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Attitudes towards the usefulness of pedagogical translation

*Case Study: 3rd Year LMD Students of English Department at
Abbes Laghrou University at Khenchela.*

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

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Dedication

In the name of Allah most merciful most gracious

*To my soul and my eyes “**Mom**”, to my right arm “**Dad**”;*

The two persons who are the reason of being me in this life

The two persons who had great credit for my arrival at this stage of the study

I could never have achieved anything in my life without their support and their help

in the most difficult moments of my life

I love you Mom

I love you Dad

*To the Best and great gift in my life to my only sister “**Loubna**”*

*To my dear uncle: “**Chamssou**” who always support me*

*To my dearest friends: “**Ilyess**”, “**Razak**”, “**Sofian**”, “**salah**”*

*To my dear teacher of university and my supervisor in the same time: “**Fellah Hichem**”*

Thank you all for your support

Lalaouna Abdallah

Dedication

I am dedicating this thesis to my mother and my father, the reason why I'm here.

To my brothers and sisters.

To my beloved "Nida".

To all my close friends "Moncef" "Hichem" "Hamid" "Hakim" "Salah".

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Abstract

Pedagogical translation is a great and effective tool which helps students to develop their skills in acquiring English language in EFL classroom. This study discusses the attitudes toward the usefulness of pedagogical translation. It is based on descriptive method with quantitative approach. In addition to that, we relied on one questionnaire addressed to a sample of students of third year at university of Abbes laghrour. The questionnaire has been analyzed in terms of frequency and percentage. The analysis of students' questionnaire revealed that most students have positive attitudes toward the benefits of pedagogical translation, and they believe that pedagogical translation can help learners to improve and develop their English language and produce good results.

List of Abbreviations and Acronyms

L1 Mother Tongue

L2 Target Language

EFL English as a foreign Language

PT Pedagogical Translation

FL Foreign Language

DM Direct Method

GTM Grammar Translation Method

CLT Communicative Language Teaching

FLT Foreign Language Teaching

ALM Audio Lingual Method

TEFL Teaching English as foreign language

ST Source Text

TL Target Language

SLL Second Language Learning

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General Introduction

Apart of being an act of communication, translation is a complex activity, which involves linguistic, cultural, communicative, and cognitive factors. Thus, making translation a necessary unavoidable and naturally occurring phenomenon in teaching-learning process is one outstanding goal in fostering students' skills.

Translation has every time been the center of the debates on whether it ought to be utilized in the EFL study classroom and whether it tends to be a legitimate and powerful means in FLT.

1. Statement of the problem:

EFL learners tend to optimize their proficiency in the target language as they are going to be future teachers. EFL learners still have problems such as interfering between grammar rules of their mother tongue and target language and they have shortage vocabulary. In response to this problem, we are conducting our study in order to show the importance of pedagogical translation in EFL classroom. The opponents allege, on the one hand, that translation slightly affect student's skills while teaching a foreign language. On the other hand the supporters see that translation has too many benefits and advantages in EFL classroom.

2. Research questions

Since its integration, what has pedagogical translation brought as benefits and advantages to EFL classrooms?

In order to answer this question, different other sub-questions have to be asked. These questions are:

- What are the uses of translation in the EFL classroom?
- What are the advantages of using translation in the EFL classroom?
- Does pedagogical translation improve students' language skills? And enhance their familiarity with the foreign culture and facilitate its use?

3. Hypothesis:

The hypothesis of this study is put forward as follows:

- Pedagogical translation enhances the level of competency and dispels the effects of mother language on the second language.
- Pedagogical translation as a means of developing English language competency within learners.
- Pedagogical translation facilitates the integration and the use of idiomatic expressions in written expression.

4. Literature review

Levenston (1985) views pedagogical translation as a productive educating and assessment device in communicative language instructing. He suggested teachers use translation in role-play activities. For example, a student played a foreign visitor. He went to a department store and had a correspondence breakdown with a business agent there.

Schweers W. C (1999) at Puerto Rican universities confirmed that translation helps a number of functions, such as giving the students a chance to understand the meaning of what the teacher has said, discussing the needs of a task, and reducing students' anxiety.

Leonardi (2010) also makes a clear-cut distinction between translation to be used as a means in EFL classes as a communicative learning activity and translation as an end to prepare students who wish to follow translation and interpreting studies at university. The reluctance of using translation in the FL classes was mainly due the association of this activity with the old-fashioned Grammar-translation Method.

In literature, we encounter the term transliteration, which is different from translation. If you transliterate a word, you write it in a different write it in a different writing system without significantly changing the sound of the word.

5. Aim of the Study:

This study aims at attempting to investigate the benefits and advantages of pedagogical translation in EFL classroom. Moreover, the students (researchers) tend, through this dissertation, to find out the views of Algerian students towards the usefulness of pedagogical translation in EFL classrooms, by carrying out a serious study on this topic, and administering a questionnaire to 3rd year students at Abess Laghrour University of khenchela, faculty of Letters and Foreign Languages, Department of English.

6. Methodology

To conduct this study we are going to use a descriptive design in which we use the quantitative data analysis to show whether the result go in the same direction of the hypothesis. In this respect, tools of data collecting such as observations, interviews or questionnaires will be very useful. However, all of them are useful and helpful tools to well understand student's needs and lacks. But to reduce and consume time, we opted for the questionnaire that would be more achievable and reliable for a comprehensive view. The questionnaire will be oriented towards a group from 3rd year students of English at Abbes Laghrour University who are randomly selected as a representative sample from the whole population. It aims to know real attitudes toward the usefulness of pedagogical translation.

Chapter I:
Translation in Teaching EFL

Introduction

One of the major hypothetical discussions that have ruled the field of foreign language instructing for quite a long time is whether pedagogical translation can be substantial and compelling strategy when educating or learning a foreign language .This discussion has been disputable, and a few supporting and restricting contentions have been raised. A few scholars supported the monolingual approach (using only English in teaching) in the EFL classroom having their contra-interpretation contentions. Nonetheless, over the most recent couple of decades different scholars have been reflecting upon the utilization of translation in the English as Foreign Language (EFL) classroom from an alternate point of view. In such manner, the utilization of translation was completely dismissed in the Algerian educational programs till 2010 when the utilization of translation in EFL homeroom was permitted by the article N°77/0.0.3/10 of the law of orientation. Basing on this research project on the aforementioned ideas, we will analyze the actual advantages, disadvantages, and the uses of translation as a pedagogical tool in the EFL classroom, as well as exploring some issues related to pedagogical translation such as language resistance, interference, culture and communication.

1. Pedagogical translation

1.1. Historical background

The word ‘translation’ comes from a Latin term which means “to bring or carry across”. Another relevant term comes from the Ancient Greek word of ‘metaphrasis’ which means “to speak across” and from this, the term ‘metaphrase’ was born, which means a “word-for-word translation”. These terms have been at the heart of theories relating to translation throughout history and have given insight into when and where translation has been used throughout the ages.

It is known that translation was carried out as early as the Mesopotamian era when the Sumerian poem, Gilgamesh, was translated into Asian languages. This dates back to around

the second millennium BC. Other ancient translated works include those carried out by Buddhist monks who translated Indian documents into Chinese. In later periods, Ancient Greek texts were also translated by Roman poets and were adapted to create developed literary works for entertainment. It is known that translation services were utilized in Rome by Cicero and Horace and that these uses were continued through to the 17th century, where newer practices were developed.

It is argued that the knowledge and findings of Greek academics was developed and understood so widely thanks to the translation work of Arabic scholars. When the Greeks were conquered, their works were taken in by Arabic scholars who translated them and created their own versions of the scientific, entertainment and philosophical understandings. These Arabic versions were later translated into Latin, during the middle Ages, mostly throughout Spain and the resulting works provided the foundations of Renaissance academics.

The need for translation became greater with the development of religious texts and spiritual theories. As religion developed, the desire to spread the word and encourage faith means that religious texts needed to be available in multiple languages. One of the first translated religious texts is known to have been that of the Old Testament which was translated into Greek in the 3rd century BC. This translation refers to the 'Septuagint', which was a translation of the Hebrew bible into Greek; with Septuagint coming from the Latin word 'Septuagint', which means seventy. This text is therefore often referred to the 'Greek Old Testament'. Without the use of our modern practices and tools, this translation was carried out by no less than 70 scholars who painstakingly converted the text into Greek and this became the basis for future translations of the bible in multiple languages.

Religion played such a critical role in translation development that the church even names Saint Jerome as the patron saint of translation. Saint Jerome created a Latin bible in 4th century AD. This bible became the predominant text used by the Roman Catholic Church. With the introduction of Protestantism, the need to translate the bible and other religious texts

into European languages heightened, through the rapid translation and distribution of the bible during the Protestant Reformation, Christianity had two clear paths – Roman Catholicism or Protestantism. One of the clearest differences between these two forms of the religion was the disparity in texts and the differences between crucial words and passages of the bible.

1.2. Definition of translation

Translation can be defined as the transfer and the movement from the source language to the target language, that's to say translation arises from the existence of a relationship between the two.

As acknowledged, by Chesterman (2005, p. 3), the term 'translate' has a Latin and classical Greek roots which means carrying something across from the Source Text to Target language. Translation is considered to be a form of cross-cultural communication and it tends to merely mechanic linguistic activity aimed at replacing lexical and morph syntactic elements from one language into another. Also Catford (1965, p. 20) claimed that, "Translation involves the replacement of textual material in on language by equivalent textual material in another language (TL)".

1.3. Pedagogical Translation vs. Professional Translation

Different translations have not only different functions and effects but also different modes of thinking. Teaching translation distinguishes between two kinds; professional translation and pedagogical translation. Professional translation is used for teaching learners translation skills through systematic discussion of translation problems. It is carried out through translation course or an active participation in a translation project supervised by experienced translation teachers. Pedagogical translation is used for teaching purposes. Its aim is helping learners to understand and use the target language more clearly and accurately. In other words, by means of translation as a teaching device learners' can acquire language skills.

2. Teaching English as a foreign language

In the case of Algeria, English is a foreign language come from the native speakers. It has spread quickly and come to be the language of the world, English is best spoken by a native speaker who knows to speak only English, but the learner of other countries found some difficulties when he come to learn English in EFL classroom and the native speaker forces the learner to pronounce the words exactly the way it is supposed to be. Student practices English language for the reason to develop his language skills. Many students find that they learn a new language better when they are forced to speak only English in the classroom because any language that is learnt without an interest is not well understood. For example, a student who speaks English at home will find it easy to understand the concepts and methods of acquiring the pronunciation and language. On the other side, a student of EFL classroom, acquisition becomes very difficult. In this section we will shed some light on the process of teaching EFL by dividing it into two main points. First, we will talk about the methods of teaching then we will speak about skills of English as a foreign language.

2.1. Methods of Teaching

There are too many methods in teaching languages, we have just selected three methods for various reasons . in fact we believe that these methods are more related to our research and they are easy to be used and understood.

2.1.1 The Direct Method

This new method was known as the Direct Method. It is a method which claims that learners should acquire L2 in the same way children acquire their L1. DM is based on the natural principles of child language learning, which considered as an effective method in teaching oral languages. In 1920, the use of DM has decreased in noncommercial school. When we speak about objective of DM, there are many goals related with this method. First,

using L2 in classroom teaching and teaching only everyday sentences and vocabulary, oral skills were built slowly, than inductively teaching of grammar and concrete vocabulary was teach by objects and pictures in other way abstract vocabulary was teach by relation of ideas. Secondly, learning of speech and listening comprehension than focused on correct pronunciation and grammar. In addition DM was related with some limitation, needed a small class sizes with reason of difficulties when come to implement in public education, It is an effective method for the competent learners and talented teachers, It requires native speakers or native like teachers in the foreign language. Learners need to be able to demonstrate grammatical accuracy and good reading skills; also this method depends on teachers rather than textbooks. (Howatt, 2000, p. 173)

As far as the techniques used in DM are concerned, Larsen-Fremen (1986, p. 26) states them as follows:

- Learners should read with big voice, in other word reading aloud.
- Teachers should ask students by using L2 in their question, in other word question and answer exercise.
- Student Self-Correction, means a teacher make a student in the way that correct himself.
- Dialogue practice, means a Teacher asks students and students ask students questions using the L2.
- Fill-in-the-blank Exercise.
- Dictation, means a teacher read the text in many time with loud voice and student write what he hear.
- Writing a paragraph, means a student writes a paragraph by own words using L2.

Direct Method originated from France in 1901, and then spread in Germany. It had been used as a reaction against the translation method. 'Natural method', 'Mother's Method' and 'Reformed Method', they are other names of DM. It is based on the principle that fluency in

reading and facility in writing follows fluency in speech. This method prevents the learners from using native language and uses only the L2.

DM was born as a reaction to Grammar Translation Method because GTM cannot prepare learners for real life language situations in which oral communication is the medium. Cook (2003) said that: “the direct method established a concept of language learning very different from that implicit in grammar-translation” (p.34). Moreover, DM has been influenced by Vygotsky’s Sociocultural Theory from which it got its character of favoring native speakers as a teachers and maintaining that the L1 is spoken in the classroom at all times. Unlike GTM which emphasize reading, DM emphasizes fluency due the fact that it came about as a result of migration and globalization where circumstances for the learner dictate finding strategies to learn a language quickly and out of necessity in order to enter the market.

2.1.2. The Grammar Translation Method

The Grammar Translation Method is considered by most researchers as the earliest teaching methods, and it is probably the first that comes to mind when translation is mentioned. It was introduced at the beginning of the nineteenth century, and was originally presented in Germany. It has been criticized for its reliance on translation. Celce-Murcia (2001) Discusses that this method obstructs the student’s ability to use L2, and it is very weak especially in speaking skills.

Five hundred years ago, Latin was the living language in the Western World. Due to political changes its status had changed and it became a subject in a curriculum. The claim that Latin develops the intellectual ability not only justified its teaching but also the study of its grammar became an end in itself. This approach became known as the Grammar Translation Method. It has many objectives amongst them:

- Foreign languages are learned throughout their literature.
- The students’ L1 was the tool of education.

- It focuses on writing and reading.
- The unit of teaching and practice is sentence.
- Vocabulary selection was based on the reading of texts.
- Grammar rules were presented then practiced through translation exercises.
- It focuses on accuracy and demands memorization and translation of endless grammar rules and literary prose.

Furthermore, it is worth mentioning that there are some considerations associated with GTM, for instance, no attention was given to useful language for communication, no active use of the target language, and little or no attention was given to speaking or listening. In addition, GMT deals with meanings out of contexts and develops memorization of useless lists of bilingual words. Long memorization and translation of grammar rules while students were expected to bring perfect translation of difficult literary texts make language irrelevant to students' needs and interest and create frustration for them.

The GTM was the prevalent strategy in Europe in the 19th century. The teachers of English language recognize that this method is powerful by itself, and this method educates learners in grammar and give vocabulary with direct translations to remember (Cook, 2003, p.32)

In the GTM, the teacher gives rules honestly and the rules are enriched with examples and exercises. Language is for realization the literature and Translation is the road to learn the language. Oral communication isn't essentially significant. Written language is best to spoken language. Understudies additionally gain proficiency with the structure of their own local language and those who study a foreign language become more cultured and thinker. The teaching of grammar is deductive. The teacher introduces the rules honestly and wants the students to apply these rules to new examples in exercises. Learners are claimed to memorize the rules. In order to explain the rules, the teacher uses comparison between the students' native language grammar and L2 grammar. In other way Grammar makes each one to

understand how the L1 functions in order to give him the capacity to communicate his thought. Moreover the primary skills to be improved in this method are “reading” and “writing” and small attention given to listening and speaking and no attention to pronunciation. Finally translation is a common way to clarify the meanings of the new grammar patterns in the L2 and the main objective of the Grammar-Translation method was to learn a language in order to read its literature. (Stern, 1983, p. 455).

2.1.3. The Audio-Lingual Method

Another method known as the Audio-lingual Method showed up, and it likewise confirm forbidding the utilization of Translation, this method based an oral strategy and focuses on “teaching the spoken language through dialogues and drills” (Cook, 2008, p. 242). It depends on structural theory of language that arises by American linguists in 1950s. It holds that the first means of language is oral in other word speech is language. The behavioral psychology of learning turned into the establishment of Audio-lingualism. It sees foreign language learning like different types of learning basically as a procedure of mechanical habit formation.

There are many techniques related to this method, According to Larsen-Fremen, (1986, p. 45) they are:

- Dialogue Memorization, means the student remember an opening conversation utilizing mimicry.
- Backward Build-up (Expansion Drill) means a teacher breaks a line into a few sections; learners replay each part beginning toward the finish of the sentence.
- Repetition Drill, learners replay teacher's model as fast and precisely as possible.
- Chain Drill, in circular chain around learners asks questions and answers each other one by one.

- Single Slot Substitution Drill, a teacher expresses a line from the conversation at that point utilizes a word or an expression as a "sign" that learners, when replaying a line, must substitute into the sentence in the right place.
- Multiple-slot Substitution Drill, contain the same way of the Single Slot drill, unless that there are various signs to be substituted into the line.
- Transformation Drill means teacher gives a sentence that must be transformed into something different.
- Question-and-answer Drill means the learners must answer or ask questions rapidly.
- Minimal pairs, this technique it used for teaching pronunciation by teacher.
- Complete the Dialog, means the learners should find missing word and complete the conversation.
- Grammar Games, several games using in order to practice grammar.

At the end of the 1950s the ALM began to emerge, with this method the learning confirm for important of use the L2 and a student affected with some drills like a recordings of language, the primary version of this method was called the oral method or structural approach, The ALM method was developed in the USA in World War II when governments know that they needed more individuals who could conduct conversations fluently and confidently in a variety of languages. The U.S. Army use many program with the techniques of Leonard Bloomfield and other linguists devised for Native American languages. Here are some features of ALM method:

- The conversation must memorized by the learners in the foreign language.
- When learners were asked must answer by using L2.
- There was a word list, and with translations to L1.
- The chapter generally finishes with a short reading exercise.
- Small introduction to the grammar.

Learning in ALM method is based on the principles of behaviorism, and therefore, it is inductive where language is based on descriptive linguistics and its importance for oral communication. Thus skills such as listening and speaking in this method are paid more attention.

2.1.4. The Communicative Language Teaching (CLT)

Communicative Language Teaching is one from many developed techniques. It has been used as a response to the defeat of the Audio-lingual method, to improve learners' capacity in order to use L2 when they communicate with each other. Translation that could be an excellent means of intercultural and interlingual communication has been twisted between two thought forces of those scholars who are with the use of pedagogical translation in EFL classroom and those who ban it (Tudor, 1987). Duff (1989) claims that translation can serve as a vast space to practice communicative activities, when used as a tool of communication amongst different languages in classrooms. Also Tudor (1987) argues that translation, as the process of conveying messages across linguistic and cultural barriers, is an eminently communicative activity.

In the mid-1980s, the domain of teaching language has been developed and has moved to a concept of a long approach for language teaching that is surrounded by different techniques and stimulus to learn English via communication; where teachers are no longer considered as the central actor in teaching process. Instead, learners themselves are the most important part of that process, keeping guidance and orientation as the main task of teachers. Brown (1994, p. 77) Claimed that teaching learners how to use the language is the same way as significant as learning the language itself. This method started with a great development in teaching language in the twentieth century, it established for functional and communicative theories of languages.

According to Nunan, (1991, p. 279), the most important characteristics of CLT are:

- Focuses on learning from interaction in the L2.

- Use of genuine texts in the learning situation.
- Make a right way and good opportunities for students to concentrate on the language and the learning process.
- Increasing of personal experiences of the student as important thing in classroom learning.
- Trying to relate classroom language learning with using language out of classroom.

On the other hand, there are some approaches related with the CLT. It is worth mentioning them in this respect:

- **Interactive learning:** it focuses on communication in classroom and also using of group and pair work in order to make interaction between learners.
- **Learner-centered Learning:** it supports the personal creativity and gives the power for language learning process to the learners themselves.
- **Cooperative Learning:** it based on team means students share information in group and help each other in order to realize their learning goals.
- **Content-based Learning:** this approach look at language as a tool or a means of acquiring language, than the content itself draw the line of what language items need to be mastered.
- **Task-based Learning:** means “learning task”, it can be a practice for solving problem.

The CLT is an activity which leads for genuine communication to enhance learning. Language is used for communication; its teaching objective is to develop “communicative competence”, and its main functions, as a system for expression meanings, are communication and interaction. .

2.2.Skills in English Language

2.2.1. An Overview

In every time there is a search for a superior technique for showing English as a second language. Numerous methodologies, new hypotheses and taking the language to the non-

native speakers have been formulated. All the theories and methodologies have been helping to design course materials, methodology and teaching tools for teaching English. Also there are four types of skills for a person who wants to master English language that are: Listening, Speaking, Reading, and Writing. Listening and speaking are known as oracy, and reading are known as literacy, The primary two skills like listening and reading are used as the channels or receiving information, in other hand speaking and writing are considered as productive skills.

2.2.2. Listening Skill

Listening is the famous easiest skills; it is a process of understanding the language while talking. Listening becomes very hard because of pronunciation process. In every time there are several language difficulties facing the learners of second language, even the competent learner will have some problems in understanding the different accents which they will faced. From many exercises in listening comprehension by a lot of practice and by question and answer method, the listening skills will be developed.

In general listening is considered as the most important skill and it is the basis for speaking, writing and reading. Furthermore, it considered as a dynamic and a very active skill. It does not only consist of features such as stress, rhythm, intonation, but it involves background, general situation, language specific situation and linguistic knowledge as well. Briefly, all of what makes it hard for the student to develop.

Harmer (2007) designed two different types of listening. On the one hand, Extensive Listening refers to listening which the students often do (...) for pleasure or some other reason. The audio material they consume in this way – often on CDs in their cars, on MP3 players, DVDs, videos or on the internet–should consist of texts that they can enjoy listening to because they more or less understand them without the intervention of a teacher or course materials to help them. This type of listening is very important because it increases

dramatically when students make their own choices about what they are going to listen to. On the other hand, Intensive Listening refers to what students listen specifically in order to study the way in which English is spoken. It usually takes place in classrooms or language laboratories, and typically occurs when teachers are present to guide students through any listening difficulties, and point them to areas of interest.

Listening is very important for other skills of language. Practice of listening is not just listening to the word of speaker and understanding, but also recording them and repeating them, it related to the process of comprehending the words and used them in our sentences.

Listening involves the following:

- The ability to interpret and to comprehend the utterances of the speaker.
- Building the sound into words.
- Giving meaning to the words and also giving meaning for new words which are received.
- Receiving the sounds of a language in s systematic manner.

Morley (1972, p. 7) notes that, “perhaps an assumption that listening is a reflex, a little like breathing - listening seldom receives overt teaching attention in one’s native language – has marked the importance and complexity of listening with understanding in a non-native language”. In his turn, Nunan (2001) proposes six basic stages related to the listening process as follows:

- **Hearing:** is the perception of sound and you should hear to listen, but you need not listen to hear.
- **Attending:** it refers to attention and a sample that our brain based on.
- **Understanding:** means the analysis of meaning of the word we have heard and the symbols we have seen. The listener must understand the intended meaning and the context assumed by the sender and in this stage the background knowledge is very important.

- **Remembering:** it considered as important process of listening which means the information will be remembered in our mind, in addition is receiving information to our memory.
- **The Evaluating stage:** in other word “the penultimate stage”, means the listener evaluates the message that has been received.
- **Responding:** is related with the response of the speaker when checks the message has been received correctly. (Nunan D. , 2001)

According to (Penny, 1996), “students should learn to function successfully in real-life listening situations.” In order to develop listening skills, (Hadfield, 2008) designed different types of strategies which are:

- ‘Listening with a purpose’ means “can (...) adapt the way they listen to their aims”.
- ‘Listening for gist’ When the teacher uses this strategy, he or she put “a question or task which” is given to the “learners before they listen so that they know what information they are listening for.”
- ‘Listening for specific details’ which means that to “listen with a clear purpose in mind means that learners develop the ability to filter out everything they do not need to know.”

2.2.3. Speaking Skill

Speaking is an “activity requiring the integration of many subsystems...all these factors combine to make speaking a second or foreign language a formidable task for language learners...yet for many people, speaking is seen as the central skill” (Bailey & Savage, 1994). There are many situations where people need speaking like, talking in the phone, answering questions, asking for direction, in shops also chatting with friends.

Moreover, speakers use language because it is very important for there to be a listener and a speaker for influential communication. They use communication when they want to inform someone about something and people need communication when they want to say

something or transfer information or need to speak as a result that human communication is considered as a complicated process. (Harmer, 2007, p. 46).

Students can develop their speaking skills by practicing observation and repetition. And the learner should give a big concentration to pronunciation, intonation and stress. It is considered a case of creativity. Moreover, listening is always followed by speaking, so in order to speak the language fluently the speaker must think before expressing his idea. In other words, when the learner comes to mastering speaking skill, he must do certain activities that should at least involve:

- The awareness of the lexical, grammatical and cultural features of the language
- The efficiency to speak fluently without error in sentences
- Consciousness to speak in cases which are based on conversation
- The excellent and true pronunciation leads to speak the language correctly
- The power to present in understandable style.

There are many directions to improve oral skills in the classroom. The most and the famous activities of speaking skill are discussions, speeches and role play.

Discussions are the famous activity in the oral classroom, a teacher gives a topic for learners like a reading or listening passage or a videotape and students are in pairs or groups, then students go to discuss the selected topic in order to find a solution.

Speech is another activity in oral classroom, it can be considered horrible for the speaker and dull for the listeners.

Role play is a special appropriate for practicing the socio cultural differences in speech acts.

There are different activities relying on the objective, but the important thing is to make learners entertained with each activity, so teachers will try to choose the most appropriate activities:

1. Drill: an exercise used by teachers in which they make students listen to a speech and repeat what they heard many times.

2. **Information gap activities:** this activity is based on work in pairs to give everybody the occasion to speak.
3. **Discussion activities:** this activity gives students the occasion to talk and express themselves with freedom.
4. **Role-plays:** each student obtains a personality or interprets a character and after receiving a card with some information about their role and the situation.
5. **Games:** like a “yes/No question” or “Simon says”.

In order to reinforce learners confidence in speaking, (Hadfield, 2008) suggest, for instance, let the students practice in pairs what they want to say consequently they feel with a great confidence to say it in class.

In addition to aid students to develop their fluency, the most important and beneficial instrument is asking them to present several topics to express themselves in many times. In relation with the development of speaking skill, there is another concept which is feedback. It consists in analyzing the learners’ reactions and performances. Thus, the teacher must avoid “interrupting learners to correct them while they are speaking” this means “that they will not get the chance to develop fluency.” (Hadfield, 2008).

2.2.4. Writing Skill

There are two macro skills of language; receptive and productive skills. Writing skill is considered as productive skill that must be mastered when using a language.

To define the writing, many experts have proposed different ideas. Pincas (1998, p. 56) claimed that writing is a way of communicating a message to a reader for a reason. In addition to that, Barly (1995, p. 23) defines writing as a producer or reproducing written message. It is effective process to organize the thoughts on the paper.

Furthermore, (Morris, Rupperd, & Smith, 1999, p. 22) said that writing is the skill to express thoughts, feelings and ideas to other individual in written symbols to help readers understand the thoughts transferred.

In addition, (Daniel & Bright, 1996, p. 3) described writing as a system of more or less permanent marks used to represent a speech in such a way that it can be recuperate more or less exactly without the intervention of the absolute.

Moreover, according to (Coulmas F. , 1999) writing is a group of apparent or tactile indication used to represent units of language in systematic direction, with the aim of registration messages which can be recovered by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system.

To master this skill, the student should know the letters and be excellent in grammar. In addition, writing is a process of transmit ideas of individual by written symbols. Consequently, students should develop numerous abilities amongst them:

- Ability of letters formation
- Ability of transferring taught by using the written symbols
- Ability to write without grammatical errors
- Ability to show organize in ideas and present it a good way for reading

In order to master these four abilities that they stand as a foundation for mastering language, the student should practice the following activities:

- Learners should read many books written in simple and clear English.
- Learners must talk clearly in everyday life.
- Learners should write in simple way with right English.
- Understanding the English language is very important for taking professional courses.

According to (Hornby, 2005), writing means “to make letters or numbers on a surface, especially using a pen or a pencil.” (Richard & Remandya, 1983) mention that writing is the

most hard skill for L2 learners, since they need to generate thoughts, organize them and translate these thoughts into legible text which can be very complicated and difficult for students.

Spelling is also the major problem in writing and in literacy. One of the causes why spelling is hard for learners of English are that correspondence between the sound of a word and the direction it is spelt is not always clear. A single sound may have many several spellings and the same spelling may have many different sounds.

Another aspect is layout and punctuation which are important in writing. They are different in writing societies and, very often, non-transferable from one community or language to another. In real, to success in writing, in teachers' own language or another language, it is necessary for students to be conscious of layout and punctuation rules, in order to produce the written message as clearly as they can.

In order to develop writing skill there are some points that assist in this development and one of those points is Genre, which according to (Harmer, 2007) represents the rules of various types of writing. It supports to understand an announcement, poetry format and formal letter. (Harmer, 2007) mentions also that the creative writing as the method that proposes the imagination as the principle in writing poetry, stories and plays. According to (Penny, 1996) "most people feel pride in their work and want it to be read"

Teaching writing skill in school is very important, According to (Watkins, 2004, p. 25), the reasons why students need to write are:

- Writing can be combined other language learning (grammar).
- A writing step in a lesson can give a change in speed.
- Learning to write may achieve professional needs, means learners may have to write business letters, emails or reports in English.
- A lot of exams contain and demand writing skill.

According to (Tompkins, 2006, pp. 42-43) writing process consist of pre-writing, drafting, editing and publishing.

- **Pre-writing:** means that learners choose a topic than, put an outline to define the topic sentence and the supporting details.
- **Drafting:** learners write their ideas in rough paper without an organization.
- **Revising:** learners give their own writing to teacher and make some changes in their writing.
- **Editing:** means learners try to check their own punctuation, spelling and grammar also try to correct their own errors.
- **Publishing:** learners publish their writing in right way and form. Also, students give their final product of writing to the teacher.

The final product of writing is very important, it is “often the result of thinking, drafting and revising procedures that requires specialized skill that not every speaker develop naturally” (Douglas Brown, 2001, p. 337).

2.2.5. Reading Skill

Reading is an important skill in English language. When learners are good in reading, they will be good in other language skills like, writing, speaking and listening. For this cause, teacher of English language should focus on this skill by pushing their students to practice reading.

Reading is considered as a process of interaction between the text and the reader. In this case, the reader look for the written text and starts to understand what is written down. It is a complicated mental process which consists in understanding different words and sentences in the text.

Bennette (1997) claims that reading is an optical process. It means seeing an item or written text and translating it into an idea. Brunan (1989) defines reading as a two kinds of interaction when the information is interchange between the reader and the writer. Sharing the

same standpoint, Smith said that “Reading is an act of communication in which information is transferred from a transmitter to a receiver” (Smith, 1973, p. 2).

There are two kind of reading, namely, extensive and intensive reading:

- **Intensive reading:** is when a student read very much about the topic in classroom. Long & Richards (1987) states that it is a “detailed in class analysis, led by the teacher, of vocabulary and grammar points, in short passage”.
- **Extensive reading:** is a further reading out of classroom which has a number of benefits for developing student’s language and background information. Long & Richards (1987, p. 216) defines extensive reading as “occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words”.

In order to enhance their reading skill, students should know which method or strategy used when they read a text. There are two reading techniques that they can use; scanning and skimming, which are reading techniques that use rapid eye movement and key words in order to move quickly through text for slightly different purposes:

- **Scanning:** is reading rapidly in order to find specific facts.
- **Skimming:** is the process of fast reading for general meaning. Means your eyes skip over sentence with a concentrate on main points.

When we move to the role of reading in English language learning, reading is very important to success in acquiring a second language and it is the rule of instructions in all aspects of language learning. Reading is a tool of language acquisition, communication and sharing thoughts and information. It allows us to learn about other people, about history and social studies, arts, science, and the other content subjects that must be mastered in school

(Lyon, 1997). Meanwhile, as noted by the Department of Culture, Media and Sport (2003), “people cannot be active or informed citizens unless they can read” (Court, 2011).

Only with practice one can master the reading skill. Through reading, students would develop:

- Comprehension of the language
- The perception of the writing system
- The power to realize the phonemes
- The capacity to explain and understand the text

3. Pedagogical translation and T.E.F.L

In the last few decades there has been an increasing interest in the pedagogical translation practice in the EFL classroom in the same time PT was considered as a style to learn English language. this chapter is organized into one section in which we start to talk about the use of pedagogical translation in EFL classroom then we move to the role of PT in EFL classroom, after that we discuss the advantages and disadvantages of using PT then we shift to the arguments for and against using PT in the EFL classroom, Finally we discuss the effects of PT on EFL classroom.

3.1.The use of pedagogical translation in EFL classroom

The use of pedagogical translation in EFL classroom requires the use of both oral and written skills and translation activities, this means that PT is considered as a good and useful pedagogical tool in EFL classroom aimed at enhancing learner’s communicative competence and strengthening writing, reading, speaking and listening skills (Leonardi, 2010).

Today, many theorists, linguists, teachers and language practitioners agree with the importance of using PT in EFL classroom. (Schaffner, 1998), for instance, claims that translation and related exercises could be beneficial to foreign language learning:

- To improve verbal agility;

- To expand students' vocabulary in L2;
- To develop their style;
- To improve their understanding of how languages work;
- To consolidate L2 structures for active use;
- To monitor and improve the comprehension of L2.

The proper use of pedagogical translation can show how this activity is not uncommunicative and that it does not merely focus on accuracy. Translation exercises can serve a variety of purposes ranging from linguistic problems to more cultural, semantic and pragmatic concerns. Furthermore, translation can help learners enhance their analytical and problem-solving skills which are essential in everyday life as well as in most working fields. (Leonardi, 2010)

Pedagogical translation can be used in different way by teachers, According to (Newmark, 1988), "translation is a useful tool to be used in the elementary, intermediate and advanced stages of language learning:

- In the elementary stage, translation is useful as a brief time saver," and "translation from L1 to L2 may be useful as a form of control and consolidation of basic grammar and vocabulary" (Newmark, 1988). Thus, PT is beneficial because it lead to discover grammar and enrich vocabulary.
- In the intermediate stage, translation from L2 to L1 of words and clauses may be useful in dealing with errors, and it is useful for the expansion of vocabulary.
- In the advanced stage, from L1 to L2 and L2 to L1, it is recognized as the fifth skill and the most important social skill since it promotes communication.

Also, when using PT, "Grammar becomes less frightening and more accessible if students are allowed to use their mother tongue and thus notice the similarities and differences between their mother tongue and the target language." (Dilkova, 2010).

In addition, (Liao, 2006), about the use of PT, states that "students most frequently use translation to learn English vocabulary words, idioms, phrases, grammar, to read, write, speak English, to check their reading and listening comprehension."

Moreover, (Schweers C. W., 1999) mentioned the following suggested uses for translation in the EFL classroom:

- Eliciting Language. "How do you say 'X' in English?"
- Checking comprehension
- Giving complex instructions to basic levels
- Using translation to highlight a recently taught language item.
- Checking for sense. If students write or say something in the L2 that does not make sense, they try to translate it into the L1 to realize their error.

Translation in EFL classroom is on the right way of becoming a form of "pedagogical translation", which is no longer considered as an ineffective tool in language learning, where students are encouraged to study by using PT to practice reading, writing, vocabulary, grammar, speaking. Also PT is used to teach English language through the development of analysis, transfer and production skills, that is to say the ability to understand and analyze the source text and to translate it into the foreign language as a target one.

(Nation, 1997) reports that translation from and into the target language is beneficial for vocabulary acquisition in the sense that bilingual word lists may undoubtedly help learners learn new words and phrases, especially in the early stages of learning vocabulary. Interestingly, translation is the only teaching tool that deals with some aspects of vocabulary such as "false friends". Moreover, there are some grammatical aspects that cannot be easily taught without referring back to translation, i.e., grammatical structures that are influenced by interference between the learners' own language and the foreign language.

(Petrocchi, 2006) believes in the usefulness of translation in developing language systems such as grammar, syntax and lexis in both the source language and the target language.

Researchers (Nolasco & Arthur, 1995) suggest that translation activities should meet the following criteria:

- Language is used for a purpose.
- Translation activities create a desire for communication.
- Translation activities encourage students to be creative and contribute their ideas.
- Students are focused on what they are saying, rather than how they are saying it.
- Students work independently of the teacher.
- Students determine what to say or write.

Moreover, translation activities need not be used in isolation, but should be included in an inherent part of the language learning course.

Translation exercises in the language classroom can develop the learner's cognitive awareness of L2 since it is a creative, learner-centered, challenging and natural communicative activity. Such activities based on authentic texts can play a positive role in improving the student's L2 cultural awareness. (Vienne, 1998) supports the use of translation for this particular purpose. There are many translation related exercises out of which a teacher can promote the learner's language skills like grammar, listening, reading, and vocabulary building. Finally pedagogical translation can be considered a positive pedagogical tool in teaching EFL classroom.

For some time, several authors have been reflecting upon the use of translation in the English as Foreign Language (EFL) classroom from a different perspective. They defend the practice of translation in the EFL context not as a means in itself, but as a strategy to form students able to become more independent and better equipped when using a foreign

language. Having that in mind, the use of translation can bring many benefits for both teachers as well as learners, such as:

- Translation provides learners with the practice and skills necessary to communicate accurately, meaningfully and appropriately;
- Through translation activities, teachers can promote interaction among learners since they involve the negotiation of multiple possibilities of form and meaning;
- Translation can help learners to interpret, negotiate and express meaning from different perspectives, according to the context and its different interpretive communities (Fish, 1980/2003);
- The practice of translation encourages the reflection on language usage and the exchange of different points of view, raising language awareness.

And in other study, (House, 2009, p. 59) “ Translation may be needed to facilitate communication between speakers of different languages who would otherwise not understand one another, to acquaint speakers of one language with literary works written in another, or to disseminate information originally produced in one language to speakers of many other languages. Another important purpose to which translation has been put for a long time is pedagogic: translation has been proposed as a means for learning and teaching a foreign language”.

3.2.The role of pedagogical translation in EFL classroom

Pedagogical translation played a very important role in the EFL classroom. PT is an operation between two or more languages, a mother tongue and a target language. In our work, the translation here does not mean that the teacher explains and translates all the details, but it is used as a means to help the learner.

As (Newmark, 1988) remarks, “the place of translation in FLT will always be dependent on the role that the learner and the teacher assign to the native language in the learning process”. PT considers that “high levels of L1 proficiency help L2 acquisition and high

proficiency in L2 has a positive effect on L1” (Leonardy, 2011, p. 17). PT contained linguistic, cultural and cognitive factors, means “translation is a naturally-occurring cognitive activity which cannot be stopped” (Leonardy, 2011, p. 21).

Even though still undervalued, translation undoubtedly plays a significant role in SLL. If we accept 'the universal tendency', asserted by Thornbury (2000) that learning a new language 'proceeds by building from the known to the unknown', then the constant interactions that learners experience between their L1 and L2 during the SLL process are not only justified, but also inevitable (Thornbury, 2001).

The role of PT in EFL classroom is very important; it is used as a tool to transmit the meaning of word or sentence. It can be used in developing students' skills in language acquisition. It enhances also reading skills and can serve as evaluative strategy for students, helps them communicate with each other and open an outlet for them on the other cultures of the world (Florentina, 2007)

3.3. Advantages and disadvantages of using pedagogical translation

The efficiency of pedagogical translation in EFL lessons is very important to know how many benefits and harms which surrounding EFL classroom. The following are some advantages mentioned by Šamalová (2013, pp. 110-117):

- understanding the differences between the two languages,
- development, practicing and fixation of grammar,
- development, practicing and fixation of vocabulary,
- facilitating the comprehension of a text,
- quickness (the quickness of translation compared to explaining problematic development of accuracy, phenomena)
- checking that learners understand the subject matter,
- development of the ability to use English in real-life situations,
- development of the mother tongue,

- facilitating the comprehension of a given phenomenon
- development of creative and stylistic use of English,
- Working with dictionaries.

According to these advantages the most popular benefits of using pedagogical translation in EFL classroom are: understanding the differences between the two languages are development, practicing and fixing grammar and vocabulary.

On the other hand, there are some disadvantages that can be stated as follows:

- the risk of overusing translation,
- relying on translation (learners wait for the translation into the mother tongue),
- prevention of thinking in English,
- The time-consuming nature of the activity.
- Risks related to teacher's attitude (the right choice of texts, insisting on accurate translation).
- Risks resulting from the lack of knowledge on the learners' part and the demanding nature of the activity.
- Interference and word-for-word translation.
- Using the mother tongue.
- Tediousness (boredom).
- The absence of fluent communication development.
- Inconvenience for working with certain phenomena (polysemous words, idiom etc.),
- The absence of developing the ability to use English in real-life situations.
- Tendencies to excessively loose translation.
- Learners' confusion when it is impossible to translate word-for-word.

From the aforesaid drawbacks of using translation the interference and word-forward translation is the most frequently mentioned problems. Šamalová (2013)

3.4.Arguments for using pedagogical translation in the EFL classroom

Pedagogical translation is used to test students' overall proficiency in EFL classroom. Here Malmkjær (1998, p. 9) put forward some arguments for using PT in EFL classroom as follows:

- PT improves students' text comprehension.
- Teachers use PT in EFL classroom in order to enrich students' vocabulary.
- PT can be mixed to communicative activities.
- PT could be used as a tool of developing language competency.
- PT could enhance the students' faculty of expression.

(McCann, 2005) and (Cameron, 2001) said that PT could be used in explaining language structures, giving feedback, and maintaining classroom discipline. Consequently, they put PT in a positive position.

In addition, (Stoitchkov, 2006) said that PT helps learners to understand the effect of L1 on L2 and correct mistakes of misuse of words.

- PT can check the power and the shortcoming of both languages.
- PT pushes students to think slowly about meaning.
- PT encourages students to take risks rather than avoid them.
- PT pushes learners to search for the most appropriate words to convey what is meant.
- PT develops accuracy, clarity and flexibility.
- PT Leads to develop discussion.

According to (Shiyab & Abdullateef, 2001), PT is used as a means to compare between two languages and speed up the learner's comprehension process. And thus it develops accuracy, clarity and flexibility. (Duff A. , 1989)

3.5.Arguments against using pedagogical translation in EFL classroom

Many theorists and scholars stated some arguments against using pedagogical translation and try to remove them from EFL classroom. First, Krashen (1985) asserts that using

Translation in the EFL classroom prevents the students from acquiring the valuable input in the L2. Then, Phillipson (1992) claims that “English is best taught monolinguals” and “The ideal teacher of English is a native English speaker” (p. 208). Also Cook (2001) said that the use of only L2 in classroom leads to see a successful learning if learners know that their practice of English will develop their abilities in the target language. In addition to that, Deller & Rinvoluceri (2002) said there are negatives effects of excessive and random use of PT in EFL classroom by the teachers. In his turn, Carreres (2006) gave a range of arguments against the use of PT in EFL classroom as follows:

- PT is a manufactured exercise, because the learners based only for reading and writing skills when they come to practice a language.
- Translation into L2 makes learners rely on the mother tongue that prevents freedom of expression in L2.
- Translation into L2 is considered as an exercise that has no objective, because translators always use only L1 when they come to translate.
- Translation into L2 is a discouraging exercise, because student has no perfect accuracy when he comes to translate the version presented by the teachers.

In other way, “These uses of translation provoked fierce opposition in the latter half of the nineteenth century by members of the so-called Reform Movement, a group of language teaching theorists who advocated a less formalized and rule-governed” (House, 2009, p. 60).

“Opponents of the use of translation in foreign language learning claimed that translation into the foreign language interfered with the natural process of learning a foreign language and corrupted its use through what was thought to be an unnatural co-presence of the mother tongue. Interference was also thought to occur when learners translated from the foreign language into their native language”. (House, 2009, p. 60)

In the same time, House (2009) said that:

“The use of translation from the foreign language as a means of explaining the meaning of foreign words and phrases was also rejected because it was thought to promote mostly passive knowledge about the foreign language, which, it was assumed, would negatively influence any active use of it”. Finally translation can stop thinking in the foreign language. (p. 61)

3.6.The Effects of pedagogical translation on EFL classroom

Pedagogical translation is often related with the mother tongue. When the student comes to translate anything, he uses L1 very much in EFL classroom. Some teachers of English language are worried for this case, because students may make a lot of mistakes during translation. These teachers think that the best method to develop and mastering the L1 is to think in that language rather than translate the L2 or L1 into other language. Therefore, in order to avoid the mistakes caused by L1 interferences, students are encouraged to stop the use of translation as a means of learning L2.

During the process of analyzing the source of the Spanish-speaking students learning English mistakes, Dulay & Burt (1973) said that there is only 3% of mistakes come from L1 interferences and 85% of mistakes were developmental in nature; developmental mistakes are happen during learning the language.

In the field of second-language acquisition research, pedagogical translation in EFL classroom or the role of L1 are developed from refusal to accept its abilities. Ellis (1985) said that L1 as a source of knowledge to learn L2 and EFL learners consciously or unconsciously refer back to this case. In addition to that, Corder (1981) said that mother tongue could act as a great resource that students can use during PT to make up for their limitations in learning L2. Based on these studies learners' L1 are on the right way to learn L2.

Lin (2008) said that translation from L1 to L2 give students some advantages to apply what they have learned before like sentence structure and vocabulary. Words, phrases, collocations, and grammar points are considered as communicative tools for students to

transfer the genuine writers' meanings. Also, the awareness of students is developed in the similarities and differences between the two languages (Chellappan, 1991).

In summary, pedagogical translation can stand as a means for facilitating English learning.

Conclusion

As a conclusion this chapter has provided a general review about translation in teaching EFL. We started by the historical background of translation, moved to definition of translation. Then we passed to pedagogical and professional translation, then we moved to discussing the methods of teaching; Direct, Grammar Translation, Audio Lingual method and the communicative approach. Then we passed to skills of teaching which contained listening, speaking, writing, reading. Finally, this chapter has ended with the uses and the role of pedagogical translation. Then we moved to advantages and disadvantages of PT. Moreover, we passed to mentioned the arguments for and against PT. and we finish by the effect of PT on EFL classroom.

Chapter II:

Field Research

1. Introduction

This chapter is designed to analyze the findings obtained through the investigation tools in the current case study. Furthermore, the goal of this investigation is to know the attitudes of students toward the usefulness of pedagogical translation.

Moreover, in this chapter, we will explain the population which was chosen from the Department of English, Abbes Laghrour University, Khenchela. In addition, we will describe and make analysis about Students' Questionnaire. Finally all of these steps confirm the hypothesis and the objective of the study.

2. Population and Sample

The population we have investigated is a sample from third year students in the Department of English language at the university of Abbes Laghrour, Khenchela. The sample population consists of (146 students) divided into 3 groups. We have chosen 21 students randomly from them, (7 students) are males and (14 students) are females.

3. Description of the Questionnaire

The students' Questionnaire comprises 14 multiple-choice questions, the questionnaire we designed to students was very simple and clear.

4. Administration of the Questionnaire

The questionnaire was submitted to the third year students in the Department of English language at the university of Abbes Laghrour, Khenchela, and students did not face any difficulties or problems in understanding and answering the questionnaire, because all questions write in simple and clear words.

5. Analysis of the Students' Questionnaire

Q1: DO you enjoy translation activities?

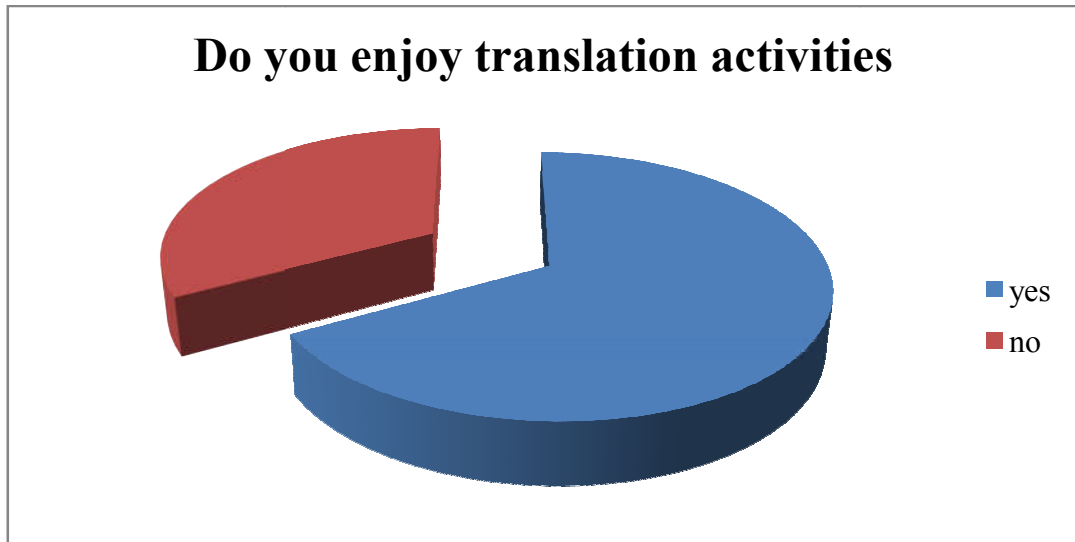


Figure 1: percentage of whether the students enjoy translation activities.

The chart above shows that 67% of student's participants are enjoying the translation session while 33% of them answered that they are not enjoying translation session.

Q2: Do you prefer translation from Arabic to English, English to Arabic or both?

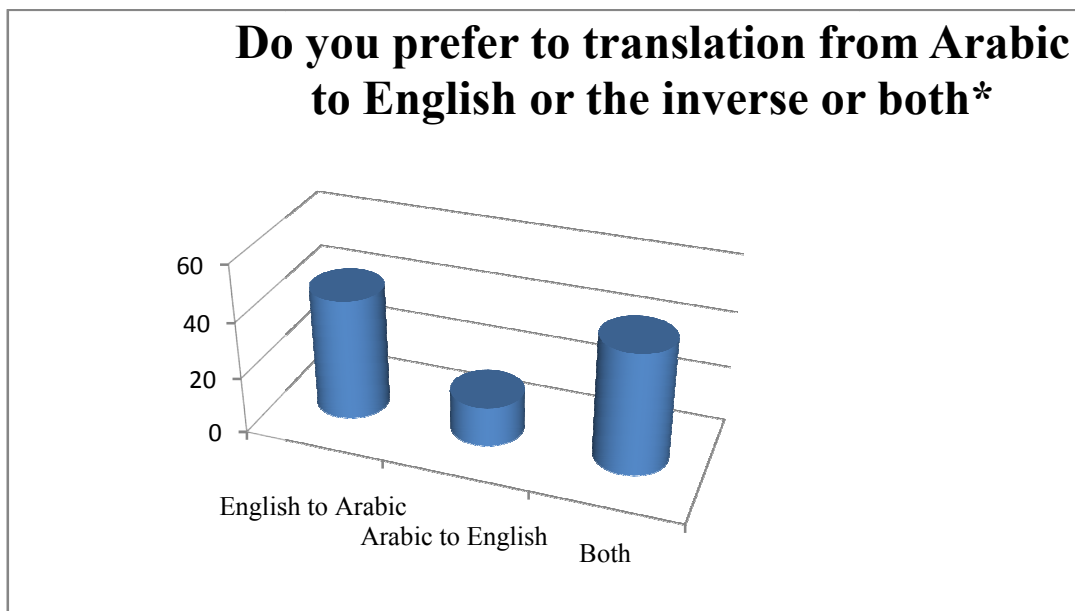


Figure 2: percentage of whether students prefer to translate from English to Arabic, Arabic to English or both.

When they asked whether they prefer translation from Arabic to English or English to Arabic or both, slightly the half of them 43% chose English to Arabic and the third option both, while only 14% preferred Arabic to English.

Q3: Do you pedagogical translation has helped you to make faster progress in learning foreign language?

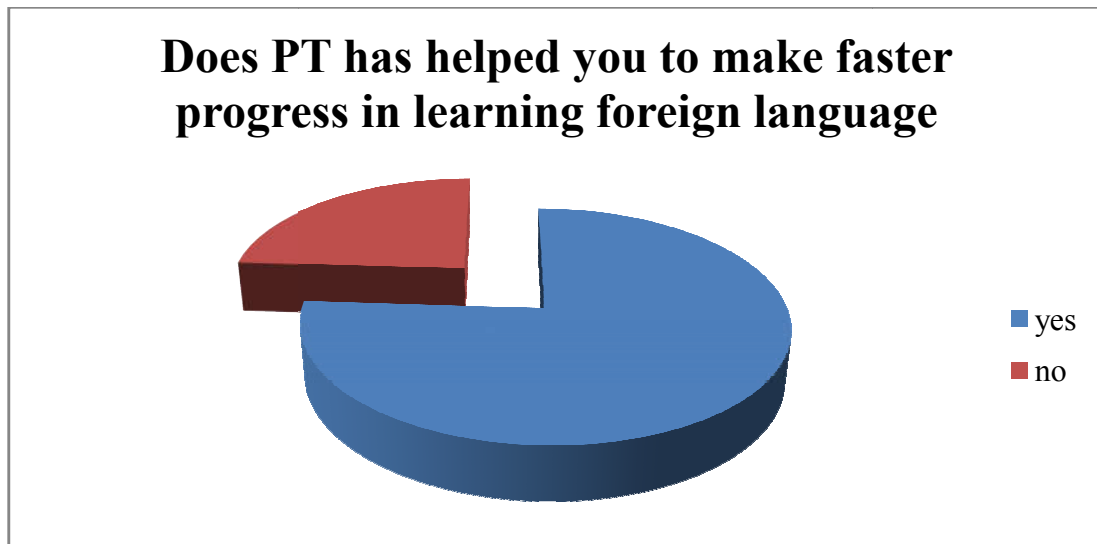


Figure 3: percentage whether pedagogical translation has helped students to make faster progress in learning languages.

Most of the students 76% stated that translation helped them to improve and faster their progress toward learning English, while 24% answered that translation is not helping them with their language learning progress.

Q4: How useful is translation as a means of learning English?

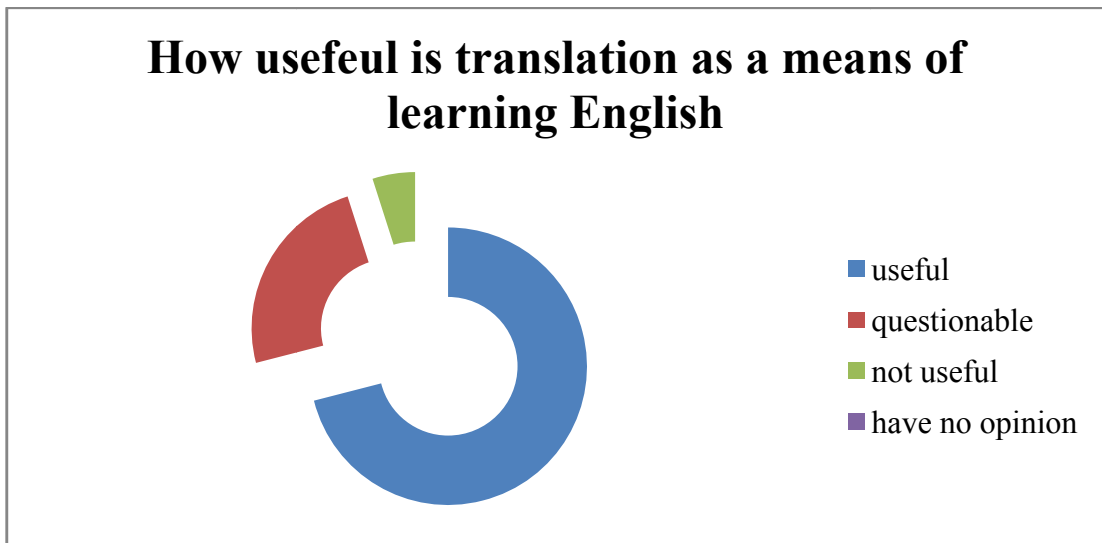


Figure 4: percentage of how useful is translation as a means of learning language.

It is apparent that most of the students 71% who have been asked see that translation has been useful for them as a means of learning English while 24% question the usefulness of it and only 5% see that it has no usefulness.

Q5: What language skills do you feel can be strengthened the most from using translation?

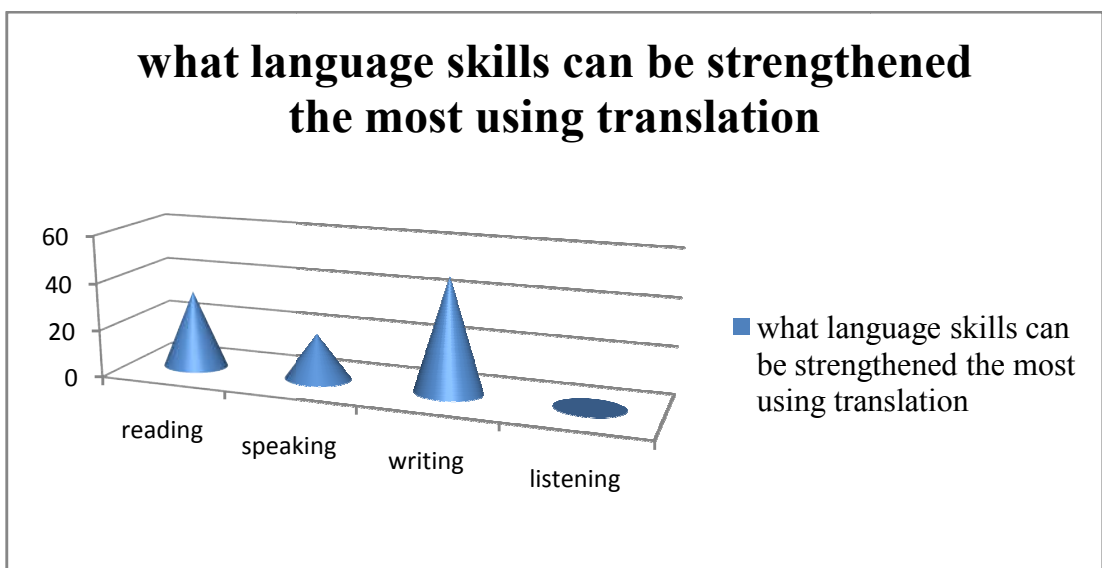


Figure 5: percentage of which skill can be strengthened the most from using translation.

Concerning what's the most skill that translation can strength, 33% of student's participants responded that they feel that translation affect mostly the skill of reading and 48%

of student's participants chose the skill of writing while the rest 19% pointed out the skill of speaking and no one has chosen the skill of listening.

Q6: Does Translation helped you improve your grammar, vocabulary or both?

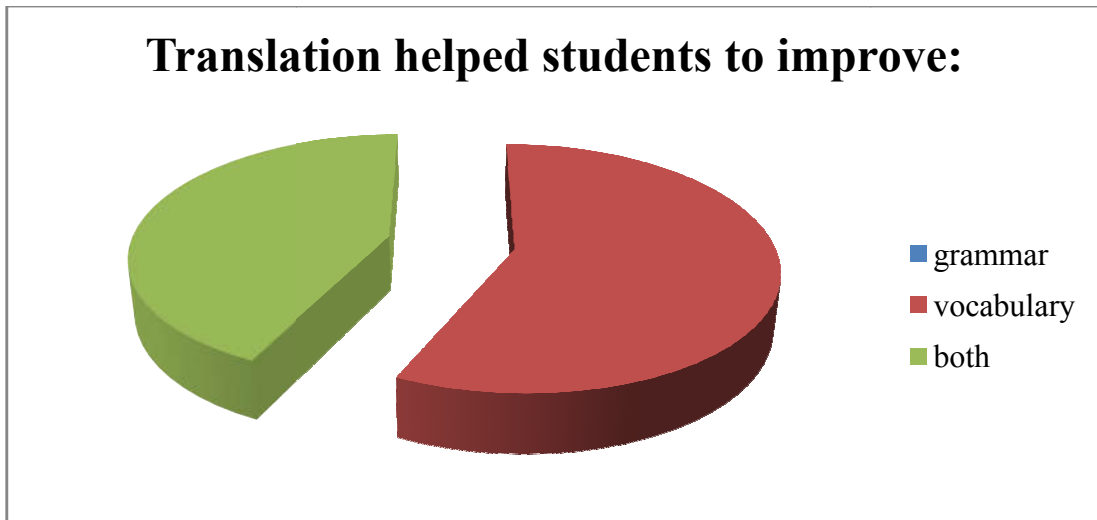


Figure 06: percentage of which is the most affected by translation grammar or vocabulary or both.

As for student's participants, as shown in figure 06, around 56% of students responded that translation helped them to improve their vocabulary while no one has claimed that translation helped them to improve their grammar but 44% answered that it helped them improve not only their vocabulary but the grammar too.

Q7: Do you feel the translation activities have prepared you for the level M1 and M2?

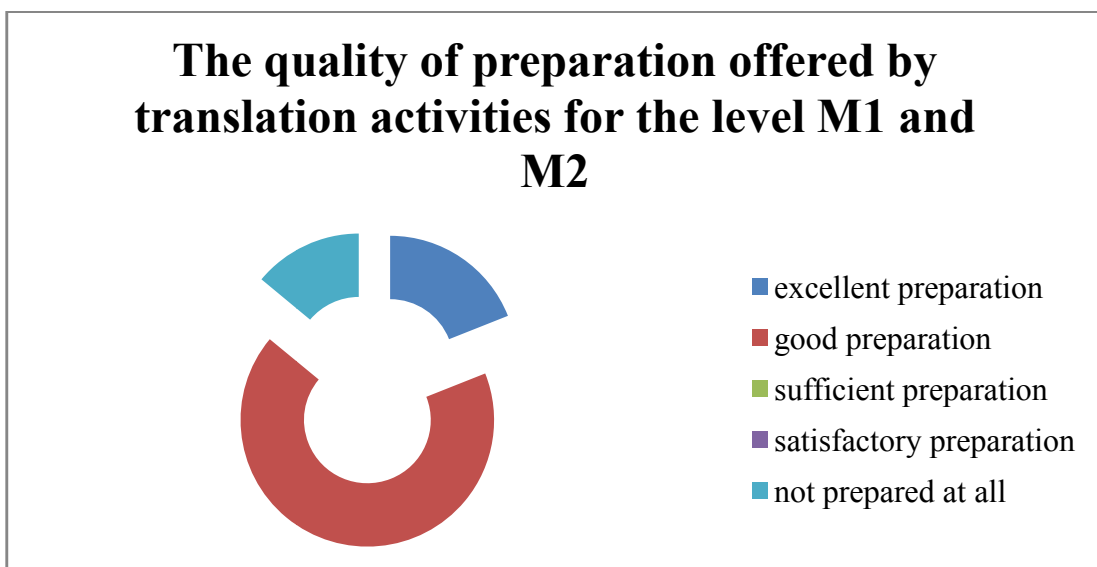


Figure 7: percentage of the quality of preparation offered by translation activities.

Most students 67% stated that translation activities have offered a good preparation for the level M1 and M2, 19% stated that they have offered excellent preparation for them, while 14% claimed that translation activities have not prepared them at all for M1 and M2 level.

Q8: Do you feel the resistance of the target language while translating?

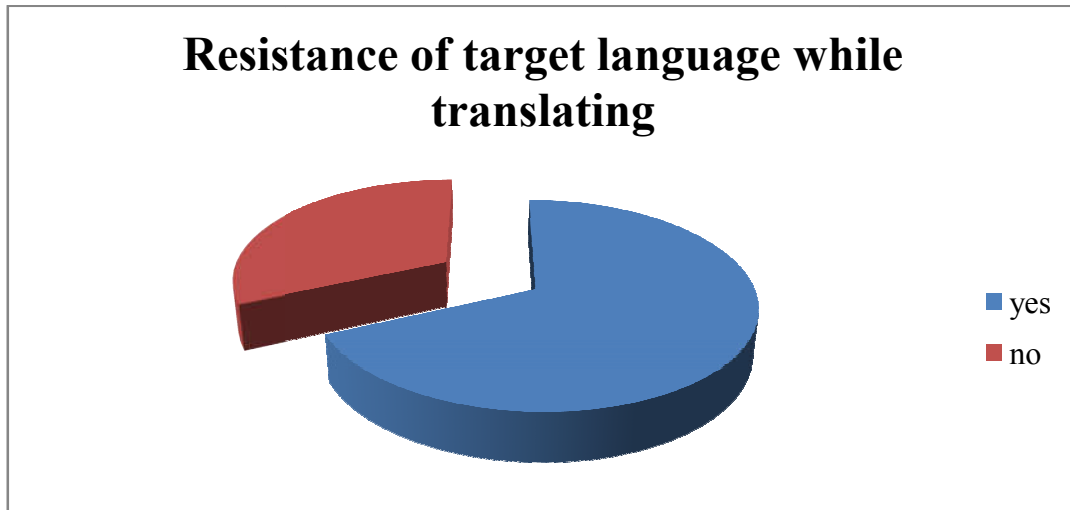


Figure 8: percentage of whether the students feel the resistance of target language while translating.

When asked whether they feel the resistance of the target language while translating, 71% of student's participants answered Yes while 29% of them answered No.

Q9: Do you think that pedagogical translation activities dispel interference between languages?

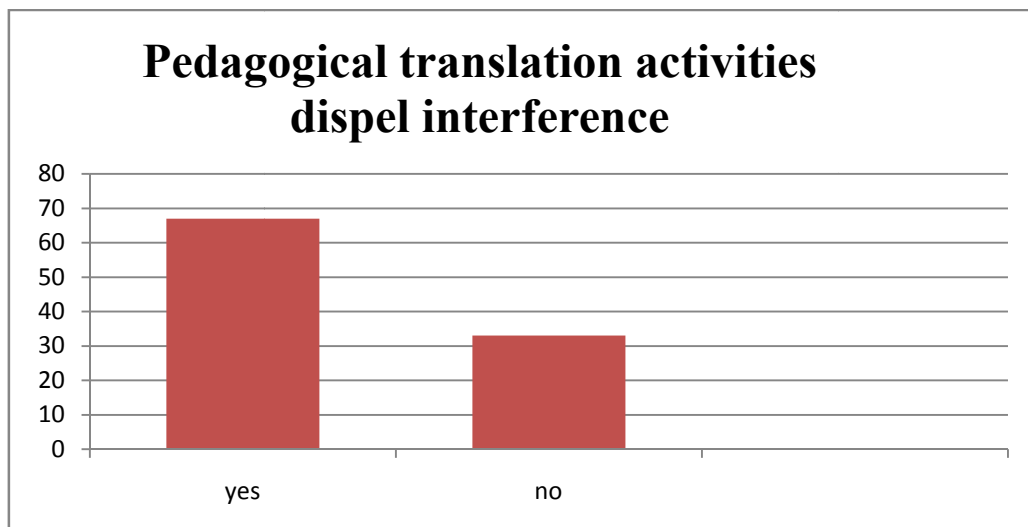


Figure 9: percentage of whether pedagogical translation activities dispel the interference between languages.

When asked whether they think that pedagogical translation activities dispel interference between languages, 67% of student's participants answered Yes while 33% of them answered No.

Q10: How do you qualify the effect of pedagogical translation activities on English language learning? Justify?

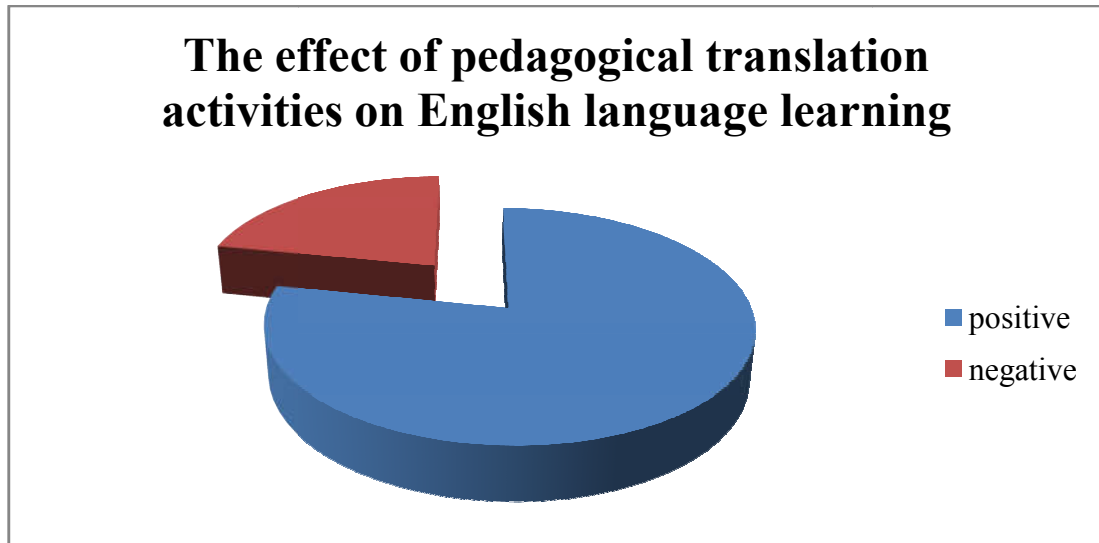


Figure 10: percentage of how much students qualify the effects of PT activities on English learning.

Most of the students 86% stated that translation activities has a positive effect on English learning, while 14% answered that translation has a negative effect on their language learning progress.

Q11: Do you agree with the inclusion of pedagogical translation activities in the EFL classroom curriculum?

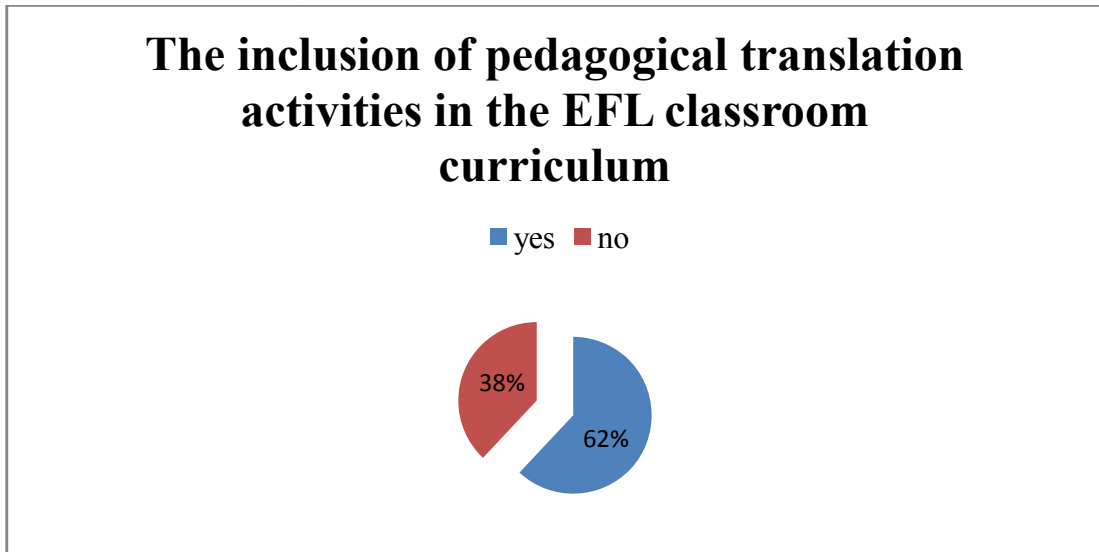


Figure 11: percentage of student's agreement with the inclusion of pedagogical translation in EFL classroom curriculum.

Concerning the inclusion of pedagogical translation in EFL classroom curriculum, the figure above shows that 62% of students answered yes while 38% of the students answered no.

Q12: Do you think that students when they come to translate a text in EFL classroom of Algeria face some cultural difficulties?

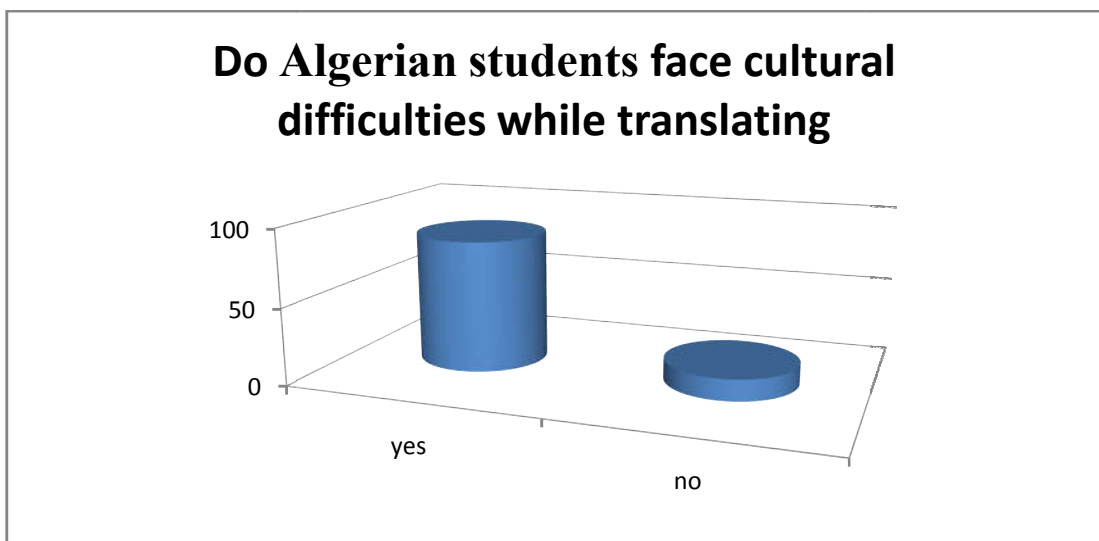


Figure 12: percentage of whether Algerian students face cultural difficulties while translating.

According to the figure above a high percentage of students participants 86% think that Algerian students face some cultural difficulties while translate a text in EFL classroom and only 14% think that no cultural difficulties are faced while translating in EFL classroom.

Q13: Do you think that pedagogical translation helps students to enhance familiarity with foreign cultures?

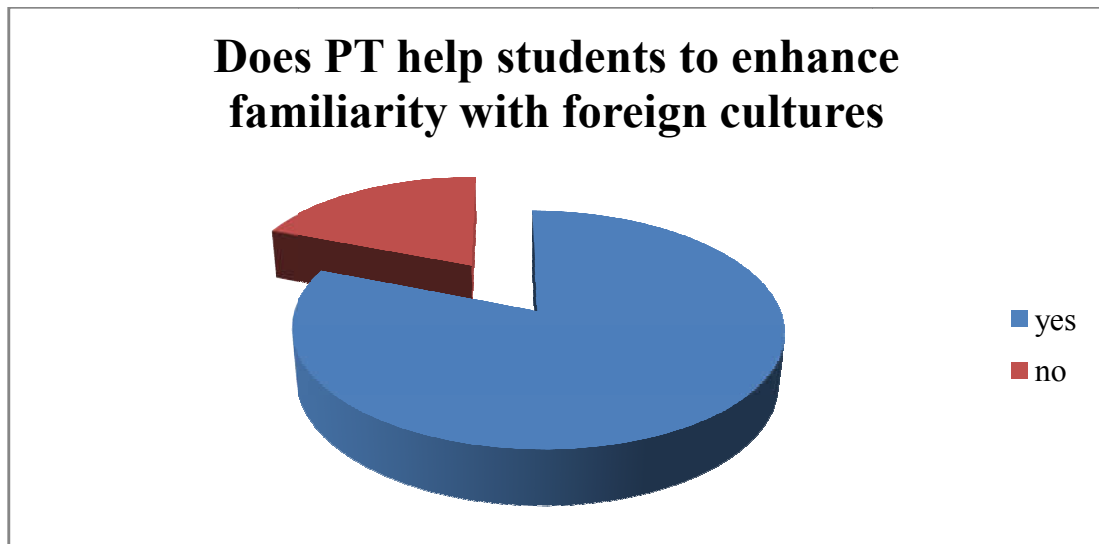


Figure 13: percentage of whether pedagogical translation has a role in enhancing familiarity with foreign cultures.

In answering if pedagogical translation helps students to enhance familiarity with foreign cultures 81% of students answered yes while, 19% of them answered no.

Q14: Does pedagogical translation have a role of facilitating interpersonal communication?

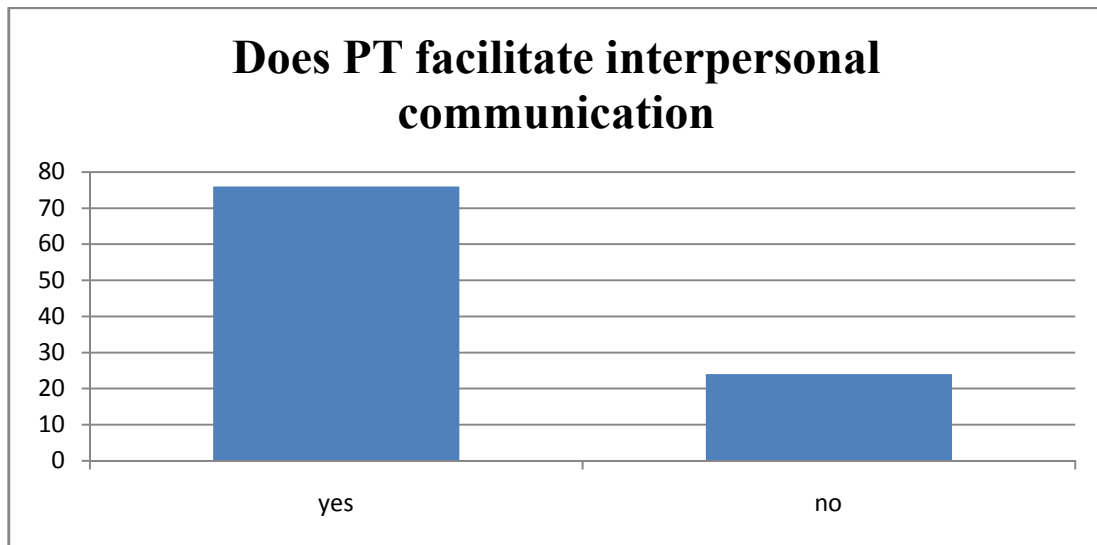


Figure 14 : percentage of whether pedagogical translation have a role of facilitating interpersonal communication.

The figure above shows that most students see that pedagogical translation have a role of facilitating interpersonal communicate and only 24% see that it does not.

6. Finding Results

Summary of the findings:

According to the results:

1. Most participants enjoy translation activities and have a positive attitude towards the inclusion of PT in EFL curriculum.
2. Pedagogical translation has helped a great percentage of students in learning English and has improved their vocabulary the most.
3. In the university, students may have a good preparation in their first three years with pedagogical translation activities which it would be more useful in M1 and M2.
4. Pedagogical translation can help students to get used to face cultural difficulties and resist the interference of the mother language.
5. Pedagogical translation activities can be a great tool when it is about getting used with foreign cultures.

6. Suggestions and Recommendation

- ✓ Students should bring with them their dictionaries in translation sessions and write down every new word in their carnets.
- ✓ Translation teachers should give their students every time a different topic so they can cover a multiple topics at the end of the year.
- ✓ Teachers also should insist on group work because it allows information to flow among the students. They exchange different concepts and idioms.
- ✓ Teachers can use videos in order to ask the students to write and translate what the characters in the movie are saying which develop a lot of skills as listening.
- ✓ Students must take attention to idiomatic expressions and the differences between their own culture and the culture of target language natives.
- ✓ Students can translate different sections of a text, and then regroup to connect together their parts into a full text, with suitable connecting language.
- ✓ Learners bring in short texts/proverbs/poems and present them to the class, explaining why they like them. These are then used for translation.

7. Conclusion

The study explored the attitudes of students towards pedagogical translation in Khenchela University. After the analysis of all the data gathered from the answers provided through the questionnaire that was given to students of 3rd year in English department, the results revealed that pedagogical translation activities are enjoyable and help students to develop their knowledge about grammar and vocabulary, apart from that, most of students participants believe that translation can be a tool in dispelling the interference of the mother language and in getting used to foreign cultures. In fact most student's feel the usefulness and effectiveness of pedagogical translation in classroom.

General conclusion

The aim of this dissertation was to investigate the attitudes toward the usefulness of pedagogical translation. In order to find answers to the research question, we divided the study into two parts.

The first one is the theoretical part which is composed of one chapter includes three section. We start this chapter by introduction. The first section deal with pedagogical translation its historical background about translation then definition of translation and pedagogical versus professional translation. The second section talks about Teaching English as a foreign language we start with the methods of teaching and we select four from many methods of teaching: Direct, Grammar Translation, Audio lingual method and the communicative approach. Then we moved to discuss the skills of teaching; listening, speaking, writing, reading skills. Then we discuss pedagogical translation; the use and the role of pedagogical translation in EFL classroom, advantages and disadvantages of PT, arguments for and against using PT, and we finish by the effect of PT in EFL classroom.

The second part is the field research of the study that devoted to the analysis of students' questionnaires in which was asked different questions to collect information about their attitudes regarding the usefulness of pedagogical translation.

Through the knowledge that we obtain from the theoretical part and from the analysis of the results that has been provided by the above tools, we conclude that Most of student's participants enjoy translation activities and have a positive attitude towards the inclusion of PT in EFL curriculum. Moreover Pedagogical translation has helped a great percentage of students in learning English and has improved their vocabulary the most. And Pedagogical translation can help students to get used to face cultural difficulties and resist the interference of the mother language.

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7. Do you feel the translation activities have prepared you for the Level M1 and M2?
- a. they have offered excellent preparation
- b. they have offered good preparation
- c. they have offered sufficient preparation
- d. they have offered satisfactory preparation
- e. they have not prepared at all
8. Do you feel the resistance of target language while translating?
- Yes No
9. Do think that pedagogical translation activities dispel interference between languages?
- Yes No
10. How do you qualify the effect of pedagogical translation activities on English language learning? Justify?
- Positive Negative
-
-
11. Do you agree with the inclusion of pedagogical translation activities in the EFL classroom curriculum?
- Yes No
12. Do you think that students when they come to translate a text in EFL classroom of Algeria face some cultural difficulties?
- Yes No
13. Do you think that pedagogical translation helps students to enhance familiarity with foreign cultures?
- Yes No
14. Does pedagogical translation have a role of facilitating interpersonal communication?
- Yes No

Thank you for your cooperation.

Résumé:

L'étude actuelle est une tentative visant à reconnaître profondément et à susciter les attitudes et les réactions des étudiants de troisième année de la littérature et civilisation britanniques à l'Université d'Abbes Laghrour, Khenchela sur. La conception de la recherche descriptive utilise un instrument quantitatif pour atteindre l'objectif de l'étude, en utilisant un seul questionnaire administré aux étudiants de troisième année. Les questionnaires ont été analysés en termes de fréquence et de pourcentage.

Les résultats ont révélé que les activités de traduction pédagogique sont agréables et aident les étudiants à développer leurs connaissances de la grammaire et du vocabulaire; en dehors de cela, la plupart des étudiants participants croient que la traduction peut être un outil permettant de dissiper les interférences de la langue maternelle et de s'habituer à la culture de la langue étrangère. En fait, la plupart des étudiants estiment l'utilité et l'efficacité de la traduction pédagogique en classe.