

Democratic and Popular Republic of Algeria
Ministry of Higher Education and Scientific Research
Djillali Bounaama University, Khemis Miliana
Faculty of Letters and Foreign Languages
Department of Foreign Languages



*An Investigation into the Significant of Teaching Translation for English
Language Student*

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the LMD
Master in English Language and Communication

Candidates:

- Fatma Temer
- Fatima Zahra Bouziane

Supervisor:

Hamza Cherifi

Board of Examiners:

- President: Fatima Zahra Zahaf
- Supervisor: Hamza Cherifi
- Examiner: Fatma Bouchareb

Academic Year: 2022/ 2023

Dedications

I dedicate this work to

My parents who always encourage me

To my sisters and my brother who always support me

To the rest of my family who did not let me give up

To my friends

Who always push me forward

To the teachers who help this work see the light

Acknowledgements

Initially, all praise goes to ALLAH for giving me the strength to complete this work. This research work would not have been possible without the help and support of many people. I would like to express my immense gratitude to my supervisor Dr .CHERIFI for his valuable supervision, encouragement, and support.

My appreciation goes to the members of the jury who have accepted to read and evaluate this work. I am very grateful.

Special thanks to the students and the teacher who answered my research instruments, it was very kind of you.

Special thanks to my classmates who support me.

Abstract:

Through time, communication becomes one of the most important subjects. In order to converse in correct way people start using translation. The latter developed to be a specialty at diverse universities all over the world for the reason that it solves the misunderstanding between foreigners and Algerian universities is one of them. In this regard, this investigation is designed to study the role of translation in teaching foreign languages at Khemis Meliana University. As a dual pedagogical role translation monitor the knowledge of the mother tongue and through translation exercises two languages converge in a constructive study that allow teaching foreign languages because its link to the level of students in language ,culture ,and the nature of linguistic and academic preparation of the professor's and learners. The concept of translation and its basic features are dealt with and focused upon here. Translation module is needed for adopting the right methods for teaching second language, an issue which is discussed in this paper. The research draws on an evaluation of relevant literature and experiential evidence from interview with translation teacher and questionnaire for 2nd and 3rd level students in English department. The findings recommend that translation can be a valuable tool in language learning, helping learners to improve a better understanding of language structure, vocabulary, and cultural diverse. Besides, translation activities can encourage critical thinking, analytical skills, and intercultural competence. However, the study also reveals some challenges related with teaching translation, such as the need for specialized training and the potential for over-reliance on translation. Generally, the investigation suggests that incorporating translation activities into language teaching can enhance student's language proficiency and contribute to their overall academic success.

Keywords: translation, translation module, teaching foreign languages.

Résumé :

En fil de temps, la communication devient l'un des sujets les plus importantes. Afin de converser correctement, les gens commencent à utiliser la traduction. Ce dernier s'est développé pour devenir une spécialité dans diverses universités du monde entier car il résout le malentendu parmi les étrangers et les universités algériennes en fait partie. A cet égard, cette enquête vise à étudier le rôle de la traduction dans l'enseignement des langues étrangères à l'Université Khemis Meliana. En tant que double rôle pédagogique, la traduction surveille la connaissance de la langue maternelle et, à travers des exercices de traduction, deux langues convergentes dans une étude constructive qui permet d'enseigner des langues étrangères en raison de son lien avec le niveau des élèves en langue, culture et nature de la préparation linguistique et académique du professeur et des apprenants. Le concept de traduction et ses caractéristiques de base sont traités et mis en évidence ici. Un module de traduction est nécessaire pour adopter les bonnes méthodes d'enseignement de la langue seconde, une question qui est discutée dans cet article. La recherche s'appuie sur une évaluation de la littérature pertinente et des preuves expérientielles tirées d'entretiens avec un professeur de traduction et d'un questionnaire pour les étudiants de 2e et 3e niveaux du département d'anglais. Les résultats recommandent que la traduction puisse être un outil précieux dans l'apprentissage des langues, aidant les apprenants à améliorer leur compréhension de la structure de la langue, du vocabulaire et de la diversité culturelle. En outre, les activités de traduction peuvent encourager la pensée critique, les compétences analytiques et les compétences interculturelles. Cependant, l'étude révèle également certains défis liés à l'enseignement de la traduction, tels que le besoin d'une formation spécialisée et le risque de dépendance excessive à l'égard de la traduction. De manière générale, l'enquête suggère que l'intégration d'activités de traduction dans l'enseignement des langues peut améliorer les compétences linguistiques des élèves et contribuer à leur réussite scolaire globale.

Mots-clés : traduction, traduction module, enseignement de la langue seconde.

الملخص:

بمرور الوقت، يصبح التواصل أحد الأهم الموضوعات، ومن أجل التحدث بالطريقة الصحيحة، بدأ الأشخاص في استخدام الترجمة. هذا الأخير تطور ليصبح تخصصًا في جامعات مختلفة حول العالم والجامعات الجزائرية أحدها، لأنه يحل سوء التفاهم بين الأجانب. في هذا الصدد، تم تصميم هذا البحث لدراسة دور الترجمة في تدريس اللغات الأجنبية في جامعة خميس مليانة. وكدور تعليمي مزدوج، تراقب الترجمة معرفة اللغة الأم، ومن خلال تمارين الترجمة، تتلاقى لغتان في دراسة بناءة تسمح بتدريس اللغات الأجنبية نظرًا لارتباطها بمستوى الطلاب في اللغة و ثقافة وطبيعة الإعداد اللغوي والأكاديمي للمعلم والمتعلمين. يتم التعامل مع مفهوم الترجمة وخصائصها الأساسية والتأكيد عليها هنا. إذ هناك حاجة إلى أن تتبنى وحدة الترجمة الأساليب الصحيحة في تدريس اللغة الثانية، وهو موضوع تمت مناقشته في هذا البحث. يعتمد البحث على تقييم الأدبيات ذات الصلة والأدلة التجريبية من مقابلة مع مدرس الترجمة واستبيان لطلاب السنة الثانية والثالثة في قسم اللغة الإنجليزية. تشير النتائج إلى أن الترجمة يمكن أن تكون أداة قيمة في تعلم اللغة، وتساعد المتعلمين على فهم بنية اللغة والمفردات والتنوع الثقافي بشكل أفضل. إلى جانب ذلك، يمكن أن تشجع أنشطة الترجمة التفكير النقدي والمهارات التحليلية والكفاءة بين الثقافات. ومع ذلك، تكشف الدراسة أيضًا عن بعض التحديات المتعلقة بتدريس الترجمة، مثل الحاجة إلى تدريب متخصص وإمكانية الاعتماد المفرط على الترجمة. بشكل عام، يشير الاستقصاء إلى أن دمج أنشطة الترجمة في تدريس اللغة يمكن أن يعزز الكفاءة اللغوية للطلاب ويساهم في نجاحه الأكاديمي بشكل عام.

الكلمات المفتاحية: ترجمة، مقياس ترجمة، تدريس اللغات الأجنبية.

List of Abbreviations

| | |
|-------------------|---|
| EFL | English Foreign Language |
| ELT | English Language Teaching |
| TEFL | Teaching English as Foreign Language |
| FL | Foreign Language |
| L1 | First Language |
| L2 | Second Language |
| SL | Source Language |
| ML | Mother Language |
| ST | Source Text |
| TT | Target Text |
| TL | Target Language |
| TEFL | Teaching English as Foreign Language |
| ALM | Audio Lingual Method |
| DM | Direct Method |
| GTM | Grammar Translation Method |

Table of content:

| | |
|--|-----------|
| <i>Dedications</i> | 2 |
| <i>Acknowledgements</i> | 3 |
| Abstract..... | 4 |
| ❖ Résumé | 5 |
| ❖ المخلص | 6 |
| List of Abbreviations | 7 |
| List of tables | 11 |
| ❖ General Introduction | 13 |
| ❖ Chapter I | 19 |
| 1. History of Translation | 19 |
| 2. Background information..... | 19 |
| 3. History of Grammar Translation Method | 20 |
| 4. Brief definition of The Grammar-Translation Method (GMT)..... | 22 |
| 2. Using Translation in Teaching | 23 |
| 2.1 What is Translation? | 23 |
| 2.2 Teaching Translation | 25 |
| 2.3 Translation Training in Algeria | 26 |
| 2.4 Translation as an EFL Method | 27 |
| 2.5 Purpose of Translation | 28 |
| 3. Types of Translation | 29 |
| 3.1 Borrowing | 29 |
| 3.2 Methods of Translation | 30 |
| A) Word-for-word translation | 30 |
| B) Literal translation in | 30 |

| | |
|--|----|
| C) Faithful translation | 30 |
| D) Semantic translation | 30 |
| E) Adaptation | 31 |
| F) Free translation | 31 |
| G) Idiomatic translation | 31 |
| H) Communicative translation | 31 |
| 4. Translation module in Algeria..... | 32 |
| a-Reading and Comprehension | 32 |
| b-Research | 32 |
| c-Translation | 34 |
| d-Revision | 35 |
| 5. Reading the translation as a target reader..... | 36 |
| 6. Translation Curriculum in Algeria..... | 36 |
| 6.1 Translation in Algeria demand needs analysis | 37 |
| 6.2 Students Need in Translation | 37 |
| 6.3 The translation curriculum revise | 37 |
| <u> </u> ◆ Content of the program | 37 |
| <u> </u> ◆ Syllabus design in translation | 39 |
| <u> </u> ◆ Strategies in Teaching updated translation curriculum | 39 |
| 7. The Importance of Translation Services in Education | 41 |
| 1. Translation as the Fifth Language Skill | 41 |
| 8. Characteristics and Features of Translation Courses | 42 |
| A) Selecting Material..... | 42 |

| | |
|---|-----------|
| B) Types of Activities with Texts | 43 |
| C) Creating a Learning Environment | 43 |
| .9 The Main Literature Translation: | 43 |
| Conclusion:..... | 44 |
| Chapter II: Research Methodology and Data Analysis | 45 |
| Introduction | 45 |
| 1. Statement of the Problem:..... | 46 |
| 2. Methodology and Research Design: | 46 |
| 3. The Purpose of the study: | 47 |
| 4. Methodology and research design : | 47 |
| 1/data collection tools..... | 47 |
| 2/Students Questionnaire:..... | 48 |
| 3/Teacher's interview:..... | 55 |
| Chapter III : RESULTS AND FINDING | 59 |
| 1. Discussion of the Findings:..... | 59 |
| 2. Recommendations: | 60 |
| Conclusion:..... | 61 |
| General Conclusion:..... | 63 |
| Bibliography | 66 |
| Appendix A: | 68 |
| Students' questionnaire | 68 |
| Appendix B:..... | 70 |
| Teacher's interview:..... | 70 |

List of tables:

Table 1: Distribution of Students' Gender.

Table 2: The effectiveness of translation module

Table 3: The importance of translation activities during EFL class

Table 4: The level of translation activities during class

Table 5: Using translation during learning L2 provides a sense of security

Table 6: The efficiency of Translation practices in recognizing vocabulary.

Table 7: Translation activities benefit to better understanding of the language.

Table 8: Translation aids to comprehend the meaning of expression.

Table 9: The use of translation differentiates between L1 and L2.

Table 10: Preference of mother tongue in EFL classes

Table 11: Translate terms and expressions from L1 to L2 while writing.

Table 12: When the teacher speaks only in the L2 I do not understand the course.

Table 13: Translation helps me remember words.

Table 14: Translation leads to faults in L2.

Table 15: Choose translation as a specialty for your master degree

GENERAL

INTRODUCTION

General Introduction:

There are many languages in the world, and there have been found various languages in every country. Of course, it makes people hard to communicate with those who have different language especially in education; second languages in education are based on different skills in language reception and perception. For centuries, people have attempted to acquire second languages through official education. English is an extensively spoken language today ‘international language ‘.besides, Translation allows effective communication between people around the world cause the main purpose of it is to transmit appropriate meaning of a word or a sentence from one language into another language and vice versa, since translation studies basically depend on a concept of meaning, diverse approaches in these studies refers to different roles in several methods of language teaching accommodated for students from different social background . Because of the great ethnic and linguistic diversity found within our nation, English acts as a crucial ‘link’ language.

In addition, government-inspired documents on philosophy become part of the textbook. Countries (and individuals) want to fit English as a language disadvantage the culture and believes, all preceded illustrate the important roles of translation that express by Johann Seidenstiicker, Karl Plotz, H. S. Ollendorf, and Johann Meidinger in Grammar Translation Method (GTM). The latter (GTM) appeared after current languages (German, French and English) started to be train in schools, educators of foreign languages fell back on the old-style way of teaching Latin, and so the basics of the language lecture did not transform new approaches has been applied in order to acquire a second language.

(Foster, 1958)States that, “Translation is a mental activity in which a meaning of given linguistic discourse is rendered from one language to another. It is the act of transferring the linguistic entities from one language in to their equivalents in to another

language. Translation is an act through which the content of a text is transferred from the source language into the target language.” .Language and translation has a strong relationship existed for a long time, as man used it as the way of spoken and written speech from mother tongue to the target languages in order to understand than to communicate, translation is the bridge that relate mother language to others languages, it developed and reached the structures and the written form of the language. It was a reason for in reach the educational sources by translating a sciences and cultures among the various academies through time.

The educational purposes of translation include the ancient languages such as Greek and Latin into living languages such as English. Teaching –learning foreign language is taught sometimes as a means and a method, this procedure highlight the points of interaction and the negative sides, the extension of both the learner and the professor through practice of this measure on us and its achievement.

There are two main goals of teaching translation in the department of foreign languages, the first is to reduce some difficulties and make learners face a comparison and obliqueness between the original language (Arabic) and the target language (English) and draw differences to empower the student capacities to differentiate between their home language and translation one. (Konigs, 1987) States that there are two types of processing in the act of comprehending which are: (1) the bottom-up process in which the translator tries to comprehend the words as single units, and (2) the top down process in which the translator searches for connections. Several researchers’ studies have been conducted on this study in Algeria; for examples, the dissertation of “HANAFI Bouchra” in which it titles by “The contributions of Criterion Translation in Teaching Foreign Languages, 2nd year English Student model” (2017/2018) and “Didactics of Translation : Teaching Translation between Competence, Proficiency ,and Performance” (University of Constantine, SEKHRI Ouided). Translation is now to be measured an individual personal crucial need rather than a collective as it is or it surely was. These days, the globe is claiming changes every day even on the

routine tasks and one can no longer now qualify translation as an crucial mere training, however; a whole life vehicle, as the globe is being lately rendered into a multinational, multilingual and particularly multicultural ground where the need to translation is continuing and claimed being individual and not just collective as before. Translation needed by each person to cope with the quotidian life routine and not globally just by nations or states, for effective communication as used to be.

Northern- African door republic is Algeria, however not officially a multicultural and multilingual country, so far apart from oil and gas exploitation zones, in the near future, should observe as tending opening its economy and communicative space to the world. In addition, the universal collective one already in this place that for individual need to translation. This world need and particularly as topic here in Algerian need to translation should ineluctably be given its requirements to claim then meeting and satisfying the targeted purposes, the step that starts of course at the academic level, translation teaching at university level, which is to be revisited and reconsidered to assess its ability to meet the dominant outstanding universal currents wants or the reverse.

The aim of this work is to show the hug importance of translation in teaching and learning second language. Plus, the effect of translation in teaching English language and to differentiate different strategies and methods used by teachers and see their concept toward translation in the tutorial room. So, to explore the work a multiple questions have been raised, in order to describe the nature of translation and its consequences in other cognitive fields .In our research, we emphasis on pedagogical aspect in both teaching and learning English as a second language. So the present study generates the following questions:

- What is translation? And what does it represent for translators and EFL educators and learners?

- What is the impact of translation module on students of EFL in Khemis Meliana University? And how it correct learners mistakes and built their four skills?
- How can translation organize a teaching technique?
- Is translation an effective method in ELT?
- Does translation module help in developing the abilities of second and third year level students? Or the opposite?

To study this problematic, we propose the following hypothesis:

- Translation may not be an effective tool in teaching English.
- Teachers could use translation in reading only.
- Grammar Translation Method (GTM) still used by teachers of translation.

A practical part was included to investigate both students and a teacher. In the beginning, the interview was done with a translation module teacher in our department in Khemis Meliana University. The second is a questionnaire with 50 English Language Students. Because it will be more appropriate for our study to check the impact of translation in teaching language and their opinion about the module and the method applied by teachers. The use of translation while learning a foreign language; may encourage the students to participate more, and may help them to understand the meaning correctly. Translation is an effective tool when teaching EFL, since it could be used as a facilitator tool by the teachers and as a means of increasing English language competency between students.

This research intended to investigate and analyse the language learners' and teachers' perceptions of using their mother tongue in their EFL courses. As a result, the challenging question was to determine if the use of learners' first language (FL) in language teaching as a facilitator or debilitating matter.

In attempt to answer the preceding questions, the study is divided into three main theoretical chapters: the first section emphasizes on the background data and the different meaning of translation, and the purpose of using the mother language in FL class for learners

and teachers, while the second section concerns the translation module and models by covering the current situation of translation effects and difficulties along with translation as a class. In the third part, we discuss the translation training at university level in Algeria, which is reconsidered to assess its ability to meet the main outstanding universal currents needs or the opposite.

CHAPTER

I

Literature Review

Chapter I:

1. History of Translation:

In this section, it is essential to start with describing the concept of translation and the educational purposes of translation in order to make the picture clearer. To achieve this aim, it begins with contextual data and methods used to give grounding in the role of translation in English as a Foreign Language (EFL) or English as a Second Language (ESL), classroom has been a controversial issue in order to manage the bilingual activity. This is followed by a review of a study into the importance of teaching translation for English Language Student.

2. Background information:

One of the oddest mythologies is that translation is an artificial academic exercise remote from real communication. No effort has been made to consist of modern or contemporary scripts. The development of Translation Studies as a separate discipline is a success story of the 1980s. The subject has developed in many parts of the world and is clearly destined to continue developing well into the 21st century, Gramsci's emphasizing on the importance of translation in helping us increase communication among generations. He said that: "the fight to give meaning to the words of one's own tradition and the fight to name things is probably the first autonomous act of the fight among ideas during the end of the twentieth century" (Gramsci, 2010). Translation studies bring together work in a wide variety of fields, including linguistics, literary study, history, anthropology, psychology and economics (Lefevere, 1992). Ollendorff said that "the system of acquiring a living language is founded on the principle, that each question contains nearly the answer which one ought or which one wishes to make to it. The slight difference between the question and the answer is always explained before the question: so that the learner does not find it in the least difficult, either to answer it, or to make similar questions for himself. Again the question being the

same as the answer, as soon as the master pronounces it, it strikes the pupil's ear, and is therefore easily reproduced by his speaking organs. (Howatt, 2004)

Foreign language learners frequently use translation to facilitate language learning and to acquire the new language. Despite the fact that translation has played different roles in various methods of language teaching accommodated for students from different social backgrounds, most educators agree that translation is a powerful tool to help the student more confidently understand foreign words and expressions and express ideas in the target language. Nevertheless, some educators argue against using the native language in the class, considering it as a serious barrier to effective language learning. Keraf (2005) states that: "Language is a system of communication that uses vocal symbols arbitrary, also as communication tool that form sound symbols from mouth". In the meantime, according to Chaer (2007), "Language is a system, it means that language is formed by components that have same pattern constantly and can be understood."

There are many languages in the world, and there have been found several languages in every nation. Of course, it makes people hard to converse with those who have not the same language. So, in this case we want the translator to transform and help us to know the content from another language, such as art, movie, and all that.

In addition to a high linguistic sensitivity, as he should transmit the writer's intention, original thoughts and opinions in the translated form as precisely and faithfully as possible.

3. History of Grammar Translation Method:

During past times, several English language-teaching methods have been developed. Some methods were used to encourage build language using first languages and some were not. One of the first English languages teaching methods that support the use of first language is the Grammar Translation Method. (Larsen-Freeman, 1986) had given a detailed description of this method and other teaching methods in her book named Techniques and Principles in

Language Teaching. **Larsen**, in her book, explains how the teachers dependent in their classes on translation from English to L1. Grammar is taught in a deductive way, which means the teacher provides the grammar rules and examples, and then he asks students to memorize them and apply the rules again in other examples. All The communication and interaction between students and their teacher runs in their first or mother language (L1).

We cannot speak about teaching a second language without talk about the Grammar Translation Method. Which is the most famous method in the United States in 20th century, It is derived from the classical method of teaching Greek and Latin (Cook G. , 2010). The Grammar Translation Method has exceptional role in second language teaching and learning since it helps students to read literature and translate sentences and texts word for word. In addition, words are taught through bilingual word list to allow students notice the differences, similarities between L1 and L2 that will make them understand a language better. The grammar translation method had been used for 19 nineteenth centuries before teachers and educators started to think of using other different methods. With the huge spread of the Grammar Translation Method to teach English, some other methods have been developed and banned the use of the first language. Direct Method is one of these methods that do not permit students to use their first language. In this method students were taught using different objects like images and direct connection between the language and what it implies.

Some other approaches such as Audio-Lingual, Community Language learning and Silent Way do not inspire the use of the first language, but allows first language whenever it is needed to facilitate language learning.

There have been several methods encouraging teachers and students to use their first language and some do not, both teachers and students follow different principles to address this issue. As they do not have any opinion on how to address it, has made it even more confusing to the students to either use it or not as they come through different teachers who

either encourage or prohibit it. Thus, two approaches have appeared with regard the use of L1 in EFL teaching: The Bilingual Approach and the Multilingual Approach.

The Bilingual approach is developed by C.J Dodson in 1967 this method allows teachers and learners to use two languages; one is the target language to be learnt and the other is the mother tongue which is used to achieve the target language English. The Multilingual approach is the use of more than one language .The main reason behind using these approaches in teaching foreign languages are:

- Learners can understand the words and sentences in foreign languages easier by the use of mother tongue or the first language acquisition
- It facilitates even an average teacher to teacher the lesson successfully.
- Helping learners to develop fluency in spoken English and provide proper training for different skills namely listening, speaking reading and writing.

4. Brief definition of The Grammar-Translation Method (GMT) :

The Grammar-Translation method —developed by German scholars (Howatt A. , A History of English Language Teaching., 2000) 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 in the 19th century. The shortcomings of its methodology are probably responsible for the general hatred for translation (Albert, 2010).

The 19th-century linguists had the view that languages were built on rules, which allowed for communication between speakers, and this was also the implicit belief in the (Albert, 2010)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” (Malmkjær, 1998).

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.

2. Using Translation in Teaching:

2.1 What is Translation?

According to Catford (1995:20), “translation is the replacement of textual material in one language by equivalent textual material in another language”. Translation is a method and a product, this definition shows that translation is a process in the sense that is an action performed by persons through time, when words are translated in to modest ones in the same language (Summary and para-phrasing) .It can be done also from one language into another different language. On the other hand, translation is a product since it arranges us with other different cultures, to ancient societies and civilization lifetime when the translated text reaches us. Translation is, of course, a rewriting of an original text. All rewritings, whatever their meaning, reflect a certain ideology and a poetics and as such operate literature to function in a given society. Rewriting is the power of undertaken in positive way, is a vital part of literary and cultural history ,this feature can help in the development of a literature and a culture.

Rewritings can present new ideas, new genres, new devices, and the history of translation is the history also of literary innovation, of the shaping authority of one culture upon another. But rewriting can also repress modernization, distort and contain, and in a period of ever increasing manipulation of all types, the study of the manipulative processes of literature as typified by translation can aid us towards an inordinate consciousness of the world in which we live.

Translation has to do with authority and correctness and, in the end with power, which is precisely why it has been and continues to be the subject of so many acrimonious debates.

Translation is not just a “gap opened on another world” or pious platitude. Rather, translation is a channel opened, often not without a certain unwillingness, through which foreign effects can enter the native culture to challenge it, and even contribute to subverting it. “When you offer a translation to a nation,” says Victor Hugo: “that nation will almost always look on the translation as an act of violence against itself.” Translation then, is not just a process that occurs in the translator’s head. Readers choose to accept or reject translation versions.

Different types of booklover will require different kinds of translation. In Goethe’s term: “if you want to influence the masses, a simple translation is always best .Critical translations vying with the original really are of use only for conversations the learned conduct among themselves” .Goethe was possibly thinking of the category of translation described in the preceding passage when he used the expression “critical translations,” but that phrase might just as well be used for the type of translation of a literature work that is not produced with the purpose of representing its original as literature in the receiving culture. The literal, the interlinear, and other such types of translation of literature are clearly not expected to influence the masses, but rather at making the script of a foreign work of literature accessible to scholarly investigation without having it enter the form of literature in the receiving culture, even though all academic translations do, to some degree, reproduce the poetics of the time in which they are written. In this attempt to shed light on the impact of translation, we

first need to define it and clarify its nature. The popular view of translation is that it is a process whereby a transfer of meaning takes place between two languages. However, this definition has some pitfalls, since not everything in one language has an exact equivalent in another. For this reason, translation has to be regarded not only as a transfer of meaning, but also as a transfer of cultural knowledge. When there is no equivalent for one concept, the translation relies on oblique strategies like adaptation or equivalence. Thus, translation is far from a simple transfer of word meanings. It is important to know that when translation takes place, there is always a “source language” and a “target language”. The source language may be defined as the original language that takes part in the process, whereas the target language would be the language into which the source language is translated. Therefore, it is possible to define translation as the process of transferring the linguistic entities from one language into their equivalents in another language.

2.2 Teaching Translation:

Teaching, in general, is a great mission. It is not an easy job; it needs a great effort to be exerted by a teacher in order to communicate with his / her students in a way that can transfer his / her knowledge to them. Teaching translation, on the other hand, is sophisticated work because the one who teaches translation must be professional in this field, namely, competent in teaching translation material as a science and treating this domain as a skill as well. In other words, he / she has to have a dual ability the first of which is that he / she must be proficient in teaching translation as a theoretical part and at the same time he / she must be professional in translation as a practical domain. This requires that translation teachers must be qualified in doing their job (i.e. teaching and translation). To do this job in a convincing fashion, translation teacher must adopt certain methods for doing such a duty. The most important thing is that the teacher of translation must be competent in both languages, i.e., SL and TL, otherwise the quality of his work can never be convincing.

2.3 Translation Training in Algeria:

In fact, one of the first Arab countries that started to deliver translation at university as a separate independent discipline at the Institute of Translation in 1963 ,was Algeria (updating-translation-curriculum-in-algeria). The training at the moment was judged by many being an excellent one especially on the practical level and more exceptionally when translating or interpreting between French and Arabic. Soon after , new translation departments were open like in Constantine, Annaba and Oran. Later, translation as a major has become a luxurious fashionable speciality that universities compete to have regardless to the quality of the training; Algeria then saw a disorder in translation departments , sometimes the teachers are not specialized teacher; and the programs were then designed really adopting a copy-paste policy from different universities and sometimes even out dated mistaken curricula, most of the time if not always absent curriculums. The reason for which the ministry decided to put an end to all graduate translation courses in the age of the new implemented LMD system.

This speciality was taught and still in a very old-style way constructed upon practical courses of translation and interpreting where the teacher attitudes like a listener to students' responses and tries till he or she gets satisfied of one heard or written to be finally accepted and copied by the class to end the course for a period of four years, after which students are graduated with different levels depending on their natural intelligence and not mainly acquired from the training they went through unfortunately. Translation program is prepared terribly anarchically, as learners lack of the raw material which is here unavoidably good language knowledge whereas the teacher is carrying on the course to complete with no result, such as the student is showing an immediate response that appearances positive but truly it is not as he or she does not know what's being prepared, why, and especially what for.

2.4 Translation as an EFL Method :

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 centre 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. (Howatt A. , A History of English Language Teaching., 2000)

2.5 Purpose of Translation:

Translation is an effective tool when teaching EFL, since it could be utilized as a facilitator tool by the teachers and as a means of increasing English language competency amongst students. The nature of the mother language as an important aspect as well as its function in the process of second or foreign language education was often misunderstood. This study planned to investigate and analyse the language learners' and teachers' perceptions of using their mother tongue in their EFL classes. It would hopefully make them conscious of various learning strategies in English learning teaching ELT. As a result, the challenging concern was to determine if the use of learners' mother tongue (MT) in language teaching as a facilitator or weakening matter.

In attempt to response the previous issues teachers need to raise knowledge about method, process and identify the steps of translation. Besides, they must find the appropriate term from English into target language. Finally, (Catford, 1965) (Cook G. (., 2012)

3. Types of Translation:

The ordering of types and approaches is examined for translation. According to Jakobson's seminal paper (1959/2000) differentiates between three main forms of written translation: intralingual translation, interlingual translation and intersemiotic translation.

Intra-lingual translation is the translation of textual materials in the same language and can include rewording or paraphrasing. The translation of written content from one language into another is inter-lingual or translation proper it is also an interpretation of verbal signs by means of other languages in this type there is usually no full similarity between code- units or messages, It is also known as the right translation.

Inter-semiotic translation is the translation or symbol of oral signs by a painting or a symphony of music or by nonverbal signs.

The obvious way to make translation easy is borrowing.

3.1 Borrowing:

Translation means transferring the meaning of SL (the source language) into the RL (the receptor language). The meaning is transferred rather than the form (Larson, 1984:3). In A Linguistic Theory of Translation, Catford indicated that translation is a textual material replacement of SL into TL (1965:56). Newmark stated that the translation is rendering the meaning of ST into TT (1988: 5). Nida (2008: 301) stated that translation is reproducing a natural equivalent in the receptor language. According to Bell (1991:6), translation is the replacement of equivalence textual representation in the target language. The different language text can be equivalent fully or partially. The translation stages are equivalent in context, meaning, grammar, and lexicon. The other levels are word by word, phrase by phrase, or sentence by sentence. Each language is rich in vocabulary and word variations. It depends on the culture where by languages progress.

3.2 Methods of Translation:

Newmark (1988: 81) mentions the difference between translation methods and translation procedures. He writes that, "While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language." He goes on to refer to the following methods of translation:

A) Word-for-word translation

In which the SL word order is preserved and the words translated singly by their most common meanings, out of context, such as:

SL: Rim drinks a juice every morning.

TL: تشرب ريم العصير كل صباح

B) Literal translation in

In which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context, such as:

SL: It's raining cats and dogs.

TL: انها تمطر قطط و كلاب

C) Faithful translation

It attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures, such as:

SL: Ben is too well aware that he is naughty.

TL: يدربان جيدا بأنه سيء السلوك

D) Semantic translation

This differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text, such as:

SL: He is book worm.

TL: إنه دودة الكتاب

E) Adaptation

Which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten, such as:

SL: As white as snow

TL: بيضاء كتلج

F) Free translation

It produces the TL text without the style, form, or content of the original, such as:

SL: Loretta gritted her teeth and tried to take slow.

TL: صرت لوريتا على اسنانها وحاولت ان تقتلعها

G) Idiomatic translation

It reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. Such as:

SL: Like father like son.

TL: ذلك الشبل من ذلك الأسد

H) Communicative translation

It attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. Such as:

SL: Beware of dog!

4. Translation module in Algeria:

Mrs.HAFI. Y, a translation module teacher, said that: "We studied during the first semester translation in general and ways of translating. We focused on the different effective steps that students should follow in order to obtain a good and correct translation". These steps can be précised as follows:

a- Reading and Comprehension:

Learners have to read many times the text from the beginning to the finale even if it is a long text or a book. They must read first in order to get the message and understand the source text because translating is comprehends. If they do not understand the text, there is no need to translate it; at this level they take into consideration only the source text, do not care about the next steps. Take the time that you need, you are asked just for reading and understanding the real meaning and the purpose of the writer. learners have to analyze the source text, determinate the kind of the text, language used, way of writing of the author and her /his style, to whom she / he addressed her / his message, all these points must be taken into consideration by students before translating because it helps them to find the correct way to translate, once students get all these points and only at this time, they can move to the following step which is" research".

b- Research :

It is clear that learners cannot comprehend all words, that's why, students should discover their own way of working .for example to underline words that they did not understand at all and circle words that they just want to check, it's up to them; make also the difference between words or terms that they understand their meaning but they cannot find their equivalent in the target language TL; and words or terms that they do not understand but they can guess their meaning through the context. The latter is the best friend of translators, in this situation is also the best friend of students. Because the context will lead them and aid

them to find the suitable equivalent word and understand the meaning, the real meaning of the author and not the meaning that student can understand at the first sight. So, be cautious in some cases students understand the wrong meaning because they did not take sufficient time to read and understand correctly and deeply.

Whatever is the case, students always call the whole words or terms that are not clear by difficult words and at this level, it is acceptable.

Most of students consider translation as difficult task because they focus on few words that according to them are difficult but indeed they are not; students forget that the context is here to help them.

Let's take an example, scholars translate a text of 1000 words "100%", they do not understand 100 words "10%"; I agree that 100 words is a huge number but let's analyze the situation from another point of view: students have 900 words that are clear for them and do not forget it represents 90% and I think that, it is enough at least to help students to guess or to understand the meaning of the rest 100 tough words. Don't you agree? So, students must be assured and give attention on the positive aspect in order to find answer to translation difficulties that they face but if students focus on the negative aspect be sure that they will panic, waste their time and misunderstand that leads them to mistranslate.

Thus, bear in mind that learners have to understand first words or terms in the source language SL, then translate them and never try to find equivalent directly in the target language TL without understanding the source meaning because it can lead them to get the wrong idea then mistranslate.

In research use any useful tools that according to you can help you to find the appropriate equivalent and why not reading about the topic in the target language in some cases it can help you a lot; or just use the common tools as monolingual and bilingual dictionaries , glossaries, references and so on. Students must have a proven ability to research, in order to get information successfully.

In some cases you will find different synonyms or equivalents ,at this level you will realize the importance of comprehension and reading the source text appropriately because it can help you to choose the suitable equivalent according to the context and avoid the problems concerning the difference between the level of closeness between the two languages.

Once you find difficult words- according to you – (because what is obvious for you is not obvious for the others and vice versa), you can move to the next step which is “translation”.

c- Translation:

If students have well done the preceding stages be sure that it will be easy for them to translate the text in an effective way, they will not face difficulties in translation and if they face, they will find an appropriate solution to reach a suitable translation.

During the translation act " العملية الترجمة " each learner will improve his /her own technique of translating and style ; that's why , when we have 30 students we will get 30 different translations ; it's due to the character , background , culture, style , structure, etc. .

Translation involves the transferring and transforming a range of characteristic elements from one language into another as Arabic and English are of different and distant origins not like French and English, any translation poses a lot of difficulties : vocabulary; grammar, sound, culture and usage.

Therefore, we will try to resolve problems in a practical , possible and acceptable way on the bases of text , context , culture and so forth .But keep in mind that we do not translate a word but we translate a meaning , literal translation works where there is a correspondence between the two languages in terms of semantic and structure .

Nevertheless, the literal translation is not practical especially among the languages of distant sources like Arabic and English and unluckily learners use a lot of this practice possibly for the reason that according to them it is the suitable method to be faithful to the original text, but actually it is not at all. Mrs. HAFI said: “I always repeat to my students, do not be the slaves of the text”. So, emphasis on the meaning first, if the meaning is similar to the context,

there is no problem to use literal translation. But, if it is not the same, look for the real meaning .This is the main translation problem of students; adding to that translation problems is any difficulties students come across at translating that invites them to stop translating in order to check, recheck, reconsider, rethink or rewrite.

To defeat these problems, learners should read and understand correctly first then taking into consideration types of text : general , scientific , technical, religious etc.because each kind requires different approach from the students but never forget that a good understanding is essential and in some cases a little details is crucial . It is clear that students translate better texts that interest them. Adding to that, taking into consideration to whom the message is addressed; and there is no doubt that the learners should have good working information of the topic problem or a proven skill to research, in order to get information successfully.

Accordingly, solving one problem can be with more than one solution as much as one solution can be applied to solve more than one difficult.

It should be kept in mind that students have to find their own style and personality as a translator; teachers are the guide for students no more no less.

Translation is practice, it is not a hard task but it is a Challenge, translate seriously and concentrate, once you finish the translation most learners think that it is the last stage but not at all; it is the beginning of another important stage which is the revision.

d- Revision:

Students must study their translations but unfortunately be sure that a great number will forget this important step; learners need to:

- Revise that their translations have the same meaning of the source text.
- Revise the structure and the style because Arabic and English are of diverse and distant origins.
- Make sure that student have the original text in front of them before occurring any change they must to check first the source text.

- As ,Formal problems are very difficult part of any language that's why learners have to be careful especially during the review and during the last stage where they have to emphasis on the target language .

5. Reading the translation as a target reader:

The last thing to do and not the least is reading, the translation as an objective reader, be cautious of the usage problems because usage includes various issues language such as traditional, religious, and terms .The possibility of saying something in the target language TL or not, the degree of familiarity or strangeness of an expression can cause confusion and the understandability or the verse. In order to approve that your translation is a good one be sure that the source reader and the target reader understand the same meaning, and they focus on the same message. If it is not the situation be sure that you will mistranslate the text.

Translation teachers, they are here to teach you steps that you have to follow in order to translate a text; basically students must study first how to perform in front of a text then with practice and time they will learn the variance between translating different topics.

6. Translation Curriculum in Algeria:

One of the very prominent themes of translation study is the pedagogy of translation which is taking a wide space of scholars' bibliography: "the pedagogy of translation for itself ,as an end in itself, began to be the subject of reflection in the wake of the elaboration of the theory of translation of which it participates to a large extent (being one of the practical applications possible) ,and from which it is inspired" » (Yamina, 1986) : 221)

Due to the above set out reasons and state account, translation curriculum in Algeria at least has to go through an update process to get it well polished to go in accordance with nowadays world and local expectations as well as needs. To update anything, a hand is to be put first on its failures and this shall serve as diagnosis to discover what's wrong and what's well operating, a second step later should be "needs analysis" then after that designing the new

update to finish with an assessment to the outcome of the whole process to measure its efficiency (Updating Translation Curriculum in Algeria, 16 مايو، 2016).

6.1 Translation in Algeria demand needs analysis:

Needs analysis has an vital role in designing and carrying out any language course, does not really matter whether it is a course for a general English course or other courses, and its significance has intensively been acknowledged by a number of scholars and researchers.

Pedagogically and methodologically speaking, one cannot deal with designing a curriculum without going through needs analysis of the subject matter, which is here “translation” and accordingly translation students as it were.

The needs analysis should mainly start from the study of the accuracy of the county and the universal situation as well.

6.2 Students Need in Translation:

The mother tongue is the most natural way of expressing themselves for all the people. It is used in almost every school subject and, in the English lesson; children and pupils use it automatically and without thinking.A full knowledge of two languages at least TL and ML.

Be aware of translation practical methods and strategies, an intercultural about the users of that language and general idea about culture and traditions, skill to respond needs at all levels.

6.3 The translation curriculum revise:

To study what to update in the existing curriculum and especially how the innovation should include and focus mainly on three sides; the content of the curriculum and the syllabus design and third strategies to teaching:

◆ Content of the program:

A small review on the used curriculum would show, at once, that there are several modules missing, and they do not give that importance required to be attributed and not

restricted to: translation history, translation studies, translation theories, cultural studies (language & culture), discourse analysis, applied and contrastive linguistics. Those units are the ones which create the difference between a specialized in translation and another unprofessional for example, as they include and may provide the translation learners with the essential background and the source of the work or discipline s/he is following, translation history for instance would show that translation as a practice is a discipline origin starting from Tower of Babel and Rosetta Stone stories and facts. Translation studies was called in some universities in the world “translation theories” includes all the theories hypothesizing to the operation of translating as well as its assessment which is very important in mastering equivalences and correspondences to enable especially measuring this scientifically.. Concerning cultural studies, it shows different ways of thinking stated in different cultures, as culture is tightly linked to language and expressed by means of it which is significant for the translator to be involved in the curriculum. For discourse analysis, it helps the translation learners to know and understand what’s between lines to enable successful version all fighting against the killing wrong word for word, in a scientific way, the translation should know what he/she is doing to perform a scientific process and not only a habit. As per applied linguistics and contrastive ones, they allow students to deeply investigate unit’s fragments of any texture and allowing a comparative contrastive view in a scientific method to be sought in the curriculum.

Besides, Arabic language being the national language and mother tongue in Algeria, should be given more care and significance to enable it meet the needs, as the translator is expected to translate or understand mainly into his mother language. The Arabic module is not emphasized on in translation syllabus, it learned by avoidance, developing its content in the curriculum not to be limited to grammar course, but should go further to academic writing and focused on verbal expression especially for translator students.

In fact, it is not sufficient just to draw the general headlines of the curriculum as whole, however the syllabus is a must to examine its efficiency and measure what target it can reach.

◆ **Syllabus design in translation:**

All modules have to start in the syllabus from gradually and smoothly, from simple ideas to more complicate to enable reaching self-research by learners. For example, in translation studies, the syllabus should start smoothly from its definition and concept, origin and branches till the latest theories of still alive researchers in the field, and the same thing would apply for comparative stylistics for instance to start with the meaning of style and then the world vision to the real latest comparative stylistics.

Worthy to be mentioned here is that the syllabus in any of those stated above theoretical modules needs to be explained via grammar translation method to guarantee better understanding from students and then better scientific performance and analysis by the future translator.

About the practical modules such as translation and interpreting, the should be notably translation divided into semesters depending on the possibility since no specialized translation course is available so far in Algeria. Each semester to focus on a training of a text type such as political discourse, economic, religious, practical, healthof text variations, at least the six most needed ones if in the LMD Licence that has three years as the Licence (Bachelor) of four year is no longer available to students in Algeria.

◆ **Strategies in Teaching updated translation curriculum:**

As per catering modules, lecturing would be the best method along with some tutorials for some practical corpus based analysis.

Whereas for practical courses and I mean first translation to and from the mother language, the course should be done as follows:

First, the teachers is to read the text twice with his students to create a general idea in the mind of the addressee learners, one may say that this is a mere loss of time, but I really tried it with students and I noticed it works very well, after that the teacher is to be intelligent and choose a tricky question to address to the students to prove whether they got that general global idea or not.

Second, the teacher should start breaking down the text into its levels starting from the lexical one, to try and explain words/lexis contained in the between hands text, and then explain the terms if the text is specialized, playing by the role of ESP (in English) or FOS (French) teacher or whatever named if other languages are concerned. In this stage, the teacher is to give all the meanings attributed to that word/lexis or term even out of its ST context, aiming at catering students with any likely use and then to enable them compare between the word out of context and then its change inside its context interpretatively to bring up the interpretation sense in them.

Third, the teachers after finishing step to, is to go through the structural level, going through structures and notably strange or idiomatic or too technical ones, get them explained with illustrations if possible and when necessary before moving to the textual level.

After that, the teacher is to receive the first translation by students into TT from the students, then go through a self-correction; students to proofread each other basing on the first written translation on the board

If all these operations are well managed and agreed on, the teacher then is to give his/her feedback and comments on the translation and get it polished if necessary by providing corrections or likely positive amendments or improvement, emphasizing showing differences in value and meaning between the one used by students and his/her provided option or alternative.

In this stage, the teacher should as well try to improve the style along with the language if specialized used in TT by adapting it to the type of ST; legal, technical, medical or general or whatsoever type.

7. The Importance of Translation Services in Education

1. Translation as the Fifth Language Skill :

In a usual language learning process, students are generally expected to achieve development in the language skills: listening, speaking, reading and writing. A skilled language user is described as who can understand with ease almost everything received or perceived, express himself spontaneously, very smoothly and precisely. Today, translation is also argued to be the fifth language skills by some scholars like Naimushin and Stibbard. The latter (Stibbard) stresses on the efficacy of translation in 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” (Stibbard, 1998: 71)

One of the reasons for this argument is the close link of translation with other skills. The act of translation needs 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 translator first listens to the source spoken text and then says the translation by speaking in the target language. Therefore, it is not possible to consider translation separately from the other language skills. Saricoban states 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” (saricoban, 2012).

Stibbard (1998: 71) tensions were about the effectiveness of translation in language learning and claims 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, and writing, speaking, and understanding speech”.

8. Characteristics and Features of Translation Courses

One item that should not be over and done in presenting. Translation courses are the organization of courses since there have to be different syllabus with different types of exercises and different resources. The organization of the translation course is very important because it is the key factor which leads to reach a satisfying goal in the course. There are many factors playing a great role in organizing a translation course. In fact, the teacher should be conscious of the exact purpose for which English is learnt. The teacher should be aware of the solution of questions such as; what does the student must to learn? What aspects of language are going to be needed and how they are going to be defined?¹ **Hutchinson** and **Waters** speak about “learning theory” which offers the theoretical basis for the methodology, by aiding us to understand how persons learn. **Hutchinson** and **Waters** focused on an additional aspect which discusses questions such as; ‘who’, ‘why’, ‘where’, and ‘when’ and their relation with the nature of specific learning situation and target. These are called as ‘needs analyses’. In order to organize the course efficiently and realize the intended goals, three steps such as the following should be followed.

A) Selecting Material

The best of materials in translation determines the running of the course and highlights the content of the lesson. Materials can be an introduction into the new learning techniques and support teachers and learners during the process of learning. Teachers determine which characteristics of translation learning will be taken into account. So far, only one section of

¹ - Hutchinson and Waters, 1992: 19, 22.

material can serve for developing more than one skill, e.g. listening, reading, and vocabulary etc. Materials should also function as a connection between already learnt (‘existing knowledge’) and new data.¹

B) Types of Activities with Texts

For instance a learning tool, texts can be used as a material for performing a wide range of skills. The translation course may develop not the same skills in the learners such as communicative and reading skills and vocabulary. To make the working with a text as more effective as possible, the focus should be on all students’ skills. Thus, using creative and receptive such as provided that students with audio-tape and video-tape though working with printed texts is a good method of work because it supports them acquire new information about the new learnt theme and allows them dig deeper in their cognizance to find exact equivalents for the text they want to render from English into Arabic.

C) Creating a Learning Environment

This criterion is very important. For that, forming a positive atmosphere in the tutorial room is the primary aspect which will help in realizing the setting purposes. Creating a pleasant atmosphere is directly linked to motivation which is a very crucial part of students’ work since it affects their future negatively or positively. **Harmer** refers to motivation as “some kind of internal drive that encourages somebody to pursue a course of action”². Learners should be motivated as much as possible in order to reach the real purpose of the activities.

9. The Main Literature Translation:

This technique is all about translating word-for-word from the source language. Generally, the translator uses this strategy when the language they are translating from and to are close, especially culturally-wise. To illustrate, the French question “quelle heure est-il?” is translated to “What time is it?” in English. In this example, you can realize that the literal translation method doesn’t affect the meaning that the original phrase aimed for.

¹ - Hutchinson and Waters, 1992.

² - Harmer, 1991: 14.

The translators have to be careful when using this method since it can sometimes fail, it has precise rules. The translated text should retain the word order, style and meaning of the source language while being at the same time fluent.

Conclusion:

To conclude, Translation is the communication of the meaning of a source language text by means of an equivalent target language text. According to the above definition, we need translation to communicate with other civilizations; to get great knowledge from other cultures; and once we get knowledge from others, we can get benefits from them, we can improve ourselves, and at the same time we can transfer our culture and knowledge to others. It is not an easy job; it needs professional intelligent people to deal with since it is an intelligent activity.

CHAPTER

II

RESEARCH

METHODOLOGY AND

DATA ANALYSIS

CHAPTER II : RESEARCH METHODOLOGY AND DATA ANALYSIS

Introduction:

After reviewing the literature concerning the role of translation in TEFL as a significant reason in developing and enhancing the learning process, the present chapter will provide an overview of this study's research methodology and explains how data are gathered. It contains the research strategy, sample population, the instruments by which data were collected and data analysis.

1. Statement of the Problem:

Undoubtedly, many researchers agreed that translation is the most significant skill and highly required in learning foreign language proficiency. But, both second and third level English language students at Khemis Miliana University are facing difficulties in studying translation as module; they discover themselves in a complicated situation, which could be due to learners' lack of background about the target language (TL) ,their abilities that relates to that language is not growth. Therefore, it would be of a major interest to indicate whether translation has a significant result on enhancing EFL learners' skills or not. Consequently, this study focus on one of the most common problems that learners face while learning and hinders them from understanding the meaning of TL correctly and facilitate the use of second language.

2. Methodology and Research Design:

This chapter generally deals with the methodology used in this investigation. It represents the tools used in our study: the teachers' interview and the students' questionnaire point out the population and sampling. In adding, this chapter employs the description of both the teachers' interview and a students' questionnaire.

This study utilised quantitative and qualitative study techniques. The quantitative study used a questionnaire directed with learners in a translation course at Faculty of letters and languages, Department of English Language, University of Khemis Meliana in Ain defla.

3. The Purpose of the study:

This investigation is designed for the reason of exploring the role of translation among teacher and student and its consequences on learners' learning process and outcome. Nowadays, teachers and students ignore the fact that good acquisition is the basic source of a healthy learning environment which is combined by a good teacher and an active student. Yet, this combination cannot be achieved only if the two sides of this relation interact positively and effectively.

4. Methodology and research design :

In this part we aim to investigate the impact of using translation in EFL classes in the English department of Djilali Bounama Khemis Miliana University for 2nd and 3rd year students the parts devoted to the analysis and interpretation of the conducted data from questionnaires given for learners since their views and opinions are very important to investigate the hypothesis, and the most appropriate tool to answer our research questions.

In this descriptive study, data was collected qualitatively to see their views about the use of translation in EFL classes, the benefits and the drawbacks.

We found it relevant to use the descriptive method as it is less time consuming than the opportunity to integrate the qualitatively and quantities methods of data collection in addition to these the descriptive method may allow a possibility to observe the phenomenon in a completely natural and unchanged natural environment

1/ data collection tools

Questionnaires are designed as the main of the data collection instruments for this study, the content of the instrument was based on the findings of the questionnaires conducted with the EFL 3rd and 2nd year student at the English department in Djilali Bounama University.

2/ Students Questionnaire:

Section One: General information

Findings:

All collected data is showing this part

a- Stands for agree.

b- Stands for disagree

c- Stands for in doubt

1/ **Table 1:** Distribution of Students' Gender

| Response | Participant | Percentage |
|----------|-------------|------------|
| Male | 12 | 24% |
| Female | 38 | 76% |

The majorities of the participants are females, with only (24%) being male. This is due to the unstructured distribution of students in second and third year groups, as these students were chosen at random.

2/ **Table 2:** how do you find translation module?

| Option | number | percentage |
|--------|--------|------------|
| A | 48 | 96% |
| B | 02 | 4% |
| C | 03 | 6% |
| Total | 50 | 100% |

In this question above the majority of students (96%) Confirm that translation is very useful, while (4%) see that translation is useful, and the other students (6%) say that translation is useless.

3/ **Table 3:** translation activities during EFL classes are important?

| Option | Number | percentage |
|--------|--------|------------|
| A | 49 | 98% |
| B | 05 | 10% |
| C | 15 | 30% |
| Total | 50 | 100% |

In this question above the majority of students (98%) agree that translation activities during EFL class are important while (10%) were disagreeing about the question and the other students (30%) were in doubt.

4/ **Table 4:** I find translation activities?

| Option | Number | percentage |
|--------|--------|------------|
| A | 20 | 40% |
| B | 01 | 2% |
| C | 03 | 6% |

| | | |
|-------|----|------|
| D | 35 | 70% |
| Total | 50 | 100% |

In this question above the majority of students (70%) found that translation activities enjoyable while (40%) found it easy and (2%) found it difficult and the other students(6%)found it boring fun with some difficulties.

5/ **Table 5:** using translation during learning L2 provide a sense of safety and aides me to be stress free.

| Option | Number | percentage |
|--------|--------|------------|
| A | 25 | 50% |
| B | 10 | 20% |
| C | 40 | 80% |
| Total | 50 | 100% |

When students were asked if they using translation on during learning L2 gives them a sense of safety and helps them to be stress free 50% agree and confirm that and 20% were disagree, while 80% were uncertain about their answers.

6/ **Table 6:** translation practices help me recognize new vocabulary

| Option | Number | percentage |
|--------|--------|------------|
| A | 30 | 60% |
| B | 10 | 20% |
| C | 25 | 50% |
| Total | 50 | 100% |

From the table above we notice that the majority of students (60%) agree on the fact that translation practices help them or the students to recognize new vocabulary where (20%) don't agree about the question .while (50%) they couldn't confine or deny.

7/ **Table 7:** translation activities speed up my understanding and benefit me to have a better understanding of the language

| Option | number | percentage |
|--------|--------|------------|
| a | 19 | 38% |
| b | 08 | 16% |
| C | 40 | 80% |
| total | 50 | 100% |

As we can see from the table that (38%) agree on the fact that translation activities speed up the comprehension and help the students to have better understanding of the language while (16%) of the students didn't agree and the other students (80%) were uncertain

8/ **Table 8:** Translation aids (help) me comprehend the meaning of expression

| Option | number | Percentage |
|--------|--------|------------|
| a | 38 | 76% |
| b | 10 | 20% |
| c | 25 | 50% |
| Total | 50 | 100% |

In this Table the majority of learners (76%) agree that translation help them comprehend the meaning of expression while (20%) were disagree .and the other students or learners (50%) were uncertain

9/ **Table 9:** I use Translation to know the differences and similarities between L1 and L2

| option | number | percentage |
|--------|--------|------------|
| a | 16 | 32% |
| b | 13 | 26% |
| c | 36 | 72% |
| Total | 50 | 100% |

Frome the table above we can see that the majority of students couldn't confirm or deny if the use of translation on help them to know the differences and similarities between L1 and L2 while (32%) agree and (26%) disagree.

10/ **Table 10:** I prefer when the teacher uses L1 during the EFL class

| option | number | percentage |
|--------|--------|------------|
| a | 12 | 24% |
| b | 36 | 72% |
| c | 25 | 50% |
| Total | 50 | 100% |

Table 10 shows that the heights percentage (72%) were disagree and (24%) were agree when the teacher uses L1 during the EFL class while a total of (50%) of learners were uncertain.

11/ **Table 11:** I translate terms (idioms) and expressions from L1to L2 while writing.

| option | number | percentage |
|--------|--------|------------|
| a | 12 | 24% |
| b | 36 | 72% |
| c | 25 | 50% |
| total | 50 | 100% |

From the table above, we can see that the majority of students (40%) agree the fact that they translate words (idioms) from L1 to L2 while writing (18%) disagree and (28%) they couldn't confirm or deny the fact they translate words.

12/ **Table 12:** When the teacher speaks only in the L2 I don't understand the course?

| option | number | percentage |
|--------|--------|------------|
| a | 44 | 88% |
| b | 02 | 4% |
| c | 10 | 20% |
| total | 50 | 100% |

Table 12 shows that there is huge agreement among students that they cannot understand the course when the teacher only uses L2 during the course (88%) and (4%) disagree with this claim, while (20%) were uncertain about the issue.

13/ **Table 13:** Translation help me remember words

| option | number | percentage |
|--------|--------|------------|
| a | 30 | 60% |
| b | 08 | 16% |
| c | 19 | 38% |
| total | 50 | 100% |

As we can see from the table above almost all students (60%) agree that translation help them remember the words, while (16%) disagree and (38%) they couldn't confirm or deny.

14/ **Table 14:** Translation lead to faults in L2.

| option | number | percentage |
|--------|--------|------------|
| a | 11 | 22% |
| b | 15 | 30% |
| C | 08 | 16% |
| total | 50 | 100% |

According to the table above (22%) agree that translation my leads to grammar mistakes ,while (30%) disagree and said that translation don't leads to grammar mistakes ,the other students (16%) they couldn't confirm or deny.

15/ **Table 15:** After studying translation module do you think you are qualified to choose translation as a specialty for your master degree?

| option | number | percentage |
|--------|--------|------------|
| a | 17 | 34% |
| b | 06 | 12% |
| c | 28 | 56% |

| | | |
|-------|----|------|
| total | 50 | 100% |
|-------|----|------|

In this question, the tables above show that the majority of learners (56%) were in doubt about their answers and (34%) were agree to choose translation as a specialty, while (12%) disagree.

16/ What difficulties do you face in the translation module during your education career?

This question above the majority of students agree that they find problems in memorizing words and the limitation of time also they cannot master grammar well for two or three languages at the same time, they need extra time to understand the text and make its translation.

3/ Teacher's interview:

Dear teacher

This interview purposes aims at gathering information about the role of translation on enhancing students' ability on the significance of the translation subject. The case of study all grades of English students in Khemis Meliana University. We would be appreciative if you could answer these questions and provide us with insights concerning the Significant of Teaching Translation for English Language Student in order to help us in our research for the master's degree in language communication.

Thank you in advance for your collaboration

Section One: General Information

1- How long have you been teaching English in the university?

- ◆ 30 years till now (one of the oldest teacher in our department)

2- How many years have you been teaching translation module?

- ◆ Since 2013, I started in Arabic department at Khemis Meliana University.

3- What is translation for you?

Translation is all my life it mean to me everything, my dream, it was my dream job

4- What do you think about teaching English through translation?

Well, I don't like this; I think each language must teach as it is separately, because each language has its system.

Section Two: Teaching Experience

1- How would you describe the translation classes you teach?

My job is to make them enjoy when studying translation , I make them content.

Sorry, it is not easy to do that

2- Do you think that translation motivate your students to practice the skills in the classroom?

a- Yes, of course.

3- Translation is unsafe for my language acquisition.

a- Disagree

Section three: Importance of translation

4- In which language you translate?

a- Arabic

b- French

c- Mother tongue

I use three languages in order to translate, To Arabic and French besides English

5- Translation is an artificial exercise in which the main emphasis is on reading and writing and not about practicing oral skills.

a- Yes

6- Do you think translation is an effective method?

a- Yes

7- In which level you use this approach more?

a- 1st level

b- 2nd level

8- In which situation you practice this approach more?

a- Grammar

9- From your previous observation during courses, can the translation approach help student to acquire the L2?

a- Yes

Say why for both answers:

In fact, when students practice any language and master its grammar they can improve their level and enhance their language skills.

10- Is there any idea you want to add?

At the end I would like to say that translation is an important branch and I advise students to read and read more in order to realize success.

RESULTS AND

FINDING

RESULTS AND FINDING

1. Discussion of the Findings:

This study revealed that the majority of students had positive views towards the use of translation in EFL classes. Several studies have investigated the importance of teaching translation for English language students, with variable results. Some studies have found that translation can be a successful tool for improving students' language proficiency, especially when used in combination with other teaching methods. For example, translation can help students to improve their vocabulary, grammar, and syntax, as well as their cultural awareness.

After analyzing the data obtained from the learner's questionnaire, the following conclusions can be drawn:

-The investigator came to the conclusion that the majority of students do prefer when teachers use translation in the classroom because it limits concern and helps moving forward and fully understanding their teachers.

- Translation helps to have a better comprehension of the language. It helps in understanding the meaning of expressions and in recognizing the variances between the languages.

- Translation helps learners feel confident about learning L2; and they choose when the teacher uses L1 during the session.

- Learners cannot follow the lesson when teachers only use L2 during the session.

- The majority of learners enjoy translation activities.

- Translation can sometimes be risky if it is used exclusively and it can lead to mistakes in L2.

- Some students enjoy it when the teacher uses only L2 during the course.

2. Recommendations:

There are many ways to make students use the target language. Even if teachers recognize that English should be the central language in the classroom and they try to do the best they can and use English as much as possible, very often they have to face a situation when learners keep speaking their mother language and reject to use the second language all the time. Such a situation has to be answered immediately but it is not easy for teachers to make them speak English and many of them would indeed be grateful for any kind of instruction. Some writers tried to find the best techniques and strategies for solving this problem.

Some of them propose these possibilities:

- Talk to them about the issues (Conversation):

The purpose for permanent rejection of the second language in the foreign language lessons cannot essentially mean the learner's show of non-cooperation or even rebellion but it can be connected with some difficulties which learners have to deal with when they use a second language (weak knowledge of the target language makes them feel shame when talking English).

- Encourage them to use English appropriately:

In the preceding parts of this chapter the situations in which the use of the mother tongue is possible or even suggested were discussed. Learners should be informed about these possibilities and teachers should set exact rules when the L1 can or cannot be used.

- Create an English atmosphere:

The more motivation is used in the lesson the more students express the target language. Such a motivation can be reached by exposing learners to spoken English as much as possible. Apart from active use of English by the teacher we can use also video or records,

we can listen to English podcast. We can use images of different places in the Great Britain or any other English speaking countries.

- Keep repeating to them:

Teachers have to pay attention all the time and still remind children to use the L2. They should go around the class and stop any unsuitable attempt to use the mother Tongue, especially when the students are asked to do a pair or group work. "This Technique, often repeated, will gradually change most students` performance over a period of time".

- Choose suitable activities:

The importance of appropriate activities corresponding with the learners' linguistic skills was mentioned earlier in this chapter. Of course we cannot expect that the student who is at the inferior level of the course will be able to do difficult speaking Activities. It is necessary to adapt the tasks to the age or level of learners.

- Use encouragement and other inducements:

This means to repeat to the students to use the target language through simple phrases. For example: 'Please, speak English!' or 'In English, please!'

Overall, the significance of teaching translation for English language students appears to depend on a variety of features, including the students' level of proficiency, their learning objectives, and the specific teaching methods used. While translation can be a useful tool in language learning, it should be used judiciously and in combination with other approaches to ensure that students achieve a well-rounded and comprehensive understanding of the language.

Conclusion:

The results of this research show that translation is a useful tool in learning and teaching EFL. It can be a helpful language practice method for students who want to study English or any other language. When translation is used into classroom activities, it can help

students develop their language abilities and facilitate their information and comprehension of vocabulary and make them capable of comparing between languages and knowing the structure.

Moreover, Translation in EFL classroom can improve the understanding of the two languages, Most of the Algerian language students and teachers believe that Translation is an effective and useful academic tool in the EFL classroom to improve knowledge of the English language or when this method used to learn other languages.

GENERAL

CONCLUSION

General Conclusion:

Translation can help students improve a deeper understanding of the grammar and structure of a language, as well as its cultural and social shades. It can also improve students' reading and writing skills, as they learn to analyse and produce texts in both languages. Moreover, translation can aid students develop critical thinking and problem-solving skills, as they learn to sail across the difficulties of translating meaning from one language to another. The investigation in this thesis is important since translation as a method of language teaching is still issue under research and continuous to be one of the most frequently discussed topics among linguistics and teachers. In addition, the quantitative and qualitative study findings indicate that translation work and short reports showed that they were able to adopt the translation techniques in their work. The findings also suggest that the respondents enjoyed discussing their translation work in class.

However, it is essential to note that teaching translation should be integrated into a comprehensive language learning program that also contains other important skills, such as speaking, listening, and vocabulary acquisition. Besides, the efficiency of teaching translation may depend on features such as the level of language proficiency of the students, the quality of the teaching materials, and the teaching methodology working. As well, Translation in EFL classroom can enhance the understanding of the two languages, Most of the Algerian language learners and teachers believe that Translation is an effective, and valuable, and useful pedagogical means in the EFL classroom to improve knowledge of the English language or when this method used to learn other languages . As well as, Translation teachers have a great role in developing the skills of students to see the world differently since their choice of words can affect students' way of learning to vision others' cultures. This may be done through preparing students with the skills to understand the language and cultural images which are experienced outside the classroom. Since translation, language teaching and

learning improve critical thinking and learning, learners will be able to develop tolerance towards others and a better understanding of themselves. In short, investigative skills should be part of learning another language and its culture. In addition, it is the key to acquiring translation skills and to developing the production of both the source and the target languages.

In conclusion, though teaching translation can have significant benefits for language learners, it is important to approach it as part of an experienced language learning program and to carefully consider the specific needs and skills of the students being taught.

Bibliography

- 2002, S. 1. (3Stibbard Richard M. The Principled Use of Oral Translation in Foreign Language Teaching, in Malmkjaer, K. (Ed.) Traduction et enseignement des langues: enseignement des langues et traduction. Saint Jérôme (69-76)). 3Stibbard Richard M. *The Principled Use of Oral Translation in Foreign Language Teaching Traduction et enseignement des langues: enseignement des langues et traduction.*
- Albert, V. (2010). Vermes, Albert (2010). Translation in Foreign Language Teaching: A Brief Overview of Pros and Cons. *Eger Journal of English Studies*,X: 83-93. 86.
- Cardford, J. C. (1965). A Linguistik Theory of Translation. *Oxford University press.*
- Catford, J. C. (1965). A Linguistic Theory of Translation. 1Catford, J. C. (1965). *A Linguistic Theory of Translation; an Essay in Applied Linguistics: By JC Catford.*
- Cook, G. (. (2012). Cook, G. (2012). Translation in Language Teaching: an Argument for Reassessment. *Oxford: Oxford University Press.*
- Cook, G. (2010). Translation in Language Teaching – An Argument for Reassessment. *Oxford:Oxford University Press.*
- Foster, M. (1958). *Translation from/into Farsi and English.* Retrieved.
- Gramsci. (2010). *Gramsci, language, and translation / edited byPeter Ives and Rocco Lacorte* . Printed in the United States of America: Lexington Books.
- HANAFI.Bouchra. (2017/2018). The contributions of Criterion Translation in Teaching Foreign Languages, 2nd year English Student model”. *The contributions of Criterion Translation in Teaching Foreign Languages, 2nd year English Student model” (2017/2018) and “Didactics of Translation.*

Howatt. (2004). *In Howatt, 2004:162.*

Howatt, A. (2000). *A History of English Language Teaching. Oxford: Oxford University, 2nd ed.*

Howatt, A. (2000). *A History of English Language Teaching. Oxford: Oxford University Press. 2000. 2nd ed., 131.*

Konigs. (1987). *Konigs (1987).*

Larsen-Freeman. (1986). *Techniques and Principles in Language Teaching.*

Lefevere, A. (1992). *Translation History Culture, edited by André Lefevere, 1992: XI.*

Malmkjær, K. (1998). *Underpinning translation theory . (Vol. 5). Target.*

saricoban, a. (2012). *“Translation to test vocabulary and language skills”*. *Procedia -Social and Behavioral Sciences 46: 2959-2963.*

Stibbard, R. M. (1998: 71). *The Principled Use of Oral Translation in Foreign Language Teaching.* Saint Jérôme: Malmkjaer, K.

UNIVERSITAS ISLAM NEGERI. SUNAN GUNUNG DJATI, B. (s.d.). *TRANSLATION.*

(16 مايو، 2016). *Updating Translation Curriculum in Algeria.* Dans *Updating Translation Curriculum in Algeria.*

updating-translation-curriculum-in-algeria. (s.d.). http://isat-al.org/Main_Ar/portfolio-item/updating-translation-curriculum-in-algeria/#_ftn1.

Y, M. H. (2020, 04 08).

Yamina, H. (1986). *la théorie de la traduction ; approche thématique et pluridisciplinaire.*
HELLAL Yamina (1986), la théorie de la traduction ; approche thématique et pluridisciplinaire, Office des publications universitaires.

Appendix A:

Questionnaire

Students' questionnaire

This questionnaire is part of a study being prepared for investigating the role of translation in enhancing student abilities. You are kindly invited to answer this questionnaire to help us achieve this research paper. All information provided will be reserved strictly confidential. You are not required to write your names on the questionnaire papers.

Section One: General information

- 1- Gender?
 - a- Female
 - b- Male
- 2- How do you find translation module?
 - a- Useful
 - b- Very useful
 - c- Useless
- 3- Translation activities during EFL class are important?
 - a- Agree
 - b- Disagree
 - c- In doubt
- 4- I find translation activities?
 - a- Easy
 - b- Difficult
 - c- Boring Fun with some difficulties
 - d- Enjoyable
- 5- Using translation during learning L2 provides a sense of safety and aids me to be stress free.
 - a- Agree
 - b- Disagree
 - c- In doubt
- 6- Translation practices help me recognize new vocabulary.
 - a- Agree
 - b- Disagree
 - c- In doubt

7- Translation activities speed up my understanding and benefit me to have a better understanding of the language.

a- Agree

b- Disagree

c- In doubt

8- Translation aids me comprehend the meaning of expression.

a- Agree

b- Disagree

c- In doubt

9- I use translation to know the differences and similarities between L1 and L2.

a- Agree

b- Disagree

c- In doubt

10- I prefer when the teacher uses L1 during the EFL class.

a- Agree

b- Disagree

c- In doubt

11- I translate terms and expressions from L1 to L2 while writing.

a- Agree

b- Disagree

c- In doubt

12- When the teacher speaks only in the L2 I do not understand the course.

a- Agree

b- Disagree

c- In doubt

13- Translation helps me remember words.

a- Agree

b- Disagree

c- In doubt

14- Translation leads to faults in L2.

a- Agree

b- Disagree

c- In doubt

15- After studying translation module do you think you are qualified to choose translation as a specialty for your master degree?

a- Agree

b- Disagree

c- In doubt

16- What difficulties do you face in the translation module during your education career?

.....
.....
.....
.....

Appendix B:

Teacher's interview:

Dear teacher

This interview purposes aims at gathering information about the role of translation on enhancing students' ability on the significance of the translation subject. The case of study all grades of English students in Khemis Meliana University. We would be appreciative if you could answer these questions and provide us with insights concerning the Significant of Teaching Translation for English Language Student in order to help us in our research for the master's degree in language communication.

Thank you in advance for your collaboration

Section One: General Information

5- How long have you been teaching English in the university?

.....

6- How many years have you been teaching translation module?

.....

7- What is translation for you?

.....

.....

8- What do you think about teaching English through translation?

.....
.....
.....

Section Two: Teaching Experience

11- How would you describe the translation classes you teach?

.....
.....

12- Do you think that translation motivate your students to practice the skills in the classroom?

b- Yes

c- No

13- Translation is unsafe for my language acquisition.

b- Agree

c- Disagree
d- In doubt

Section three: Importance of translation

14- In which language you translate?

d- Arabic

e- French
f- Mother tongue

15- Translation is an artificial exercise in which the main emphasis is on reading and writing and not about practicing oral skills.

- b-** Yes
- c-** No
- d-** Others

Explain:

.....

.....

16- Do you think translation is an effective method?

- b-** Yes
- c-** No

If no say why

.....

.....

17- In which level you use this approach more?

- c-** 1st level
- d-** 2nd level
- e-** 3rd level
- f-** 4th level

18- In which situation you practice this approach more?

- b-** Reading
- c-** Grammar
- d-** Speaking and Listening

19- From your previous observation during courses, can the translation approach help student to acquire the L2?

- b-** Yes

c- No

Say why for both answers:

.....

.....

20- Is there any idea you want to add?

.....

.....

.....