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The Role of Translation in Enhancing the Teaching and Learning of Speaking and Writing.

Case study of Third Grade Students at High School

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Applied Linguistics.

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Abstract

Controversial issue was the role of translation in the classroom of English as a foreign (EFL) or English as a second language (ESL). Supporters of the bilingual approach have suggested that use of L1 in L2 helps students learn L2, but supporters of monolingual approach have suggested that using the target language in L2 alone makes learning a target language easier and stimulates students thinking as well as competence in L2. This study discusses how much Arabic teachers in English classrooms use translation in Slimane Bouabdellaoui high school in Berrouaghia, Medea, and classroom of 3rd year foreign language stream. It also discusses the situations in which it is useful in language learning and teaching foreign languages. According to the study, most instructors prefer to use translation because it is effective in certain situations, such as clarifying new vocabulary, discussing grammatical issues, teaching idiomatic expressions, explaining reading passages, comparing and contrasting L1 and L2 as well as testing student's reading and listening comprehension.

الملخص

كان دور الترجمة في الفصل الدراسي للغة الإنجليزية كلغة أجنبية (EFL) أو الإنجليزية كلغة ثانية (ESL) ولا زال يفرض نفسه كحتمية على متعلمي اللغة. اقترح مؤيدو المنهج ثنائي للغة أن استخدام اللغة الأم في اللغة المستهدفة يساعد الطلاب على تعلمها، لكن مؤيدي المنهج الأحادي للغة يقولون أن استخدام لغة الأم في اللغة المستهدفة وحده يجعل تعلم اللغة المستهدفة أسهل ويحفز الطلاب على التفكير وكذلك الكفاءة في اللغة المستهدفة. تناقش هذه الدراسة مدى استخدام أساتذة اللغة العربية في فصول اللغة الإنجليزية للترجمة في ثانوية سليمان بوعبدلاوي في البرواقية ، المدية ، مدرسة اللغة الأجنبية للصف الثالث. كما تناقش المواقف التي يكون فيها مفيدًا تعلم اللغة وتعليم اللغات الأجنبية. وفقا للدراسة، يفضل معظم المدرسين استخدام الترجمة لأنها فعالة في مواقف معينة، مثل توضيح المفردات الجديدة، ومناقشة المسائل النحوية، وتعليم التعبيرات الاصطلاحية، وشرح مقاطع القراءة، والمقارنة والتباين بين لغة الأم و اللغة المستهدفة، وكذلك اختبار قراءة الطالب و الاستماع والفهم.

List of Abbreviations

EFL: English Foreign language.

FLT: Foreign language teaching.

L2: Second Language.

L1: First Language / Mother tongue.

ELT: English Learning Teaching.

SLT: Situational Language Teaching.

SGAV: Structro Global Audio visual.

TL: Target Language.

RL: Recipient Language.

SL: Source Language.

General Introduction

1- Introduction:

Each individual, from birth, acquires one or more languages in order to be able to communicate and become a member of a linguistic community. This language or these languages-acquired in a given environment that one could designate as mother tongue allows him/her to express his/her ideas, feelings or fears.

Following the acquisition of the mother tongue comes the learning of other so-called foreign languages. But one should never underestimate the value and the influence of the mother tongue on the foreign language that one wants to learn because each learner, throughout his learning process, refers to his mother tongue.

Translation has always existed in the classroom but to varying degrees, from the traditional, direct, active, audio-visual method.

However, several learners say that their learning of a foreign language naturally passes through the mother tongue filter and we have noticed that they use it whether it is excluded or not. Why then do we abandon this request since it owes all its legitimacy to a natural desire to rely on the known to conceive of the unknown and especially if we are in line with the current logic of teaching languages where the learner occupies a prominent place in the training process which consists of adapting to the reality of each of his audiences and favors the analysis of his needs to determine the objectives and specific learning routes and to take the best decisions .However, the choice of a method or a technique does not only depend on taking into account the learning principles, it also depends on the content of the training, the conditions and constraints that the method imposes on the trainers, in addition of the targeted objective.

Our research work falls within the framework of the teaching of EFL. We decided to deal with this theme of the insertion of translation strategies and this impact on learning among high school students. Through this research, we will attempt to demonstrate the needs and risks of using the mother tongue during classroom.

The relationship between translation and L2 instruction is critically examined in this thesis. Its goal is to raise awareness of the fact that, despite its continued existence in the L2 teaching sector, translation's "visibility" as an L2 teaching tool has deteriorated over time. The thesis seeks to examine the following points:

1. How do teachers use translation?
2. In interference what way and for what purposes?
3. Language interference and its types.
4. How translation helps to improve High school students' writing skills?
5. History of translation in foreign language teaching.
6. Investigation methods in research methodology.

The thesis calls for a different approach that portrays the relationship between translation and FLT. It views translation as a diachronic L2 teaching strategy that, despite being prevalent in the classroom, has not always been obvious. The thesis examines, next, the difficulty of translating in general and how the serious reflections that raised the problem of translation as a problem of functioning and structure of language have concluded to the theoretical impossibility of translating. Furthermore, the necessity of including translation in foreign language teaching in general and translation teaching techniques in particular, as well as two different Questionnaires, the first one to teachers of high schools, and the second one to students of 3rd year secondary during the academic year 2020/2021.

Theoretical Part

Chapter I

THE USE OF TRANSLATION

1. The Definition of Translation:

As it is stated in Oxford Advanced Learner's Dictionary (2000), Translation is the process of changing something that is written or spoken into another language.

Translation is generally the process of transferring meaning, idea or text from one language to another. There are some considerations in this process which are mainly related to accuracy, clarity and naturalness of the meaning, idea or message of the translation. The concept is so wide and can be understood in many different ways. Some definitions of translation provided by some experts may lead to what is translation.

The definition of translation is not that simple. There are so many definitions about translation from many experts. They define the definitions about translation in many ways.

One of the most prominent definitions of translation is stated by Newmark (1988) who defines translation as ″rendering‟ the meaning of a text into another. His definition stresses on rendering meaning of the source language text into the target language text as what is intended by the author (p.5).

According to Ghazala (1999), translation is generally used to refer to all the process and methods used to convey the meaning of the source language in to the target language ". Gazala's definition focuses on the concept of meaning, because meaning is an essential element in translation. That is to say, when translating, understanding the meaning of the source text is essential to have an appropriate equivalent meaning in the target text. Therefore, meaning is translated relative to grammar, style and sound (p.5).

Hatim and Munday(2004) define translation as " the process of transferring a written text from source language (SL) to target language (TL)" in this definition they do not explicitly express that the object being transferred is meaning or message.They emphasis on translation as a process (p.6.).

Taber and Nida (1982) believe that " translation is concerned with reproducing in the TL the closest natural equivalence of the SL, first in terms of meaning and second in terms of style" (p.12).

Catford (1956) defines translation as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Catford emphasizes the concept of equivalence of equivalence in translation since it constitutes its cornerstone (p.20).

From the definitions mentioned above it is found that the translation involves two languages: the source language (SL) and the target or recipient language (TL or RL), and the translation behavior is the act of copying the meaning of the SL text to the meaning of the TL text.

2. Three Types of Translation:

There are three types of translation: intra-language translation or redefinition of the same language, involving synonyms, anonymity, and retelling, etc.The interpretation method of inter-language translation or translation between two languages and non-verbal inter-symbol translation or oral translation. These forms play an important role in the latest methods and are part of metalanguage research. The third type of translation is the responsibility of all mankind, but when we talk about translation itself, the most frequently mentioned is translation between languages, so we will discuss everything in this short content.

Roman Jakobson is regarded as one of the finest linguists of all time. His contributions ranged from the founding of and participation in the Russian formalist circle in the early twentieth century, which made significant contributions

to the development of a poetic and literary linguistic environment through the reformulation of the foundations of phonetics and phonology, to the presentation of his theory of communication, which included the concept of language functions (Adriano Clayton Da Saliva, 2017, p72).

Jakobson considered translation from a linguistic standpoint in one of his theoretical formulations. He attempted to describe how the translation process would work in his renowned essay, "Linguistic Aspects of Translation". Intralingual, interlingual, andintersemiotic translations are three types of translation identified by Jakobson.

The Intralingual Translation is defined by Jakobson as "an interpretation of verbal signs by means of other signs of the same language."(Jakobson, 1959, p. 233). This type of translation includes dictionaries, sentence reformulations, and paraphrases.

The Interlingual Translation, or proper translation, is defined as" an interpretation of verbal signs by means of some other language."(Jakobson, 1959, p. 233).In this category falls the most common kind of translation (translation across languages), although bilingual and trilingual dictionaries can also be included.

The third kind is the Intersemiotic Translation (IT), or transmutation, which is "an interpretation of verbal signs by means of signs of non-verbal sign system."(Jakbson, 1959, p. 233). This category includes all types of translation of any specific passage (a book, a movie, a video game) to another form of discourse or media platform, such as a movie translated into a book, a book translated into comics, a video game translated into a TV series, and so on, as well as their respective "vice-versa".

As far as translation is concerned, translation has been studied from literary, linguistic and educational perspectives. In the latter case, it should be noted that translation is an instrument for understanding and for producing forms or utterances

in L2. In other words, translation plays the role of a comprehension strategy and also, at the same time, of a writing assistance strategy (which is our research situation).

A long time ago, translation was known for its highly relevant contributions to the interpretation of culture and civilization and to the popularization of science and technology. Moreover, translation is the second oldest profession in the fields of research, but it still part of our society, no one can be independent. On the other hand, translation faces many problems, including its existing problems, so its position is controversial. The practice of translation is not an easy task. It requires a lot of knowledge and skills to avoid misunderstandings. Therefore, the following section will discuss the theoretical issues of translation.

3. Theoretical problems of translation:

The difficulties of translation are multiple. In terms of infidelity and betrayal of ideas, the most important is the difficulty between the translator and the recipient. Cultural and social differences between the speakers of the source and target languages and the subjectivity of the translator may also affect the meaning of the message. Indeed, there are several theories that understand translation in different ways, but their core is still meaning. Suksaereseup and Thep-Ackrapong showed in their studies that the translators have problems in reading process of the source text and wrong lexical interpretation (2009).

One of the problems of translators is the lack of skills and vocabulary poverty in one or two languages, and the differences in the structure and even the original history of the two languages also lead to ambiguity. When it comes to most natural language processing, each word would have one and only one meaning. But as we all know, this is not so suitcase. When a word has more than one meaning, it is said to be lexically ambiguous. When an expression or sentence ca have more than one structure, it is said to be structural ambiguous. Ambiguity is a common phenomenon in human language.

Some of these difficulties are caused by stylistic obstacles related to, for example, literary genres, especially missionary methods, because they are derived from the differences between the syntactic structures of languages. Similarly, before the word that cannot be translated, translation seems difficult. But this is not surprising, because it is normal for a language to use specific words to express the non-verbal reality that constitutes its civilization and culture because there is no specific equivalent for another language that does not have the same civilization and culture (Tokowicz, Natasha &D.tamar, 2010).

Therefore, Arabic has more than a hundred terms to designate, for example, camel, horse or sword, which is not a mystery. These difficulties are magnified by another language problems (terminology ambiguity, terminology and equivalence in the two languages), which sometimes lead us astray from the exact meaning of words.

Newmark states that "in literal translation, the SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. It means that when the translator translates, the words are translated literally from SL into TL."(1988, p. 46). Thus literal translation (word by word) also brings up a problem, which may lead to misunderstanding, excessive translation or loss of meaning.

4. How do teachers use translation, in what way and for what purpose?

As Duff puts it, "translation happens everywhere, all the time, so why not in the classroom?"(1989, p. 6).

The translation used in foreign languages classes is called educational translation. Educational translation includes not only exercises, but also all situations where the teacher uses the learner's native language. This happens when the teacher feels the need to translate the word, expressions and misunderstandings he just introduced. In some cases, the teacher believes that intra-language translation cannot be performed or the translation is insufficient.

Or even when the teacher explains and comments on new grammatical difficulties in English by literally or word by word translation of the structures. This is not an absolute necessity, but rather a convenience that saves time and promotes efficiency precision.

To better understand the role of translation and the use of L1 as an aid in teaching and learning L2, we will show the recent history of language teaching with regard to translation status.

5. The Status of Translation in Teaching and Learning:

Gracia demonstrated that the position of translation training / learning in the global society is affected by the new technology roles. These roles influence the objectives of second / foreign language learning (Garcia, 2005).

The development of teaching method research and the development of the world's political, economic, social and cultural conditions, several methods have emerged and continue to develop. As for translation, it has dominated the teaching of foreign languages for a long time; the methodology of translation advocates this detour through the student's mother tongue before methodologies without translation banished it in favor of direct access to the foreign language.

As a result, the place of translation is controversial; it is essential in some methods and negligible for others.

Today, methodology promotes a learning theory in which L1 finds its place, and as a result, the comparison between languages is restored and translation is encouraged. However, the translation function should be defined.

6. Development in translation in the teaching/ learning of the foreign language:

The methods of the last century provide different places for translation. Therefore, it is necessary to review these methods and their position in translation

in order to fully understand their contribution and development in foreign language teaching. The typology of foreign language teaching methods is essentially based on the combination of four criteria:

The first criterion involves a method of choice to help learners master the meaning of foreign languages. There are two options: the first option is to translate it into their native language, or the learner must rely on non-verbal data (imitation, gestures, images, etc.) to guess the meaning in another way (G. Tejada Molina, et al, 2014).

The second criterion concerns the approach used to teach grammar, three options are possible: either we give explanations, rules at the beginning in L1 and then gradually in the foreign language, or we refuse grammar explanations, but force students to intensively practice systematic exercises that should basically allow by repeating analogies and constructions to establish the morphosyntactic regularities of the studied language. Or we rule out formal explanations and exercises by relying on procedures that involve guided practice of the foreign language with role-playing, substitution games that give an impression of reality. (G. Tejada Molina, et al, 2014).

Grammar is then learned through communication, which is what we also call the natural method.

The third criterion relates to the way in which the foreign language is presented to learners: either through authentic documents, or through didactic documents. (G. Tejada Molina, et al, 2014).

The fourth criterion, which is related to the third criterion, involves order and grouping. According to this order and grouping, the vocabulary and lexical and syntactic elements of the language are studied in the classroom. (G. Tejada Molina, et al, 2014).

Historically, the first methods of teaching modern languages were modeled on the methods used in teaching the classical languages: Greek and Latin, probably as soon as we can have a more or less complete description of the morphosyntactic organization of these languages, and teachers who master the language. The traditional method, also known as grammar translation methodology, has been used to learn modern languages since the end of the 16th century. As the name suggests, this method emphasized teaching grammar in such a way as to enable the practice of translating literary texts. It also requires the teacher to know a foreign language, but also to be able to explain its internal functioning and translate statements in L1. (Charles F.Kroeh, 1889, pp.169-170).

Translation is an integral part of this method: the students translated the text from a foreign language into their mother tongue or vice versa. The students also practiced a lot of declination and conjugation exercises. James Dickins points out:

Translator training normally focuses on translation into a native language, because in this direction a higher quality can be obtained than translation into a foreign language (2005, p.2).

After a great success in the 19th century, the grammatical translation method was still widely used in European countries and North America until around the 1950s. Another method has emerged, called the reading and translating method. This method is often confused with the grammar-translation method, although these initiators struggled with it by refusing to teach grammar rules, because for them, if the teacher puts clear grammatical regularities at the beginning of their learning, it is useless. Because the students can comprehend this learning only by reference they already have experience (Rivers, 1981).

The reaction to the previous methods gave rise to another method called: The Direct Method, which says that you can teach a foreign language without resorting to translation. Berlitz, the founder of the direct method, completely rejected translation in 1880 and reacted to Grammatical Translation Method. This

evolutionary method focuses on prohibiting the use of the student's mother tongue, and the only language that should be used in this method is the target language (TL). In this kind of management classroom, although the classroom reality and objects are used to speed up language learning, in the most cases, the interpretation of abstract terms and complex grammatical words is still a difficult task. Berlitz believes that the best way to teach foreign languages is to avoid L1 and make the most of L1. The ultimate goal of Direct Method is to learn how much to communicate in foreign languages (Ana RadvicFirat, et al, 2014, p.1).

This can be interpreted as a reaction especially against the translation. Its main originality lies is the fact that the teacher, from the first lesson, uses the only language he learns, that is, refrains from resorting to L1. In other words, he teaches a foreign language directly, first making use of the immediate environment of the class (gestures, facial expressions, drawings, pictures, etc.). In this method, the teacher does not translate, does not teach grammar, and the progression is mainly related to the transition from concrete words to abstract words introduced into the latter by literary texts or not. However, if this method excludes translation for the teacher, it is far from excluding it for the student. The learner therefore translates quietly, but it is difficult for him to check if his translation is correct, hence the problems with interference.

During the 1950s and early 1960s, thanks to the audio-oral and structure-global audio-visual (SGAV) method, born of a combination of behavioral psychology with linguistic structuralism, learning a foreign language was conceived as first language learning, that is, rules are induced from application cases and use implies spontaneity (linguistic automatism). However, the linguistic habits of the mother tongue are mainly regarded as a source of disruption to learning a foreign language, which should be avoided in class as it was thought to slow down learning (Stoean, 2006, p.111).

Ten years later, in the cognitive and functional concept of language teaching / learning where knowledge of L1 is a component of prior knowledge, some

authors, such as Corder (1967) as cited in Tojned (2015), began to propose different concepts. Indeed, Corder argued that an L2 learner builds upon their knowledge of the L1 level to construct L2 hypotheses by testing them and modifying them if necessary. The error was no longer a harmful shift in L1, but became an indicator of an active acquisition process. However, in education, the situation has not changed much: a foreign language is preferred, but in exceptional cases the mother tongue and translation can be used, that is, in cases where other means have been used (p.59).

In the 1970s and 1980s, the communication approach focused on the message rather than the form. In other words, from the introduction of speech-act-based communication methods, the aim is to make students understand the general meaning of speech in a given communication situation. Therefore, translation exercises, which are concerned only with the meaning of words, should be avoided. Translation is only tolerated at the beginner level and is not recommended at the more advanced level (Kimkong Heng, 2014).

Around the 90s, reading was considered as highly important skill in learning a foreign language based on a developed approach to reading. The Oral structured approach was a systematic presentation of a grammatical structure on a simple to complex basis (David Pearson, 1985)

This led to situational language teaching (SLT). This method was developed from 1930 to 1960 in Great Britain by some applied linguists. Despite the fact that many will remember, it had the advantage of providing a more scientific approach to English Learning Teaching (ELT) compared to DM. Speech was considered the most important. The emphasis was on oral use of language in the classroom. The teacher introduced the new language positions in the situations. (Sh.hussain, S.Sajid, 2015).

7. General Difficulties of Translation:

The first serious reflections that raised the problem of translation as a problem of functioning and structure of language have concluded to the theoretical impossibility of translating. Taken this way, some words in L1 may not have correspondents in L2. The "theorists of impossibility", to use the in George Mounin's terms, invoke the insoluble problem of fidelity to standards original: syntax problems, numerical problems, etc. But if the concern of translation, according to linguistics, is to provide us with the equivalences to the units of the original language, we know, since Saussure laid down his theory of language, that there are no exact equivalences from one language to another.

To support the thesis of the impossibility of making this transition from one language to another other and vice versa, certain linguists such as Roman Jakobson and Ferdinand de Saussure, are based on value. Indeed, linguists are accustomed to distinguish in the language between the signifier and the signified. The latter designates the concept, that is to say the mental representation that we have of the thing. It must be said that not all language are certainly not a repertoire of words corresponding to pre-existing things and that these words are not labels to stick to these things and concepts. If so, the translation would have no problem and could be easily done so that each word of one language would have its correspondent in another language.

This absence of a perfect match is at the origin of the dichotomy put in place by linguists and, first and foremost, Saussure, that of value and meaning. More concretely, Saussure gives the example of "sheep" and "sheep" which have the samemeaning but not the same value. An English speaker distinguishes sheep, the animal, from its meat mutton. It also can be used to mean the meal lamb, whereas sheep cannot, because it has been delimited by mutton. Jakobsonfor his part follows the same reasoning, giving the example of cheese in French which cannot be identified with its heteronym in current Russian “syr” so that the equivalence is not complete Jakobson Recall that the translation by Jakobson "implies two equivalent

messages in two different codes .This equivalence according to the author is expressed in the difference" (1963,p.80).

In the absence of an exact equivalence, this difference between the two language scan be filled by the use of various processes such as tracing, borrowing, neologisms or by circumlocutions. This is what is adopted, for example, between other techniques, through the Comparative Stylistics of French, Arabic and English. All translators might be faced with the problem of translating words specific to an environment that has nothing to compare with those encountered in another environment. The language of the first does not know the specific realities of the environment of the second; they are foreign to him in order to be able to express them in the target language.

Thus, the arid and hot Saharan environment is different from the frozen North Pole. There arises the problem of translating the iceberg, familiar to the Eskimos and strange to the Saharouis who have never seen snow or ice. Conversely, there is the problem of translation of the Chergui, this very hot wind which blows from the South for those accustomed to the cold who do not know the heat wave. So whenever it is difficult, if not impossible, to find a faithful translation for lack of exact equivalents in the target language to linguistic units of the source language, it is suggested to use one of the methods advised by J.-P. Vinay and J.Darbelnet.

This difficulty is more real in the case where a grammatical category is absent in a target language. Indeed, how to translate faithfully between the English and Arabic which are different from this point of view. At the sentence ‘‘he ate apples " arises the problem of choice in the translation between more than two possibilities. Unlike English, Arabic distinguishes in the plural between two apples or more.

Always on the impossibility of translation, R. Jakobson multiplies the examples and gives us the case of the English word worker, which is difficult to

translate into Russian without knowing the gender of that word. The English word does not distinguish the feminine from the masculine while in Russian the term rabotnika is used in the first case and rabotnik in the second. This example leads him to conclude that one of the problems of translation is that languages differ in what they should convey and not in what they can transmit.

8. Language Interference and Its Types:

The use of foreign language is undoubtedly influenced by the mother tongue and language habits.

8.1. Definition of Interference:

Interference is a phenomenon caused by the contact of two or more languages.

According to Tomaszkiewicz interference is defined as "Translation error resulting from lack of knowledge or inadequate translation technique, and consisting in using in the target text a linguistic form that typical of the source language"(2006, p.44).

It designates a phenomenon in which a certain expression or a passage from the source text is literally transferred into the target text. It may include a literal translation of a word, a phrase, an idiom, a metaphor, a term or of a whole syntactic structure.

In a previous study titled, LINGUISTIIC INTERFERENCE IN TRANSLATED ACADEMIC TEXTS by Gabriela C.T, it was found that the contact between a mother tongue and other languages may cause many deviations in the latter, such as syntactic/ grammatical interference, lexical/semantic interference and pragmatic interference. Transfer can be one of two positive transfer of negative transfer. Positive transfer facilitates communication in the target language; on the contrary negative transfer may lead to error in the second language. To a certain extent, the notion of interference show signs of being

indefinite. Non-person can state were exactly the boundary between interference and an accurate (correct) translation lies. The determining of what is overlap and what is not is sometimes subjective, and in some cases, it can depend on the individual. What someone considers it as interference from the source language, someone else can be considered it an error of a different kind or even completely acceptable solution in the target language. However, in most cases, interference is obvious at first glance and the reader sometimes realizes it even without reading the source text. He/she can either feel there is something strange in the text or the text seems unclear (in case that an error occurs caused by interference and the text is thus misconstrued).(Galvao, 2009).

Interference is therefore a phenomenon resulting after a speaker introduces features belonging to his mother tongue into the target language. It is considered to be an individual practice which varies from one bilingual to another.

8.2. Types of Interference:

❖ Phonetic Interference:

Phonetic interference is the insertion of a letter belonging to the Arabic language into a word belonging to the English language. The phoneme as the smallest constituent unit of the language system is in turn a site of interference. The learner then replaces in his mother tongue a sound or a phoneme coming from a foreign language (Crystal, 1987, 372).

Example of oral phonetic interference:

Say (park) to talk about a place where cars part instead of saying (bark).

/ P / instead of / b/.

The /p/ sound makes the difference.

❖ **Semantic-lexical Interference:**

This type of interference refers to the use of words of the same etymology and similar form with partially or totally different meanings. This interlingual transfer occurs when a given term belonging to the mother tongue (Arabic) intrudes into the target language (English). The learner therefore thinks in Arabic and writes in English (Judith E.Hennessey, et al, 2005).

❖ **Morphosyntactic Interference:**

This interference is characterized by the introduction into the language of bilinguals of units and combinations of parts of speech, grammatical strategies and functional morphemes, originating from another language (Zsuzsa Salanki, 2019).

Other cases of syntactic interference occur when certain characteristics of the forms of the language1 are transferred to those of the elements of the language2 which do not have the same peculiarities in common. Syntactic interference is the result of ignorance of the rules of the target language.

In our case, the phenomenon of morphosyntactic interference appears after a learner transforms working grammatical rules in Arabic to use the in English. When they do not understand a rule of the English language well, they sometimes use an Arabic word or grammatical form, or even French (if they master it), to be better understood or to convey their message. Interference in this sense should be viewed as a positive remedy or learning and speaking strategy.

9. Teaching and Learning English as a Foreign language in Algeria:

English is mandatory throughout Algeria in high schools and universities (even in some military, security, economic and cultural institutions). Put it out of it is considered the second foreign language besides French. Despite the fact that it does not play a particularly important role in the national and social life of the Algerian people. As is it is not one of the historical components of the Algerian

cultural identity, People do not seem to need to turn to it in order to live their social life, Daily intellectual and economic facts.

Also, English in Algeria is not the students' natural communicative environment. Besides, this foreign language is not akin to the students' mother tongue; Arabic. Therefore, apart from the limited amount of English they hear, speak, read or write in the classroom, English is, to a certain extent, absent most of the time in their daily lives.

Moreover, the whole cultural context in Algeria is different lifestyle in Great Britain or any other English-speaking country it's matter. Despite the dramatic spread of the English language in the media and social networks as a medium of communication, this is amazingly true say only English teachers or textbooks and reading the documents they hand over to the students are considered to be the only ones a source that can (to some extent) tell them about the way the thinking and life of the English-speaking peoples.

Despite all the challenges the English faced language, have Algerian political and educational authorities it was possible to rehabilitate this state language. Because of the technical and economic exchange, everything around the world, English now ranks better in Algerian educational system. Hence the majority of Algerian students and even their parents are becoming more and more aware of its importance as an international language.

In Algeria, English is considered as a foreign language (EFL) unlike French, which is considered as a second language. While French is taught in primary schools, English is rather taught in middle ones.

CHAPTERII

THE USE OF TRANSLATION IN FOREIGN LANGUAGE TEACHING (FLT)

10. The role of Translation in Enhancing the Teaching and Learning of Speaking and Writing of Third Grade Students at High school.

Whether translation can be an effective tool for foreign language learning has always been the focus of debate. Until recently, translation was not favored by the language teaching community. Translation as a language learning activity is considered unsuitable for the foreign language learning environment (Brown, 2002).Even today; translation is often seen as a mechanical language transfer of meaning from one language to another. It is still neglected as a useful language learning tool because it is not a communicative activity that is suitable for the general needs of language learners. Translation is considered time-consuming, boring and irrelevant.

However, in the past few decades, more and more attention has been paid to translation practices in foreign language classrooms. Recently foreign language teachers have begun to revive the use of translation for different Learning purposes. According to observations, translation activities can be used for teaching purposes together with other traditional language teaching activities. Reading, grammar practice, translation "In fact, learners think it is good for learning"

(Mc, Donough, 2002, p. 409). This research stems from long-term teaching practice and observes that translation as a method applied to language teaching practice can gain a deeper understanding of the meaningful content of the materials to be taught.

11. Theoretical Background.

However, linguists, methodologists and teachers have different views on translation. Its use in foreign language teaching has caused a lot of divergence and

criticism. The main reason for this is that many studies conducted over the years tend to or completely ignore the use of translation as a learning method.

Translation is considered inefficient, unreliable and irrelevant. Significant restrictions have led to the idea of having to avoid the use of translation in language learning. Malmkjaer (1998, p.6) briefly summarized the main reasons why translation fell out of favor:

1. Translation is distinct from the four skills that characterize language proficiency: reading, writing, speaking, and listening.

2. Translation consumes time that could be better spent teaching these four skills.

3. It is unnatural to translate.

4. Students are misled by translation and are unable to think in the other language

5. Translation is a poor evaluator of linguistic abilities.

6. Interference is caused by translation.

7. Translation should only be used to train translators.

Teachers objected to the use of translation in foreign language classes for a variety of reasons, according to Duff (1994). Translation, according to the study, is text-bound and limited to only two skills: reading and writing. Because there is no oral involvement, it is not a communicative activity. Then it is necessary to employ the mother tongue, which not optimal. Furthermore, both doing and correcting it is tedious. Nonetheless, according to contemporary literature and applied linguistics, there are "significant and obvious indicators of a rebirth of translation in language teaching" (Malmkjaer, 1998, p.1). Many philosophers, linguists, and teachers agree that translation is critical in foreign language classes. Schaffner (1998), for example, suggests that translation and related exercises can help in foreign language learning:

1. To increase verbal dexterity.

2. To broaden students' L2 vocabulary.

3. To develop their personal style.

4. To help them better comprehend how languages function.

5. To concentrate L2 structures in order to make them more active.

6. To keep track of and improve L2 comprehension.

12. The necessity of including translation in foreign language teaching (FLT):

Many researchers have defended the use of translation as a teaching technique (Harmer 2007; Cook 2010; Kerr 2014). After highlighting this necessity, Howatt (1984) points out that translation should not be employed in the same way it was in the GTM:

The practice of translation has been condemned so strenuously for so long without any really convincing reasons that it is perhaps time the profession took another look at it. Was it really translation that the reformers objected to a hundred years ago, or, as Prendergast suggest, the way in which it was used? (Howatt, 1984: 161).

13. Humanistic reasons:

It seems obvious that learning is improved when students are calm and free. This indicates that having a lot of prohibitions in the classroom is likely to have a detrimental impact on the learning process. The amount of L1 use is one of the most commonly recognized constraints in the classroom. Although it is undeniably beneficial to encourage students to interact in their L2, imposing this as a policy seems to be rather discouraging. Malmkjaer (1998).

14. Practical reasons:

For practical reasons, translation can be employed in the classroom. To put it another way, it is useful since it saves time. Teachers may spend minutes

explaining something in a L2, but their efforts may be fruitless if the learners do not understand what the teacher is saying. However, if the teacher uses a word or two in L1, the chances of the students understanding the message will increase. A learner who is confused about something is more likely to lose interest in the class than one who strives to keep up with a teacher who uses one or two L1. Malmkjaer (1998).

15. Technical reasons:

We live in a digital age where technology is a must. As a result, technology now occupies a significant portion of language classrooms. Course books are created using the most popular technological tools, and teachers are taught how to use them to their maximum potential. However, one technical instrument is frequently portrayed as a villain: sites that provide online translating services such as Google Translate or Microsoft Translate. These are available to any students who are familiar with technology. Learners are frequently prevented from using these systems because they do not provide absolute exact answers. Malmkjaer (1998).

16. Cognitive reasons:

Despite teachers' severe instructions, it appears impossible to interfere with language learners' minds and prevent them from translating in their heads. That is to say, translation may be prohibited in the classroom, but it cannot be prohibited in the minds of students. We use what we already know as a foundation for building new pieces of information when we learn something new. A comparison made by Ellis, (2009: 153), in which he explains that "the language calculator has no clear button." To put it another way, you cannot just pretend you do not know any L1 linguistic information while learning a new language. When trying to acquire a new language, L2 learners are quite prone to use their L1sources for comparison. Malmkjaer (1998).

17. Translation as a strategy in FLT:

In this study, the term "strategy" refers to any type of in-class work done to accomplish the instructional objectives. A project is defined as work done outside the classroom that is intended to improve classroom work. Translation is recommended as a technique that can be employed in substitution of each method in this framework: "For every method, there are some techniques, that is, classroom activities" (Ziahosseiny 2009: 2). Translation can be adapted to the teacher's style and can give students a chance to develop their language skills.

Because the goal of this study is to examine the effects of translation on language learners' writing and speaking abilities, it is worth taking a deeper look at the language skills.

18. Language skills:

The main language skills employed in FLT are usually grouped into four categories: reading, writing, listening, and speaking. Reading and listening are considered receptive skills, but writing and speaking are considered productive skills (Harmer 2007: 265). Each of these abilities is further subdivided into sub-skills, which will be disregarded for the purposes of this study. Certain common characteristics demand categorizing the skills under several sections. It is, however, impossible to distinguish them from one another: "[p]production and reception are two sides of the same coin" (Brown 2007: 316).They usually work alongside not only in the classroom but also in daily situations. As a result, they complement or support one another. Nonetheless, the skills are examined under the following two main points, in order to clarify their interconnectedness and roles in this research. (Brown 2007).

19. Receptive skills:

Reading and listening are referred to as receptive skills. These are the skills that allow a listener or reader to draw meaning from a spoken or written message.

Learners are expected to become completely engaged with what they hear or read in order to acquire the meaning of a particular oral or written discourse (Harmer2007: 265). They are supposed to understand the signals they acquire from what they hear or read. This study does not take into account the effects of translation on the development of receptive language abilities. (Brown 2007).

20. Productive skills:

Writing and speaking are referred to as productive skills. These are the skills in which students must produce language. Learners actively use language while applying these skills because they are engaged in production (Harmer 2007: 265). The impact of translation on the learners' productive skills is explored in this research. The language produced through speaking and writing is widely regarded as a significant indicator of a learner's language proficiency and improvement. Moreover, since translation is a form of communication that necessitates its own development, it is believed to contribute to the development of these two production-based language skills. (Harmer 2007:266).

21. Translation as a learning skill:

During a typical language learning process, learners are often anticipated to improve in four traditional language skills, namely reading, writing, listening, and speaking. The Common European Framework of Reference for Languages classifies Language users at the C1 and C2 levels as proficient (European Commission 2003)). A proficient language user is defined as "someone who can understand with ease virtually everything heard or read […], express him/herself spontaneously, very fluently and precisely" (Brown 2007: 137).

In other words, the description implies that the four linguistic skills are mastered. Translation is seen as a skill that helps in the development of other language skills, particularly writing and speaking, in this study. Although all reasons are in favor of translation as the fifth language skill are acknowledged, it is not referred to as such.

to the extent that they prove the interrelationship between translation and the other language skills. (Brown 2007: 138).

22. The role of translation in foreign-language testing and evaluation:

The history of translation in FLT has progressed to the point where it is currently valued more than in the past. Despite this, it is still not widely used in language acquisition. In FLT, there is a widely held view that one should test what is being taught when it comes to testing and evaluation. To put it another way, if something has not been taught, it should not be assessed. As a result, when translation does not play a large role in the learning process, it is unlikely to show up in testing and assessment. Because each institution's testing and evaluation procedures varies, the role of translation in high-stakes tests must also be considered.

To conclude, the fact that translation can be used to assess a learner's language skills should logically support the assertion that it can also be used in the classroom. (Duff 1989).

23. An overview of translation in the context of foreign-language learning/teaching (FLT):

"Translation has long been in exile", says Widdowson in his book Defining Issues in English Language Teaching (2003: 160). It has been exiled, at least theoretically. Only recently that strong voices been raised to reintroduce the topic into institutional contexts. A rising number of academics are investigating the use of translation in foreign-language instruction. (Duff 1989; Stern 1992; Widdowson, 2003; House 2009; Cook 2010; Pym et al. 2013). For many years, language specialists and scholars imposed the stunning concept of L2-dominant schools, emphasizing the exclusion of translation and the avoidance of L1 use. They offered a variety of justifications for their assertion, with almost little empirical support for their claims; they failed to provide any scientific evidence for the negative impact of translation on and throughout the translation process of foreign-language learning. The majority of the argument stems from the researchers' personal ideas

rather than scientific findings. Surprisingly, there have recently been compelling arguments in favor of using translation in foreign-language instruction. This makes it reasonable, especially in situations like monolingual classes. Beliefs on translation are likely to alter as a result of these empirical studies.(1998, p.6).

The connection between language learning and translation appears to be mutually beneficial. The more efficient a learner becomes in a language, the better in translating they will be. Translation, on the other hand, can be used to improve language ability and become a more proficient user of that language. Despite their mutually beneficial relationship, translation and language acquisition are undervalued in their respective academic disciplines. To put it another way, translation research frequently focuses on comparing several versions of a text or on the mental translation process that translators and interpreters go through, while scholars in the field of foreign language teaching frequently overlook translation, let alone conduct extensive research on it, however, there is a strong link between these two fields that demands more investigation. On the basis of three propositions, translation is found to be related to language learning. The first argues that translation and language learning are diametrically opposed, and that there would be no need for translation if everyone could fluently communicate in all languages. The second observes that translation and language acquisition are mutually beneficial. This means that translation is essential because not everyone can speak a language, and a translator must learn a language in order to master it. The third is a notion that emphasizes the importance of translation in language acquisition, where it can also be useful where it can be regarded as the fifth language skill (Pym et al. 2013: 8).

24. Language learning vs. language teaching:

The terms “language learning” and “language teaching” are widely used in this domain. They're also employed a lot in this research. They are frequently use dinterchangeably to refer to the same topic. In some circumstances, the situation affects the learners, making language learning a better option. In certain

circumstances, the context is about the teachers, and language teaching is a smart eralternative. (Pym et al. 2013: 9).

25. Foreign-language vs. second language:

Sometimes the expressions “foreign language” and “second language” are used equally. Foreign language is favored in this study since it is unimportant how many languages a learner previously knows. In this study, the term “;foreign-language learning” refers to the acquisition of a language in addition to one or more previously learned languages, regardless of the number of languages previously learned. The abbreviation L2 is frequently used to refer to the foreign language being studied, whereas L1 refers to the learners' mother tongue or native language.(House 2009: 12).

27. History of translation in foreign language teaching:

For many years, the idea of using translation when teaching a foreign language was theoretically opposed, owing to its intimate link with GTM and its unfavorable reputation. Cook (2010) describes this as an “insidious association” that has “lodged itself [...] deeply in the collective consciousness of the language-teaching profession” (2010: 156). As a result, some people have probably never considered other ways to use translation and feel that the only way to integrate translation into FLT is the way it was done in GTM.

That is, if you allow translation in your class, it implies that the entire session is designed around translation. Many people appear to believe that translation activities have no place in other types of teaching. However, more recent research (Duff 1989; Malmkjaer 1998; Stibbard 1998; Gonzalez Davies 2004; Cook 2010; Pym et al. 2013; Kerr 2014) has demonstrated a variety of innovative approaches to incorporating translation into other methodologies. A closer examination of the

shifts in attitudes toward translation throughout the history of FLT might help to inform debates on translation's benefits and drawbacks.

28. The brilliant reign of translation in FLT:

Until the start of the twentieth century, the Grammar-Translation Method controlled almost all FLT situations (GTM) in the early nineteenth century, the GTM was used to teach the classical languages Latin and Greek. During that period, language teaching was primarily done in people's homes.

The GTM was introduced in the early twentieth century by a group of instructors who wished to enhance young people's reading skills. The name of the GTM does not imply any particular language abilities, but rather that it intended to enhance their reading abilities so that they might become proficient readers .(Richards2014:7).

29. The downfall of translation in FLT:

The GTM's popularity began to decrease as the requirement to study a foreign language changed. Reading global classics was no longer a popular motivation for learning a foreign language. Instead, learners' primary objective was to develop oral competency in order to communicate (Richards and Rodgers 2014: 7). The shift in learning objectives appears to have resulted in a shift in teaching principles. "The Reform Movement was built on three fundamental ideas [...]: the primacy of speech, the centrality of the connected text as the kernel of the teaching-learning process, and the absolute priority of an oral classroom methodology" (Howatt and Widdowson 2010: 189). Howatt (1984) argues that translation was employed for two principal reasons in the field of language acquisition to explain the reformers' approach towards translation. One of them was using L1 to support learners when they were unsure about a word or statement. The reformers were unable to achieve a consensus on this point. While some were opposed to it, emphasizing the necessity of mental effort in determining the meaning of a word or statement, others agreed to its usage on the grounds that it allowed the instructor to not lose

time that might be spent on more productive tasks. The reformers were somewhat disadvantaged by the second use of translation, its true purpose as an activity itself. They believed that students would benefit from composition rather than translation activities (Howatt 1984: 191).

The historical overview reveals that, by the end of the century, a more objective attitude had replaced the refusal of translation in the start of the century. Several scholars have spoken out in favor of translation (Atkinson 1987; Tudor 1987; Malmkjaer 1998; Cook 2010), and several influential people have looked at it (Widdowson 1978; Howatt 1984; Stern 1991). At the very least, translation became an issue. However, the majority of the discussion focused on the use of L1 and the translation's peripheral position. However, because translating necessitates the use of L1, this is an important step in the process of going back to life.

30. The rebirth of translation in foreign language teaching:

In the nineteenth century, translation gained fame, only to be met with severe opposition. This negative attitude toward L1 use and translation faded through time, resulting in a period of relative silence. Translation was not even mentioned in the bulk of talks in the twentieth century. This aloof attitude has now been replaced by a more tolerant one, most likely as a result of changes in the academic and political environments. The use of students' own languages has grown in popularity in the first decade of the twenty-first century (Cook 2010: 37). This shift may have occurred as a result of the acceptance of bilingualism or multilingualism. There appears to be a trend toward embracing the use of other languages, not just in politics, but also in academic environments. (Cook, 2010).

31. Conclusion:

Translation as a technique of language instruction is still a study issue, and it is one of the most often discussed issues among linguists, methodologists, and educators. The current study, on the other hand, demonstrates that translation activities are a helpful instructional tool. Translation becomes an appropriate language practice strategy for many pupils when it is incorporated intentionally and creatively into a language learning program. When translation is included into regular classroom activities, it may assist students grow and enhance their reading, speaking, writing, grammar, and vocabulary abilities.

Translation in foreign language teaching lessons helps students grasp the structures of the two languages and improves their translation abilities. It is a useful and valid method for learning a foreign language, and it may be utilized in the middle school classroom to increase English understanding. However, translation should not be utilized excessively and should be included into language instruction at the appropriate time and with the appropriate students.

Should translation have a part in foreign language teaching? It appears that there are some compelling arguments for the inclusion of translation exercises in foreign language curriculum, or that there are no compelling arguments for their absence. The arguments against using translation in foreign language teaching are all based on a poor understanding of translation. However, translation is essentially a mean of communication, not just structure modification. As a result, it necessitates interpersonal contact and collaboration, making it a potentially extremely effective tool in foreign language teaching. Naturally, this response raises a number of other concerns, such as the level of language skill at which translation is most beneficial, the kind of translation exercises that are most effective, and the objectives that translation may serve in language teaching. (Cook 2010).

32. Advantages of Using Translation:

Teachers might utilize the mother tongue as a useful tool in classroom communication if they accept the concept that it is not only a demonstration of the

teacher's or students' failure in FLT. However, it must be carefully considered in which parts of the teaching process the use of the learners' native language would be most useful and in which it would be most disruptive.

In the main, students should use several techniques to achieve the objective of learning, either of their language skills or the amount of time students devote themselves to studying the target language. Many scientists argue that, teachers' Code- Switching must necessarily be applied, but to a sufficient extent, in the right place and time especially in cases of students' necessities. (Cited in Naka, 2014, p4)

According to Mogahed, Malmkjaer (1998) states other advantages which are:

•It helps students comprehend the effect of L1 on L2 and corrects mistakes of certain terms or structures so that students can think critically.

•As translation includes contrast, it enables their strengths and limitations, to explore the possibilities of both languages.

• It challenges students to think about meaning attentively, not to manipulate forms too mechanically.

• It pushes students instead of avoiding risks.

• Students' comprehension of English, especially at the early stages, can be easily tested by asking them to answer questions in the mother tongue.

35. Disadvantages of using translation:

Translation is currently a part of many communicative classrooms and a successful learning support in the FLT classroom. Newson, (1988) has emphasized the following four drawbacks of the use of translation for the purpose of teaching and testing:

• It motivates students to think and transfer to another language with supporting interference.

• It takes advantage of working in the same language for teachers and learners.

• The assumption that a flawless one-to-one connection exists across languages provides a wrong belief.

• It does not help to accomplish commonly recognized objectives, such as stressing the language spoken.

In conclusion, it is necessary to note that there are reasonable reasons for the teaching of the mother tongue in English, although some may appear like excuses. Teachers should consider carefully how and when using L1 is acceptable. (Newson,1988).

Practical Part

CHAPTERIII

AN INVESTIGATION FOR STUDENTS AND TEACHERS

Introduction

There are several types of investigation methods in research methodology: interviews, observations, questionnaires, and so on. A questionnaire is one of the methods that a researcher might use to gather information, do research, and develop a data collection method that aims to Explaining and comprehending events and phenomena.

In fact, the questionnaire is a quantitative and collective method, which means that it is based on statistics and data and that it is applied to a sample that must allow for the collection of statistics. It is generally aimed at:

1- Estimation: a gathering and enumeration of data for the sake of putting the monatableand not understanding them.

2- The description: it entails gathering information that describes the motivations, representations, and opinions of this sample in general.

3- Finally, the validation of a hypothesis: in this case, the questionnaire is viewed as a tool that confirms or refutes our hypothesis; this is what our questionnaire on "the use of one's native language in an EFL class" does in this chapter, by determining whether translation is truly a means of learning that plays a critical role in learning.

Ourmaininterestisinlearninghowthemothertonguecomparestotheteaching/learning of foreign languages in Algerian schools, particularly English. A language has a significant impact and presence in our world, particularly in commercial and economic exchanges, the media, and so on...

Our corpus will be made up of:

1- Two targeted questionnaires, the first one to teachers of high school, and the second one to students of 3rd year secondary school during the academic year2020/2021.
2- Thentherecordingsatthelevelofteacherstoverifytheiropinionon programsandmethodologies, after that the assessment of the students' ability to comprehend and assimilate English classes.

These research tools make it possible to acquire data rapidly and in large quantities, as well as said in writing, contrasting, and explaining.

The current questionnaire is for ten high school teachers and consists of 17 questions that revolve around several objectives.

- Determine oral comprehension.

- Is the content of the programs tailored to the needs of the students? Teachers of

3 as were requested to fill out the questionnaire below.

1- Do you think the material of the 3AS curriculum emphasizes speaking and writing as well?

-Yes -No

2- Do you thinkthattheoralprogramof3asis:

-Overloaded -sufficient -insufficient

3-Is it suited to your students' actual language level?

-Yes -No

4- In class, do you devote much time to?

- Grammatical exercises.

- Written expression exercises.

- Oral expression exercises.

5- Which of these speaking activities do you use and believe are good to improving the speaking skills of your students?

- - Dictation -listening -reading -speaking -debate recitation -dialogue.

6- Do you heed inspectors' and programmers' (guide) recommendations?

- Yes -No -Sometimes

7- What materials do you utilize in the classroom to develop oral competence?

-Tape recorder - table -comic -book - laptop -map –photos -newspaper - review - radio.

8- In the classroom, do you favor working?

- In groups - individually.

9- Can entertaining activities, in your opinion, assist learners build oral competencies and communicate in English verbally with ease?

- Yes -No -Sometimes.

10- Do you think the amount of hours set out for oral sessions is adequate?

- Yes -No.

11- In terms of speaking, how do you rate your students?

- Weak - well -satisfying -excellent.

12- Your learners, according to you, during a speaking session are:

- Passive -Active.

13- Your EFL students represent the following groups:

- The majority - the half -the minority.

14- Why are your students unable to communicate in English?

- They were not accustomed to speaking English.
- They don't know how to use the linguistic tools.
- They are uninterested.
- They are reserved.
- There aren't enough linguistic mediums.

- An issue with pronunciation and articulation.

15- In order to improve your students' speaking abilities, you must:

- Give speaking the same weight as writing in terms of learning and assessment.
- Adapt the program to your students' actual abilities.
- Change your approach.
- Classroom management should be improved.

16- What recommendations do you have for improving students' oral expression? (Cross the possible suggestions and give some details for each).

- The program's material.

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- Supports for pedagogy.

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- The workers in the class.

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Data analysis:

1- Do you think the material of the 3as curriculum emphasizes speaking and writing as well?

Yes	No
20%	80%

2- Do you think thattheoralprogramof3asis?

Overloaded	Sufficient	Insufficient
00%	30%	70%

3- Is it suited to your students' actual language level?

Yes	No
60%	40%

4- In class, do you devote much time to?

Grammatical ex	Written expression ex	Oral expression ex
60%	30%	10%

5- Whichofthesespeakingactivitiesdoyouuseandbelievearegoodtoimproving the speaking skills of your students?

Dictation	Listening	Reading	Speaking	Debate	Recitation	Dialogue
00%	10%	40%	10%	20%	00%	20%

6- Do you heed inspectors' and programmers' (guide) recommendations?

Yes	No	Sometimes
100%	00%	00%

7- What materials do you utilize in the classroom to develop oral competence?

Tape recorder	Table	Comic	Book	Laptop	Map	Photos	Newspaper	Review	Radio
00%	60%	00%	00%	30%	00%	10%	00%	00%	00%

8- In the classroom, do you favor working?

Individually	In groups
30%	70%

9- Can entertaining activities, in your opinion, assist learners build oral competencies and communicate in English verbally with ease?

Yes	No	Sometimes
80%	00%	20%

10- Do you think the amount of hours set out for oral sessions is adequate?

Yes	No
20%	80%

11- In terms of speaking, how do you rate your students?

Weak	Well	Satisfying	Excellent
60%	30%	10%	00%

12- Your learners, according to you, during a speaking session are:

Passive	Active
60%	40%

13- Your EFL students represent the following groups:

The majority	The half	The minority
00%	60%	40%

14- Why are your students unable to communicate in English?

They were not accustomed….	They don't know how to use …	They are uninterested…	They are reserved…	There aren't enough ...	An issue with pronunciation.
10%	60%	00%	00%	10%	20%

15- In order to improve your students' speaking abilities, you must:

Give speaking…	Adapt the program…	Change your approach.	Classroom management…
00%	60%	40%	00%

- As a result, it has been discovered that the majority of teachers believe that the content of the typical one-year program places insufficient emphasis on oral comprehension and output, and that the amount of time all potted to oral sessions is insufficient. Furthermore, the oral level of the students is very low because the oral 3as program is not tailored to the students' actual language levels.
- And that the students are passive during the oral production process and do not speak in EFL class. The majority of them aren't used to speaking English, don't have the necessary language tools, and, most importantly, lack linguistic resources as well as pronunciation and articulation issues.

- **The following is a questionnaire for students:**

In the first instance, we created a questionnaire for students, and then we analyzed the results to determine the role of foreign language education, particularly English language education, in relation to native language education.

- **Questionnaire analysis:**

After receiving permission from the director of this institution, our questionnaire was sent to students in the third year of high school at the lycée of "Slimane Bouabdellaoui".

Introduction of the school: Slimane Bouabdellaoui Secondary School in Berrouaghia, Medea, was chosen because it was easy to access and we had a good relationship with the staff and teachers there, which allowed us to obtain information about the school in general, the building, the number of classrooms, and the number of students.

The school, which first opened its doors in the 1980s, has 21 classrooms, five labs, a library, a computer room, and administrative, headmaster, and other offices. There are around 40 teachers that cover all of the streams.

The number of students in the academic year 2020/2021 is expected to be around 750. The first grade is separated into groups due to the large number of pupils in the common stream, but the number of groups decreases during the next two years.

The students in the 3rd year foreign languages stream who study in one group were our case study. They are a group of around 35 students. Only ten of them were chosen to participate in our survey. We believed they had a strong command of the English language and were interested in learning it in order to ensure that they could properly reply to the questions.

- **Distribution of the questionnaire:**

Our questionnaire was distributed by the teachers of these classes themselves. We explained all of the questions in our questionnaire, including some that were difficult for the students to understand. The main goal was to find out what position our mother tongue, Arabic, holds in the field of English teaching and learning in Algeria. The questionnaire is made up of two pages and consist ten questions, the most of which are multiple-choice questions that are presented in a clear manner so that students can understand them, and are categorized from general to specific and basic to complex.

- **The response analysis:**

- **Question 1:** This question has given us an idea of the preconceptions and presentations that exist among Berrouaghia students when it comes to the English language. We noticed a significant difference in the level of responses given by the participants:

1- What does English language represent?

New generation’s lge.	Technology’s lge.	Knowledge’s lge
30%	50%	20%

- **Analysis**

According to the table below and the results obtained, each student views the English language from a different perspective than the others, including:

- It is considered the new generation's language by 30% of pupils.
- It is seen as the language of technology by 50% of them.
- It is regarded as the knowledge language by 20% of them.

As a result, we can establish that half of the students want to learn English because they see it as a technology language. In contrast, 30% of them want to learn it because they believe it is the language of the new generation. English is regarded as the knowledge language by 20% of those polled.

- **Question 2:** This question let us figure how our students define their mother tongue.

2- What exactly is a maternal language?

Biological mother's language	society's language
40%	60%

- **Analysis**

According to the responses, 40 percent of students regard their mother tongue as their biological mother tongue, while 60 percent regard it as language of the society.

As a result, we can see that the majority of our students agree with the second response, recognizing that the English language is a language shared by all members of society and not necessarily the biological mother's language (60percent).

- **Question 3:** The following question allows us to learn which method the students prefer for learning a foreign language, specifically English.

3- Which method do you prefer for learning English?

Traditional method.	Direct method.	Audio-visual method.
10%	30%	60%

Based on this table and the results obtained, we can see that the majority of students choose the audio-visual method to learn English (60%) and that the direct method is the most effective method for learning (30%). When it comes to the so-called traditional method, it is ran ked last with a percentage of (10%).

Following these findings, we can confirm that the audiovisual method, which includes all of its components, such as films, songs, and images, is the most effective method for helping students to learn English.

- **Question 4:** This question allows us to determine whether they are for translation in a language class or not.

4- Do you agree to translate in a foreign language class?

Yes	No
50%	50%

- **Analysis:**

Based on the table above and the declared responses, we can confirm that (50%) of students support translation in a classroom, with various arguments (it helps to understand, especially in circumstances of blockage), and that (50%) of students believe that learning a foreign language is difficult, learning a foreign language quickly explaining and simplifying classes, understanding other language vocabularies, a lack of information about the English language...), While the remaining 50% said they don't need it to learn English, justifying their responses as follows: To learn and improve a foreign language, it is necessary to do so directly rather than through translation; the foreign language is distinct from one's native tongue; in homework and exams, responses are given in English rather than the native tongue. The use of one's native language is one of the main reasons for students' low proficiency in a foreign language; the use of one's native language is one of the main reasons for students' low proficiency in a foreign language.

As a result of these statistics, we can establish that our students' use of their mother tongue has a significant presence among them, with a percentage of the musing it (50percent).

- **Question 5:** The following question has helped us to understand what the purpose of translation in a language lesson is.

5- In your opinion, does the translation help you to “understand or learn” or “understand and learn”.

Understand	Learn	Understand/learn
24%	6%	70%

- **Analysis:**

Based on the results, we see a wide range of responses from students, with the majority claiming that translation helps them understand and learn a foreign language with a percentage of (70 percent).Only 6% say that using their mother tongue helps them learn a foreign language, while 24% say that translation helps them understand the English language better.

Following this research, we can state unequivocally that using one's native language in a language class aids students not only in understanding the foreign language, but also in assimilation and learning the courses.

- **Question 06:** The next question allows us to determine whether or not students use translation when reviewing their courses.

6- Do you use the translation during your course's revision?

Yes	No
86%	12%

We can see from the responses that the majority of students said yes with an 86percent response rate, while also stating that it helps them understand difficult words, take classes, and have a diverse vocabulary...), whereas 12 percent of those polled said no, citing a variety of reasons: (To avoid making interpolation errors, they don't use the translation when reviewing their courses.)

This study confirms that the majority of students (86%) believe that translation is a use full tool for understanding.

- **Question07:** This question allows us to determine when instructors translate their courses when they present them.

7- When your English teacher explains the course to you in class, does he or she use the mother tongue?

Always	Sometimes	Never
20%	60%	10%

- **Analysis:**

  Based on the data in the table above and the responses given, we can see that 20% of students said their teachers always use translation when explaining the courses to them, (60 percent) of respondents said their teachers only use translation on occasion, while (10 percent) said they never use it.

  As a result of these statements, we can confirm that the majority of teachers translate when a student is unable to assimilate material (in case of not understanding).
- **Question08:** This question allows us to determine which course is the most difficult to comprehend and how the translation aids comprehension.

8- What does translation facilitates you to understand?

Vocabulary	Grammar
70%	30%

Based on this table and the responses provided by the students, we can see that (70%) believe that the vocabulary is the most difficult for them to understand, and that their mother tongue helps them understand it better; while, (30%) believe that the grammar is the most difficult aspect of a language to grasp. We found that the majority of students (70 percent) agree with the second response (vocabulary is the most difficult course to understand, and translation is the most effective tool for assisting them in assimilation).

- **Question 09:** This question gave us the opportunity to get a sense of the many definitions that the majority of students give to the translation process and its goals in foreign language classes. The majority of students responded as follows:

9- What definition do you give to the translation? What does really help you within class?

- **Response 01**: Translation is a vital tool that aids us in better understanding and learning.

- **Response 02:** Translation is a tool that assists us in developing and memorizing a strong vocabulary.

- **Response 03:** The act of translating words in order to understand and assimilate them semantically is known as translation.

- **Response04:** A translation is a tool used to explain a foreign language.

- **Response 05:** Translation (in its broadest sense of translation) is the process of translating a text written in one language (the source or starting language) into another language (the target or destination language).

- **Response 06:** A translation site is a research tool that allows us to understand languages in a variety of languages.

- **Response 07:** A translation is the process of converting one language in to another. It helps us understand and learn new material.

- **Response 08:** Translation is the process of making difficult words understandable.

- **Response 09:** Translation is the use of one's own language to explain anything that is foreign.

- **Response 10:** Translation clarifies the meaning of words, phrases, and idioms, allowing us to understand and learn the English language more quickly.

1	2	3	4	5	6	7	8	9	10
30%	5%	5%	3%	7%	4%	20%	10%	3%	13%

- **Analysis:**

When it comes to this subject, we've noticed that each student sees the translation differently from the others. We've received a variety of responses, some of which are correct, others of which are false, and yet others are incorrect. Others are off-topic...

Based on the responses, we can conclude that translation is a method of learning that teachers use to explain classes and overcome the various difficulties that students face when learning a foreign language.

- **Summary:**

According to the findings, the majority of students regard English as a technological language, a significant number regard it as a new generation's language owing to its wide spread use in society, and there main derregard it as a knowledge language since it is the source of all new information.

When it comes to learning, they like to learn directly from various audiovisual resources, preferably major ones, such as films, videos, songs, recordings, and so on., as well as through language strategies, which refer to the entire set of linguistic procedures used by the teacher to explain something that has been misunderstood, such as "the use of synonyms; antonyms...", Without forgetting to mention the importance of the mother tongue in the acquisition of a new language. They see it a s a language of society, a language that all of its members speak and not as a teaching method, but rather as a tool for better understanding and assimilation of courses, revision, and time management.

Conclusion:

As a conclusion, we can say that using a translator or referring to one's native language when learning a foreign language is a tool that allows students to better understand what their teacher is saying rather than having linguistic and communicative knowledge of the language.

General conclusion

General conclusion:

The goal of EFL education and training in Algeria is to produce a fluent English speaker. A capable learner, enabling him to acquire linguistic knowledge at the end of his/her language studies, he/she will be able to communicate in a foreign language. It is necessary to be able to speak and communicate well in English with members of his/her social group or with people from different countries and cultures.

As we said before when discussing education in relation to other language teaching methodologies, these latter have a different perspective on how to teach them, such as the direct method, which aims to teach the foreign language without resorting to the mother tongue.

Other teaching methods state the opposite, implying that each student may use his or her native language to build new knowledge while learning a foreign language. There are those who accept it as a method of learning, while others reject it. Some allow its use in the learning of a foreign language to the extent that it can assist in that learning, each methodology treats the mother tongue and its use in an EFL class in its own way.

When it comes to learning English as a foreign language, there are a few things to keep in mind. The Algerian learner frequently finds himself unable to learn directly and to separate himself from his mother tongue, insisting instead on a translation process that, in his opinion, aids him in better understanding and learning the latter.

Based on these assertions, we believe that translation is the most effective tool that teachers may use to assist their students in removing any ambiguity and obstacles that they may encounter when learning a new language.

One of the most important tools in the transfer of information, as well as one of the most important factors to consider positively affects the learning of a new grammatical and lexical system.

To test or refute these hypotheses, we used the following research methods: a questionnaire sent to students in the 3rd year of the lycée « SlimaneBouabdellaoui» in Berrouaghia.

In fact, a thorough examination of our questionnaire from this class allowed us to determine the impact of maternal language on EFL learning. Participants believe that maternal language, as a social language, is an important tool for understanding and assimilation of English courses.

This is the point at which our observational analysis reveals the truth and allows us to formulate

the following hypothesis:

The mother tongue is a method by which a student conceals his handicap and incapacity to express himself in English by substituting native terms, which has a detrimental influence on the learner's communicative abilities, whether on an oral or written level.

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