes, rather, all instructions were to be given in the target language, and explanation of meanings was made with the use of other tools as visuals, realia, paralinguistic, and demonstration (Vizental2008:31–32).

The audio-lingual method adopted three main basic ideas from the direct method:

- No use of the learner’s mother tongue and the use of uniquely the target language.
- Presentation of vocabulary and grammar in a contextual way.
- The importance of habit formation through which behaviors become automatic.

Audio-linguists stressed on the idea that vocabulary and grammar must be taught in context, and thus, translation had no place within this approach as it is based on using another language with the target one.

The audio-lingual method came with the Reform Movement that emerged as a reaction to the beliefs of the Grammar-Translation Method which was accused of using unnatural and artificial tools and techniques in teaching languages among which translation out of context.

There are several reasons why translation was excluded in this method. First, it was associated to written language and hence, it goes against the focus on the oral one. Second, it was supposed to interfere in the direct association between concept and word. Finally, most teachers were native speakers of the language they were teaching and probably unable to translate into the students' L1. (Teresa Marqués-Aguado and Juan Solís-Becerra, 2013).

2.1.3 The Communicative Approach (CLT)

The 1970s witnessed the emergence of the Communicative Approach to language teaching, which also had several actual teaching models, e.g. the functional-notional approach, the total physical response, the competency-based approach, etc.

This approach is one of the most significant post-war approaches that were based on Chomsky's theories. Its emphasis was put on the meaningful input in L2 (that means exposure to L2 realistic situations) and naturalistic approach (as children's learning process). This ultimate end if this approach is the process of learning rather than the outcome of the process itself. It seeks to guide students towards the communicative competence through the recreation of social and functional situation in the classroom. Consequently, the activities in learning have to be participative and interactive (Teresa Marqués-Aguado and Juan Solís-Becerra, 2013)

As for translation, Tudor (1987) and (Duff 1989) believe that it has a place in the communicative language teaching classroom. The former argues that it is a communicative activity since it conveys messages across linguistic and cultural barriers and the latter is convinced that translation develops 3 important qualities : accuracy, flexibility and clarity.

2.1.4 The Post-Communicative Turn (PCT)

A number of new approaches to language learning have appeared in recent years. They are called by Vizenor the post-communicative turn (PCT). These new methods view language learning as to be:

- **Task-oriented:** language learning focuses on meaning and on authentic activities that resemble those in the outside world and the learners are taught to use the language to construct and communicate meaning.
- **Context-oriented:** language learning is successful if the content to be taught and the context of learning are compatible with the learner's world knowledge and personal experience.
- **Collaborative:** learning is achieved through social interaction and negotiation of meaning.
- **Cognitive:** learning should go be accompanied with cultural awareness and students should be taught how to distinguish between their mother tongue patterns and those of the FL.

The above mentioned characteristics of the post-communicative approaches witness the importance of translation as a good technique of teaching FL since it can gather all of them with the good selection of texts in the classroom.

2.2 Translation as the Fifth Language Skill

In an ordinary language learning process, learners are generally expected to achieve improvement in four traditional language skills : reading, writing, listening and speaking. A proficient language user is described as “someone who can understand with ease virtually everything heard or read [...], express him/herself spontaneously, very fluently and precisely” (Brown H. Brown 2007: 137). Today, however, translation is also argued to be the fifth language skills by some researchers (Stibbard 1998 and Naimushin 2002).

One of the reasons for this argument is the close association of translation with other skills. The act of translation requires using the basic four language skills. While doing a written translation, the translator first reads the source text then writes the translation in the target language. Also, the interpreter first listens to the source spoken text and then utters the translation by speaking in the target language. Therefore, it is not possible to consider translation separately from the other language skills. (Saricoban 2012: 2960) says that « Translation can be considered the fifth skill “since the translator contributes his/her

creativity, productivity and knowledge of the target and mother tongues into his/her work and since translation requires a collective mixture of the related four skills, and it is still not enough for translation”.

Stibbard (1998: 71) stresses the usefulness of translation in a language learning and argues that “this aspect of linguistic ability can be included as an ongoing element in a teaching program as a fifth skill alongside the four other skills, reading, writing, speaking, and understanding speech”.

2.3 Objections to the Use of Translation in EFL

Cook (Guy W.D) (2010:85) distinguishes the objections to translation in language teaching as to be of twofold nature:

- they are either value-oriented or evaluative in nature and involve a consideration of the overall aims or justification of translation in language teaching and curricula in general; or
- they are technical and address the role of hands-on translation in the FLT methodology in terms of its efficient implementation.

2.3.1 Value-Oriented Objections

The most basic and obsolete value-oriented protestation that is repeatedly expressed by proponents of different pedagogical and didactic methodologies (e.g. Lado 1964:53f, Gatenby 1967:66ff), is the idea that **translation constitutes an unnatural, artificial and stilted activity**. This argument was primarily directed at the pedagogical use of translation as it has been practiced within the grammar-translation method, namely: the translation of individual, which is seen to be isolated from the natural context. This objection is supported by the fact that such translation bears little semblance to situations outside language classroom where translation takes place “naturally” (Cook 2010:25). It is also evident that “learners of a second language refer to their mother tongue to aid the process of L2 acquisition; or, in other words, they translate silently” (Titford 1985:78). What these arguments attempt to prove is that translation is a real life communicative activity and deserves to be present in all FLT classes for that very reason. However, the objection of unnaturalness is justified if translation is limited to mere transfer of isolated sentences in an artificial or situational context.

The second value-oriented objection to translation in foreign language learning is based on the issue of student motivation. In this context, in his defending of translation as an EFL teaching technique, Carreres (2006:5) exposed the objection to translation as **“is considered to be de-motivating and frustrating”** since “students can never attain the level of accuracy or stylistic polish of the version presented to them by the teacher”, particularly when translating into L2. As a result, students perceive translation as a boring mechanical activity, and are thus not aware of the benefits of translation as a process. However, this problem of motivation can be easily solved if the activity of translation is linked to realistic goals with differing criteria applying for proficiency in L1 and L2. If translation is introduced purposefully into the language learning program, it can be used to motivate learners and to arouse their interest in didactic activities. Another motivating aspect this respect is the choice of texts to be translated because the careful selection of texts, mainly ones with a communicative aspect, will exclude the claiming that “dull, over long and uncommunicative texts that are difficult to translate and usually de-motivate the students”.

Another value-oriented objection to translation, expressed by Carreres (ibid.), is the belief that **language teachers use (bad) translations a result of their little experience or knowledge of other teaching methods**. This problem, nevertheless, seems to be twofold: while translators as teachers may be missing experience or knowledge of fundamental didactic methods, trained language teachers may be lacking experience or knowledge of fundamental translation principles. In fact, it seems that the problem of didactics has been given much attention by translation scholars within translator training programs while the beneficial use of translation in FTL is still waiting for further attention by language teaching professionals.

One other objection is also the belief, explained and criticized by Kristen Malmkjaer (1998), that **translation as a language teaching tool is only appropriate in the training of future translators**. But studies seem to disprove this fact and give evidence that learners enjoy translation exercises if the texts are selected in line with their linguistic competence and interests regardless of the students’ future specialization. In his attempt to prove to the contrary, Malmkjaer (ibid.) stresses that it is **“useful to introduce language learners to as many applications of their linguistic skills as possible”**. In addition to Malmkjaer, Leonardi Vanessa (2010:29) thinks that “translation can be used in any language course in order to strengthen students’ analytical skills in reading and examining texts, as well as in developing creativity and problem-solving strategies”.

2.3.2 Technical Objections

The most technical argument against the use of translation in FLT is indeed the belief that **translation elicits mistakes and promotes interference and (negative) transfer from L1 as well as fails to reinforce correct language behavior**. Mitchell and Myles (2004:19), for instance, said that the learners' performance in a second language is actually "influenced by the language [...] they already know". This argument is supported by the idea that traces of L1 prove to exist in L2 because of the interference. However, it is fair to refer to Scott and Pavlenko's (2008:217) highlighting of the primary goal of L1 (and translation) in FLT, which is "to facilitate positive transfer and the internalization of new concepts and to raise awareness of negative transfer through cross-linguistic comparisons".

The following technical argument against using translation in teaching is that **it forces the learners to view the language through the prism of their mother tongue**, and thus prevents them from thinking in the foreign language or using L2 automatically in communicative situations. However, it is worth mentioning that an inevitable connection between L1 and L2 will necessarily be established during foreign language teaching and learning and consequently, the role of translation is one of a tool of linguistic and conceptual explicitation and learner awareness-raising as to the fact that there are differences between L1 and L2, and, accordingly, it becomes here a provider of knowledge and skills.

Another commonly voiced argument is that **translation misleads students into thinking that expressions in two languages correspond 1:1**. This issue of 1:1 equivalence seems to be of a big importance and a possible real argument against the use of translation in language teaching, particularly at the elementary and intermediate stages. In a study of lexical errors done by Heltai (1996:80) evidence has found that learners at the intermediate level have serious difficulties in mastering one-to-many correspondence between L1 and L2. However, Malmkjaer (1998:8) gives a counter-argument that this is not the case if real-life translation is emulated, while Leonardi (2010:26) highlights the potential of translation exercises that contrast both languages at the aim of inducing learners to understand that things and concepts can be expressed in different ways.

2.4 Types of Translation in FL Class

2.4.1 Suggested Activities by Walter Kashmer

There is a variety of many activities that can be used and intended for EFL. Among those different activities, Walter Kasmer presented three important ones as follows:

A- Lost in the Translation

This activity is a variation of one of Weschler's (1997) ideas for an activity. First, a circle of up to 10 seated students should be formed. Then, all students receive a number from 1 to 10, and each numbered student will receive a different English sentence written in a piece of paper given to him/her. Each odd numbered students will receive one of the same English sentences translated into a native language sentence, also written in a piece of paper. Later, students will be asked to translate the main idea of the sentence and write it below the original sentence and fold the paper over concealing the original sentence to show only their translations. In the next step, each student then passes his/her papers in a clockwise fashion, again repeating the same process of folding to conceal the sentence that a student has read to write his translated sentence. This operation must continue until a piece of paper has completed the circle or until the teacher decides to stop the activity for a given reason.

After the completed circle, students examine what meaning has been lost in the translation of the sentences. This helps students to not only improve their vocabulary base but it also allows students to take part in a consciousness raising activity concerning grammatical and contextual structures in both their own native language and the L2. As an expansion activity of this first one, students may try to find out how some of the sentences could be used in a dialogue. By examining which sentences would fit both contextually and meaningfully, students can be lead to recognize nuances in sentences related to wording and usage of idiomatic phrases. Then students could act out some of the dialogues constructed in English with suitable translation written in a group work. This will allow students to get useful production practice which is necessary to improve their speaking skills.

B- Bilingual Dialogues

This technique is based on students' pairs. One pair will receive a native language version of a given dialogue and the other receive an English version of this same dialogue. Then both students will be asked to translate the dialogue. Later, the two students will

compare results of the translation and perform the English dialogue. The discussion about the translated dialogues may be held in the students' native language or in English depending on student levels. This activity serves well as a consciousness raiser in comparing a student's L1 with his or her L2. Students will, in general, be able to access their L1 and use it to learn new vocabulary by translating sentences.

Also, the performance of the English dialogue offers the students production practice that is necessary in helping them improve their speaking skills.

C- Role-plays with Native Language Brainstorming

This technique is based on a number of pretaught and practiced English discussion phrases. Students are organized in brainstorming groups in order to develop strategies for their later discussion with an opposing group and they may use L1. The teacher, at the request of students who seek additional appropriate English vocabulary and sentences for the discussion, may give them help. Students consult bilingual dictionaries first, attempting to formulate expressions themselves with some help from the teacher in explaining the exact and appropriate meaning of some words.

The ways in which students benefit from this last suggested activity are:

First, they improve their ability to create a strategy.

Secondly, they work on their dictionary usage skills with the teacher introducing different levels of appropriate language.

Thirdly, students can gain useful vocabulary and phrases within a contextual framework with examples provided by the teacher and other classmates.

Fourthly, students gain the necessary production practice to improve their speaking in a conversational situations.

Lastly, students will be introduced to L1 and L2 cultural differences by the teacher's critique of their discussion concerning presentation, word usage, etc.

2.4.2 Activities Suggested in Šamalová's Study

Šamalová (2013) conducted a research in which she explored the teachers' views of the use of translation in EFL classes and, according those teachers, the types of translation activities in an EFL class can be the following :

A. Translating Sentences

This activity is based on translating individual sentences either orally or in writing. The aim of this activity is to practice grammar and vocabulary.

B. Translating Vocabulary

In this activity, students are asked to translate individual words, phrases or idiomatic expression. By doing so, they both practice and revise vocabulary of L2.

C. Translating Text

In this activity, various types of texts may be proposed for translation such as texts from magazines, newspaper, Internet, books, and poetry. Also, students may work with a passage from a book of fiction, poems, etc.

D. Translating Grammar Exercises

Students may practice the translation of grammar exercises to prove that they have understood the rules and patterns.

E. Translating songs and games

The teacher may ask students to translate printed or listened songs and games to practice the vocabulary especially that songs and games generally motivates the learners to work with exhilaration.

2.5 Arguments in Favour of the Use of Translation in FL

We have selected 10 main arguments used to support the use of translation in FL class. These arguments will constitute the first half of the questionnaire to be submitted to the teachers who participate in this study to judge the degree of strength of each argument or assumption.

These arguments and claims (Inga Dagilienė, 2012, Vermes Albert 2010) are that (translation):

- (1) Helps learners understand the influence of L1 on L2 and correct errors of misuse of particular words or structures, allowing them to think comparatively (Malmkjaer 1998)
- (2) Involves contrast, it enables us to explore the potential of both languages – their strengths and weaknesses (Mogahed 2011).
- (3) Forces learners to think carefully about meaning, not just too mechanically manipulate forms (Koletnik, 2012).
- (4) Encourages students to take risks rather than avoid them (Machida, Sayuki, 2008).
- (5) Helps students to become aware of both L1 and L2 patterns and the correspondence between them.
- (6) With translation, problems of transfer may be diminished; mental agility, flexibility and memorization are favoured (Mogahed 2011).
- (7) forms a natural part of the learning process and is something that students probably do often outside the classroom (Koletnik, 2012)
- (8) Can be utilized as a method of comparing and contrasting between two languages (Shiyab and Abdullateef 2001).
- (9) Translation facilities speed up the learner's comprehension process (Shiyab and Abdullateef 2001).
- (10) Using translation in EFL teaching gives a sense of security and helps learners to be stress-free.

2.6 Arguments Against the Use of Translation in FL

We have selected 10 main arguments used against the use of translation in FL class. These arguments will constitute the second half of the questionnaire to be submitted to the teachers who participate in this study to judge the degree of strength of each argument or claim.

These arguments and assumptions are as follows:

- (1) Translation is not a communicative act and, thus, has nothing to do in a communicative approach to language teaching (Duff, 1989, p. 6).
- (2) Translation is an artificial exercise in which the main emphasis is on reading and writing and students do not practice oral skills (Zabalbeascoa, 1990, p. 76).
- (3) Translation tasks are useless and do not resemble real world practice, since translators normally operate into and not out of their mother tongue (Carreres, 2006).

- (4) Translation provides a simplistic and false belief that there is a perfect one-to-one relationship between the native language and the foreign language (Malmkjaer, 2010, p. 186).
- (5) Translation involves the use of two languages and, thus, deprives students of opportunities to receive sufficient FL input (Pan and Pan, 2012, p. 4), since “in deciding how far we are justified in using the learner’s mother tongue, we must remember that the time spent using it is time not spent using the foreign language” (Wilkins, 1974, p. 83).
- (6) Translation makes learners view the FL through their native language and this can cause interference between the two languages involved (Pan and Pan, 2012, p. 4).
- (7) Translation tasks have nothing to do with the way in which a mother language is learnt, so they do not promote natural FL learning (Sankey, 1991, p. 418).
- (8) Translating is not the aim of language learning, it is the aim of translator training and both are independent fields of study (Vermees 2010, p. 84).
- (9) Translation is a boring and non-stimulating task (Duff, 1989) and can be particularly frustrating and de-motivating for students (Carreres, 2006).
- (10) Translation is not suitable for all learners, since it can only work well with those interested in literature or with those which have already acquired a significant level of proficiency in the FL (Mogahed, 2011).

Conclusion

In this second chapter, we have had an overview of the position of translation in some important approaches of FL learning and seen that it has always, with variant degrees of importance, occupied a place in the most approaches except in the ones that exclude any other languages than L2 in the learning process. We have also discovered that some linguists and researches consider translation to be a fifth language skill in that it uses all the other four skills according to the nature of the translated items. Then, we gathered ten claims which are used as supporting arguments of the use of translation in FL and ten others which are used against it.

In the following part of this research, the said arguments will constitute the subject of a questionnaire that will be submitted to teachers of English in EFL departments to express their points of view of each assumption.

The Practical Part

1. Methodology and Research Design

We aim in this part to investigate the teachers' attitudes towards both the advantages and disadvantages of using translation their classes (EFL classes) in 6 Algerian universities [Mentouri (Constantine) University, 20 Aout 1955 (Skikda) University, Abdelhafid BOUSSOUF (Mila) University Center, Hadj Lakhdar (Batna) University, Mohamed Lamine DEBAGHINE (Sétif 2) University) and El-Oued (Hama Lakhdar) University.

This part of the research, divided into two chapters, is devoted to the interpretation and analysis of the data collected by means of a questionnaire that was submitted to 10 teachers.

We judged that it would be relevant to use the descriptive method as it allows the use of the qualitative and the quantitative of data collection which are seen to be inter-complementary.

2. The Data Collection Tool

We have chosen to use a unique data collection tool which is the questionnaire. This questionnaire a Likert-type one with five scale responses (Strongly agree – Agree – Uncertain – Disagree – Strongly disagree).

By answering such questionnaires, respondents specify their level of agreement or disagreement on a symmetric agree-disagree scale for a series of statements. Thus, the range captures the intensity of their attitudes for the given items.

3. Data collection Procedure

The questionnaire contains two principal parts : one containing 10 advantages of suing translation in EFL classes and the other containing 10 disadvantages of translation in that field.

It was sent to 10 teachers of translation working in the departments of EFL in 5 Algerian universities by e-mail. The teachers were not given any instruction about the time they should spend in answering the questionnaire.

4. The Participants' Profile

The translation teachers who participated in this study are of at least 7 years of experience in the field of teaching translation of EFL students in their universities. 3/10 of those teachers work in the University of Constantine (Mentouri), 3/10 work in the University of Sétif 2, 1/10 works in 20 Aout 1955 University (Skikda), 1/10 works in Mila University Center, 1/10 works in Batna (Hadj Lakhdar) University and 1/10 works in El-Oued (Hamma Lakhdar) University. Having participants from different universities is an attempt to see whether the same attitudes prevail in all universities or there are certain views which differ from one department to another.

Chapter Three: Investigating the EFL Teachers' Attitudes Towards the Arguments Used in favour of Using Translation in FL

Introduction

In this chapter, we will analyze the results of the first part of the questionnaire. In this part, teachers were asked to express their attitudes towards 10 main arguments in favour of the use of translation as a technique of EFL teaching. They were given five scales on the basis of which they could express the intensity of their attitudes towards each of the given claims and arguments.

3.1 Analysis of the Teachers' Attitudes Towards the Advantages of Using Translation in EFL class

The following are claims advanced by scholars about the advantages of using translation in EFL teaching.

Advantage 1: Translation helps learners understand the influence of L1 on L2 and correct errors of misuse of particular words or structures, allowing them to think comparatively.

Advantage 2: Translation involves contrast, it enables us to explore the potential of both languages – their strengths and weaknesses.

Advantage 3: Translation forces learners to think carefully about meaning, not just too mechanically manipulate forms.

Advantage 4: Translation encourages students to take risks rather than avoid them.

Advantage 5: Helps students to become aware of both L1 and L2 patterns and the correspondence between them.

Advantage 6: With translation, problems of transfer may be diminished; mental agility, flexibility and memorization are favored.

Advantage 7: Translation forms a natural part of the learning process and is something that students probably do often outside the classroom.

Advantage 8: Translation can be utilized as a method of comparing and contrasting between two languages.

Advantage 9: Translation facilitates speed up the learner's comprehension process.

Advantage 10: Using translation in EFL teaching gives a sense of security and helps learners to be stress-free.

The analysis of the answers of teacher's is given below.

3.1.1 Advantage 1: Translation helps learners understand the influence of L1 on L2 and correct errors of misuse of particular words or structures, allowing them to think comparatively.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	8	2	0	0	0

Results

8/10 teachers strongly consider translation to be a helping tool in understanding the influence of L1 on L2 and thus it corrects errors made in using words and structures. Other 2/10 expressed their support of this claim but with less strength. As a result, we can consider this point to be a supporting argument of using translation in EFL as almost all expert teachers judge it to be strongly correct.

3.1.2 Advantage 2 : Translation involves contrast, it enables us to explore the potential of both languages – their strengths and weaknesses.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	8	1	1	0	0

Results

8/10 teachers strongly agree and 1/10 simply agree with the idea that translation allows EFL students to explore L1 and L2 in terms of weaknesses and strengths since it is contrastive to a great extent, while only 1/10 expressed his/her uncertainty about this point. Consequently, having only this later 1/10 uncertain case, we can say that EFL teachers participating in this study strongly consider the role of translation in enabling learners discover the strengths and weaknesses of L1 and L2 through contrast.

3.1.3 Advantage 3: Translation forces learners to think carefully about meaning, not just too mechanically manipulate forms.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	7	3	0	0	0

Results

7/10 teachers strongly agree and 3/7 simply agree that translation in EFL puts students in a situation of careful thinking about meanings in an attempt to produce correct translations of words and structures rather than manipulating forms mechanically following patterns of sentences. Consequently, this point can be gained as a supporting argument of using translation in EFL.

3.1.4 Advantage 4: Translation encourages students to take risks rather than avoid them.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	4	2	2	2	0

Results

4/10 teachers strongly agree and 2/10 simply agree that translation urges students to take risk in facing difficulties of 2 learning rather than avoiding them while 2/10 seem to be uncertain and 2/10 against this claim with a simple disagreement. This uncertainty and disagreement, though expressed by a minority, weaken this argument that supports the use of translation in EFL but not to the point of being null and invalid.

3.1.5 Advantage 5 : Translation helps students to become aware of both L1 and L2 patterns and the correspondence between them.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	6	4	0	0	0

Results

6/10 teachers strongly agree and 4/10 simply agree that, with translation, students become aware of L1 and L2 patterns and their correspondences. With this result, it seems that the supporting arguments of using translation in EFL recovered after a little weakness with the precedent argument.

3.1.6 Advantage 6 : With translation, problems of transfer may be diminished; mental agility, flexibility and memorization are favored.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	8	2	0	0	0

Results

8/10 teachers strongly agree and 2/10 simply agree that translation helps diminishing problems of transfer that occur automatically and naturally in the first stages of FL learning and favors mental legibility, flexibility and memorization that becomes easier the association of new learnt FL words and patterns with their equivalents in the MT. And here also, teachers stood strongly for the use of translation in EFL.

3.1.7 Advantage 7: Translation forms a natural part of the learning process and is something that students probably do often outside the classroom.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	7	2	1	0	0

Results

7/10 teachers strongly agree and 2/10 simply agree that translation is a natural part of the process of learning and that students often do outside the class while only 1/10 seems uncertain about this point. This uncertainty may have been caused by the claim that students practice translation outside the classroom, but we think, us EFL students, that this is a fact as we often do it when we face problems of understanding some words or phrases.

3.1.8 Advantage 8: Can be utilized as a method of comparing and contrasting between two languages.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	9	1	0	0	0

Results

The great majority, i.e. 9/10 teachers strongly agree and 1/10 simply agrees that student can be a used as a means of comparison and contrast between two language. This idea seems to be very correct and clear for two reasons : first, because translation an activity which is done on the basis of the transfer of meanings between two linguistic systems by

which similarities and differences can be observed, and, second, because all teachers support this idea which seem to have been observed by them during their experience.

3.1.9 Advantage 9: Translation facilities speed up the learner's comprehension process.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	7	3	0	0	0

Results

7/3 teachers strongly agree and 3/10 simply agree that translation facilities have a positive effect in speeding up the comprehension process. And since all teachers stand for this argument, it is fair to consider it to be a strong claim in favour of using translation in EFL.

3.1.10 Advantage 10: Using translation in EFL teaching gives a sense of security and helps learners to be stress-free.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	7	1	2	0	0

Results

7/3 teachers strongly agree and 1/10 simply agrees translation in EFL offers the learners a feeling of security (against mistakes that cause embarrassment for instance) and helps them to get free from any stress that may be caused by facing difficulties of understanding words and sentences of the L2, while 2/10 seem to be uncertain about this point. This uncertainty, we guess, may be the result of a conditioned support of the free use of translation in EFL class.

Conclusion

The results of this first part of the questionnaire came to show clearly that the claims that were used as arguments in favor of using translation in EFL are to a great extent strong and agreed on by teachers either strongly with the majority of them or simply with some of them.

It is true that there has been a little uncertainty expressed by very few teachers for some claims as a manifestation, may be and not surely, of the conditioned support of using translation in EFL. This last point may be subject to further studies which we encourage researchers to carry out.

Chapter four: Investigating the EFL Teachers' Attitudes Towards the Arguments Used Against Using Translation in EFL Class

Introduction

In this chapter, we analyze the results of the second part of the questionnaire. In this part, teachers were asked to express their attitudes towards 10 main arguments against of the use of translation as a technique of EFL teaching. They were given five scales on the basis of which they could express the intensity of their attitudes towards each of the given claims and arguments.

4.1 Analysis of the teachers' Attitudes Towards the Disadvantages of Using Translation in EFL class

The following claims have been advanced by scholars in the field.

Disadvantage 1: Translation is not a communicative act and, thus, has nothing to do in a communicative approach to language teaching.

Disadvantage 2: Translation is an artificial exercise in which the main emphasis is on reading and writing and students do not practice oral skills.

Disadvantage 3: Translation tasks are useless and do not resemble real world practice, since translators normally operate into and not out of their mother tongue.

Disadvantage 4: Translation provides a simplistic and false belief that there is a perfect one-to-one relationship between the native language and the foreign language

Disadvantage 5: Translation involves the use of two languages and, thus, deprives students of opportunities to receive sufficient FL input since "in deciding how far we are justified in using the learner's mother tongue, we must remember that the time spent using it is time not spent using the foreign language"

Disadvantage 6: Translation makes learners view the FL through their native language and this can cause interference between the two languages involved.

Disadvantage 7: Translation tasks have nothing to do with the way in which a mother language is learnt, so they do not promote natural FL learning.

Disadvantage 8:Translating is not the aim of language learning, it is the aim of translator training and both are independent fields of study.

Disadvantage 9:Translation is a boring and non-stimulating task and can be particularly frustrating and de-motivating for students.

Disadvantage 10: Translation is not suitable for all learners, since it can only work well with those interested in literature or with those which have already acquired a significant level of proficiency in the FL.

The analysis of the answers is presented below.

1.4.1 Disadvantage 1:Translation is not a communicative act and, thus, has nothing to do in a communicative approach to language teaching.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	0	0	0	4	6

Results

Unlike the arguments used to support translation as an EFL technique, which did not face disagreement by the participating teachers, this first claim against translation in EFL seems to have opened the door to disagreements of teachers. 4/10 simply disagree and 6/10 strongly disagree that translation should be out of interest of the communicative approach to language teaching as it is « not a communicative act ». This claim, however, lacks support because translation in its nature is a communicative operation that carries information and cultural aspects from one language to another even with simple words and phrases as every single term of phrase has its specific meaning that changes with regard to the context and the culture.

1.4.2 Disadvantage 2 :Translation is an artificial exercise in which the main emphasis is on reading and writing and students do not practice oral skills.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	0	0	3	4	3

Results

4/10 teachers simply disagree and 3/10 strongly disagree with this claim while 3/10 seems to be uncertain about it. This general refusal of this claim is clear in the fact that teachers may integrate oral translation to explain linguistic items and allow learners to do so for themselves and for their classmates mainly in work groups.

The idea that translation is artificial may be correct if teachers do not adapt texts and sentences to the culture and needs of learners.

1.4.3 Disadvantage 3: Translation tasks are useless and do not resemble real world practice, since translators normally operate into and not out of their mother tongue.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	0	0	3	4	3

Results

The same results with the precedent claim are repeated with this later one. Teachers do not agree with the idea that translation tasks are useless because they do not resemble the real world practice. We have seen that among the activities of translation in EFL ones that are based on translating dialogues and role-playing activities. For the idea that translators should normally operate into and not out of their MT, we have seen in the theoretical part of this research that theme and version serve as controlling tasks of understanding and are not related to professional translation.

1.4.4 Disadvantage 4: Translation provides a simplistic and false belief that there is a perfect one-to-one relationship between the native language and the foreign language

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	0	0	3	4	3

Results

The same results appear again with this 3rd claim. Teachers do not agree that translation leads to a false belief that there exist a complete relationship between L1 and L2 since the learners find equivalents of words of L2 in L1 or vice versa. This disagreement is justified by the fact that translation tasks are not introduced to learners

without any explanation of their objective among which the necessity to show and explain the similarities and differences between language to avoid language interference.

1.4.5 Disadvantage 5 : Translation involves the use of two languages and, thus, deprives students of opportunities to receive sufficient FL input since “in deciding how far we are justified in using the learner’s mother tongue, we must remember that the time spent using it is time not spent using the foreign language”

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	0	2	4	3	1

Results

A little different result is reached with this claim. 2/10 teachers agree that the use of 2 languages in EFL teaching deprives the learners from making use of the time spent with L1 to receive sufficient FL input, 4/10 expressed their uncertainty about this claim, 3/10 simply disagree and 1/10 strongly disagree. This new result show that teachers do encourage the exposure to L2 input as long as possible and that the use of translation aims principally to facilitate the comprehension and not to have an equal exposure to input of both languages.

1.4.6 Disadvantage 6: Translation makes learners view the FL through their native language and this can cause interference between the two languages involved.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	3	4	0	2	1

Results

A strongly different result is reached with this 6th claim. 3/10 teachers strongly agree with the idea that translation makes learners view FL through their MT and thus risk to fall in interference between the two language, 4/10 simply agree with this point, 2/10 simply disagree and 1/10 strongly disagree with it. This support of the 6th claim by teachers seems to be a consequence of observed facts with their students as many of them use translation in a certain linear way with simple correspondences of words and meanings without being aware of the nuances of each.

1.4.7 Disadvantage 7 : Translation tasks have nothing to do with the way in which a mother language is learnt, so they do not promote natural FL learning.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	0	3	3	1	3

Results

With this claim against using translation in EFL, 3/10 teachers agree that translation tasks do not resemble the natural learning of ML, 3/10 seem to be uncertain about this claim, 1/10 simply disagree with it and 3/10 strongly do. This argument, however, cannot be simply accepted as translation is proved to be used by any learner of a FL by nature mainly in the first and medium stages of learning because he/she cannot understand L2 which he totally ignore without any help with some L1. This claim, consequently, seems to be a point of divergence and thus it need further investigation.

1.4.8 Disadvantage 8: Translating is not the aim of language learning, it is the aim of translator training and both are independent fields of study.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	0	2	2	3	3

Results

The results about this claim seem strange because different answers were given. With 2/10 teachers who agree with this point, 2/10 uncertain one, 3/10 who simply disagree with it and 3/10 who strongly disagree, there appears a certain confusion with some teachers of the different objectives of pedagogical translation and professional translation. Maybe the teachers who disagree with this point have considered the future possibilities of FL learners to become translators but this cannot be seen as convincing argument for the non-distinction between the objectives of the two different type of translations.

1.4.9 Disadvantage 9: Translation is a boring and non-stimulating task and can be particularly frustrating and de-motivating for students.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	0	1	0	2	7

Results

This claim is not welcome by the majority of teachers who strongly disagree (7/10) and simply disagree (2/10) with it. At our surprise, however, one teacher of translation for EFL learners considers translation tasks to be boring and de-motivating. It is worth recalling that the types of tasks that should be cleverly selected and diversified plays a big role in motivating learners in translation sessions.

1.4.10 Disadvantage 10: Translation is not suitable for all learners, since it can only work well with those interested in literature or with those which have already acquired a significant level of proficiency in the FL.

Answers	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Scores	0	3	0	3	4

Results

Most teachers (4/10 strongly disagree and 3/10 simply disagree) do not support this claim at all and only 3/10 agree with it. These 3 later teachers seem to have forgotten that translation in EFL aims at introducing linguistic items to the learners who ignore the language or do not master it, and this is the objective of pedagogical translation.

Discussion of the Results

The answers of the teachers came to support to a large extent the use of translation in EFL class. We have even seen that two teachers expressed their “strong agreement” with all the claimed advantages of translation in English classes and their “strong disagreement” with all its claimed disadvantages. This shows clearly that they still notice a positive effect of translation in their class and that students see it as a facilitating tool that helps them acquire vocabulary and linguistic item at ease.

For the disadvantages, the teachers are not at the same level of agreement (which was expressed in very few cases) or disagreement with the claimed disadvantages. This may refer to the strength of some claims mainly the ones in relation to the linguistic interference. These claims need to be taken into consideration and not neglected as they may affect EFL learning with time.

Conclusion

About half of the arguments against using translation in EFL lack any support by teachers and proved to be unwelcome. The other half is not very far from disagreeing (but not strongly) with some support by a number of teachers. This situation shows a certain divergence about some claims against using translation in EFL, but we see that not all teachers seem to be totally aware of all issues of translation as an EFL technique.

Consequently, some teachers may need specific training as EFL teachers and not as general translation teachers because they may misuse translation in their classes if they lack knowledge about some principles of translation as an EFL technique.

General Conclusion

The results of this investigation show a great support by the participants of the arguments used in favor of the use of translation as an EFL technique. This supports gives more and more strength to translation in the field of EFL.

This confirms the claim formulated in the General Introduction.

The results also show some strong disagreement of half of the claims which were used against translation in EFL class. Others claims were seen differently by teachers as a result, sometimes, of the confusion between pedagogical translation and professional translation.

Finally, translation, with regard to the results of this research, seems to maintain its position in FL as a useful and welcome technique of teaching. However, we must call for the distinction between types and objectives of translation.

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Appendix

Questionnaire To teachers of EFL in departments of English in Algerian universities

This questionnaire comes as a tool That we have chosen to evaluate the use of translation in English language class through the investigation of the teachers' opinions about both the advantages and disadvantages provided by researches in the field about the using of this technique.

I- **Advantages** : These are 10 main arguments and claims that have been provided in favor of the use of translation as a language teaching tool; please give your opinion about each by putting the symbol (X) in the appropriate case:

(11)It helps learners understand the influence of L1 on L2 and correct errors of misuse of particular words or structures, allowing them to think comparatively.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Uncertain	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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(12)Because translation involves contrast, it enables us to explore the potential of both languages – their strengths and weaknesses.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Uncertain	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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(13)It forces learners to think carefully about meaning, not just too mechanically manipulate forms.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Uncertain	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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(14)It encourages students to take risks rather than avoid them.

Stronglyagree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Uncertain	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Stronglydisagree	<input type="checkbox"/>
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(15) Students become aware of both L1 and L2 patterns and the correspondence between them.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
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(16) Problems of transfer may be diminished; mental agility, flexibility and memorization are favoured.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
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(17) Translation forms a natural part of the learning process and is something that students probably do often outside the classroom.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
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(18) Translation can be utilized as a method of comparing and contrasting between two languages.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
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(19) Translation facilities speed up the learner's comprehension process.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
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(20) Using translation in EFL teaching gives a sense of security and helps learners to be stress-free.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
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II- Disadvantages : These are 10 main arguments and claims that have been provided against the use of translation as a language teaching tool; please give your opinion about each by putting the symbol (X) in the appropriate case:

(11) Translation is not a communicative act and, thus, has nothing to do in a communicative approach to language teaching.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Uncertain	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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(12) Translation is an artificial exercise in which the main emphasis is on reading and writing and students do not practice oral skills.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Uncertain	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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(13) Translation tasks are useless and do not resemble real world practice, since translators normally operate into and not out of their mother tongue.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Uncertain	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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(14) Translation provides a simplistic and false belief that there is a perfect one-to-one relationship between the native language and the foreign language.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Uncertain	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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(15) Translation involves the use of two languages and, thus, deprives students of opportunities to receive sufficient FL input, since “in deciding how far we are justified in using the learner’s mother tongue, we must remember that the time spent using it is time not spent using the foreign language.

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Uncertain	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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(16) Translation makes learners view the FL through their native language and this can cause interference between the two languages involved.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
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(17) Translation tasks have nothing to do with the way in which a mother language is learnt, so they do not promote natural FL learning.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
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(18) Translating is not the aim of language learning, it is the aim of translator training and both are independent fields of study.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
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(19) Translation is a boring and non-stimulating task and can be particularly frustrating and de-motivating for students.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
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(20) Translation is not suitable for all learners, since it can only work well with those interested in literature or with those which have already acquired a significant level of proficiency in the FL.

Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
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ملخص

6 جاءت هذه الدراسة محاولة لاستقصاء آراء أستاذة الترجمة العاملين في أقسام اللغة الإنجليزية و آدابها في ست جامعات جزائرية حول الأدلة التي تحجج بها فريق الداعمين للترجمة في مجال تعليم اللغات والفريق المعارض لها. وقد اخترنا استعمال نموذج استقصائي قائم على عشرة مزاعم لكل فريق وقدمناها لعشرة أستاذة من ذوي الخبرة في ميدان الترجمة وتعليم اللغة الإنجليزية.

وجاءت النتائج التي توصلنا إليها داعمة في أغلبها لاستعمال الترجمة في أقسام اللغات الأجنبية بسبب الحاجة الملحة إليها خاصة في الأطوار الأولى من التعليم و لما يجده الطلاب فيها من تيسير وارتياح بحسب تقرير الأساتذة المشاركين في الدراسة.

ورأينا أن الأستاذة لا يردون مطلقا الحجج المستعملة ضد الترجمة لكن بعضهم قد يدعم حجة أو اثنتين لما لها من قوة الدلالة على وجوب عدم الإفراط في استعمال الترجمة وضرورة توجيه الطلاب أساسا لاستعمال اللغة الأجنبية قدر الإمكان.