Yahia Fares University of Medea

Faculty of Letters and Languages

Department of Foreign Languages

English Section

Initiation of using Translation in Teaching and learning English

Case Study: Second year LMD English Students at Medea University

Dissertation Submitted in Partial Fulfillment of Requirements for Masters Degree in Applied Linguistics

Submitted by

- **Nadya ABIDAT**
- **Haifa DAOUDI**

Supervisor:

- **Samir ZINAI**

Academic Year

2020-2021

Acknowledgements

Many persons have participated with us in different ways in order to accomplish this work

We welcome this chance to achieve this work and to express our appreciation for them.

First of all, we wish to thank our supervisor Mr ZINAI Samir for his help and his pieces of advice, he was a great supervisor who gave us a sincere guidance to recover our mistakes. In addition to that, we would like to thank our great examiners...who will correct and check our work.

A special thanks to our family for their encouragement, especially, our great parents who offer their unconditional encouragements, help, and support.

We wish to thank all those who have been our teachers through our university studies.

We want to thank all our friends for their assistance.

We would like to thank all teachers and students for their participation and cooperation, and their time to answer our questionnaires.

Thank you very much



Dedication

This thesis is dedicated to some special people in my heart.

To my beloved parents. Thank you for your unconditional love, pray, encouragements. Mom and Dad thank you very much. I love you.

To my beloved brother and sisters: Ahmed, Ghaniya, Massouda, Rachida, Naima, and Ratiba.Thank you for your supports.

To all my friends. Thank you.

To you readers...

Nadya

Dedication

I dedicate this humble work to my dear father, the symbol of strength, who has been nicely my supporter and who has never stops giving in countless ways, and my mother, the symbol of sacrifice, who leads me through the valley of darkness with light of hope and support

To my beloved brothers: Abd Ennour, Mounib, and my soulmate sister Soundous.

To my second father, BENCHAABANE Nacer, and my dear uncle, TELHAOUI Hakim, who encourage me and support me in every step I take during this period.

To my sweetie and my second sister TELHAOUI Nabila.

To all my friends who touch my heart I do really appreciate your assistance and cooperation in my life, and I give special thanks to my best friend BASSOUR Sabrina who stands always beside me.

Thank you,

Haïfa

Abstract

Translation is an important method that should be included in the process of teaching and learning English language. The present paper focuses on the use of translation as a method to teach and learn English language as Translation has a several benefits. Especially when it is used in teaching and learning activities, such as writing, reading, speaking, listening as well as in the improvement of vocabulary and grammar. For this reason, translation can be considered as a practical method that makes the teaching and the learning of English language simple. The present research aims to examine the effectiveness of using translation as a method to teach and learn English language on EFL students. For this reason, a case study was done with Second year License students, English Department, Medea University. The results taken from the questionnaires revealed that translation is a valuable and beneficial method, another obvious outcome revealed by the results is that translation works on evolving the students' language skills (writing, reading, speaking, and listening) additionally on the expansion of grammar and vocabulary. The findings show that translation is really an efficient method to teach and learn English language.

Key words : Translation.

Table of Content

I. Acknowledgments
II. Dedication
III. Dedication
IV. Abstract
V. Table of content
VI. List of abbreviations
VII. List of tables
VIII. List of graphs

General Introduction ……15

1-General Introduction ……16

2-statement of the problem ……..16

3-Aim of the study …….……..17

4-Research Questions and Hypotheses ……...17

5-Research Methodology ……..…17

Chapter One : Literature Review

1-1- Definition of Didactics …….. 20
1-2- Definition of Methods ……..…… 21

1-2-1 Definition of methods in learning and teaching…….…..21

1-3 Definition of translation ……..……22

1-3-1 Origin of the word " Translated" ……...22

1-4 The types of Translation …….…...23

1-4-1 Literary Translation ……...…..…23

1-4-2 Religious Translation …….…24

1-4-3 Scientific Translation …….…….24

1-4-4 Economic Translation ……...….24

1-4-5 Legal Translation ……..…..... 24

1-4-6 Media Translation ……..…..….. 24

1-4-7 Interpretation …….…… 25

1-5 History of Translation ……... 25

1-6 Importance of Translation ……. 26

1-7 Translation skills ……..……..27

1-8 Translation in Teaching and Learning ……..…..27

1-8-1 Translation in Teaching ……...…...24

1-8-2 Translation in Learning ……..… 25

1-9Conclusion. …… 26

Chapter two : Methods and Approaches of language learning and teaching

2-1 Introduction …….. 31

2-2 Audio Lingual Method …… 32

2-2-1 Definition …….. 32

2-2-2 Objectives ……..33

2-3 Activities used In Audio Lingual Method ……... 34

2-3-1 Repetition ……. 34

2-3-2 Replacement ……34

2-3-3 Restatement ……...35

2-3-4 Completion …….. 35

2-4 Principles ……. 35

2-5 Techniques used in Audio Lingual Method …… 36

2-5-1 Dialogue memorization ……36

2-5-2 Background Build (expansion drill) ……..36

2-5-3 Repetition drill ……..37

2-5-4 Chain drill ……..37

2-5-5 Use of minimal pairs ……37

2-6 Direct Method ……..37

2-6-1 Techniques of the Direct Method ……..40

2-6-1-1 Reading Aloud ……..…. 40

2-6-1-2 Question and Answer Exercise ……..… 40

2-6-1-3 Student Self Correction ……..…….. 41

2-6-1-4 Conversation Practice ……...… 41

2-6-1-5 Fill -in – the blank- Exercise ……..…. 41

2-6-1-6 Dictation ……..…… 41

2-6-1-7 Paragraph Writing …….. 41

2-6-1-8 Map Drawing ……..…. 42

2-6-2 Conclusion ……..……... 42

2-7 Grammar Translation Method ……... 42

2-7-1 Features of Grammar Translation Method ……. 43

2-7-2 Principles of Grammar Translation Method ……..… 44

2-7-3 Classroom techniques and activities of Grammar Translation Method……..…..45

2-7-3-1 Translation of a literary passages …… 45

2-7-3-2 Reading Comprehension ……..… 45

2-7-3-3 Antonymy / synonymy …… 45

2-7-3-4 Cognates ……..…. 45

2-7-3-5 Deductive application of rules ……..……..… 45

2-7-3-6 Fill in the blanks ……..……..… 45

2-7-3-7 Memorization ……..……..... 45

2-7-3-8 Vocabulary practice …… 45

2-7-3-9 Composition ……..… 46

2-7-4 Conclusion ……...……. 49

2-8 Natural Approach ……..… 49

2-8-1 Techniques and activities used in Natural Approach …….... 50

2-8-2 Principles of Natural Approach ……..…..… 52

2-8-3 Conclusion …… 53

2-9 Communicative Approach ……..…..... 54

2-9-1 Principles of Communicative Approach ……..…..… 55

2-9-2 Techniques used in Communicative Approach ……..…..…. 56

2-9-3 Conclusion ……..…….. 57

2-10 Total Physical Response ……..……..…. 57

2-10-1 Activities used in Total Physical Response ……..…..…. 59

2-10-2 Principles of Total Physical Response ……..…..…. 59

2-10-3 Techniques used in Total Physical Response …….. 60

2-10-4 Conclusion ……... 61

2-11 Conclusion of the chapter…..…….. 61

Chapter Three : Translation as a teaching and learning method

3-1 Introduction ……..…….. 64

3-2 What is Translation ? …… 64

3-3 A brief history of translation in the teaching of FL ……. 65

3-3-1 An overview of Translation in Foreign Language Learning …..65

3-4 Translation as a technique in FLT ……... 66

3-5 The importance of Translation ……..…... 66

3-6 The benefits of using Translation in Language Teaching-Learning……..…..….67

3-7 Arguments for Translation ……..…… 68

3-8 The effects of Translation as a learning strategy ……..….. 68

3-8-1 Merits of using Translation in teaching English Language ..…69

3-8-2 The application of Translation in FLT ……....… 70

3-9 Translation in language teaching and learning …… 70

3-9-1 Translation in Language Teaching……..….. 71

3-9-2 Translation in FL teaching and Learning : Restructuring the boundaries……72

3-10 Conclusion …… 72

Chapter Four : Research Methodology and Data Analysis

4-1 Introduction ……..…. 74

4-2 Research Design ……..…. 74

4-2-1 Case Study……..…… 74

4-2-2 Methodology……..…… 74

4-4 Population and Sampling ……..…75

4-4-1 Students' Profile …… 75

4-4-2 Teachers' profile ……75

4-5 Data Gathering Tools ……..……..… 75

4-5-1 Questionnaires…… 75

4-5-1-1 Students' Questionnaire……..……..… 75

4-5-1-2 Teachers' Questionnaire ……..……76

4-6 Data Analysis……..…… 76

4-6-1 Students' Questionnaire Analysis ……..…… 76

4-6-2 Teachers' Questionnaire Analysis……..…… 84

4-7 Discussion of the Main Findings. ……..…… 92

4-8 Conclusion……..……..93

General Conclusion …… 95

List of References ……..… 98

Appendices …… 103

Appendix one: Students' Questionnaire …… ……. 104

Appendix Two: Teachers' Questionnaire …… 106

ملخص.....108

List of abbreviations

EFL: English as foreign language

FLT: foreign language teaching

List of tables

Table	Page
Table 4.1	76
Table 4.2	77
Table 4.3	78
Table 4.4	79
Table 4.5	79
Table 4.6	80
Table 4.7	80
Table 4.8	81
Table 4.9	81
Table 4.10	82
Table 4.11	82
Table 4.12	83
Table 4.13	83
Table 4.14	85
Table 4.15	86
Table 4.16	88
Table 4.17	89
Table 4.18	89
Table 4.19	91

List of graphs

Graph	page
Graph 4.1	78
Graph 4.2	84
Graph 4.3	85
Graph 4.4	87
Graph 4.5	90
Graph 4.6	91
Graph 4.7	92

General Introduction

1- General Introduction

The interest of learning and teaching a foreign language is increasing day by day due to its benefits in human life ,foreign language study creates more positive attitudes and enables people to gain a more profound understanding moreover, it fosters an understanding of the interrelation of language and human nature, also it expands one's view of the world, liberalize one's experiences but Learning and teaching a foreign language nowadays such as English Language which is prestigious language requires the necessity of using some important methods, since there are several methods of learning and teaching ,so both students and teachers seek for a new method to learn and teach this language ,one of the suggested methods is translation ,using translation is surely a natural and obvious means of teaching someone a new language, it can be used to aid learning, practice what has been learned ,and diagnose problems, however, in any case teachers cannot stop students translating because it is such a fundamental basis for language learning, furthermore, it allows learners to relate new knowledge to existing knowledge and highlights the differences and similarities between the new and the existing language as well as il allows students to maintain their own sense of first language identity while also building a new bilingual identity ,many students who began their studies through translation go on to become fluent and accurate users of the new language. However, according to our studies, translation can be a valid method to progress the four skills (writing, reading, listening and speaking) and it works on developing grammar and vocabulary knowledge so it is a contributory technique that can be utilized in learning and teaching a foreign language.

2- Statement of the problem

English language has been considered as a global language, because of its prestigious state. Many students and teachers find difficulties in learning and teaching English Language, since they still use the traditional methods in

university. For this reason, both teachers and students must have a new method of teaching and learning English language, in order to help the students cope these difficulties. This new method can be translation.

3- Aim of the Study:

This study investigates the effectiveness of using translation to teach and learn English Language, in addition to portray the role of translation in the process of learning and teaching English as a second language, and explore the advantages of translation.

4- The Research Questions and Hypotheses

The Research Questions:

1.How does translation affect teaching and learning of English language?

2.Can translation improve the students' four skills?

3.Does translation enrich the students' vocabulary and improve grammar?

The Research Hypotheses:

1.Translation is an efficient tool in teaching and learning of English language.

2.Translation improves the students' language skills.

3.Translation improves the students' vocabulary and grammar knowledge.

5- Research Methodology

The current dissertation adopted the quantitative research technique. The researchers used one instrument to collect the data and test the credibility of the hypotheses. They employed a students' questionnaire and teachers' questionnaire. These tools supplied the necessary information about the participants perspectives on the studied topic. The study population was Second Year License Students and Teachers at Yahia Fares University of Medea. The samples involved twenty-one students and four teachers.

This research is divided into four (4) chapters ; three (03) theoretical chapters and a firth practical chapter.

As for the first chapter, which the title is Literature Review , we started it with the definitions of some concepts such as : Didactics, Methods ,Translation, we move then to types of translation and its importance. Furthermore, it deals with translation skills.

The second chapter highlights the classical methods used in language teaching and learning, it describes each method with its techniques and principals. Also, it includes some activities used in different methods.

The Third Chapter tackles definition of translation then we move to a brief history of Translation and the teaching of FLT and the benefits of using translation in language teaching and learning. Also, it gives some arguments to support the use of translation, to conclude it with the fact that translation is beneficial in language learning and teaching.

The Fourth Chapter addresses the research methodology, it presents research design, population, sampling and data gathering tools. Besides, it deals with Data analyses and discussion of the main findings obtained from the questionnaires.

Chapter One

Methods and Approaches of language learning and teaching

1.1- Definition of didactics

The word didactics comes from the Greek word (didáskein), which means teaching. The scientific term didactics (sometimes also spelled “Didaktik” as in German) sems from the German tradition of theorizing classroom learning and teaching. It is a singular noun spelled in the plural form, indicating that connotations to the somewhat pejorative English word “didactic” (text overburdened with instructive matter or oversimplifying way of teaching) are not intended. Didactics serves as a major theory in teacher education and syllabus development, especially in the German-speaking and Scandinavian countries, as well as in Finland (didaktiikka) and in Russia (didaktika). With a slightly diff erent meaning, it is also employed in France (didactique comparée) and Spain (didáctica general) as well as in the Dutch (algemene didactiek) and Africaans.

Didactics refers to the principle, phenomena, forms, precepts, and laws of teaching with no subject in particular (socker,1964). It is one of science of education. It deal with the processes of teaching and learning. It concentrates mainly on how teachers, learners and knowledge interact and supports one of another. Because of this reason it is a key subject in the teacher education curriculum.

Didactic is concerned about :

• What could be taught and learned ?

• How to do we teach and learn?

• To what purpose or intention should something be taught and learned? (the goal and aim aspects).

Main issues of didactics:

• Where

• What

• how

• With whom and who

• What for

1.2- Definition of method:

A method is a manner of teaching a language, also the activities the learner and the teacher are engaged in while teaching and learning a language are included in a method.

Davies and Pearse (2000, p. 208) claim that a method is the way of teaching, based on ideas about language, learning, and teaching, with specific indications about activities and techniques to be in use "which means that a method is used to practice a theory of language. A method is not the same as teaching activities whereas the knowledge base of teaching includes knowledge of and It helps the teacher to use more techniques.

In the definition of this term, Webster's 3rd New International Dictionary, often uses expressions such as : a procedure or a process for attaining a goal, or a systematic procedure, technique or a set of rules, very often related to a science or an art ; For our purpose, we can consider the method to be a well-staged procedure to teach and learn a foreign language.

1.2.1 Definition of methods in learning and teaching :

According to Anthony (1963, pp. 63-67) : "an overall plan for orderly presentation of language material, no part of which contradicts and all of which is based upon the selected approach" ; In addition to that, he distinguishes between an approach and a method by saying that : "an approach is axiomatic" and "a method is procedural"; he also sees that a method is much more inclusive and wider than a method : "within one approach, there can be many methods". cited in Richards and Rodgers (2001, p. 19). The embodiments of methods are social relations, forms of thinking and strategies of learning. The proper evaluation of

context is a must when a method is applied. While applying a method to teaching, language teachers should assess the context of a country or area.

From the above-mentioned view by Anthony, we can conclude that methods are the logical link between the theoretical aspect and the practical one.

1.3- Definition of translation

The previous centuries witnessed an abundance of critical studies concerned

with examining the methods adopted in translation. But their studies that have been dominated by impressionistic assessments of what a good translation should be. Translation studies remained unchanged until the middle of the twentieth century, when the first studies of linguistics appeared that were concerned with translation. They are studying those authors no longer consider translation merely an art. Rather, they consider it as well as a science of science, and they seek, therefore, to methodology the process of the translation process.

1.3.1- Origin of the word "translated":

Traduire (in the verb form) did not exist in the French language before the sixteenth century. It dates back, in its origin, to a very ancient Latin verb, its form was in the present tense form Transfer, and in the form of the pas participle Translatus, and the translator was known in the Latin tongue as Interpres. In the French tongue the name "Interprète" - as in the English tongue "Interpreter" used to refer to those whose job was to "decipher" the exploited texts that were difficult to understand. It was also called a person accompanying the departure to foreign countries. In the past, this person was known as Dracuman (in Egypt), or Drogmanno in the Italian tongue, a name derived from the Arabic word Tarjaman (*), which also goes back to the Assyrian word Ragamo - meaning speak (See Curry, 1963: 5) - Then we found Moliere

writing this word sic: Truchement (or Traucheman) (**Siliskovic, 1968: 3**). And we are informed (Curry, 1963, c: 36) that the name Druckman was used in Constantinople and in the rest of the countries of the Eas for those who carry out the official translation task for a delegation of delegations, or an embassy from the embassies. It was also called translators who were formally entrusted with accompanying diplomats and consuls accredited in the countries of the Eas, especially Muslim countries. (The title of Druckman was abandoned in 1902), while the name Turjuman became restricted to agents working in the countries of the Far Eas. (Steiner, 1978: 237) believes that the word Truchement in Pascal's book ***"Les provincials"*** has slanderous connotations, as it makes a name for a mediator who does not honesly reach everything he hears! These words were referring, in the first place, to a mental process, because the majority of people were illiterate, or because the tongue rolling over it was considered more authentic than writing. Robert Etienne is credited with introducing the verb Traduire into the French tongue (it was in 1539), immediately replacing the verb of Translater. Etienne then added two words to him: Traducteur and traduction in 1540.

1.4- What are the types of translation?

There are many classifications of translation, and among the most important

types of translation are the following:

1.4.1- Literary translation: Literary translation is considered to be more difficult than other types of translation, so we find that the translator is required to transfer meanings from one language to another, as well as describing the emotional state and feelings experienced by the original author, and by extension transmitted to the citizens in the country of the original author, which made him rise and excel and appear In his home country and becomes widely

known, and from this Sandpoint the translator should be careful; Through his skill and experience.

1.4.2- Religious translation: Religious translation is one of the types of translation that has great importance. It is an important means for spreading a specific religion throughout the world, as well as learning about the rules and laws related to that religion for its adherents in other regions, for example there are great needs for religious translation related to the noble prophetic hadiths and Islamic jurisprudence for Muslims in non-Arabic speaking countries, such as China. Or India, or Japan, or the countries of Africa ... etc.

1.4.3- Scientifc translation: It is among the important types of translation. Scientific translation requires components that diff er from other translations. Due to the need for familiarity with scientific terms, and an attempt to find alternatives for them in the target language, especially in the era of the emergence of new terms referring to know how, inventions and achievements, to make them accessible for people from other cultures.

1.4.4- Economic translation: In the era of globalization, commercial transactions are spread between countries and each other, whether directly, or through multinational companies, or through global stock exchanges ... etc., so economic translation appeared and spread; In order to achieve balance in the light of common interests among businessmen in diff erent countries.

1.4.5- Legal translation: Legal translation is among the important types of translation, which have become increasingly prominent within the corridors of societies in diff erent countries, and the need for it is increasing day after day. Due to the interaction and communication between diff erent tongues, and therefore it is necessary to be familiar with the laws, contracts and clauses that establish rights among the citizens of the countries.

1.4.6- Media translation: Media translation is one of the types of translation required by the requirements of the times, in light of the proliferation of dozens of media outlets, whether traditional, represented by newspapers

and magazines, or electronic ones, which are represented by the Internet and the sites and applications in which they are located, as well as the satellite channels that are not counted. In the current period, news is transmitted at a great speed between various countries, so interest in media translation has increased at the present time.

1.4.7- Interpretation: Interpretation is considered one of the types of translation, which is used in instant communication between one or several people and others, and the uses of interpretation have expanded at the present time; For constructive communication between representatives of peoples in all aspects, whether economic, political, or sports .... etc.

1.5- History of grammar translation:

During the renaissance era, the standards of Greek and Latin were used to study a language. Greek and Roman literature was taught as a language for reading and writing. The objective was to master Latin grammar rules as well as the need for second and foreign language learning increased as a result of the invention of printing machines.

The Grammar translation method depended on traditional Latin teaching and it was fundamental to language teaching at that time The students' native language should be described in the target grammar therefore, there were some rules that govern how sentences should be formed.

Translation was back to the Renaissance when European countries used to teach Latin and Greek by applying the rules in translation training.

Europeans utilized this method to teach the second language in the 19th century, and its teachers use it to teach the target language.

1.6- Importance of translation:

The reporting function with a cultural, social and cultural background is not limited to the linguistic function. There should be a language of communication in order to translate a distinguished role in communication, promoting culture among peoples, enriching civilization and establishing identity.

One of the first tasks of translation is openness to others. The heritage and experiences of others should be conveyed in all impartiality and impartiality, regardless of whether it corresponds to the translator's beliefs, or does not fit with his intellectual and ideological orientations is a communicative necessity.

From" COMMUNICATION THROUGH TRANSLATION" January 2012 by Attila Imre:

« Translation studies often mention that language plays the major role in communication; however, this statement is rather controversial and subjective.

psychologists, sociologists or communication experts would give different definitions for communication (including gestures, mimics etc.) In this context Roy Harris, a distinguished linguist's affirmed that " communication precedes language " Harris, 1978, cited in Anderman & Rogers, 2003, p. 89).it is intended to say that smaller units of language _eg: written _ are definitely subsidiary to communication.

Since no two languages are identical ... it stands to reason that there can be no absolute correspondence between languages. Hence there can be no fully exact translations. The total impact of a translation may be reasonably close to the original, but there can be no identity in detail. (Nida, 1964, pp. 156–60 ; Weissbort & Eysteinsson, 2006, p. 347) it means we cannot find two languages that are cognate and thus no exact translation would be existed.

“translation is formally and pragmatically implicit in every act of communication, in the emission and reception of each and every mode of meaning” and “To understand is to decipher. To hear significance is to translate.” (Steiner, 1998, p. 12). that means translation requires an exact understanding first, and he added also: " a study of translation is a study of languages” (Steiner, 1998, p. 49), it aims to say when you study translation, you are going to discover and explore many equipments related to languages.

Human communication can be related to translation, even the act of writing may be regarded as one of translation. A vital role in defining communication is translation. Ineffective communication is meaningless, and in our struggle to make it effective translation is involved on multiple levels.

1.7- Translation skills:

1. Rich grammar and vocabulary of the source and target languages.
2. Good analysis of texts.
3. Translation's experience and practice.
4. Revising texts and passages well before and after translation.

1.8- Translation in teaching and learning:

1.8.1- In teaching:

Teachers must explain the definitions of the topic of grammar providing them with some examples ,also teachers have to lead learners or students to memorize and translate the vocabulary then ask them to learn the delivered vocabulary by heart ,in addition to that ,teachers can ask students to open texts and attempt to understand them by translating them word by word or sentence by sentence ,correcting their wrong translation and explaining the grammatical ,morphological and rhetorical aspects, in this context Benjamin ,Lee Whorf cites"

language shapes the way we think ,and determines what we can think about) (L.W.Benjamin, 1956, p. 9) ,it means language we speak can be influenced by many things, people who speak different languages focus on different things depending on the words or sentences structure available to them.

1.8.2- In learning:

Learners need to improve their perception, their skills, their scientific capacities, … etc ; they ought to be agreeable in making mistakes and afterward recuperating themselves from the bungles ,all these things are part and parcel of learning languages, however,

Different parts of the brain have different languages. Anyone who has tried to learn by translation knows the feeling of getting stuck because they are looking for a word in their mother tongue and then want to say it. They get stuck. There is no time to reference your first language when you speak a new language. The quicker you can become independent, the better. The formation of necessary neural paths in the brain is delayed because of translation. We are putting in our way unnecessary steps that can distract us from what we really need to do.

It makes sense that translation would lend itself to easy teaching. How easy is it to get students to learn a new language? We mastered our first language without the need for translation. We still have those capacities, and we would suggest more. Wouldn't it be great if learners could understand the new language by using their awareness, wits, intelligence, and perception? The usage makes them better language learners. The trick for the language teacher is to teach in ways that encourage these practices but not to replace translation with a lot of explanations and practices that are not stimulating the mind.

It does not apply to classroom teaching and classroom learning of English when the teacher is from an ethnic background. It is impossible to translate a native language into English in that setting. English is the only language that all

explanations of English pronunciation, grammar and vocabulary can be done in. There are some English courses in only in English, dedicated for learning and practicing all four skills in one course in each lesson. The four skills English courses include textbooks with audio and video recordings, for beginners and are suitable for self-study as well. English learning courses are only available in English.

1.9- Conclusion:

Translation has an obvious and prevailed role in learning and teaching, therefore, translation activities can be advantageous for learners to reduce native language interference in learning and using English as a Foreign Language as well as learning and practicing vocabulary especially complex meanings including set phrases, expressions, idioms) adding to that the different grammar between one's native and Foreign Language, and also for the practice of speaking and writing, with important developed content which cannot be created by a learner on his own.

Chapter Two

Methods and Approaches of language learning and teaching

2.1- Introduction:

The interest of learning and teaching foreign languages started long time ago. when the Romans studied Greek as a second language, they employed Greek Tutors and Greek speaking servants in their houses. As soon as the Roman Empire expanded, many people started learning Latin because it was the medium of communication. In this context, (Mackey, 1965, p. 141) stated that: «the teaching methods at that time were confined to Latin grammar which were based on oral practice reading and writing in the second language». According to him teaching methods at that time were based on teaching Latin Grammar throughout oral practice in the target language, because both Latin and Greek were important languages and they were considered as the key to the thought and literature of great ancient civilizations, additionally, effective teaching is measured by the level of creativity a teacher employs in the classroom environment, and the ways in which students could be motivated, to benefit from the learning environment.

There are very different views of what language is and how it is learned. The goal of language study has been reflected in the changes in language teaching methods throughout the history. The history of foreign language learning has always been that way. For example, moving towards oral capability instead of understanding perception, as the objective of language study.

Half a century after becoming the world's most widely studied foreign language, teaching English became nowadays, a more significant-professional and academic field. Therefore, many teaching methods and approaches have been deducted, created and emerged as pedagogies of teaching English from the early 19th Century, so that the field of teaching English started to develop more maturely and practically.

This chapter highlights and shed light on the varied types and methods of language teaching and how they have been used in learning and teaching, as well as the discussion of the following methods:

Audio lingual Method; Direct method; Grammar Translation Method;

2.2- Audio Lingual Method:

2.2.1- Definition:

Also called the Army Method. It is a method of foreign language teaching which emphasizes the teaching of speaking and listening before reading and writing. It is a combination between behavioral psychology and linguistics. This method was developed in the United States of America during the Second World War, and was accepted as well by people of other countries and introduced in Indonesia in 1960's. It focuses on using dialogues and drills as the main training, while the mother tongue was discouraged in the classroom.

(Caroll, 1963, p .160) views that: «a language is first of all system of sounds for social communication ; writing is a secondary derivative system for the recording of spoken language», from this quote we discover speech is more important in teaching, because this method focuses on using the target language communicatively and to build communicative competence through very intensive language courses focusing on oral skills.

In the same context, (Freeman, 2000, p. 20) says: « the more often something is repeated, the stronger the habits and the greater the learning», that is to say Audio Lingual Method teaches language through dialogues and pattern drills which students need to repeat, in order to form habits in learners. That allows them to develop quick and automatic responses, thus, this method is desirable to students to form a habit and to use the target language with ease. Therefore, the more they repeat, The simpler it will be for them to communicate in the objective

language without thinking. The drills and dialogues utilized in this technique permit students to improve their talking abilities

2.2.2- Objectives :

The overall goal of the Audio Lingual Method was to create communicative competence in learners, however, (Brooks, 1964, p.113) distinguishes between short range and long range objectives of an audio lingual program; short range objectives include preparing for listening perception, accurate prononciation, acknowledgment of discourse images as a realistic sings on the printed page. **These immediate objectives imply three others :**

First, the control of structures of sounds, language form and order within the Language.

Second, the acquaintance with vocabulary items that bring content into these Structures.

Third, the meaning in terms of the significance these verbal symbols have for those who speak the language natively.

This objective is considered the major that includes training in listening, comprehension and accurate pronunciation.

As for long range objectives, they: «must be language as the native speaker uses it, there must be some knowledge of a second language as it is possessed by a true bilingualist». (Brooks, 1964, p.107)

In other words, these two principal objectives seek to develop abilities that native speaker have to use it automatically during speaking without stopping to think from these objectives we get the result of that the use of drills and pattern practice is a distinctive feature of the Audio-Lingual Method.

2.3- Activities used In Audio Lingual Method :

To enhance the objectives of this method, some activities should be included in it, as an example substitution drills are mechanical exercises that reinforce structural patterns and practice vocabulary, for example: the teacher repeats a dialogue sentence «I ate an apple», he supplies then or prompts by saying « banana», or showing a picture of banana and students should respond: «I ate a banana», the exercise continues with other foods such as : «pear», «orange » and «Hamburger».

Another drill could practice different subjects; example of inflection when the teacher says: «Tom», and students respond: « Tom ate an apple».

2.3.1- Repetition:

Students repeat an utterance aloud as soon as they have heard it without looking to a printed text and the utterance should be brief.

This is my city_____ this is my city.

After students have repeated an utterance, they may add some words.

I used to live there _____ I used to live there

I used to live there_____ I used to live there years ago when we were young.

2.3.2- Replacement :

Single word in an expression appears in another structure when repeated

I bought this dress cheap_____ I bought it cheap.

Emma left early_____ she left early.

They gave their father a watch_____ they gave him a watch.

2.3.3- Restatement :

According to instructions, the student rephrases an utterance and addresses it to someone else.

Ask her how old she is_____ how old are you.

2.3.4- Completion :

The student hears an utterance that is complete except for one word then repeats it in completed form.

I will eat my dish and you eat ……_____ I will eat my dish and you eat yours.

2.4- Principles :

Audio Lingual Method has varied and different principles that contribute in the concept of this method, these principles are explained by (Freeman & Anderson, 2011, p. 80) as the following points :

language forms do not occur by themselves ; they occur most naturally within a context as a distinct example when the teacher introduces the dialogues and the teacher is considered as an orchestra leader which conducting, guiding and controlling the students' behavior in the language behavior ;

The native language and the language have separate linguistic systems so that the native language does not interfere with the students' attempts to acquire the target language and that means instructions are given in target language which is used as actions, pictures or realia to give meaning.

Habit formation is a part of language learning. Students should repeat each line of the new dialogue several times in order to memorize it because they are the training techniques that are emphasized.

positive reinforcement helps the students to develop correct habits example : when your student gives you the right answer ,you encourage him by saying Bravo, very good or by adding some extra points ;

The learning of anther language should be the same as acquisition of the native language, we do not need to memorize rules in order to use our native language and that is to say students are given no grammar rules and grammatical rules are presented through examples and drills ;

Speech is more basic to language than the written form, it means listening and speaking are given priority in language teaching and they preceded by reading and writing ;

teachers should provide students with an accurate model, by listening to how it is supposed to sound. Students should be able to mimic the model, the teacher introduces the drill by modeling the correct answers, correct pronunciation by modeling the proper sounds in the target language, so we notice that correct pronunciation, stress, rhythm and intonation are emphasized.

2.5- Techniques used in Audio Lingual Method :

In this method, the lesson typically begins with a dialogue which contains the structure and vocabulary, the student is expected to mimic the dialogue and eventually memorize it, the class practices the dialogue which is followed by pattern drill on the structure introduced in the dialogue, and this dialogue is memorized by reversing roles (teacher/student), (student/teacher).

2.5.1- Dialogue memorization : Short conversations that should be memorized through mimicry .

2.5.2- Background Build (expansion drill) : long line is broken down into several parts by the teacher.

2.5.3- Repetition drill :

Students are asked to repeat the teacher's model as accurately and quickly as possible.

2.5.4- Chain drill : A chain of conversation that forms around a room of students ,one by one, ask and answer questions to each other.

2.5.5- Use of minimal pairs : It means working with minimal pairs of words which differ only in one sound ;for example : ship and sheep ,students are first asked to perceive the difference of the two words then to be able to say the both of them.

To conclude, this approach seeks to teach foreign language through teaching speaking and listening should be in the earlier stage before teaching reading and writing as well as it dejects the teaching through mother tongue and encourages that the most of the English Teaching should apply the target language to instruct.

2.6- Direct Method :

It is a method that reacts against Grammar Translation Method, its principles have been applied by language teachers for many years. Most recently, it was revived as method when the goal of instructions became learning how to use another language to communicate, this method was developed at the end of the nineteenth century and challenged the views on grammar teaching held by Grammar Translation Method (Thornbury, 2000, p. 21). The language teaching expert Gouin and other reformers tried to create a method based on the insights drawn from the observation of child language (Richards & Rodgers, 2007, p.11).that is to say **DM** receives its name from the fact that meaning is to be conveyed directly in the target language, through the use of demonstrations and

visual aids, with no recourse to the students' native language ; in addition, most of the meanings can be conveyed directly because they can be related to learners application of actions, objects, gestures and other types of non-verbal methods.

(Jain,1972, p. 149) argues that: «Direct Method at introducing the language directly to the learner in the same way a child learns his mother tongue, it assumes that the same takes place in learning mother tongue, there is no interference in the forms of translation or use of rules to explain a particular pattern of the language». From these lines, we deduct that translation has no place in this method, Moreover, teaching concepts and vocabulary would be through presenting real-life objects, visual materials and teaching grammar by using an inductive approach.

(Webster, 1943), in the New International Dictionary, cited «Direct Method is a method of teaching a foreign language through conversations, discussions and reading in the language, without translation and without the study of formal grammar» so Direct Method is based on oral communication skills and grammar in this method is taught inductively.

Like the other methods and approaches, this method has some distinctive features, (Richards & Rodgers, 1988, p. 77), summarized the key features of Direct Method as the following:

Classroom directions are led only in the objective language

Only everyday vocabulary and sentences are taught;

Oral Communication Skills are built up in a carefully traded progression organized around questions and answer exchanges between teachers and students in a small intensive class;

Grammar is taught inductively;

New showing focuses are instructed through displaying and practice;

Concrete vocabulary is educated through exhibits, items and pictures;

Abstract vocabulary is instructed by relationship of thoughts;

Both speech and listening comprehension are taught.

Correct pronunciation and grammar are emphasized.

As a result of these principles, Direct Method focuses on using the target language as well as teaching vocabulary and sentences in the initial phase, while grammar, reading and writing are introduced in the intermediate phase, besides, it extends listening and imitation until forms become automatic in other words.

(Freeman & Anderson,2011, p. 43) classified the principles of Direct Method as the following :

Reading in the target language should be taught from the beginning of language instructions.

Objects presented in the classroom environment should be used to help students (e.g. realia or pictures)

The nature language should not be used in the classroom.

The teacher should demonstrate, not explain or translate. for example, when the students ask the teacher a question the teacher should answer by drawing something on the board or by some gestures.

Students should learn to think in the target language as soon as possible, example : when the teacher asks the a question, students should attempt to answer in a full coherent sentences.

-writing is an important skill to be developed from the beginning of language instructions, example : teachers dictate paragraphs about different topics.

-lessons should contain some conversational activity, students should be encouraged to speak as much as possible for example : the teacher asks questions about the students then students ask each other questions..

-learning another language also involves learning how speakers of this language live, example : using proverbs to discuss in the classroom in order to help students learn how speakers of that language live and getting aware of their culture.

According to principles given by Richards and Rodgers we discover that Direct Method refrains from using the learners' native language and uses only in Target Language, the main purpose of this method is the mastery of foreign language orally, so, the learner becomes able to communicate in the target language. To reach this purpose, this method was based on some important principles that allow the learner to master the target language fluently.

2.6.1- Techniques of the Direct Method :

According to (Freeman and Andetson, 2011, p. 86), the techniques used in this method are :

2.6.1.1- Reading Aloud :

Students take turns reading a section of a passage, play or a dialogue out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear and distractive.

2.6.1.2- Question and Answer Exercise :

This exercise is conducted only in the target language ; students are asked questions and they answer in a full sentence so that they practice new words and grammatical structures, they have opportunity to ask questions as well as answering them.

2.6.1.3- Student Self Correction :

The teacher of this class has the students self-correct by asking them to make a choice between what they said an alternative answer he supplies. There are, in any case, alternate methods of getting students to self-correction Another chance is that the educator repeats what the student said, halting not long before the mistakes. The student then, at that point realizes that the following word was not right

2.6.1.4- Conversation Practice :

The teacher asks the students a number of questions in the target language, which the student have to understand to be able to answer correctly, the questions contained a particular grammar structure. Later, the students will be able to ask each other their own questions, using the same grammatical structure.

2.6.1.5- Fill -in – the blank- Exercise :

All the items are in the target language, furthermore, no explicit grammar rule would be applied. The students would have induced the grammar rule they need to fill in the blanks from examples, and practice with earlier parts of the lesson.

2.6.1.6- Dictation :

The teacher reads the passage three times, the first time the teacher read with a normal speed and the students listen, the second time, he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard, and the last time, the teacher reads with a normal speed and the students should check their work.

2.6.1.7- Paragragh Writing :

The teacher asks the students to write a paragraph with their own words, about any topic. They can do this from memory, or from reading a passage of a lesson as a model.

2.6.1.8- Map Drawing :

Teacher gives students unnamed maps, in order to check their information, then, he gives them the right words of this map.

According to (Freeman & Anderson, 2011, p. 99), Direct Method requires some relevant activities that should be tackled during the class, in order to reach the aim of this approach of teaching.

2.6.2- Conclusion :

To sum up, Direct Method is a method that reacts against Grammar Translation Method. It draws attention to the learners' practical speaking ability, teaching grammar rules might not be indispensable, both teachers and students should use the target language as much as they can, conversational activities hold an important place in this method, through using language in real contexts, students stand a better chance of thinking, and speaking in the target language.

2.7- Grammar Translation Method :

Grammar Translation Method was first introduced in Germany, especially in Prussia, Hence it was also called Prussian Method ; this method is the oldest method of foreign language teaching, having existed for more than 2000 years ,it dates back to Erasmus (1466-1536), it was originally used to teach Latin and Greek in the late of nineteenth century and the early twentieth century ,it was used for purpose of helping students read and appreciate foreign language literature.

(Larsen-Freeman & Anderson, 2011, p.26) proved that «Grammar Translation Method is not new, it has different names but it has been used by language teachers for many years». In other words, Grammar Translation Method is not a new method, in addition to that, it had another name at that time which was «Classical Method», since it was first used in the teaching of the classical languages. Therefore, it has been modified and is used today in different countries of the world. In the same context insists (Mackey, 1965, p. 142) : «Grammar

Translation Method is the oldest method that has been used in teaching foreign language».

The origin of this method goes back to the attempt to teach languages by grammar and translation, where the learners have to gather knowledge of foreign languages, by studying a number of grammar rules and applying this knowledge to the interpretation of texts with the use of a dictionary. As stated (Rivers, 1970, p. 20) : « Grammar Translation Method trains students to extract the meaning from foreign texts, by translating into the native language». It aimed to say Grammar Translation Method is a method in which grammar and translation are dominant ; This method strives to teach students translation as well as grammar of English Language. The student's native language has a great influence in practicing the target language, intending to enable them writing the language accurately.

2.7.1- Features of Grammar Translation Method :

(Chastain, 1976, p.20) argues that : **It is a mixture of grammar and translation activities so learners are required to learn and memorize the rules of grammar deductively and in detail, along with these rules, learners must memorize lists of vocabulary. Translation is used as a test of learners understanding of the rules of grammar and vocabulary, learners must translate reading passages into and from the native language, it is also a common practice to ask learners to state the rules.**

From this passage, we can extract some features of this method which are :

Classes are taught in mother tongue with little active use of target language ;
Much vocabulary is taught in the grammar of lists that should be memorized ;
It involves practice in translation texts from mother tongue to the target language;
It can be used in large classes ;
Grammar rules are memorized as units which often include illustrative sentences;

It emphasizes on teaching the second language grammar and translation from and into the target language.

2.7.2- Principles of Grammar Translation Method :

According to (Larsen-Freman & Anderson, 2011, p. 78) principles of Grammar Translation Method are :

The goal of foreign language study is to learn a language aiming to read its literature ;

Students who are able to translate each language into the other are considered successful language learners, example : students translate a passage from Spanish to English ;

The ability to communicate in the target language is not a goal of language instruction, example : if the teacher asks students in their native language if they have any questions, a student asks one and answers in his native language ;

The primary skills to be developed are reading and writing, little attention is given to speaking and almost none to pronunciation, example : teachers ask students to write out answers to reading comprehension questions ;

Deductive application of an explicit grammar rules is a useful pedagogical technique, grammar is taught deductively ; students are given grammar rules and examples, and they are asked to memorize them and to apply the rules to other examples.

Principally we observe that Grammar Translation Method focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjugations ; even though this method may be considered as a technique rather than a method, in the sense that the method is not an overall plan of language teaching it has principles regarding to language teaching.

2.7.3- Classroom techniques and activities of Grammar Translation Method :

There are some activities that should be done in the classroom as an effort to enhance the use of Grammar Translation Method.

2.7.3.1- Translation of a literary passages : this can be considered as and effective activity, students must be able to read and translate a passage from target language to their native language ,the translation should be written or spoken.

2.7.3.2- Reading Comprehension : it is about finding information in a passage, making inferences and relating to personal experiences.

2.7.3.3- Antonymy / synonymy : and this about finding antonyms and synonyms for words or set of words.

2.7.3.4- Cognates : it is about learning spelling and sound pattern that correspond between the first language and the target language.

2.7.3.5- Deductive application of rules : Understanding grammar rules and their expectations ,and they applying them to new examples.

2.7.3.6- Fill in the blanks : filling in gaps in sentences with new words ,or items of a particular grammar types

2.7.3.7- Memorization : memorizing vocabulary and grammar rules

2.7.3.8- Vocabulary practice : students create sentences to illustrate them know the meaning and the use of new words.

This is a ~ .

これは ~ です.

Here, the student is shown other sentences like the model "This is a piano."

1 

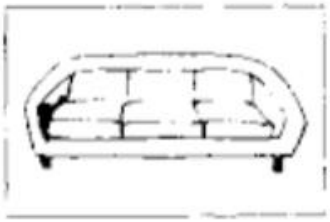
This is a desk.

2 

This is a table.

3 

This is a chair.

4 

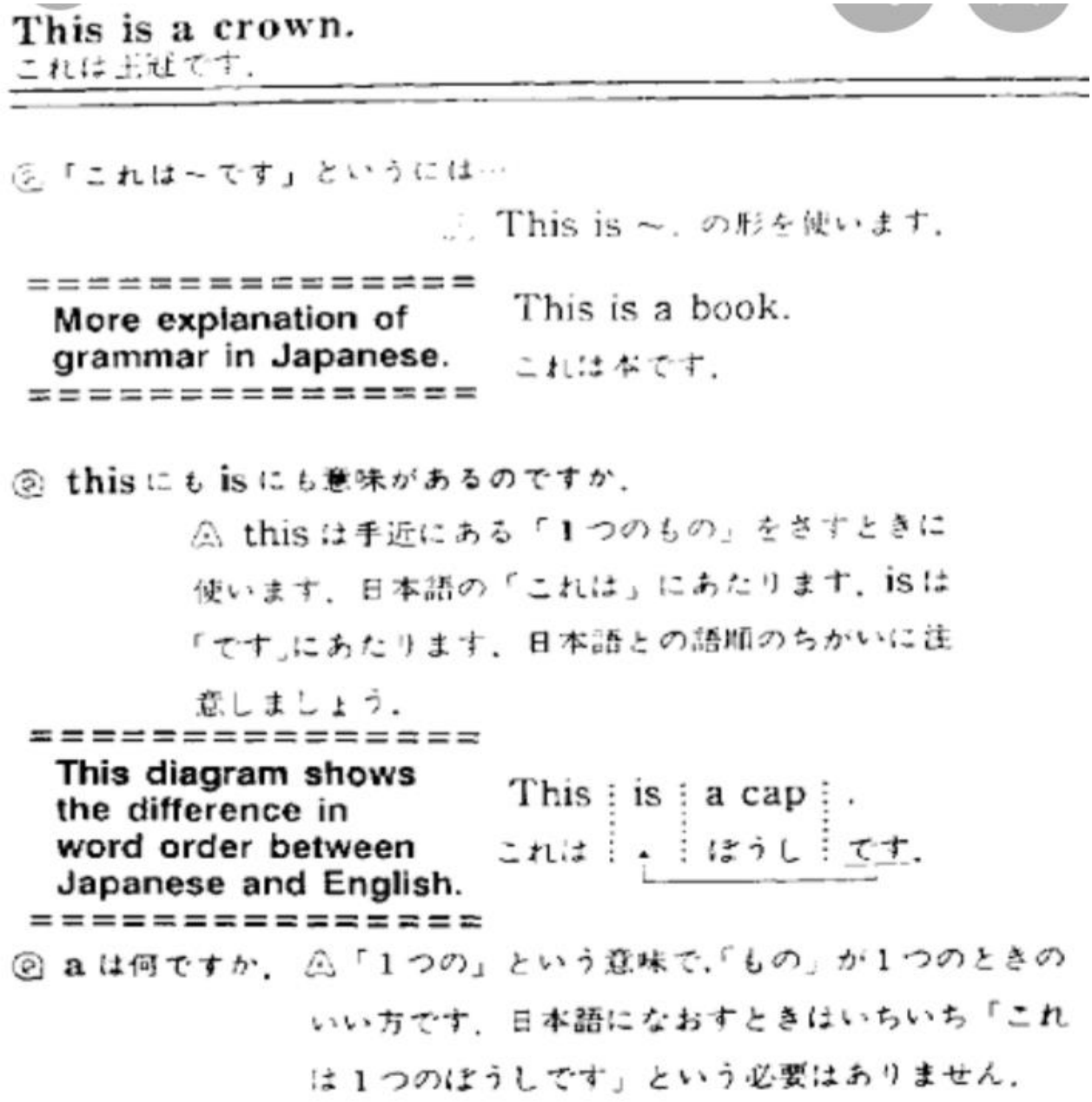
This is a sofa.

5 

This is a stool.

2.7.3.9- Composition : students write topics using the target language .

Picture 01 : a picture showing an activity used in Grammar Translation Method about practicing vocabulary.



Picture 02 : a picture showing teaching grammar of English in the tongue language .

On this page, the student practices the model by translating from Japanese into English.



1 これはつくえです。

2 これはテーブルです。

3 これはいすです。

4 これはソファーです。

5 これはスツールです。

Picture 03: activity of translating

2.7.4- Conclusion :

The Grammar Translation Method is a method of teaching a foreign language derived from the Classical Method of teaching Greek and Latin, it intended to make the students able to read written literature in the target language and to be able to translate from language to another as well as to develop reading and writing skills, it focused on using grammar and translation as the major elements in teaching.

2.8- Natural Approach :

There are various approaches and methods to teach a foreign language in the second language context, teachers of this language apply different methods convenient or suitable for the specific for the learner's specific requirements.

In 1977, Tracy Terell outlined a proposal for a new philosophy of language teaching which he called the Natural Approach (Terell, 1977 ; 1982, p. 121), this was an attempt to develop a language teaching proposal that incorporate the « naturalistic » principles .researchers had identified in studies of second language acquisition, the Natural Approach emerged of Terell's experiences teaching Spanish Classes, although it has also been used in elementary to advanced level classes and with other languages. Terell and other researchers intended to say Natural Approach is one of the approaches used in territory level where learners are provided with opportunities to acquire language rather than forcing it on learners by emphasizing the language forms.

(Krashen & Terell, 1983, p. 9), identified the Natural Approach with what they call « traditional » approaches to language teaching. Classical approaches can be defined as « based on the use of language in communicative situations, without recourse to the native language», Krashen and Terell noted that : « approaches have been called natural, psychological, phonetic, new, reform, direct, analytic, imitative and so forth» (Krashen & Terell, 1983, p. 9). It means,

in the Natural Approach, only the target language should be used. Furthermore, it is used to develop basic personal communication skills, both oral and written.

Krashen and Terell (1983) developed the Natural approach in the early eighties, based on krashen's theories about second language acquisition ; the approach had a lot in common with Asher's (1977) Total Physical Response method in terms of advocating the need for a silent phase waiting for spoken production to emerge of its own accord ,and emphasizing the need to make learners comfortable during the learning process However, Krashen and Terell see communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the Natural Approach as an example of Communicative Approach. « The Natural Approach is similar to other Communicative Approaches being developed today» (Krashen & Terell, 1983, p. 17). That means Natural Approach share some similarities with Communicative Approach since both of them are consisting in developing communication.

In Natural Approach, language is seen as a vehicle for imparting implications and messages. Hence, Krashen and Terell stated: « acquisition can take place only when people understand messages in the target language». (Krashen & Terell, 1983, p.19). Natural Approach has a view of language that consists in lexical items, structures and messages, there is no particular novelty in this view as such, except that message sequences are considered necessary in the Natural Approach.

2.8.1- Techniques and activities used in Natural Approach :

The techniques used in Natural Approach are :

The use of Total Physical Response and they must be simple at the first such as « stand up, turn around, raise your right hand »

Use Total Physical Response to teach names of body parts and to introduce numbers and sequences « lay your right hand on your head, put both hands on your shoulder, … etc».

The Introduction of classroom terms and props into commands « pick up a pencil, put it under the book, touch a wall, go to the door and knock three times… etc».

The use of names of physical characteristics and clothing to identify members of the class by name. The teacher uses context and the items themselves to make the meanings of the key word clear : hair, long, short, …etc ; then tries to make the students able to describe example «class, look at Barbara, she has long brown hair ,her hair is not long, it is short, (use mime, pointing and context to ensure comprehension) «what is the name of the student with long hair «what is the name of the student sitting next to Barbara».

The use of visuals typically magazine pictures, to introduce new vocabulary and to continue requiring only student names as response ; the instructor introduces the pictures to the entire class one at a time for using usually on one single item or activity in the picture. He may introduce one to five new words while talking about the picture to particular student in the class ; the students' task is to remember the name of the student with a particular pictures, example :

Tom has the picture of a television ;

Joan has the picture of the sailboat.

The teacher will ask questions like : who has the picture with sail boat ? The students need only producing a name in response.

Combine the use of pictures with Total physical Response : « Jim ! find the picture of the little girl with her dog and give it to the woman with the pink blouse».

Combine observations about the pictures with commands and conditionals « if there is a woman in your picture, touch your right shoulder».

Using several pictures « there are several people in this picture, one appears to be a father, the other the daughter what are they doing ? Cooking, they are cooking a Hamburger. look at to the second picture, there are two men in the picture ; they are young and they are boxing». (Krashen and Terell, 1983, pp. 75_77).

We have seen thar Natural Approach adopts techniques and activities freely from various method sources, (Krashen and Terell, 1983, p. 11), provide suggestion for the use of a wide range of activities ,procedural aspects of Natural Approach include examples of commands ,names of body parts ,introduce numbers ..etc. In addition to using visuals and pictures to introduce new vocabulary ; such activities are used to enhance comprehension input without requiring production of responses or minimal responses in the target language.

2.8.2- Principles of Natural Approach :

According to (Krashen and Terell, 1983, p. 20), The principles of Natural approach are :

Comprehension precedes production, listening or reading comprehension precedes speaking or writing abilities ;

Production allowes to emerge in stages, which are :

Response by non verbal communication ;

Response with a single word : yes, no, there O.k, ...etc

Combination of two or three words : paper ok table, me no go, where book, don’t go …etc ;

Phrases : * I want to stay where you going !

* The boy running.

Sentences and finally more complex discourse.

Grammatical accuracy is very low in early stages and increases slowly with increased opportunities for communicative interaction and acquisition, for this reason in the Natural Approach the students are not forced to speak before they are ready .in addition, speech errors which do not interfere with communication are not corrected while the correction of errors may help learning acquired competence come from comprehensible input.

In Natural approach course syllabus consists of communicative goals, this means that the focus of each classroom activity is organized by topics not grammatical structure ,thus a possible goal maybe to learn to communicate about trips ,the students have taken or be able to order a meal in a restaurant ,practice of specific grammatical structures is not focused on in these activities ,the claim of this method is that grammar will be effectively acquired if goals are grammatical ,some grammar will be learned and very little acquired ,thus ,although teachers are very interested in producing students who can speak with a correct grammar ,communicative ability and non-grammatical accuracy is emphasized in the beginning comprehension and production stages.

2.8.3- Conclusion :

Natural approach focuses on perception and significant communication and it intended to progress essential personal abilities both oral and written as well as Natural Approach belongs to methods of teaching based on observation of how learners acquire both first and second languages in non formal setting .they hold with (Newmark & Reibel, 1968, p. 15) that : « an adults can effectively be taught by grammatically unordered materials» . And such approaches is indeed, the only learning process which we know for certain will produce mastery of the language at a native level ».

2.9- Communicative Approach :

Communicative Approach refers to the theory of teaching according to the principle that the students and teachers should genuinely communicate with each other using the Target language, the roots of Communicative Approach go back to the British Language Teaching from late 1960, before then, the major British approach of teaching English as a foreign language was situational language. Situational language teaching was taught through situation based activities.

(Richards & Rodgers, 1988, p. 80) stated that : « Communicative Approach is a closer study of the language itself and return to the traditional concept that utterances carried meaning in themselves and expressed the meaning and intentions of the speakers and writes who created them » it means utterances in this method focus on the explanation of the presented meaning and intentions of the speakers .

In this context, (Littlewood, 1981, p. 47) claimed that : « the language competence can be achieved by simply memorizing grammar rules, sentence patterns and vocabulary, language is considered as a complex system and language learning involves an understanding of how it is actually used ». This intended to say this method is based on memorizing grammar rules, sentences and vocabulary and show how they are used in the language learning. he described then this approach as having a great number of characteristics. One of the most important features is that : « it pays systematic attention to functional as well as structural aspects of language, combining this into more fully communicative view », (Littlewood, 1981, p. 50). in other words two aspects can be concluded here ,on the other hand ,the pupil can have an active role in the process learning and he is given an opportunity for communication in the classroom.

2.9.1- Principles of Communicative Approach :

(Diane, 1986, p. 123) has summarized the salient principles of the Communicative Approach as follows :

Whenever possible, authentic language as it is used in a real context should be introduced ;

Being able to discover the speaker or the writers' intention is part of being communicatively competent ;

The target language is the goal of the study

One function can have many different linguistic forms ;

Students should work with language at the discourse or superessential level; they must learn about cohesion and coherence;

Errors are endured and seen as a characteristic result of improvement of relational communication skills.

The grammar and vocabulary that students learn follow from the function, suitable context and roles of the inter locutors.

Students should be offered opportunities to foster techniques for deciphering language as it is really utilized by native speakers.

We notice that communication principles can be principles and be also applied to the teaching of any skill at any level. The method has a wide variety of classroom activities which leads to the use of authentic materials from life, as well as from the classroom different audiovisuals aids which can be found and used, such as : signs, magazines, advertisements, newspapers, pictures, symbols,...etc

Pair and group work are suggested to encourage students to use and practice functions and forms.

2.9.2- Techniques used in Communicative Approach :

Presentation of brief dialogue example of : many dialogues ;

Oral practice of each utterance of the dialogue segment to be presented that day (entire class repetition, half class, groups, individuals) ;

Questions and answers related to the students' personal experiences but centered around the dialogue theme ;

Study one of the basic communicative expressions in the dialogue or one of the structures which exemplify the function ;

Oral recognition, interpretative activity (two or five depending on the learning level, the language knowledge of the students, and related factors) ;

Oral production activities proceeding from guided to freer communication activities ;

Copying of the dialogues or mini dialogs or modules if they are not in the class text ;

(Finocchiaro & Brumfit, 1983, pp. 107-108)

From these techniques discussed above, we notice their focus on fluency that should be emphasized, as well as helping students integrate their language skills, reading, writing, listening and speaking. In addition, teachers should be facilitators rather than lectures, while students should become independent and autonomous communicators (student centered learning). Typically, communicative approach involves a variety of activities and techniques, one example of a communicative activities is role playing : students take the roles of characters another example is the information gap activity : students should

control these activities, and a variety of answers should be acceptable, as a whole, students have a choice of activities and a choice of response.

2.9.3- Conclusion :

As a conclusion, communicative approach is best considered as an approach rather than a method, it has become a fashionable term to cover a variety of developments in syllabus design, it has developed and gained popularity In the last few decades and its visibility and implementation has been created over the early foreign language teaching approaches, teachers function as facilitators by talking lessons and listening more and letting the classroom to be student centered, and exercises have enabled students to gain competency in languages by enhancing fluency, creativity and further continues to provide opportunities for more competence. It intended to make communicative competence the goal of language teaching, to develop procedures for the teaching of the four language skills (speaking, writing, listening and reading). That acknowledges the interdependence of language communication and the motivation students to learn and use communicative skills.

2.10- Total Physical Response :

Total physical response is an approach of teaching a second language based on listening and linked to physical actions which are designed to reinforce comprehension of particular basic items, (Asher, 1977, p. 58) developed this language teaching method in which contents are instructed through orders, commands and instruction, demanding the learner's or even teacher's physical response, through body language and gestures, for instance, when a student is asked to open a window or a door, when learning the grammatical structure of the sentence : «would you please make the door open ? ». Through body actions and gestures, students can learn in a very clear way body language as well as Physical Response would lead students to have a deep understanding on the target structure

and meaning, this method is especially suitable for the teachers a beginning level course. However, Total Physical Response is a language teaching method built around the coordinate of speech action, it attempts to teach language through physical activities.

(Asher, 1977, p. 4) stated that : « most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by instruction », he views the verb and particularly the verb in imperative form as the central linguistic motif, around which language use and learning are organized.

The major aim of Total Physical Response is: to teach at the first level, comprehension is a means to an end, and the final aim is to teach basic speaking skills ; it aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker. In this context, (Freeman & Anderson, 2011, p. 137), said that : « it has been named the comprehension approach, it is called like this because of the importance it gives to listening comprehension» , and after the learner internalizes an extensive map of how target language works, speaking will not be perfect, but gradually speech will become the aim.

(Asher, 1977, p. 43) says that : « the instructor is the director of a stage play in which the students are the actors». In other words the teacher is the leader who decides what to teach, who medals and presents the new materials, and who selects supporting materials for classroom use, as well as he is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably, and he adds : « students understand if you surprise the individual with an unfamiliar utterance that you created by recombining familiar elements ». (Asher, 1977, p. 31) That is to mean learners have little influence over the content of learning, since content is determined by the teacher, who must follow the

imperative based format for lessons, students are additionally expected to perceive and react to novel blends of recently educated things Novel utterances are recombination of constituents that teacher should use directly in training, for instance, the teacher directed students with walk to the table and sit on the chair. These are familiar to students since they have practiced responding, they will understand now. Learners are also required to produce novel combinations of their own learners monitor and evaluate their own progress they are encouraged to speak when they feel ready to speak, that is when sufficient bases in the language have been internalized. In addition, learners should listen attentively and respond physically to commands given by the teacher, and learners are required to respond both individually and collectively.

2.10.1- Activities used in Total Physical Response :

Activity might contain instructions such as « walk to the door » « open the door « « sit down » « give Maria your dictionary » ,the students are required to implement the instructions by physically performing the activities ,given a supportive classroom environment ,there is little doubt that such activities can be both motivating and fun ,and it is also likely that with even a fairly limited amount of repetition basic instructions such as these could be assimilated by the learners ,even if they are unable to reproduce them accurately themselves.

2.10.2- Principles of Total Physical Response :

According to (Larsen_Freeman & Anderson, 2011, p. 142), the principles of Total Physical Response can be summarized as following :

Meaning in the Target Language can often be through actions and the target language should be presented in chunks, not just word by word ;

The teacher can direct students behavior through the imperative.

Students can learn by observing and doing their own actions.

Students must feel comfortable in order to facilitate learning

Language learning is more practical and dynamic when it is amusing.

Spoken language ought to be underlined through composed language.

Students will begin to speak when they are ready to do ;

We see that the principles of Total Physical Response focus on comprehension, that is to say languages are best learned when the learner receives lots of comprehensible input.

2.10.3- Techniques used in Total Physical Response :

«the major technique is the use of commands to direct behavior ». (Freeman & Anderson, 2011, p. 147), using commands is the major teaching technique of Total Physical Response ; example : the teacher performs an action both demonstrating and saying it : « I am brushing my teeth, «the teacher acts like brushing his teeth and then asks students to repeat the students».

Example 02 : teacher : John walks to the door .

(John walks to the door)

Teacher : if john walks to the door ,stand up.

(The class stands up)

Teacher : John open the door

John opens the door

Teacher : class if John opened the door sit down (The class sits down).

At one point, the teacher can give three connected commands.

Example : the teacher ordered the students to head to the door, walk to the door and touch the door, related orders can be given in order to learn more and more the aimed language.

Role reversal : students command their teacher and classmates to perform some actions ,students should not be encouraged to speak until they are ready.

2.11- Conclusion :

Total physical response is a strategy in which students make connections to words ,phrases and sentences by creating physical movements to define Them ,it is a way to physically interact with language and to solidify and demonstrate comprehension in order to reduce students' inhibitions and lower their effective filter, it was originated by Dr.James Asher, he decided to create a stress-free approach to learning a second language that used many methods found in the first language learning experience, Total Physical Approach is offered as an example of a general approach called Comprehension Approach which places the value on students' understanding of the target language and thus it emphasizes the listening skills.

Conclusion of the chapter :

learning a foreign languages was the interest of the community from a lot of decades ,however ,learning a new language can be hard sometimes ,so teaching a new language inherently comes with great obstacles ,as a result, teaching methods of a foreign language have been explored and emerged to improve the foreign language ability of the learner, the purpose of this chapter was to determine the effectiveness of various teaching methods used for students, teaching strategies identify the different available learning methods to enable them to develop the right skills, moreover, teaching methods are vital for everyone that is why teachers try to involve each student in the learning process. Namely, this learning process is identified as effective or ineffective methods of teaching,

for each aim of teaching ,there are particular methods furthermore, instructors should develop their teaching approach depending on students learning needs since each method is intended to ameliorate a special skill for example : Audio Lingual Method have been used to develop communicative competence and speaking through improving pronunciation and recognition of speech symbols ; Direct Method which is based on improving reading, speaking, as well as writing, at an early stage of learning the new language, Grammar Translation Method, which is used particularly to teach grammar and enhance its use ; teaching writing and how to memorize vocabulary rules, and to make the learner able to translate passages as an example translating literary passages, Natural Approach which aimed to enhance comprehension and focused also on the both oral and written skills, Communicative Approach which focused on developing the four skills (reading, speaking, writing and listening) and finally Total Physical Response which focused on developing listening skills, these methods were used to facilitate learning for students in a classroom ,encouraging active learning ,develop mutual cooperation among students and give prompt feedback to guide students in the right direction to the progress of learning a new language.

Chapter Three

Translation as a teaching and learning method

3.1 Introduction:

this chapter highlights many aspects of Translation, starting with its definition, then, the history of Translation method, with an overview of Translation in language teaching. Also, it sheds light on the importance of Translation in language teaching and learning, and its benefits. In addition to that, it tackles the effects of translation in Language Teaching and Learning. It focuses finally on the boundaries of Translation in language teaching and learning.

3.2 What is Translation:

Although Translation is known for everybody as the transfer of a message from the Source Language (SL), to the Target Language (TL), but its definition by the experts and theorists differs according to their views about the text to be translated, and the possible way to do this translation.

That is what (Munday, 2001, p. 4) meant when he said that: "The term translation itself has several meanings: it can refer to the general subject field, the product "the text that has been translated" or the process "the act of producing the translation, otherwise known as translating".

According to (Pym et al, 2013, p. 6), the term Translation, is primarily taken to include the reception and/or production and/or reworking of spoken or written bitexts (paired discourse in two languages), within the classroom situation.

(House, 2015, p. 2), stated that Translation can be defined as the results of a linguistic textual operation, in which a text in one language is recontextualized in another language.

Whereas (Jakobson, 1959), makes the difference between the translation within the same language, which he calls "Intralingual Translation ; and the translation as a transfer of expressions from a SL to a TL, which he calls " Interlingual Translation".

Moreover, he sheds light on another category of translation ; the translation of the Verbal Signs into Nonverbal signs, which he calls " Intersemiotic translation". (Jakobson,1959, as cited in Venuti, 2004, pp. 113-118)

we notice that grammar Translation method has been used in teaching traditional languages.

3-3: Abrief History of Translation in the Teaching of EFL:

As outlined in the sections 1 and 2, the didactive role of Translation in FLT has a fluctuated throughout time and has ranged from being the driving force of the classroom to being virtually and outcast (excepting, of course, translator training cources).

The Grammar-Translation Method :

The grammar Translation method created by German researchers (Howatt 2000.131).And later on advocated through works ،for example ,those by the American language specialist burns ,is most likely the primary that comes to mind when translation in FLT is referenced.This method is inhereted the precepts of other traditional methods(Vermes 2010.,85),but around then (this is,the nineteenth century)it began to be utilized with present day languages .The weaknesses of this methodology are most likely answerable for the overall hatred for translation (Vermes 2010,86).19th century linguistic held the view that languages were liable to rules ,which took into account correspondence between speakers .This was additionally the certain confident in The Grammar Translation Method: grammar rules comprised a conventional conde, directed by rational and particularly present in abstract for formal writings (Sánchez 2009:45).Without doubt, capability in a language was evaluated as far as the lexical and grammatical exactness displayed un translation (Enríquez Aranda 2003:120).Subsequently, this method upheld deduction ,remembrance of rules and a lists of jargon, translation and contranative analysis. Surely. Translation had a significant influence, un spite of the fact that it was not by any means the only action un the repertoire, it was basically used to point at different structures and rules of the L2. (Aguado & Bacerra, 2013, p. 40).

From this we can say that translation in the nineteenth century began to be utilized to teach present day languages.

3.3.1- :An overview of Translation in foreign language learning :

"Translation has long been in exile", says (Widdowson,2003, p.160), in his book Defining issues in English Language Teaching. Theoretically, it has really been exiled. only recently there have been strong voices to bring the issue back under discussion in institutional settings. For many years, language researchers

and experts imposed the striking ideas of L2 dominant classrooms, with a strong emphasis on excluding Translation and avoiding the use of L1. They came up with a variety of reasons for their claim, with almost no empirical justification for their arguments ;They failed to give any scientific evidence for the detrimental effect of Translation on and during the process of Foreign Language Learning. (Artar, 2017, p. 4).

From this view, we notice that many researchers deal with this idea of Translation in Language Learning but, it was criticized and rejected the use of Translation by many researchers; those researchers and experts did not gave any real reasons or scientific arguments to support this idea of excluding Translation.

3-4: Translation as a Technique in FLT:

Translation is considered a technique to teach foreign languages.

The term “Technique” in this research is used to refer to all kinds of in class work, carried out to meet the goals of the teaching. A project is considered to work and carried outside the class, and is expected as a supplement the class work, within this framework ; Translation is suggested as a technique that can be used alternatively in each method : "for every method, there are some techniques ,that is, classroom activities" (Ziahosseiny, 2009, p. 2). Translation may be adopted to the method the teacher applies and can provide learners with an opportunity to practice. As discussed above, one of the strongest reasons for Translation remaining unpopular for such a long period, is its close association with the GTM .In the GTM, the whole method was based on the Translation act and this is not appealing practice anymore. Therefore, translation needs to have a different image in order to meet the needs of today's learners. (Artar, 2017, p. 38).

we observe that Translation as a technique in FLT need to be modified since it is linked to GTM, it must have a new style to fit the needs of the leaners.

3-5:The importance of Translation :

Translation is an important method because :

Without translators, commerce, trade, worldwide relations, politics, law, science, and art would be seriously restricted.

Today, translators are joining together in professional organization to assure better working conditions and professional standards.

The Barcelona Olympic committee prepared its term of translation and interpreters with care all the same those responsible for linguistic control often had their work sabotaged by other Olympic officials who did not understand anything about Translation quality (Delisle, 1996, p. 3).

From this, we can say that Translation has a great importance in different fields of life.

3-6:The benefits of using Translation in Language Teaching and Learning:

Translation has many benefits in the learning and the teaching of a language ; they can be summarized as follows:

1-Translation exercises can help students in understanding the second language.

2- It can help students to check whether their comprehension is correct, and help them in maintaining their level in future ;

3- It empowers the students to retain more words, idioms, grammar and sentence structures.

4-Tranalation assumes a critical role in assisting students with creating and expressing thoughts in another language.

5-It decreases learning anxiety and improves inspiration to become more familiar with second language.

6- The use of Translation is the most natural way of teaching a new language ;

7- It can be an ongoing activity for the language learners. they can practice it as soon as they are exposed to a new language;

8-Translation is an authentic act of communication which helps learners to be in various real-life situations fostering language learning.

9-It allows the learners also to relate new knowledge with the existing one. (Joshi, 2015, pp.103-104).

We observe that Translation helps the learners in many aspects such as : comprehension, memorization, communication, in addition to helping them express their ideas.

3-7: Arguments for Translation :

There are many arguments which support the use of Translation in language teaching and learning which are:

It has been claimed that the use of Translation entails a series of benefits for language learners.

First, it has been reported forma foster participation and to be the preferred strategy by language learners. (pegenaute 1996:115).

Scholars have pointed out that by using Translation students may enhance their knowledge of L1. mainly through contrastive analysis.

(Aguado & Becerra, 2013, p. 42).

From the above-mentioned citations, we can say that Translation is beneficial since it enriches the learners knowledge and it is a useful strategy.

3-8: The effect of Translation as a learning strategy:

Translation is an important strategy which affects the learning of foreign language.

The use of Translation as a learning strategy in teaching environments has been a research target for many studies to understand if it is beneficial compared to other teaching .one of them, comparing Translation with a non-translation method. (Ramachandram and Rahim, 2004) investigated the effectiveness of Translation in teaching vocabulary to 60 Malaysian elementary level ESL learners. The students were randomly assigned to one experimental and one control group. While the experimental group received Translation method as the treatment, the control group received non-translation method. the findings of the study revealed that the Translation Method had a positive impact on learners recall and retention of the meaning of the target words. In other words, the study evidently showed that Translation was an effective way to improve ESL learners vocabulary learning ability.

In another comparison study, Moritono and loewen (2007) focused on the possible connection between L2 jargon and image -schema -based instruction. The study attempted to find out if there was a difference between image schema -bases instruction (ISBI) and Translation -based instruction (TBI) on acquisition of L2 polysemous words. A total of 58 Japanese high school learners of English

in three different classes participated in the study. Two classes were used as a treatment groups , one ISBI and the other receiving TBI . the remaining class was control group and they received no instruction on the target vocabulary items .In the treatment groups ,20minutes were allocated forma the instruction on the target words: the verb break and the preposition ever .the effects of these two types of instruction were measured by learners performance on a vocabulary acceptability judgment test and vocabulary test that were used as pre-tests, post-tests and delayed post-tests .the analysis of tests showed that ISBI and TBI outperformed the control groups and the study revealed some evidence that explicit instruction results in learner's use of L2 polysemous words in a more accurate way. (Mutlu et al, 2015, p. 237).

In other words, Translation is considered a learning strategy which has a positive effects for the learners.

3-8.1: Merits of using Translation in Teaching of English Language:

Translation is not as terrible is considered as a very advantageous method for many reasons:

1-The influence of the mother tongue is at a higher level. L1 shapes the thinking, and translation helps in better comprehending.

2-Translation is a natural and necessary activity that is going on all the time, and that will always be needed.

3-Language competence is a two-way system.

4-The reality of language is another important aspect.

5-Usefulness:

a-Invites speculation and discussion.

b-Develops qualities that are essential to all languages: accuracy, clarity and flexibility.

c-The teacher can choose material to show specific parts of language ,and students can see the connections between language use and grammar or sentence structure.

d-Translation allows students to rehearse a variety of styles and registers. (Rehta, 2010).

We can conclude that Translation is very advantageous, since it helps the learners have better understanding, in addition to its importance for learners to improve language.

3.8.2: The application of Translation in foreign Language Teaching:

Generally speaking, Translation has not just filled in as a methods for L2 adapting yet additionally added to the improvement of national language also . A fine example of this is Woolfell (.311-383Ad), who invented the gothic alphabet in order to translate the Holy Bible and Christianize the Goths. The Woolfell Bible constitutes the oldest "monuments" of the German language and an exquisite example of the power of Translation. Additionally, the practice of translating STs (the source texts) into the second language (L2) was, for centuries, a traditional medium of instruction for second /foreign languages. It was so widespread that it has been applied even by contemporary researchers and teachers (Duff1989). In fact, in a few cases, teachers of "traditional school" supported this method against more open approaches. In the field of teaching methodology ,it was ser up as the "Grammar Translation Method ", but, it is also called the "Prussian Method "or "Cicero's Method". . (Tsagari & Floros, 2013, pp.174-175).

Translation in foreign language teaching was not used for teaching language only, but it was used for years to translate Bible, for which it was a preferable method.

3.9: Translation in language teaching and learning:

The received wisdom of one influential school of thought, has a simple answer to the question of what role of Translation has in language teaching: none at all. The reasons for its rejection are discussed in detail in (Cook, 2010), but they would all appear to derive from the general assumption that any reference to the learners L1 is an interference in their learning of an L2. Hence, conventional L2 teaching method does not encourage the augmentation of experience that is alluded to, but on unexpectedly cuts students off from it.

But, although teaching tries to force this discontinuity, learners, of course, oppose it. They allude to their L1linguistic experience as a natural expedient of making sense of what is new, by relating it to what exactly is natural. So, despite

the fact that translation might be allotted no role un language teaching, it assumes an essential role in language learning. (House, 2014, p. 229).

We can say that Translation has a greater role in language learning than in language teaching, since it is a natural way to make a sense by students.

3.9.1: Translation in language teaching :

In his scholar by book Translation in Language Teaching, (Cook, 2010) argues in favor of rehabilitating Translation as a major aim and means of language learning, and a major measure of success, particularly in single language classes taught by bilingual teachers. He creates the phrase "Translation In Language Teaching "(or TILT), to refer to the use of Translation as an integral part of the teaching and learning process, as a whole and as a part of the general revival of bilingual teaching (Cook, 2010) Cook's translation -oriented pedagogy is framed within a perspective on curriculum theory for language teaching that draws on the principles of four educational philosophies : technological, social reformist, humanistic and academic. He clarifies the essential principles of these way of thinking as follows:

1-Education should serve practical purposes, providing, individuals and society with necessary skills, both general (numeracy, literacy, IT, … etc) and specialized (for example, medical training.

2-Education is a means of bringing about desirable social change, developing certain values, beliefs, and behaviors. It may be utilized, for instance to instill great citizenship, a specific faith, or political philosophy.

3-Education should provide personal fulfilment and development forma individual, not only for particular por social reasons, but also as an intrinsic good.

4-Education should preserve, develop and transmit knowledge and understanding of an academic discipline. (Laviosa, 2014, p. 41).

according to what has been said in this paragraph we can say that Translation can be considers as an important part of language teaching and learning and it has a role in education.

3-9.2: Translation in FL teaching and learning: restructuring the boundaries:

A good starting point for clarifying the different types of the language classroom is De Arriba Garcia's proposal (1996). Based on the conceptualizations of both (Lavault's,1985) and (Hurtado, 1987, p. 77), she proposes accepting Translation in the language classroom under the Label of "pedagogical Translation". According to her, this label allows the inclusion of Translation FL teaching as a skill that entails the rehabilitation of the L1 in the FL classroom. She distinguished three quite different phenomena under pedagogical Translation.

First, Translation in the FL classroom may refer to translating texts where student work on reading and writing skills as well as comparing grammar structures and other aspects between the two different languages. By contrast, a second kind of what she refers to as "'interior Translation" involves the student in translating an utterance produced in the FL into his/her L1 in order to access its meaning. This phenomenon is particularly prominent in early stages of learning. a F L, where it may constitute a strategy that allows students to compensate of a lack of knowledge in L2.

Finally, a third type of Translation, explicative or 'explanatory Translation ', is typically used as a resource by the teacher, for example as a way of explaining certain words and/or grammar content, to identify and avoid false friends, to enable students to understand certain utterances straightway, or to check whether they have understood specific explanations. (Lucía, 2018, pp. 5-6).

We can observe here that we use Translation in language teaching and learning for a pedagogical function, which has three types of Translation: one to explain and one to get the meaning, and another one just to help the learner in writing and reading skills.

3.10: conclusion:

The current chapter tackled first the history of Translation Method in language teaching. The next part included the importance of Translation and its benefits in language teaching and learning. In addition to that it deals with the effects of Translation in language teaching which shows positive effects. Lastly this chapter focus on Translation in language Teaching and learning and its application which has many advantageous.

Chapter Four

Chapter Four: Research Methodology and data gathering

4-1-Introduction:

This chapter presents the research methods used in this thesis. It includes the research design, population and sampling, data gathering tools. Further, the present research is examining the effectiveness of using translation as a method to teach and learn English language. on Algerian EFL students. particularly, the investigation took place at Yahia Fares University of Medea with mixed classes Second Year License students of English, in addition to translation teachers.

4-2 Research design:

A research design is the process of building a structure, or plan, for your research project. (Leavy, 2017, p. 9).

The study was done at the Department of English at Yahia Fares University of Medea. It addressed for Second Year License Students and Translation Teachers in this Department. This research was conducted in the form of a case study and used quantitative method. Two main instruments were used : teachers' questionnaire and students' questionnaire.

4-2-1 Case Study :

This research takes Second Year License Students of English as a case study at Medea University.

4-2-2 Methodology:

Leedy and Ormrod (2015) define the research methodology as a general approach the researcher takes in carrying out the research project ; to extent, this approach dictates tools the researcher selects.

The current research uses one method which is the quantitative technique. This method it is used to collect and analyze the data. In this regard, Kothari (2009) points that the quantitative method working for a post positivist paradigm,

design a survey research project with a questionnaire as the data collected method. Thus, this method is relevant for this research to have a good result.

4-4 Population and sampling.

The population and samples of the present study are Second Year License Students of English, at Yahia Fares University of Medea.

4-4-1 Students' Profile.

The students participated in this study were Second Year License Students of English, at Yahia Fares University of Medea. The sample was made of twenty-one students, a number which included six males and fifteen females

4-4-2 Teachers' profile.

The detectives were teachers of English at Yahia Fares University of Medea. They were four male teachers. They teach translation, as a means of helping the students to learn English language, which is the most important aspect that serves this study dealing with teaching language.

4-5- Data Gathering tools.

4-5-1 Questionnaire.

Kothari (2009) said that a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms.

4-5-1-1: Students' questionnaire.

This questionnaire was directed to Second Year License Students of English, at Medea University. Taped during the academic year 2020-2021. It aimed at collecting data about language learning, developed using translation among the Yahia Fares University students of English, and how translation affects the learning of English language. The questionnaire is a combination of closed-

ended and open-ended questions. It contains 19 questions, aiming at exploring students' attitudes towards the use of translation to learn English language and to improve different skills.

4-5-1-2: Teachers' questionnaire.

The questionnaire was directed to Translation teachers at Medea University. It aims at gathering information about teacher's attitudes towards the use of translation as a method of teaching English language. The teachers' questionnaire consists of 21 questions. It contains two parts. The First part seeks specific information about the teachers' name, gender, and specialty. The second part is about the teachers attitudes towards the use of translation to teach English language, and improve students' skills.

4-6: Data Analysis.

4.6.1. Students' Questionnaire Analysis

1: Students' Gender:

Option	Number	Percentage %
Male	6	28.6 %
Female	15	71.4 %
Total	21	100 %

Table 4.1

According to the obtained results (71.4%) of the participants are females, whereas (28.6%) are males. This means that females form the majority of Second Year License students of English.

2: Students Level:

All the students who participated in this study are Second Year License students of English.

Q3: what secondary school branch did you graduated from?

All the students who participated in this study were graduated from Foreign Languages branch.

4: Students' mother tongue is:

All the students who participated in this study share the same mother tongue which is Arabic. since they belong to the same community which is Alegria particularly Medea city.

Q5. How old were you when you started Learning English?

All the students who answered this questionnaire they start to learn English in early ages between (9 to 14) years old

Q6. How long have you been learning English?

All the students who filled the questions of the questionnaire have been learning English for 7 to 11 years.

Q7. Does translating sentences from Arabic to English while writing an English text help you to express yourself better in complex sentences?

Option	Number	Percentage %
Yes	13	61.9 %
No	8	38.09 %
Total	21	100 %

Table 4.2

The results show that (61.9%) of the students use translation from Arabic to English while writing English texts in expressing themselves better in complex sentences. From this, it can be said that students who use translation from Arabic to English improve their writing skills. However, only (38.09%) of the students

are against using translation while writing English texts. These students may never use translation while writing.

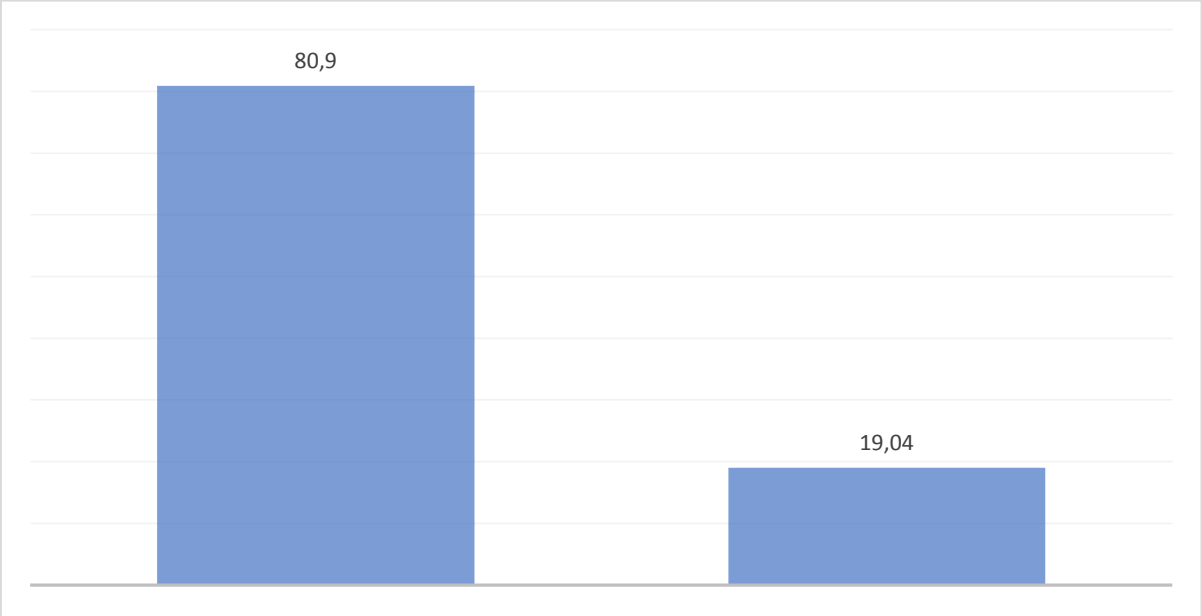
Q8. Do you translate the difficult sentences into Arabic in your mind while reading a difficult text?

Option	Number	Percentage %
Yes	13	61.9 %
No	8	38.09 %
Total	21	100 %

Table 4.3

The majority of the students (61.9%) do translate difficult sentences into Arabic in their mind while reading difficult texts, and (38.09%) are against this idea. Students who said (yes) justified their answers by stating that this method helps them to have a clear idea and for better understanding of the text.

Q9. Does translating the sentences from English to Arabic while reading an English text makes it easier for you to understand what you read?



Graphe 4.1

The figure shows that (80.9%) of the students agree with the idea that translating sentences from English to Arabic while reading an English text helping students to understand what they read. Therefore, it can be concluded that these students tend to use translation while reading texts to have better comprehension of the texts. As for the students who said (No)only (19,04%) do not support this idea. These participants may not consider translating sentences to Arabic while reading an English text as a way for better understanding.

Q10. Do translation activities help you to improve your writing skill while learning English?

Option	Number	Percentage %
Yes	19	90.5 %
No	2	9.5 %
Total	21	100 %

Table 4.4

The results demonstrate that (90.5%) of the respondents believe that translation activities improve their writing skills while learning English. In this way. They emphasize the idea that translation develop the writing skills. While, only (9.5%) of the students think that translation does not makes any improvements in their writing skills. These students may not feel any improvement in their writing style by using translation.

Q11.Do translation activities improve your English grammar knowledge?

Option	Number	Percentage %
Yes	15	71.4 %
No	6	28.6 %
Total	21	100 %

Table 4.5

According to the results in the table above, (71.4%) of the participants agree that translation ameliorates student's English grammar knowledge. This means that grammar knowledge can be improved by using translation. The rest of the participants (28.6%) are against this idea. These students said that translation does not improve grammar knowledge.

Q12. Does translating from Arabic to English improves your writing?

Option	Number	Percentage %
Yes	15	71.4 %
No	6	28.6 %
Total	21	100 %

Table 4.6

The results which are illustrated in the table reveal that (71.4%) of the students agree that translating from Arabic to English improve their writing. This means that translation ameliorate their writing. However, only (28.6%) of the students disagree with this idea.

Q.13.While writing an English text, do you translate the difficult sentences in your mind from Arabic to English?

Option	Number	Percentage %
Yes	14	66.7 %
No	7	33.3 %
Total	21	100 %

Table 4.7

The statistics indicates (66.7%) of the students do translate difficult sentences in their minds from Arabic to English while writing. So, they consider translation as a helpful way to increase their comprehension and develop their writing styles, and (33.3%) of the students were not interested in using this method .it means that they may be write directly in English without need to translate.

Q14.Do translation activities improve your English vocabulary knowledge?

Option	Number	Percentage %
Yes	18	85.7 %
No	3	14.3 %
Total	21	100 %

Table 4.8

According to the student's point of view (85.7%) coincide that translation activities improve their English vocabulary knowledge. That is to say these students follow these activities to enrich their vocabulary. While only (14.3%) of the students do not think that translation is a beneficial for improving their vocabulary. From this we can conclude that these students may use other activities to work on their vocabulary.

Q15.Does mental translating decrease your fluency while speaking English?

Option	Number	Percentage %
Yes	13	61.9 %
No	8	38.09 %
Total	21	100 %

Table 4.9

The outcomes show (61.9%) of the students agree that mental translation decrease their fluency in speaking. So, according to those students, translation has no

impact on speaking fluency. On the other hand (38.09%)of the students think that translation increase speaking fluency ,this means that these students may be are good speakers with using translation.

Q16.Do you have to translate while preparing assignments, writing and giving presentations?

Option	Number	Percentage %
Yes	12	57.1 %
No	9	42.9 %
Total	21	100 %

Table 4.10

The results show that (57.1%) of the participants do translate while preparing assignments, writing and presentation. So, translation helps the students to prepare presentation and to improve their writing, in contrast (42.9%) of the participants do not use this method, maybe they consider it as a useless method.

Q17.Do translation activities have a positive effect on your fluency in speaking English?

Option	Number	Percentage %
Yes	15	71.4 %
No	6	28.6 %
Total	21	100 %

Table 4.11

The results show that (71.4%) of the students agree that translation activities have a positive effect on speaking fluency. While (28.6%) of them are against this idea.

Q18. Do you think that translation can be used together with other methods while teaching a foreign language?

Option	Number	Percentage %
Yes	14	66.7 %
No	6	28.6 %
No answer	1	4.7 %
Total	21	100 %

Table 4.12

The results illustrate that (66.7%) of the students think that translation can be used together with other methods while teaching English. So, teaching foreign language requires translation with other methods. While (28.6%) of the students are against using translation with other methods, so using translation alone is sufficient.

Q19.Do you prefer to write the text in Arabic Second, and then translate into English instead of direct writing in English?

Option	Number	Percentage %
Yes	8	38.09 %
No	13	61.9 %
Total	21	100 %

Table 4.13

The figure show that (38.09%) of the students do prefer writing a text in Arabic Second then translate into English instead of direct writing in English, may be those students have a weak style of writing. while, the majority of the students (61,09%) oppose this method they consider it as wrong method. They justified their answers by stating that it is not effective and do not make a sense.

4.6.2. Teachers' Questionnaire Analysis

-Teachers' Gender:

The results show that all the teachers who filled the questionnaire were males.

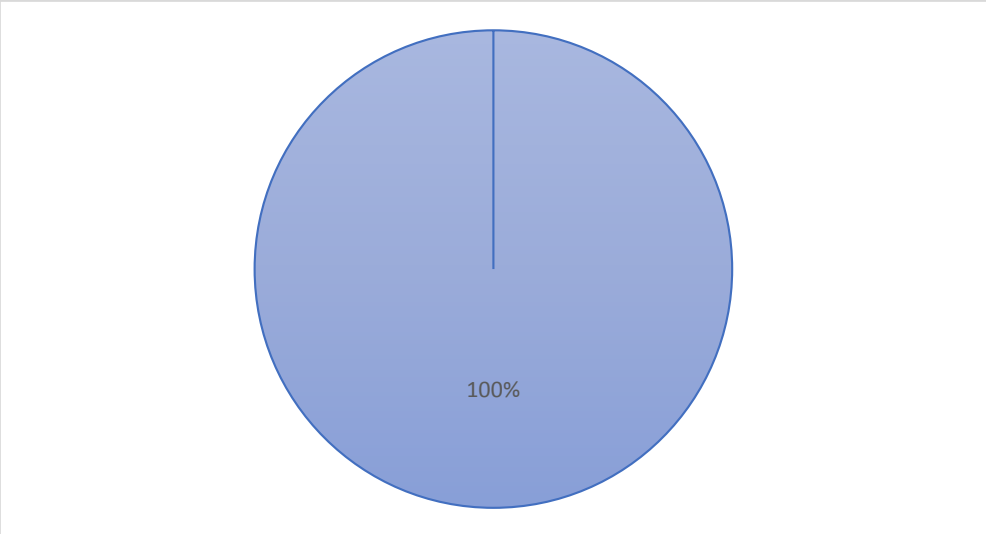
- Teachers' specialty:

The result shows that all the teachers who answered the questionnaire were specialized in translation.

Q4. How long have you been un higher education?

The average teaching experience of the participants is approximately Seven years. The shortest teaching experience is one year and a half, and the longest one is from Ten to Fifty years. From this angle, it can be said that the obtained data about the topic is reliable as the participants are acquainted with different students' capacities. Thus, they can deal with students according to their level.

Q5. Do you think that translation activities should be included in the language teaching curriculum?



Graph 4.2

The obtained results in the figure above illustrate the teachers' views concerning including translation activities in language teaching curriculum inside classrooms. The majority of the teachers (100%) coincide with this idea.

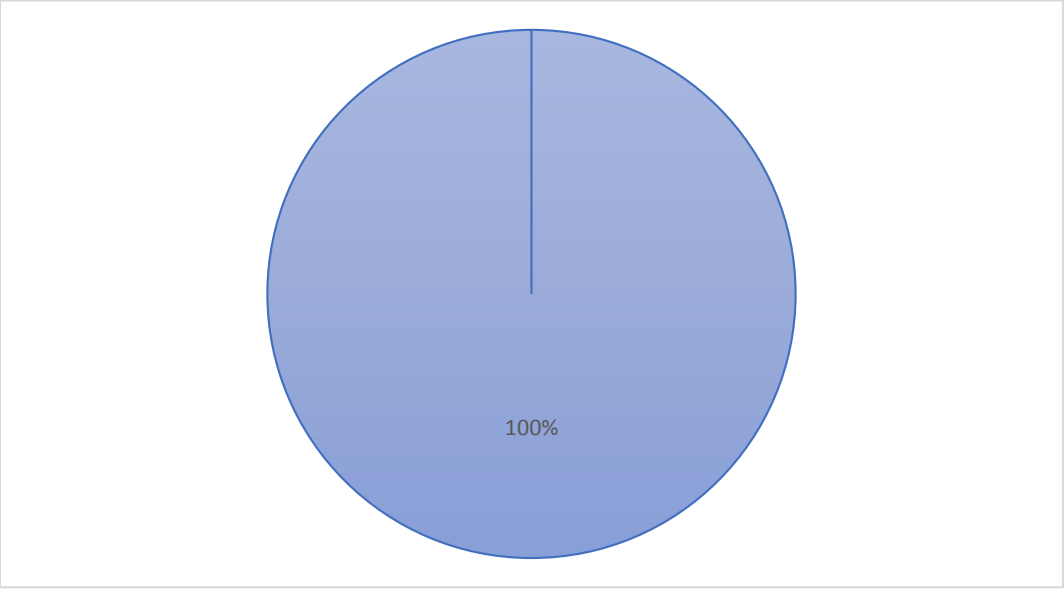
Q6. Do you think that translation is a language skill just like reading, writing, listening, and speaking?

Option	Number	Percentage %
Yes	4	100 %
No	0	0 %
Total	4	100 %

Table 4.14

The table shows that all the teachers (100%) affirm that translation is a language skill just the other skills. Therefore, translation can be considered as an important language skill as the others.

Q7. Do you think that the module of translation is useful in language teaching and learning?



Graph 4.3

The results show that (100%) of the teachers think that the module of translation is useful in language teaching and learning. According to the teachers' opinion, we can conclude that translation is a valid method forma language teaching and learning.

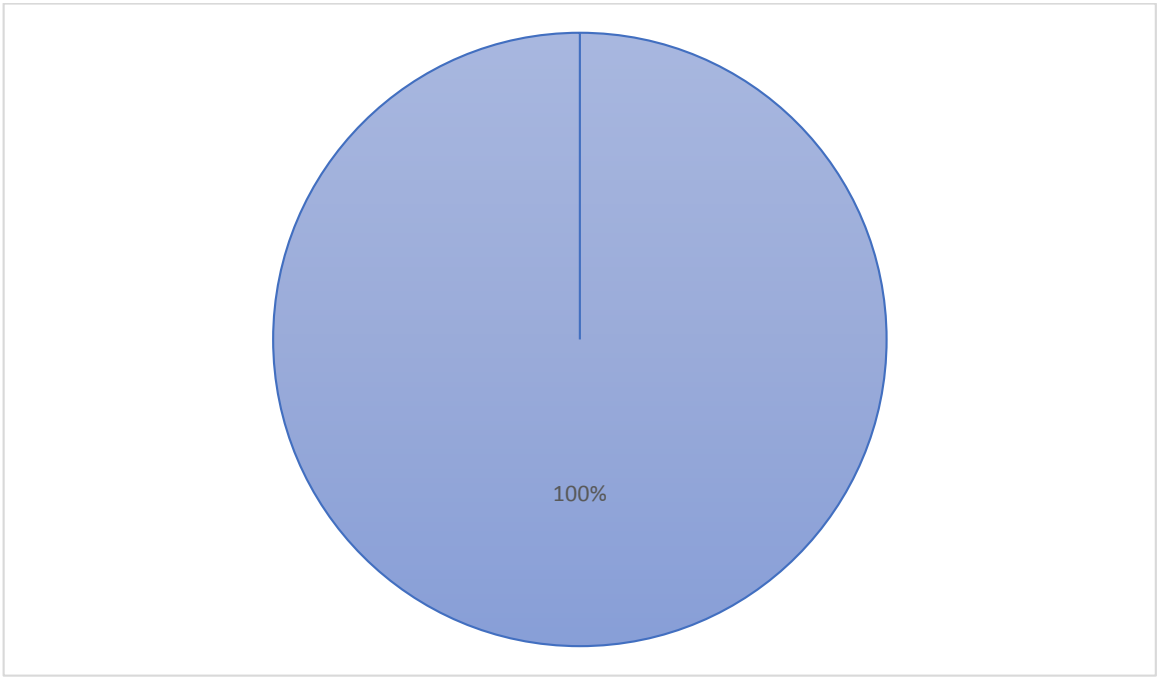
Q8. Communicative translation activities should be used in foreign language teaching?

Option	Number	Percentage %
Yes	2	50 %
No	2	50 %
Total	4	100 %

Table 4.15

The table detects that (50%) of the teachers see that communicative activities should be used in foreign language teaching. Teachers who said (Yes) justified their answers by stating that it enhances language skills and proficiency in English, especially the creative skills (speaking and writing), and because learning a foreign language requires Second of all being aware of the differences between the mother tongue and the foreign language de want to learn. As far as the teachers who said (No) (50%) of them do not encourage the use of communicative translation activities in language teaching.

Q9. Do you think that translation assignments, in-class tasks and projects that require students to translate will contribute to their language teaching?



Graph 4.4

The prevailed opinion of the teachers about translation, in -class tasks and projects that require students to translate will contribute to their language learning was totally positive because all of them (100%) answered with (yes). So, this is a valid method for language learning.

Q10.Which skills can be improved through translation?

-writing. -listening

-Reading. -speaking

The teachers 'point of view concerning the skills that is improved through translation.

Two teachers said that it improves writing and reading, and the other one see that, it develops writing, reading, and speaking. The rest of the participants

think that it improves the four skills. As a conclusion, translation is really evolving the language skills especially reading and writing.

Q11.What do you think about your students translating sentences from Arabic to English while writing an English?

Option	Number	Percentage %
Good method	3	75 %
Bad method	1	25 %
Total	4	100 %

Table 4.16

The results show that three teachers are against the use of this method, because they consider it as a bad habit except one teacher who supports it, because he thinks that it would be beneficial as far as students are aware of the linguistic and the cultural specificities of both languages.

Q12. What do you think about your students translating the difficult sentences into Arabic in their mind while reading a difficult English text?

Option	Number	Percentage %
agree	3	75 %
disagree	1	25 %
Total	4	100 %

Table 4.17

According to three teachers translating the difficult sentences into Arabic in their minds while reading a difficult English text is a good way to follow because it enhances their reading and listening skills through enriching their vocabulary. However, only one teacher said that it is not the right way to learn a foreign language.

Q13.What do you think about your students write the text in Arabic First and then translate it into English instead of direct writing in English?

Option	Number	Percentage %
agree	3	75 %
disagree	1	25 %
Total	4	100 %

Table 4.18

According to the table above three teachers support this concept they consider translation as the best technique. While, only one of the participants think that it is useless technique. From this we can say that writing the text in Arabic First then translate it instead of direct writing in English is a valid way that help the students to get a good style of writing.

Q14. What are the effects of translation between the mother tongue and English con the reading skill?

According to all the teachers the effects of translation between the mother tongue and English on the reading skill are: it enhances language mastery, it enriches vocabulary, and it is a reading-based act the more de translate the more de need. That is to say, translation has a great impact in the improvements of the reading skill.

Q15.What are the effects of translation between the mother tongue and English on the writing skill?

The teachers 'feedback about the effects of translation between the mother tongue and English on the writing skill according to their point of view it enriches the vocabulary and the writing skill, in addition to that it enhances the awareness of the stylistic of both languages .so it has a positive impact on the learners writing style.

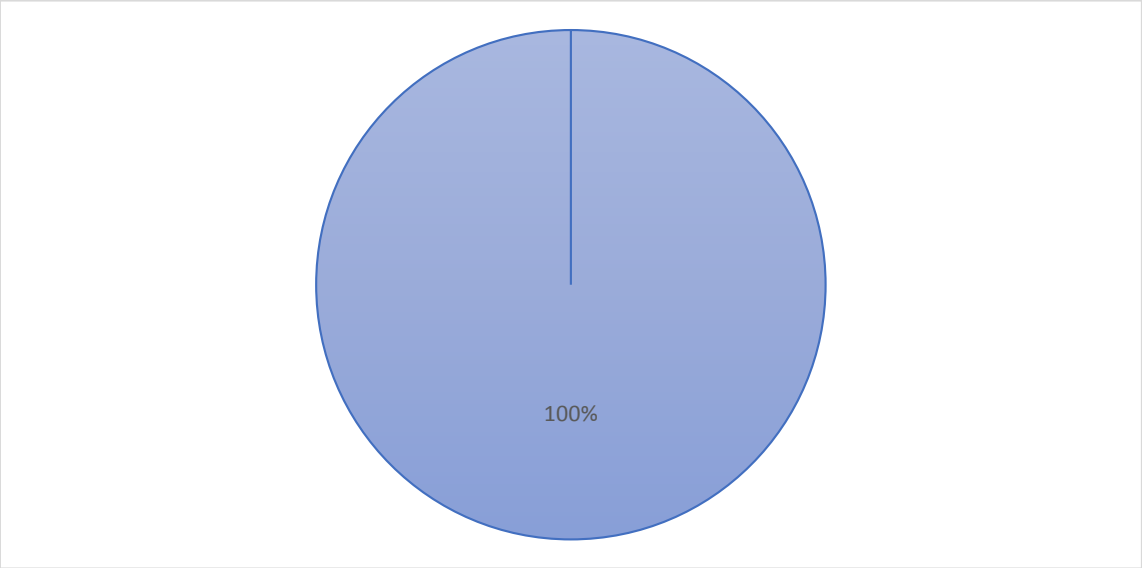
Q16. What are the effects of translation between the mother tongue and English con the speaking skill?

Two participants see that translation has a positive effect in the speaking skill because for them it develops their speaking skill by correcting their mistakes by themselves. The rest of them they said that it has no effects.

Q17: What are the effects of translation between the mother tongue and English con the listening skill?

According to the table above two teachers think that translation has no effect on listening while the two others see that it has an effect on listening because, it aids in developing oral comprehension. It aims to say there is two sides.

Q18. Do translation activities improve the students' English grammar?



Graph 4.5

The results show that all the teachers agree that translation activities improve the student's grammar which means that English grammar can be developed through translation.

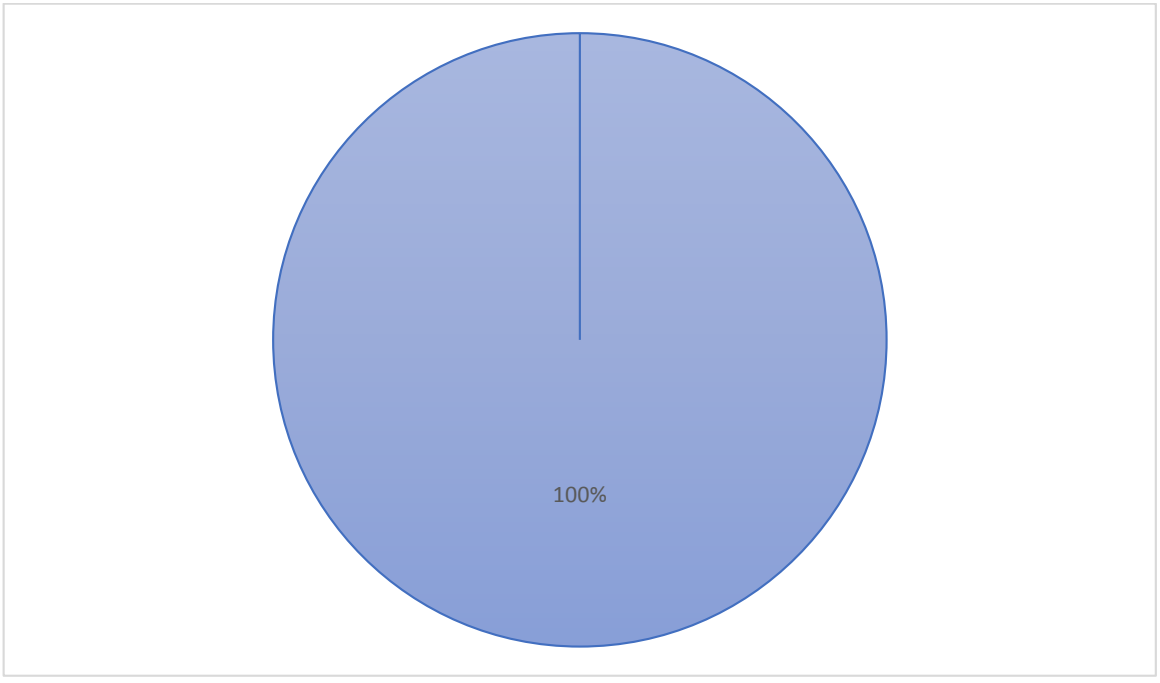
Q19. Do translation activities improve students 'English vocabulary?

Option	Number	Percentage %
Yes	4	100 %
No	0	0 %
Total	4	100 %

Table 4.19

The table above shows that (100%) of the participants support this idea. Thus, it can be said that translation enriches student's vocabulary.

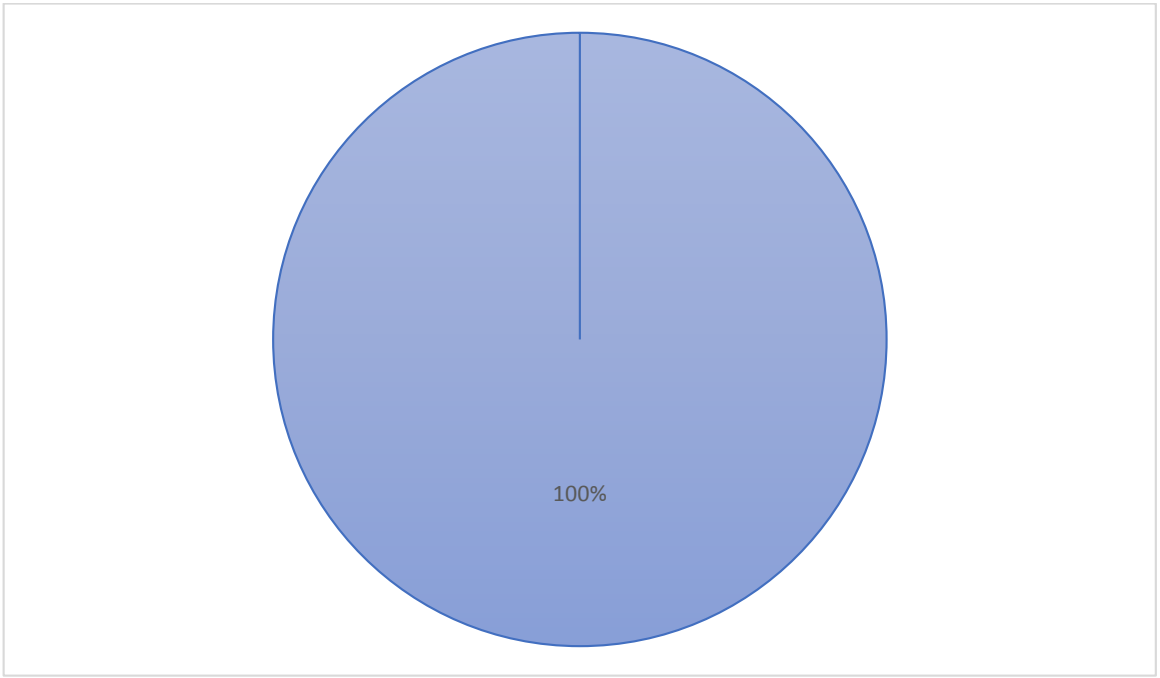
Q20.Does the translation between the mother tongue and English has a positive effect on students' fluency in speaking English?



Graph 4.6

The figure indicates that (50%) of the teachers agree that translation has a positive effect on students' fluency. However, the rest of the teachers reject this thought. From this we can say that translation has both positive and negative effect in speaking fluency.

Q21. Do you think that translation can be used together with other methods while teaching a foreign language?



Graph 4.7

The outcomes demonstrate that all the teachers think that translation can be used with other methods because forma them learning a foreign language requires the awareness of its specificities and differences from the mother tongue this awareness can be achieved through translation.

4.7 Discussion of the Main Findings

The results of the students questionnaire revealed a clear support for the hypotheses that translation is an efficient tool in language teaching and learning ,and it improves language skills and vocabulary .The majority of the students agree that translation improves the language skills particularly writing, reading , and speaking .Students tend to gain vocabulary and grammar in addition to that , translation encourages the students to strengthen their reading skill by translating the complex sentences and it has a positive influence on fluency in speaking

English language it means that translation has a substantial role in communication since it aids them to prepare for presentation .As for the writing skill ,many students coincide that translation innervates their writing skill by acquiring a wealthy register to be used in their writing styles through translation .Moreover, students also agree that translation helps them to maintain vocabulary knowledge and grammar that is to say ,grammar and vocabulary can be improved through translation.

Only a small number of students are against using translation to improve writing, reading, and speaking. Further, they think that translation has no effects in developing the four skills and in enriching vocabulary and grammar.

With respect to the teachers answers, a large number of responses were quite positive towards using translation in language teaching and learning. The majority of the teachers affirmed that translation strengthen the students four skills, and it improves student's grammar and vocabulary due to that, they tend to use translation and gave positive feedback to students during translation classes. Besides, all teachers mention that translation has a positive impact in developing the four skills that can be considered as an idealistic method in teaching. Moreover, it can be inferred that teachers' responses supported more our hypotheses and answered our research questions.

4.8 : Conclusion

This chapter was devoted the description of research design, Population, Sampling, and data gathering. It was an attempt to answer the research questions and the hypotheses, put forward through the analyses of both, the students' and the Teachers' questionnaires. base on the findings, it can be concluded that the central hypothesis which say that translation is an efficient tool in teaching and learning of English language is valid, the others hypotheses are also confirmed.

General Conclusion

the use of translation into the foreign language learning and teaching has generated a considerable concern among teachers and learners, the role of translation can be seen as a pivotal role in the process of learning and teaching, Duff (1994) stated that "translation happens everywhere ,all the time so why not in the classroom"

Duff's statement clearly reflects the positive influence of translation in the process of learning and teaching.

Hence, the present work was designed to investigate the effectiveness of translation as a method to teach and learn English, it tended to shed light on whether translation can be a valid method in language teaching and learning.

This work consisted of four chapters : the first chapter gave a brief definitions of some concepts of the research ,in addition a brief historical background of translation ,the second chapter tackled some varied classical methods used in language teaching and learning ,the third chapter dealt with using translation as a method in learning and teaching ,its importance and its benefits ,the fourth chapter addressed with the research methodology ,research design, population, sampling ,Data collection techniques, Data analyses and discussion of the result .

The findings revealed that translation has a positive impact in learning and teaching, it enables students to improve their four skills (listening, reading, writing and speaking) and it helps them strengthening their grammar and vocabulary knowledge. In fact, students tend to use translation in making their language more

prosperous so that this method is considered as an adequate one for them.

Thence, on the basis of the results, the research questions were answered and the hypotheses that were tested come to be confirmed.

References

- Aguado ,T.M.&Becerra,J.S.(2013).An overview of Translation In Language Teaching Methods:Implication For EFL In Secondary Education in the Region of MURCIA.Revista de lingüística y lenguas Aplicadas, 8,1886-6298.http://doi .org /10.4995/rlyla.2013.1161.
- Artar,p.(2017).The Role of Translation In Foreign Language Teaching.Doctoral thesis .The Univer .of Rovira Ivirgill.Tarragona.
- Asher,J.1977,Learning Another Language Through Actions :the Complete Teacher's Guide Book,Los Gatos ,Calif :sky oaks productions.(2nded,1982).

- Attila Imre (2012) Communication through translation, in The Proceedings of the Communication, context, interdisciplinarity, Vol. 2. Editura Universității Petru Maior Tg.-Mureș, pag. 1051-1055. ISSN 2069-3389. Thomson Reuter's (ISI) Conference Proceedings Citation Index (CPCI).

- B.J Whorf,selected wrintings of Benjamin Lee whorf ,the Technology Press of Massachusets ,Institute of Technology and John wiley,Inc,Newyork,London.

- Brooks ,N.1964.Language &Language learning :Theory and practice ,2nd ed ,NewYork :Harcourt Brace.

- Caroll,J :(1963). « Research on teaching Foreign languages ». Jin.N.Gage(ed.),Handbook of research on Language Teaching. (chicago :RandMCNally).pp.1060_1100.

- Chastain,R. Developing Second Language Skills,Chicago :Randon MC MA ;1976,Pp,103.104.

- Davies, P .(1999).ELT.Literacy and Social Developement-a critical review status of ELT in the context of educational developement International confereence on : National And Regioanl Issues in English Language Teaching: International perspective ,organized by ELTIP ,Bengladesh.

- Delisle ,J.(1996).Teaching Translation from Spanish to English.Canada.University of Ottawa Press.Allison Beeby Lonsdale.Didactics of Translation series :3.

- Diane Larsen_Freeman & Marti Anderson (2011). Techniques &Principles in Language Teaching ,Oxford University Press.

- Diane Larsen_Freeman & Marti Anderson,2011, Techniques and Principles in Language Teaching,Oxford University Press.

- Diane,L.F,Teaching Techniques in English as a Second Language , Oxford :OUP,1986.Pp.128,130.

- Diane,L.F,Teaching Techniques In English as a Second Language ,Oxford : OUP : 1896,PP,128.130.
- Duff, A.(1994) Translation ,Oxford University Press.
- Finochiaro ,M.,C.Bramfit.1983,the functional National Approach from Theory to Practice,Newyork : Oxford University Press.

- Freeman,D.L.,&Anderson .M.(2011).Techniques and principales of Language Teaching(3rd ed):Newyork.Oxford.University press.

- Grace Hui,Chin Lin & Paul Shieh_chieh Chien,ND,An Introduction to English Teaching,VDM,P24 ,Verlag Dr.Muller :ISRN :978-3-639-227314.

- House,J.(2015).Translation Quality Assessment past and present .London and New york. Routledge.

- House,J.(ed.).(2014).Translation :A Multidisciplinary Approach. Germany. Palgrave Macmillian .Doi:10.1075/97 81137025 487.
- Jain,R.K,Essential English Teaching,Agra :Kailash,PVT,Pub, (2nd ed), 1972,P.141

- Joshi,N.(2015).Use of Translation in Language Teaching-Learning . International Journal for teachers of English,5(3),101-105. http://www,eltvoices.in .

- Kothari, C.R(2009).Research methodology :Methods and techniques .(2nd ed).New Delhi: New Age Publication.
- Krashen ,S.,& T.Terell,1983.The Natural Approach :Language Acquisition in the classroom Oxford :Pergamon.

- Larsen _Freeman,D.(2000). Techniques and Principles in Language Teaching,Oxford : Oxford Education.

- Larsen Freeman,D.&Anderson. M, Techniques and principles in Language Teaching, Oxford Press,3rd edition.

- Laviosa,S.(2014).Translation and Language Education pedagogic approaches explored .London.Newyork.Routledge.

- Leavy ,p.(2017).Research design :Quantitative.qualitative,mixed methods , arts -based ,a community -based participatory research approaches. New york : The Guilfrod Press.
- Leedy ,P.D.,&Ormrod ,J.E.(2015).Practical research :planing and design (11th ed) .England :Pearson Education Limited.
- Littlewood,W.Communicative Language Teaching : An Introduction ,Cambridge :CUP.1981.

- Littlewood,W.Communicative Language Teaching : An Introduction, Cambridge : CUP,1981.
- Lucía pintado Gutiérrez (2018): Translation in Language Teaching, Pedagogical Translation, and Code -Switching: restructuring the boundaries. The Language Learning Journal
- , doi:10.1080/0957 1736.2018.15 34260.

- Mackey,W.F,Language Teaching Analysis,London :Longman(2nd 73imp.), 1965,Pp,151.152

- Markey,W.F. Language Teaching Analysis.London :Longman(2nd 73 inp) ,1965,P.142.

- Mehta,N.K.(2010).English Language Teaching through the Translation Method (A practical Approach to Teaching Mongolian CPAs).Translation Journal,14(3).
- Munday, J. (2001). Introducing Translation Studies : Theories and applications. Routledge.
- Mutlu ,G.,Bayram,D,.& Demirbüken,B.(2015).Translation As a Learning Strategy of Turkish EFL Learners .International Journal con

New Trends in Education and their Implication,6(2),1309-6249.www.ijonate.org.

- Newmark,L,& D.A.Reibel,1968.Necessity and Sufficiency in Language Learning .International Review of Applied Linguistics.
- Nida E. A. (1964). Toward a Science of Translating, Leiden: Brill "George Steiner; After Babel: Aspects of Language and Translation by George Steiner (1998-12-10).

- Pym,A.,Malmkjoer,k.,&Palana,M.G.C.(2013).Translation and Language Learning :The Role of Translation in The Teaching of Languages in The European Union .A study.Doi: 10.2782/13783.Hamburg University.

- Rahma ,M.(2012).Grammar Translation Method (GTM):An effective and feasible method in Bangladeshi context .A Report Submitted to the departement of English and Humanities of Brac University .for the degree of Bachelor.

- Richards & Rodgers T.S,Approaches & Methods in Teaching a Description and Analysis,Cambridge :CUP,1988 p.77.

- Richards & Rodgers T.S,Approaches and Methods in teaching ,A Description and Analysis ,Cambridge CUP.1988,p.77.

- Richards ,J.K.& Rodgers ,T.S,Approaches and Methods in Teaching : A Description and Anlysis.Cambridge :CUP,1988.
- Richards ,J.K.& Rodgers T.S,Approaches and Methods in teaching :A Description & Analysis,Cambridge :CUP,1988.

- Richards,j.C and Rodgers ,T.S.(2001) .Approaches and Methods in language Teaching .Cambridge University Press .

- Rivers,W.M, Teaching Foreign Language skills,Chicago :Chicago University.Pub 1970 ,P20.

- Terell, T.D,1977.A Natural Approach to Second Language Acquisition and Learning .Modern Language Journal.

- Thornbury, Scott,200.How to Teach Grammar,Harlow :Longman.

- Tragari,D.,&Floros,G.,(Ed.).(2013).Translation in Language Teaching And Assessment .Cambridge .Cambridge scholars.
- Venuti, L. (2004). *The Translation Studies Reader*. Routledge.
- Webster, New International Dictionary, Oxford: OUP :1943, P,738.

Appendices

Appendix one: Students' Questionnaire

Yahia Fares University of Medea
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Section of English

STUDENTS'QUESTIONNAIRE

This questionnaire is aiming at collecting the data needed for the accomplishment a Master Dissertation, in which we are investigating "The Effectiveness of Translation in Teaching and Learning English language".
We kindly ask you to provide us sincere and precise answers.
Thank you for your contribution.

Put [✔] in the suitable space.

1. **Gender:**

Male [ ] , Female [ ].

2. **Level :**.....

3. **What secondary school branch did you graduate from?**

- .....

4. **Your mother tongue is :**

- ……..……...

5. **How old were you when you started learning English ?**

-.....

6. **How long have you been learning English ?**

- .....

7. **Does translating sentences from Arabic to English while writing an English text help you to express yourself better in complex sentences ?**

- Yes [ ]
- No [ ]

8. **Do you translate the difficult sentences into Arabic in your mind while reading a difficult text ?**

- Yes [ ]
- No [ ]
- If Yes, why ?

……...
……...

9. **Does translating the sentences from English to Arabic while reading an English text makes it easier for you to undestand what you read?**

-Yes [ ]
-No [ ]

10. Do translation activities help you to improve your writing skill while learning English ?

-Yes [ ]
-No [ ]

11.Do translation activities improve your English grammar knowledge?

-Yes [ ]
-No [ ]

12.Does translating from Arabic to English improves your writing ?

-Yes [ ]
-No [ ]

13.While writing an English text ,do you translate the difficult sentences in your mind from Arabic to English ?

-Yes [ ]
-No [ ]

14.Do translation activities improve your English vocabulary knowledge?

-Yes [ ]
-No [ ]

15.Does mental translating decrease your fluency while speaking English ?

-Yes [ ]
-No [ ]

16.Do you have to translate while preparing assignments ,writing and giving presentations?

-Yes [ ]
-No [ ]

17.Do translation activities have a positive effect on your fluency in speaking English?

-Yes [ ]
-No [ ]

18.Do you think that translation can be used together with other methods while teaching a foreign-language ?

-Yes [ ]
-No [ ]

If yes, which method do you suggest ?

- .....

19.Do you prefer to write the text in Arabic first ,and then translate it into English instead of direct writing in English ?

-Yes [ ]
-No [ ] .If no, why ?
-.....

Appendix Two: Teachers' Questionnaie

Yahia Fares University of Medea
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Section of English

TEACHERS'QUESTIONNAIRE

This questionnaire is aiming at collecting the data needed for the accomplishment a Master Dissertation, in which we are investigating "The Effectiveness of Translation in Teaching and Learning English language". We kindly ask you to provide us with answers on the following questions.
Thank you for your contribution and help.

Put [✔] in the suitable space.

1. **Name :**

……...……...……..

2. **Gender :**

- Male [ ] , Female [ ].

3. **Specialty:**……

4. **How long have you been in higher education?**

-…….....

5. **Do you think that translation activities should be included in the language Teaching curriculum?**

- Yes [ ] , No [ ]

6. **Do you think that translation is a language just like reading ,writing ,listening and speaking?**

- Yes [ ] , No [ ]

7. **Do you think that the module of translation is useful in language teaching and learning?**

- Yes [ ] , No [ ]

8. **Translation is detrimental to foreing -language learning .**

- Yes [ ] , No [ ]

9. **Communicative translation activities should be used in foreign language teaching?**

- Yes [ ] , No [ ]
- If yes, why?

……
……

10. **Do you think that translation assignments ,in-class tasks and projects that require students to translate will contribute to their language learning ?**

11. - Yes [ ] , No [ ]

12. **Which skills can be improved through translation?**

- Writing [ ]
- Reading [ ]
- Listening [ ]
- Speaking [ ]

13. **What do you think about your students translating sentences from Arabic to English While writing an English?**

- ……
- ……

14. **What do you think about your students translating the difficult sentences into Arabic in their mind while reading a difficult English text?**

- ……
- ……

15. **What do you think about your students write the text in Arabic first and then translate it into English instead of direct writing in English?**

- ……
- ……
- ……

16. **What are the effects of translation between the mother tongue and English on the reading skill?**

- ……
- ……
- ……

17. **What are the effects of translation between the mother tongue and English on the writing skil?**

- ……
- ……
- ……

18. **What are the effects of translation between the mother tongue and English on the speakin skill?**

- ……
- ……
- ……

19. **What are the effects of translation between the mother tongue and English on the istening skill?**

- ……
- ……
- ……

20. **Do translation activities improve the students 'English grammar?**

- Yes [ ], No [ ]

21. **Do translation activities improve the students'English vocabulary?**

- Yes [ ], No [ ]

22. **Does the translation between the mother tongue and English have a positive effect on students fluency in speaking English?**

- Yes [ ], No [ ]

23. **Do you think that translation can be used together with other methods while teaching a foreign language ?**

- Yes [ ], No [ ]
- Why? ……
……

الملخص

إن الترجمة هي طريقة مهمة يجب تضمينها في عملية تعليم وتعلم اللغة الإنجليزية. تركز الورقة الحالية على استخدام الترجمة كوسيلة لتعليم وتعلم اللغة الإنجليزية حيث أن للترجمة فوائد عديدة. خاصة عندما يتم استخدامها في أنشطة التدريس والتعلم ، مثل الكتابة والقراءة والتحدث والاستماع وكذلك في تحسين مفردات التعلم والقواعد ، ولهذا السبب يمكن اعتبار الترجمة طريقة عملية تجعل تعليم وتعلم اللغة الإنجليزية سهلة وبسيطة. يهدف البحث الحالي إلى استكشاف فاعلية استخدام الترجمة كأسلوب لتعليم وتعلم اللغة الإنجليزية لطلاب اللغة الإنجليزية كلغة أجنبية. ولهذا، تم إجراء دراسة هاته الحالة مع طلاب السنة ثانية ليسانس، قسم اللغة الإنجليزية، جامعة المدية. أظهرت النتائج المأخوذة من الاستبيانات أن الترجمة طريقة قيمة ومفيدة، وكنتيجة واضحة أخرى التي كشفت عنها النتائج هي أن الترجمة تعمل على تطوير مهارات اللغة لدى الطلاب (قراءة، تحدث، كتابة واستماع) واضافة الى ذلك على توسيع معرفتهم للقواعد اللغوية، والمفردات. تظهر النتائج أن الترجمة هي حقًا طريقة أساسية ومفيدة لتعليم وتعلم اللغة الإنجليزية.