Ways of Integrating Translation in Teaching English for Algerian Students

Case Study: 3rd year students of foreign languages at Chabbani Abass secondary school - El Oued

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Dedication

To my mother, father, brothers, my friends, my teachers, and all those who contributed to this research without their moral support and help I will never ever succeed.
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List of abbreviations

EFL: English as Foreign Language
FL  : Foreign language
FLT: Foreign Language Teaching
FLL: Foreign Language Learning
ELT: English Language Teaching
L1  : First language
L2  : Second language
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Introduction:

Translation has always been the core of the controversies on whether it should be used in the EFL classroom and whether it can be a valid and effective tool in FLT. As it is known, the history of language teaching has witnessed various approaches and language teaching methods which have regarded the use of translation in the EFL classroom both in favor or disapproval. While the proponents of an English-only policy collectively known as the Monolingual. Those advocating the use of translation in the classroom known as the Bilingual Approach. Each of them involves some teaching methods having their supporters and their arguments which will be discussed in details in the theoretical part of this dissertation.

Although there have been many theoretical arguments both for and against the use of translation in EFL classroom, there has been little research carried out which has measured the usefulness and the effectiveness of translation in the EFL classroom. Perhaps the difficult nature of measuring and gathering evidence in an attempt to answer such a difficult question is the reason behind this. Thus, the researcher decided to conduct an experiment in an Algerian EFL classroom in which the two above mentioned approaches have been used in an attempt to answer this controversial question. The details of this experiment in addition to a questionnaire directed to some Algerian teachers of English and some students will be discussed in the practical part.

Literature Review:

Many researchers and teachers began to re-evaluate their negative views towards the use of translation after the emergence of studies supporting the use of translation. These studies have been conducted in different parts of the world to settle the debate of the use of translation in foreign language teaching. Most of them arrived at that the advantages of using translation can outweigh the disadvantages if it is applied systematically. Moreover, these studies have found that most teachers and learners are in favor of using translation since they believe in it as a natural language facilitator and learning strategy. Here are some of these studies:

Levenston (1985) regards translation as an efficient teaching and evaluation tool in communicative language teaching. He suggested teachers use interpretation in role-play activities. For instance, a student played a foreign visitor. He went to a department store and
had a communication breakdown with a sales clerk there. At this time, another student came as an interpreter to give help. These situations can be extended to other contexts, such as post offices, banks, restaurants, airports, and so on. In these authentic situations, translation serves a communicative purpose rather than as static grammar drills out of context.

Al-Abdan (1993) investigated the use of translation in EFL classroom in Saudi intermediate public schools. A total of 451 English teachers and supervisors responded to a questionnaire specifically designed to collect data about this issue. The results showed that 75% of these teachers use translation while teaching English for about 10% of the class time. Moreover, the study identified a number of factors that might encourage the use of translation in English classes, such as the unavailability of teaching aids, the effort needed in teaching monolingual students and the shortage of time allotted to English in these schools.

Schweer’s study (1999) at Puerto Rican universities confirmed that translation serves a number of functions, such as giving the students an opportunity to understand the meaning of what the teacher has said, discussing the requirements of a task, and reducing students’ anxiety.

**Statement of the problem:**

The question whether teachers should use translation in EFL classroom is still unanswered and even controversial. The opponents allege, on the one hand, that translation should be excluded while teaching a foreign language. On the other hand, the supporters see that translation should be included and used in EFL classroom systematically.

**Rationale and Aims of the study:**

Little attention has been paid to the issue of using translation in the context of Algerian EFL classroom in which very few studies, as far as the researcher is aware, have been conducted. Additionally, the researcher has studied Didactic specialty for 3 years and 2 years in the specialty of translation under the LMD system. By writing this dissertation, the researcher is attempting to build a bridge between these two specialties, and to conduct further investigations to find out the views of Algerian teachers and students towards the use of translation in EFL classrooms at secondary school level. Besides, attempting to investigate ways of integrating translation in Algerian EFL classroom.
Research questions

Should translation be used in the EFL classroom? if yes, how can translation be integrated in the English courses?

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

- What are the difficulties of teaching the English language in Algeria?
- What are the advantages and disadvantages of using translation in the EFL classroom?
- What are the uses of translation in the EFL classroom?
- How can translation be integrated in the EFL classroom?
- What are the attitudes of Algerian teachers and Students towards using translation? And to what extent it can be used?

The hypothesis:

The hypothesis of this study is put forward as follow:

English is best taught through using translation, since it could be utilized as a facilitator tool by the teachers and as a means of developing English language competency within learners.

Methodology

We opt, in the study, for an experimental design because it would be more appropriate for such a study to test the effectiveness and hows of integrating translation in an Algerian EFL classroom after some English sessions. Also, it is effective in testing the hypothesis suggested. In addition, we form a questionnaire that will be delivered to some teachers and 3rd Year Foreign languages Stream students at Chabbani Abass secondary school - El Oued.

Limitations of the study

During the study, we encountered some hurdles that affect in a way or another the whole work such as:
- There was a strike of teachers during this scholar year, so the researcher found some difficulty to distribute the questionnaires at the right time.
- The selection of the right sample population took a long time. Since it is difficult to find a sample which is interested in the English language and at the same time ready to contribute in the experiment.
- This study remains only a case study. The promising results that we obtained may be different another sample population and with different conditions.

**Structure of the study**

This thesis is divided into two chapters. The first is theoretical and the second one is practical. The first chapter discusses the great debate of the use of translation, besides giving an overview on English language teaching in Algeria. Then, we move to the second chapter that deals with the methodology adopted in this study and with the analysis and discussion of the results. The two chapters are presented after the introduction which contains the aims behind choosing this study, the statement of the problem and the structure of the research.

In the first chapter, the researcher tackles the running debate on the inclusion or the exclusion of translation in EFL classroom from the perspective of the monolingual and the bilingual approaches. Teaching methods which favor and disfavor the use of translation are presented. Then, arguments for including or excluding translation are provided. After that, an overview on English language teaching in Algeria has been provided in which we explain some difficulties of teaching the English language in Algeria. Then, we shed light on the situation of English in Algerian secondary schools in general and in 3rd Year Foreign languages Stream in particular.

The second chapter is arranged to be about the main investigations, we start with the experimental design divided into two experiments in which we describe each experiment and explain their results. Then, we move to analyze and to discuss the results gathered from the participant teachers and students questionnaires.

At the end, a conclusion that summarizes the results of this research as well as it answers the research questions.
Chapter I

The Use of Translation in the EFL Classroom
Chapter I: The Use of Translation in the EFL Classroom

I.1 Introduction:

One of the major theoretical debates that have dominated the field of foreign language teaching for decades is whether Translation can be valid and effective method when teaching or learning a foreign language. This debate has been controversial, and several supporting and opposing arguments have been raised. Some researchers advocated the monolingual approach (English-only teaching) in the EFL classroom having their contra-translation arguments. However, in the last few decades other researchers have been reflecting upon the use of translation in the English as Foreign Language (EFL) classroom from a different perspective. They defend the practice and wise the use of translation.

In this regard, the use of translation was totally rejected in the Algerian curriculum till 2010 when the use of translation in EFL classroom was allowed according to the article N°77/0.3/10 of the law of orientation. Basing 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 difficulties of teaching the English language in Algeria, and having a look onto English situation in the Algerian educational system in general and in secondary schools in particular.

I.2. Professional Translation versus Pedagogical Translation:

Since we are dealing in this dissertation with translation as a tool for the EFL classroom within the pedagogical field, we will not speak about translation used to train translators in general. Hence, the researcher wants to define both pedagogical translation and translation in general (professional translation), and to clarify the differences between them from the perspective of some theorists.

I.2.1. Definition of Professional translation:

Translation has been given many definitions because it differs from the perspective of one scholar to another. Munday (2001, p.4), for instance, stated that: “the term translation may refer to the general field, the product of translating or the process”. Another given definition is that translation is a complex cognitive activity aimed at decoding the ST, transferring both linguistic and cultural elements and meanings into the TL and encoding the text into the new language and context.
I.2.2 Definition of Pedagogical Translation:

Translation as a tool used in the EFL classroom has been given many names since the days of medieval Scholasticism and the much vilified 19th Century Prussian Grammar-Translation methodologies, from general names such as “school translation”, “pedagogical translation” and “academic translation” to more recent terms in the current post-communicative, cognitive paradigm such as “act of translating” (Machida, 2011). It is worth mentioning that Translation should be neither associated with the Grammar-Translation method nor with the traditional activity aimed at training translators. Translation in the EFL classes become a form of pedagogical translation aimed at enhancing and further improving the learner competency at all levels and skills bearing in mind that it is considered as the fifth skill which supports and complements the other four language skills and its application in the EFL classroom can be useful and effective.

I.2.3 Differences between Professional Translation and Pedagogical Translation:

The distinction between professional translation and pedagogical translation is not a new one. Holmes (1994, p.77) stated that this distinction seems to emerge from the need to set two types (or applications) apart: translation in translator training courses and translation as a general activity in any FLT and FLL environment. In the same line, Klaudy (2003, p.133) stated that Pedagogical and professional translation differ from each other on three counts: the function, the object, and the addressee of the translation. As for function, pedagogical translation is an instrumental kind of translation, in which the translated text serves as a tool of improving the language learner’s foreign language proficiency. Hence, it is not an end in itself, but a means. Conversely, in professional translation translated text is not a tool but the very goal of the process. Regarding the object, the object of translation is information about reality, contained in source text, whereas in pedagogical translation it is information about the language learner’s level of language proficiency. Finally, there is a difference concerning the addressee of the two kinds of translation. In professional translation it is language readers in search for information about reality, while in pedagogical translation the addressee is the language teacher or the examiner, wanting information about the learner’s proficiency.
I.3 The monolingual Approach versus the Bilingual Approach:

The controversy either to use monolingual approach or to use bilingual approach dated back to the late of nineteenth-century which was characterized by the emergence of the Reform Movement whose aim was to develop new language teaching principles. Using translation in teaching a foreign language became a controversial issue among reformers. Some believed that it should be neglected and excluded from the EFL classroom (The Monolingual Approach). On the other hand, other reformers emphasized the importance of translation, and they see that it should be included in the EFL classroom. (The Bilingual Approach).

I.3.1 The Monolingual Approach:

The Monolingual Approach is based on the assumption that English ought to be taught through English, and not by the use of translation, which has to be prohibited in the classroom. The proponents of this approach suggest more than one reason. Krashen and Terrell (1983), advocates of this approach, stated that when learners want to acquire a foreign language, they should follow the same path they acquire their L1 so no need for translation. In addition, Hajjaj (1989) concluded that translation should not usually be used in EFL classrooms, since the aim of FL teaching is to approximate near-native competence. What can be concluded from the above views is that it is better to teach English language through the medium of English.

I.3.1.1 Some Contrasting Teaching Methods of Using Translation:

As we have mentioned above, by the end of the 19th century the reform movement has emerged as a reaction to the beliefs guiding the Grammar Translation Method and showed a clear preference for speech and orality which the latter fails to achieve. This criticism led to the failure of the GTM, and the appeal for new teaching methods increased. Some of these methods of teaching that exclude the use of translation will be highlighted under this title:

I.3.1.1.1 The Direct Method:

One of the first advocates of excluding Translation was J.S. Blackie. His philosophy of learning was that words should be associated directly with objects, and translation should be banned. This new method was known as the Direct Method. As we have mentioned above the belief underpinning this method was that learners acquire L2 in the same way children acquire
their L1. There are several reasons why translation was banned in this method. First, it was associated to written language, hence the clash with the focus on the oral one. Second, it was supposed to interfere in the direct association between concept and word (Howatt, 2000, p.173). Finally, most teachers were native speakers of the language; they were teaching and probably unable to translate into the students’ L1.

I.3.1.2The Audio-lingual Method:

Later, another method known as the Audio-lingual Method appeared, and it also emphasized banning the use of Translation. This teaching method is an oral-based approach, which focuses on “teaching the spoken language through dialogues and drills” (Cook, 2008, p.242). Lado (1964, p.53-54) summarized the reasons why the Audio-lingual method banned translation in classroom: Translation is not a substitute for language practice. Arguments supporting this principle are (1) that few words if any are fully equivalent in any two languages, (2) that the student, thinking that the words are equivalents, erroneously assumes that his translation can be extended to the same situations as the original and as a result makes mistakes, and (3) that word-for-word translations produce incorrect constructions.

I.3.2 Arguments against Using Translation in the EFL Classroom:

Much has been written about the disadvantages of using Translation in classroom. We will try to present some contra-translation arguments suggested by some scholars and theorists who called for the exclusion of translation from the FL teaching. First, Krashen (1985) asserts that using Translation in the EFL classroom prevents the students from acquiring the valuable input in the L2. Then, Robert Phillipson (1992, p.208) who claims that “English is best taught monolingually” and “The ideal teacher of English is a native English speaker”. Vivian Cook (2001) also strongly supports the monolingual approach. So she claims that using L2 only creates successful learning, especially if the learners realize that their maximum exposure to English will develop their capabilities in the target language. In the same view, Deller and Rinvolucri (2002) do not support the random use of translation and warn the language teachers of the negative effects of its over-use in the EFL classroom.

Additionally, Carreres (2006) put forward some arguments against using translation teaching tool:
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1. Translation is an artificial exercise that has no place in a communicative methodology. Also, it is restrictive in that it confines language practice to two skills only: reading and writing.

2. Translation into L2 is counterproductive in that it forces learners always to view the foreign language through their mother tongue; this causes interferences and a dependence on L1 that inhibits free expression in L2.

3. Translation into L2 is a purposeless exercise that has no application in the real world, since translators normally operate into and not out of their other tongue.

4. Translation, particularly into L2, is a frustrating and de-motivating exercise in that the student can never attain the level of accuracy or stylistic polish of the version presented to them by their teacher. It seems to be an exercise designed to elicit mistakes, rather than accurate use of language.

5. Translation is a method that may well work with literary-oriented learners who enjoy probing the intricacies of grammar and lexis, but it is unsuited to the average learner.

Moreover, Alan Duff (1992) explains why translation has been out of favor with the language teaching community since the reform movement. Translation is:

1. Text-bound. It only implies two skills: reading and writing.

2. Time-consuming.

3. Associated with specific types of language, e.g. scientific. Not suited to the general needs.

4. Not desirable as it uses the mother tongue.

Besides, Dennis Newson (1998) who exposes some of the widespread disadvantages:

1. Deprives from learning within only one language.

2. Gives false credence of word-to-word equivalence.

3. Does not allow achievement of generally accepted teaching aims:

   Emphasis on spoken fluency.

4. Encourages thinking in one language and transference into another with interference

Last but not least, Malmkjaer (1998:5) lists a number of further general objections to translation, which are the following. Translation (1) is independent of the four skills which define language competence: reading, writing, speaking and listening; (2) it is radically different from the four skills; (3) it takes up valuable time which could be used to teach these four skills; (4) it is unnatural; (5) it misleads students into thinking that expressions in two
languages correspond one-to-one; (6) it produces interference; (7) it prevents students from thinking in the foreign language; and (8) it is a bad test for language skills.

**I.3.1.3 The weakness of the Principle of Banning Translation:**

Translation is undoubtedly important and effective pedagogical tool in the EFL classroom although it has been heavily criticized and banned from the FL classes in the past, translation has always been used in educational contexts all over the world. Due to both the rise and establishment of Translation Studies as an academic discipline and the emergence of the Direct Method, the use of translation in the FL classes was pushed into the background, although it has never banned completely. The reluctance of using translation in the FL classes was mainly due to two reasons: first, its association with the old-fashioned Grammar-Translation Method which was mainly criticized due to its failure in the oral proficiency. The use of pedagogical translation, however, presupposes the use of both oral and written, and it is viewed as a valid and valuable pedagogical tool in FL teaching at enhancing learner’s communicative competence and further strengthening writing, reading, speaking, and listening skills. This point will be clarified more in the practical part. Second, Most of the monolingual approach opponents argue that language learning by adults is similar to language acquisition by children so no need for translation, and their reason is that both L1 children and L2 learners do not have any previous knowledge about the new language. However, one limitation with this argument is that it takes no account of the distinctions which have been identified between learning L1 and L2 (Cook, 2001). Bley-Vroman (1990) presents a thorough explanation of five basic differences between L1 acquisition by children and L2 learning by adults. Firstly, children’s innate ability to acquire their L1 disappears in adults. Secondly, adults rely on their L1 when learning L2, unlike children who do not have previous knowledge of their mother language. Thirdly, in contrast to children, adults’ exposure to L2 is not sufficient since language input is confined to being in a learning environment such as schools. Moreover, children are helped by social factors as motivation and personal situations that adults lack. Finally, notwithstanding adults’ difficulties when learning, they do, of course, have more mature cognitive abilities. Therefore, the reasons and the arguments for discouraging using translation in the EFL classrooms, mentioned above, have not provided strong evidence for avoiding translation, nor have clear reasons for banning it. As a result several positive views and arguments in favor of using translation have emerged from the translation camp which we will present in the following parts of the dissertation.
I.3.2. The Bilingual Approach:

As we have seen many language teachers and researchers favor of the so-called “monolingual approach” where the “English only” policy is the key factor to successful learning whereas others suggest employing “bilingual method”.

Bilingual approaches favor the use of translation and their association with cognitive development shows that although translation is a deliberate teaching choice for language teachers, it is, at the same time, a naturally-occurring and cognitive activity for students when learning a foreign language which cannot be stopped or avoided. Learners are constantly filtering and translating information through their L1.

I.3.2.1 Teaching Methods in Favor of Translation use:

We will see three methods that permit the use of translation in the FL teaching.

I.3.2.1.1 Grammar Translation Method:

This method is considered as one of 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) argues that this method would hinder a student’s ability to use the target language in communication, as it minimizes the use of L2. Although this method has been mostly used, it has been suggested recently that it should be replaced by other methods due to its weak outcomes especially in speaking skills.

I.3.2.1.2 The New Concurrent Method:

This method is one of the teaching methods which permits the use translation. It was developed by Rodolpho Jacobson (1990). It aims at balance the use of L1 and L2 in classrooms. Thus, teachers can code-switch to either L1 or L2 when is needed (Cook, 2008). This method was rarely used due to the former method’s popularity.

I.3.2.1.3 Communicative Language Teaching:

One of the most recently developed methods is CLT. It has been introduced as a reaction to the failure of the audio-lingual method to enhance students’ ability to communicate in the target language. As for translation, in contrast to the general belief that it has little to contribute scholars like Tudor (1987) and Duff (1989) believe that translation has
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a place in the communicative language classroom. Tudor argues that “translation, as the process of conveying messages across linguistic and cultural barriers, is an eminently communicative activity, one whose use could well be considered in a wider range of teaching situations than may currently be the case” (1987, in Duff 1989, p: 5).

I.3.2.2 Arguments for Using Translation in the EFL Classroom:

Authors and scholars who are in favor of using translation in teaching are now easily found. They all advocate the use of translation claim that those who exclude translation in an EFL classroom have not provided clear reasons and adequate evidence for their views. Therefore we now propose to engage in a brief overview synthesizes the ideas of some researchers on the advantages of translation in ELT.

The first voice to cry out against the use of translation in foreign teaching came from the Reform Movement of the late 19th it has been argued as previously mentioned that translation neglects oral language by focusing on the written counterpart. This contra-translation argument only stands if we think of translation as an exclusively written form of activity. Translation, however, can also be performed orally, and can thus, in principle, be used to develop spoken language fluency. (Vermes, 2010, p. 87).

Atkinson (1987), also, calls for its provision for three reasons. Firstly, translation is the preferred strategy for the majority of learners. Secondly, it is a personal technique since it helps learners to reveal their feelings and ideas. Finally, it is a valuable technique for exploiting class time.

This view is supported by McCann (2005) and Cameron (2001) who suggest that translation can be used positively in a number of accessions such as explaining language structures, giving feedback, and maintaining classroom discipline.

Additionally, Rossen Stoitchvok (2006) states other advantages which are:

1. It helps learners understand the influence of L1 on L2 and correct errors of misuse of particular words or structures, allowing them to think comparatively.
2. Because translation involves contrast, it enables us to explore the potential of both languages – their strengths and weaknesses.
3. It forces learners to think carefully about meaning, not just to mechanically manipulate forms.
4. It encourages students to take risks rather than avoid them.
5. Outside the classroom translation is going on all the time. Why not inside the classroom?

6. Translation develops three qualities, which are essential to language learning: accuracy, clarity and flexibility, training the learner to search for the most appropriate words to convey what is meant.

7. It invites speculation and discussion

Moreover, Harbord (1992) points out that “many ELT teachers have tried to create English-only classrooms but have found they have failed to get the meaning across, leading to student incomprehension and resentment”. He concludes, therefore, that “translation/transfer is a natural phenomenon and an inevitable part of second language acquisition regardless of whether or not the teacher offers permits of translation.

In the same line, focus has been shifting towards the inclusion of translation the classroom: Nunan and Lamb (1996), for example, claimed that the exclusion of translation especially with monolingual students at lower English proficiency levels seems to be impossible.

In their book under the title of Translation in Second Language Learning and Teaching edited by Arnd Witte, Theo Harden, and Alessandra Ramos de Oliveira, (2009) they give some positive advantages against other contra-translation arguments that we already mentioned as the contra-argument which claims that translation provokes interference mistakes due to negative transfer from the mother tongue, is countered by those who believe that, when used a cognitive tool, translation could potentially counteract learner's tendencies to transfer structures from their mother tongue and thus prevent such mistakes. Another contra-translation argument is that translation is independent of the four skills which define language competence: reading, writing, speaking and listening. This argument is based on the traditional assumption that competence in a language is exclusively a matter of the four skills, and has nothing to do with skill in translation. But as modern cognitive theories describe the processes of speaking, listening, reading and writing as all relying on a form of mental translation, the idea that translation as a skill should be regarded as separate from, or subsequent to, the other four skills, does not seem well founded.

Maria Gonzalez and Maria Luz Celaya in their book Teachers in a New Education System (1992, p. 29) go even further into this point, when stating that translation can be very useful as a class activity “if taken as a tool among others to help in the learning and not as the only possible approach.” They continue giving reasons to support translation validity:
1. Students become aware of both L1 and L2 patterns and the correspondence between them.
2. Structures are placed within the cognitive frame of L2. So L1 as well as FL structures are studied.
3. Problems of transfer may be diminished; mental agility, flexibility and memorization are favored.
4. Translation forms a natural part of the learning process and is something that students probably do often outside the classroom.

According to Shiyab and Abdullateef (2001), translation can be used in language teaching because of the following reasons:
1. Translation can be utilized as a method of comparing and contrasting between two languages.
2. Translation facilities speed up the learner's comprehension process.

Last but not least, According to Duff (1994), “translation develops three qualities essential to all language learning: accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity).”

**I.3.2.3 Uses of Translation in the EFL Classroom:**

Teachers can use translation in different situations at different levels and stages as follow: According to Newmark (1991), “translation is a useful tool to be used in the elementary, intermediate and advanced stages of language learning:
1. 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, 1991, p.61). In other words, translation is useful because it expounds grammar and teaches vocabularies.
2. 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.
3. In the advanced stage, from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication.

Also, When using translation, "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, p.451).
Moreover, translation can be used to give the meanings of new words. There are numerous ways of conveying the meaning of an unknown word. These include a definition in L2, a demonstration, a picture or a diagram, a real object, L2 context clues, or an L1 translation. In terms of the accuracy of conveying the meaning, none of these ways is intrinsically better than any of the others.” (Nation, 2001).

In addition, Liao (2006), in his study about the use of translation in English learning, came to the conclusion 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."

Furthermore, Schweers (1999) mentioned the following suggested uses for translation in the EFL classroom:

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

I.4. English in the Algerian Pedagogical Context:

Despite the fact that the language of instruction in Algeria is largely either Arabic or French to a lesser extent, Algerian decision-makers who are aware of the vital role played and held by the English language, try to implement the use of English at all levels of education. Algeria has gone through a series of actions in its policy of education: from a purely French colonial regime during the colonial period, to after the adoption of the Arabization policy, to an open country in the twenty-first century where English has gained considerable space shortly because of the rapid development of Information and CommunicationTechnologies. Consequently, Algeria had to keep pace with time in order to stay in the unprecedented race of the developed and developing countries. Kachru(1986) states that:"knowing English is like possessing the fabled Aladdin's lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power”.

In speaking about the teaching of English in schools, many approaches have been adopted by educationalists and psychologists. In Algeria, however, two approaches have been
adopted since its inception. The first one being the Communicative Approach to language where curriculum designers agreed that language is first communication. The second approach adapted from the first one was the competency-based approach, helping the learners acquire a communicative competence by centralizing on the learner as the target of the learning process. It is worth mentioning that the use of translation in classroom was forbidden till 2010 when the ministry of education allowed its use according to the article N°77/0.0.3/10 of the law of orientation seeking for a better foreign language learning. (see Appendix 1).

I.5. Some Difficulties of Teaching English language in Algeria:

Obviously, using English as the main classroom language can be a learning opportunity and a challenge for non-native teachers of English as well as for learners. The goal of most English language courses would be to develop a general commend of “real-English” for use outside the classroom. In the Algerian context, however various factors make this goal seem difficult or impossible to reach. In the article of Naima Iddou-Derraz titled Reasons for Unsuccessful English Learning in Algeria stated some factors stand behind the difficulty of teaching English in Algeria:

I.5.1 Age:

In Algeria, English starts to be learned at about 13 of age, which is regarded by many scholars to be the critical age for language learning. The delay in learning English, and the little exposure to this language make learners much influenced by their first language or by French. This influence is revealed at different levels: phonology, grammar, word-for-word translation, etc. Here are some examples:

At the phonological level, learners find difficulty in articulating some sounds especially in spontaneous speech. The English short vowel /ə/ for instance, is most of the time replaced by the great majority of the students either by the French open vowel /a/ in words like: approximant, syllable or by the close back vowel /o/ as in: theory, information.

At the grammatical level, an error frequently made by many students is the confusion between the grammatical structure of English and that of the Arabic language. This kind of interference occurs in the use of object pronouns like ‘it’ and ‘them’ as repetition of the subject of the same sentence as in:

The car that we bought it

السيارة التي اشترناها
I.5.2. Social Factors:

Most of the studies came to conclusion that second language success depended on the learner’s attitudes. In other words, positive attitudes make the learner attain success and the opposite is true. In Algeria, one can easily notice that students are much influenced by different sources of attitudes.

Parents, for instance, are felt to be a crucial source of positive or negative attitudes. Their positive attitudes towards the target language encourage and motivate their children, but their negative attitudes do not. In some areas, parents and grandparents relate foreign languages to historical events. English and mainly French are still considered by some people to be the languages of enemy.

Students are also influenced by their teachers. Most of them experience positive attitudes towards teachers who, for instance, insert translation, from time to time, in their teaching, believing that these teachers are closer to them. This fact makes the students feel at ease and more confident with these teachers than with those who use only the target language.

I.5.3. Pedagogical Factors:

The pedagogical factors that can be cited as follow:

a) Large number of learners in class and hours imposed to the teachers, which make the latter tired and less attentive.

b) The short time devoted to the teaching of English. It is around 10% of the total teaching time, and the subject matter low coefficient.

c) Objectives of programs that do not correspond to the learners’ need.

d) Number of examinations that makes the learners learn for the exam.

e) Absence of coordination among English teachers, and absence of teacher training.

I.6. EFL at the Secondary School:

Secondary Education lasts three years and constitutes a formal preparation for the Baccalaureate examination (BAC), held at the end of 3AS, which is at once a statistical index of the educational achievements in secondary schools and a key to higher education. By the end of Secondary Education, learners are thus, expected to acquire a functional knowledge of English that may enable them to gain an ability to express themselves orally and in writing in a fluent, accurate, and meaningful English, inside and outside the classroom
setting They are then, meant to “be prepared to interact with various language situations they will encounter in real life” (Teacher's Guide, 2007, p.60).

I.7. Description of 3rd Year Foreign languages Stream syllabus and textbook:

The researcher wants to give a short description for the syllabus and the textbook because they are essential materials and good source of activities that will be used in the practical part as a tool to integrate translation in EFL classroom.

I.7.1. The syllabus:

Widdowson (1978, p.80) defines syllabus as follow: At its simplest level syllabus can be described as a statement of what is to be learnt. It reflects of language and linguistic performance.

I.7.1.1 Description of the syllabus:

While studying English, 3AS learners are supposed to deal with a number of themes which differ from one stream to another. The list below enumerates the suggested themes for 3rd year foreign languages stream (see appendix 2):

1- Ancient Civilizations
2- Ethics in Business
3- Education
4- Feelings and Emotions

I.7.2. The textbook:

The term "textbook" is used in its broad sense of an organized and pre-packaged set of teaching/learning material. It is commonly referred to as course book.

I.7.2.1 Description of the Textbook:

New Prospects, the official textbook of 3AS learners is the final stage of a series of three textbook at the secondary school level issued in the official syllabus set down by the Ministry of National Education (2006). New Prospect is meant to fit the different streams
Chapter I: The Use of Translation in the EFL Classroom

needs. The textbook is organized in six didactic units. Through four out of six thematic units designed for each stream. These units are:

A. Ancient civilizations
B. Ethics in business
C. Education in the world: comparing educational systems
D. Advertising, consumers and safety
E. Astronomy and the solar system
F. Feelings and emotions

Each single unit deals with a specific topic suggested by the curriculum designers and contains four main sequences. Each sequence in turn is made of a number of rubrics.

1.8 Conclusion:

This chapter was devoted first to assess the drawbacks and the merits of translation in the EFL classroom in an attempt to answer the controversial question: should translation have a role to play in ELT. It seems from the above discussion that there are some good reasons in favor of the inclusion of translation in EFL classroom and there are no fundamental reasons for its exclusion. In other words, The objections to the use of translation are all based on a limited view of translation and the advantages of translation is outweigh its disadvantages. Secondly, this chapter was devoted to give an overview about the situation of the English language in Algeria and how the use of translation in the Algerian curriculum is no longer forbidden.
Chapter II

Ways of Integrating Translation in EFL classroom
II. Introduction:

This chapter deals with the practical study as it explains the methods and processes used for the research. Two methods have been applied an experimental design and a questionnaires. The former was used to present a practical comparison between the monolingual approach and the bilingual approach. This comparison is the outcome of a series of English courses directed to a group of Algerian students taught by the researcher, but the focus will be on and ways of integrating translation in the English courses. Whereas, the latter was used to investigate both teachers and students attitudes towards the use of translation in the EFL classroom. In this chapter we will examine the application of the research methods in more details.

II.1 The Experimental design:

In the context of this experiment design, we will deal with the controversial question whether translation should be used in the EFL classroom in a practical manner through a real teaching situation, but the more focus will be on the ways in which translation can be integrated and used effectively and creatively in English courses.

II.1.2 Setting and Participants:

The experiment was conducted at Mojamaa Jadid primary school where free rooms were available. The researcher have taught a group of 3rd year foreign language students comprises of 15 students in order to teach them some English courses for the requirements of the master dissertation, and to help those students preparing for the Baccalaureate examination (BAC). The students were not told of the experiment because it was thought that prior knowledge of this information could influence the results. After the results were collected, the students were debriefed, and their consent was obtained.

II.1.3 Description of the Experimental Design:

The researcher was supposed to teach two groups: the first would be taught using English-only, while in the second group translation would be used, but the researcher decided to teach one group only because it was difficult to gather a sufficient number of students, and he thinks that by having one teacher and one class, the conditions could be controlled better, and any findings that were found would be more reliable and valid.
The researcher has been meeting the students two times per week for the duration of six weeks divided into two experiments. Totaling 12 courses. Each course lasts (90 min.). The first experiment consisted of six courses were taught using the monolingual approach in which English is taught through English only. So translation was prohibited, while the second experiment consisted of six courses were taught using translation and translation activities.

Concerning the lessons and the texts used in these experiments are all exist in the syllabus and the textbook of 3rd year secondary school. Most of the lessons were about teaching grammar, vocabulary, analyzing texts, and translation exercises. We will not spend too much writing on the quantity or the quality of these lessons rather than focusing on the method of teaching and its effect on the students.

II.1.4 The First Experiment:

The activities and lessons in this experiment were done in a purely English atmosphere in which translation was excluded.

II.1.4.1 Description of the First Experiment:

Gardners says: “It is important, from the early stages of learning, to avoid translation as much as possible and make the learners think in that language.” (Gardners, 2000, p. 6). On the basis of the above quotation, the researcher started teaching English and using the only English policy within this experiment in order to keep the students think in English and evoke a good English atmosphere. As we already mentioned this experiment consisted of six courses involving different types of lessons and exercise which were taken from the textbook. We will not spend too much time talking about these exercises, but we will try to summarize the main advantages and disadvantages of the English only policy explored by the researcher at the end of this experiment. These are some examples of the exercises have been done: the researcher started with a simple activity to warm up and to let the students gain some new vocabularies they may need in the following activity page 53 (see appendix 3). The researcher then selected a text titled Imitating Property is Theft page 54 (see appendix 4). He read it for once, explained some difficult concepts and then asked some students to read the text loudly and answer some related questions so that they fully understand the text and even improve their reading and listening skills. This exercise was followed by another one, the researcher asked the students to discuss the disadvantages of counterfeiting and then suggest some solutions to fight this phenomenon so that they try to enhance their oral skill. In addition to other lessons and
exercise involving grammar p56 (see appendix5), vocabulary p57, phonetics57(see appendix6). Etc. The above activities were done all in one course. This course is similar to the rest courses of this experiment.

II.1.4.2 Results of the first experiment:

In fact, the researcher find out various advantages and disadvantages for the use of the monolingual approach in the EFL classroom. They can be summarized as follow: on one hand, the monolingual approach increases the amount of exposure students get to English. The researcher has noticed that when he uses English students not only start to think in English, they are also forced to pay attention more intensively because they have to listen carefully and also try to respond creatively. Moreover, the monolingual approach provides real reasons for using English to communicate in the class, the researcher always gives repetitive instructions, feedback, or patterns in English only which can be picked up by students without being aware they are learning. In addition, the monolingual approach can motivate students to want to learn and to improve their fluency in the English Language, the researcher noticed that the students attempted to gain the maximum vocabulary used in the course, memorize them, and imitate the way that the researcher pronounce. Besides, some students told that they feel silly and ashamed when using English in front of their mates. Therefore, the researcher try to encourage them to practice maximum English through dialogues or discussions in order to overcome such negative feelings. On the other hand, when using the monolingual approach, the researcher encountered some difficulties can be summarized as follow: first, when the researcher used English only during the hole course, he noticed that many students lose interest or lose concentration as a reaction that they did not understand what being said by the researcher. Besides, weaker or slower students may lack the confidence to believe they can learn through English, they may be frightened or put off to English. Also, the researcher thinks that using English only can take a long time to explain things, and it may take longer to cover the syllabus. In addition, it was very difficult to do any reflection on learning or discuss students’ opinions about most of the topics we dealt with during the courses because they have limited English. Hence sometimes the teacher became the only speaker in the class.
II.2.5 The Second experiment:

The activities and lessons in this experiment were done in English too, but translation was included.

II.2.5.1 Description of the Second experiment:

This experiment was carried out with the same group as the first experiment, but the researcher used a different approach which is the bilingual approach in which translation and translation activities are involved. What we are trying to emphasize here is to show that translation can be used as a practical activity, which may indeed be rewarding for the teacher and stimulating for the students. We will describe some effective translation activities suggested by Rossen Stoitchkov (2006) among others and have been used by the researcher in the courses of this experiment. For instance, the translation of sentences can be used as a warm-up activity. It serves as an introduction of the students will translate and work on later. After that, the researcher selected a paragraph of an interesting text from the textbook p83 (see appendix 7), read it out in English and then asked a student to provide a summary of the content of the paragraph in Arabic. Other students were asked to add details or offer alternative translations. Finally, a student is called upon to reproduce the complete summary of the paragraph. The discussion of alternative translations always generates lively interest. After that, we did a grammar task p85 (see appendix 8) in which they asked to pick out the sentences which contain comparatives of adjectives mentioned in the text. Then, the students were asked to translate these sentences into Arabic and see what patterns emerge and then to encouraged to come to some conclusions about how Arabic compares with English.

In the following courses, the researcher tried out another version of activities with longer texts p269 (see appendix 9) titled April Fool containing more sophisticated vocabulary, he read out the text in English and then ask questions in Arabic. Students were asked to sum up and translate the text in pairs who may discuss in using Arabic, but the final discussion may have to take place in English. Another activity in which students seem to be very involved when doing bilingual dialogues or role-plays. In this activity, students were divided into two groups, and each group was assigned words and phrases in Arabic. The students then had to complete a short English dialogue by using the given words and phrases in Arabic. Following that, each group engaged in a role-play of their dialogue, and the group that performed the best received an award. In addition, students were asked to analyze their dialogue in terms of semantics, syntax, and pragmatics. This kind of activity offers the
students production practice, which is vital for improving their speaking skills. Another activity which was performed in all courses of this experiment was memorizing lists of words with their corresponding translations in order to develop the students lexical competence. All these activities among others can provide students with a different view of translation, they will not find it boring but interesting and practical in these communication-oriented translation activities.

**II.2.5.2 Results of the second experiment:**

On the basis of the belief that Translation is not the final goal of foreign language learning, but it can be a useful learning tool by which students can grasp grammar, acquire vocabulary, comprehend text, and develop the four language skills, the researcher started to employ the above mentioned activities with a group of Algerian students, and he noticed the following points:

1. Too much translation in the class is a bad thing when trying to deal with students seek to speak English, and too little is bad also so the researcher did his best to make the balance.
2. Translation activity is more effective when done as group work or pair work rather than done as individual activity.
3. Students gain useful vocabulary and phrases with corresponding translation provided by the researcher and mates.
4. Students become aware of some differences between English and Arabic languages, and they have the possibility to compare and contrast structures and lexical items through translation exercises.
5. Students gain production practice by being involved in the dialogues done for improving their oral skill.
6. Translation allows better understanding on the part of students; the researcher noticed that they need translation to lower their English anxiety.
7. Translation sometimes compensates the student’s lack of the English language. They use translation to memorize and retrieve English, to make up for their deficiencies in English and comprehend their English tasks.
II.3 The questionnaire:

This questionnaire is directed to some Algerian teachers of English and students of 3rd year secondary school in order to investigate about their attitudes towards using translation in the EFL classroom.

II.3.1 Setting and Participants:

In conducting the research, we noticed that there are a limited number of English teachers in the secondary school. Therefore; we decided to distribute the questionnaire to three secondary schools to make the study legible and appreciable. The questionnaire was distributed to 10 teachers from three secondary schools to gain more opinions concerning the use of translation in EFL classroom. Furthermore, this study was set for third year students of foreign languages; they were about 30 students from Chabani Abass secondary school -El-Oued during the academic year 2014-2015.

II.3.2 Description of the questionnaire:

The questionnaire built on two different types of written questionnaires. The first type was for students consisted of seven close-ended questions (See Appendix 11) related to their views on the use of translation in EFL classrooms. The second type was for teachers of English consisted of six close-ended questions (See Appendix 12) related to their attitudes towards the use of translation, and the different situations where they think translation should be used in their EFL classrooms. In this type of questionnaires, as mentioned by Bryman(2004), closed questions are used more than open ones so that respondents may find them easier to complete, and it reduces the possibility of variability. Some of these questions had been already piloted by other researchers in their studies, and which had gained valid and reliable respondents. Moreover, applying existing questions clarifies the best method to approach the research questions (Bryman, 2008). The participants were supervised by their teacher who explained and translated the questionnaire orally into the students’ mother tongue (Arabic), in an attempt to ensure their understanding of the questions and therefore the accurateness of their answers. Moreover, the main reason behind choosing this kind of participants is for the sake that they are supposed to learn and to master English language more than the other streams. For the mentioned reason, we decided to administer the questionnaire to this stream to make the study reliable.
II.3.3 The Questionnaire for teachers
II.3.3.1 The findings

Q1: Should translation used in the EFL classroom?

![Figure 01: Percentage of whether translation should be used in the EFL class](image)

According to the figure above a high percentage of teachers think that Translation should be used in the classroom. Around (60%) of Teacher participants think that translation should be used in the class, while (40%) of them refuse its use in the class.

Q2: If you think it is necessary to use translation in the EFL classroom, why?

![Figure 02: Percentage of the reasons of using translation in the EFL class](image)
Concerning why the use of translation is necessary, teachers answered because it is more effective (10%) and it aids students comprehension (40%), followed by (30%) who felt that it is less time consuming, and it helps students feel comfortable (20%).

**Q3 : when do you think it is appropriate to use translation in the EFL classroom?**

![Diagram showing situations of using translation in the EFL class](image)

It is apparent also from figure 03 that teachers use translation in the following situations: for explaining difficult concepts (20%), for explaining complex grammar points (20%), for defining new vocabulary (21%), practicing the use of new expressions and phrases (10%) and for checking comprehension (19%). Also, (10%) of the teachers use translation for giving feedback to students about their performance. Furthermore, all teachers (00%) do not use translation for language testing.

**Q4 : How often do you think translation should be used in the EFL classroom?**

![Diagram showing how often translation should be used](image)
Concerning teachers’ frequency of translation use in the classroom, figure 04 shows that most teachers use translation in their classes, but in varying degree: (50%) of teacher participants responded that they sometimes use it, while (10%) of them responded that they use it frequently. (30%) reported that they never use it, while (10%) use it only when necessary.

Q5: Do you do exercises involving translation in your classes?

When asked whether they do exercises involving translation in their classes (70%) of teacher participants answered YES while (30%) of them answered NO.

Q6: If you have answered No in the first question, please say why?
Figure06: Reasons for not using translation exercises in the EFL class

Those who answered NO stated that translation was detrimental to language learning (43%), forbidden by curriculum (29%), or they had ‘never considered it seriously’ (14%). Additional reasons as: English is a foreign language and should be kept as it is (14%).

II.3.4 The Questionnaire for Students

II.3.4.1 Findings

Q1: Would you like your teachers to use translation in the classroom

As for students, as shown in figure07, Around (73%) of student participants stated that they preferred their teachers to use translation in English classes while (27%) do not.

Q2: Do you think the use of translation helps you to learn English more effectively?

As for students, as shown in figure07, Around (73%) of student participants stated that they preferred their teachers to use translation in English classes while (27%) do not.
When they asked whether translation helps them to learn English more effectively (63%) of the participants accepted it as effective, only (37%) participants responded negatively.

Q3: Why do you think it is helpful?

![Percentage of why translation is helpful](image)

In explaining why they thought the use of translation is helpful (21%) of students pointed out that translation should be used to help them understand difficult concepts, (20%) stated that it is helpful to understand new vocabulary, and (59%) answered that the use of translation makes them feel less lost in the classroom.

Q4: How often do you think your teacher should use translation in the classroom?

![The amount of using translation in the EFL class](image)
Most students stated that they preferred their teachers to use translation in English classes in some degree: (53%) preferred the use of translation sometimes, (20%) frequently, and (10%) never. A little more than (17%) of student participants preferred it if their teachers use translation only when necessary.

Q5: Do you prefer practice exercises involving translation in your classroom?

When asked whether they prefer practice exercises involving translation in the class (33%) of students participants answered YES while (67%) of them answered NO.

Q6: Do you think that these exercises are helpful for you to increase your English competency?

When asked whether they think that these exercises are helpful (33%) of students participants answered YES while (67%) of them answered NO.
When asked do they that these exercises are helpful to increase their English competency (67%) of students participants answered YES, while (33%) of them answered NO.

**Q7: If you have answered No in the first question, please say why?**

![](image)

Figure 13: Percentage of why translation exercises are not helpful

Those who answered NO stated that the use of translation reduces the use of English in classroom (60%), The use of translation has a negative impact on student ‘learning of English (30%), or The use of translation leads to the interference between English and Arabic languages (10%).

**II.3.5 DISCUSSION OF THE FINDINGS:**

The results of the current study revealed that the majority of participant teachers and students had positive views towards the use of translation in EFL classes. These are some notes that the researcher concludes from the questionnaires:

1. The researcher realizes that most teachers believe that a limited use of translation is more efficient for achieving rapid understanding of the English language. They see that translation should be used judiciously. Teachers should avoid the overuse of translation in language teaching. This limited use of translation in the EFL class can be a contra-argument for those who say that translation reduces the amount of English in the class.

2. The researcher realizes that the majority of students prefer teachers who use translation in the classroom. This reveals that they feel anxiety about moving forward without fully understanding their teachers.

3. Although most teachers prefer to use translation in their classes but few of them do not do exercises involving translation due two main reasons: firstly, it is forbidden in the Algerian curriculum. Secondly, it is detrimental to language learning and uncommunicative (it neglects the oral skill). The former reason has not become true anymore since the Algerian ministry of education allows the use of translation in the class as we already
Chapter II: Ways of Integrating Translation in EFL classroom

mentioned in 2010. (see appendix 1). Concerning the latter reason, we proved through an experimental design in the practical part that translation and related exercises could be beneficial to FL learning to improve the oral skill and even the learner's language proficiency. Besides, the findings of the questionnaires are in accordance with earlier studies are mentioned in the literature review.

II.4 Conclusion:

The findings of this study show that translation is a useful pedagogical tool. It can be a suitable language practice method for students seeking to learn English or any foreign language. When integrated into classroom activities, translation can help students improve their language skills and develop their knowledge about grammar and vocabulary. Besides, Translation in EFL classroom can enhance better understanding of the two languages. In short, Most of participant Algerian teachers and students believe that Translation is an effective, valid, and useful pedagogical tool in the EFL classroom to improve knowledge in English.

Conclusion:

Translation as method of language teaching is still subject under research and continues to be one of the most frequently discussed topics among linguists and teachers. Overall though, the findings were generally favorable and supportive of our hypothesis, that English is best taught through the use of translation because after discussing most the contra-translation arguments we arrived at the weakness of the principle of banning translation and the weakness of exclusively monolingual approach in the FFL classroom that is supported only by selective evidence and shaky reasoning, and that it disregards students and teachers needs. Students, on one hand, students need translation to facilitate their comprehension process and to reduce insecurity that arises from limited language proficiency. On the other hand, teachers use translation to consolidate what students have learned about the English language, such as vocabulary, grammar, and cultural aspects. Moreover, the findings show that students have a natural tendency to use translation so rather than simply attempting to ban them from using this latent language processing, EFL teachers should help their students to take advantage of their already existing L1 to facilitate the learning of L2. This can be achieved via integrating translation into task-based activities as shown in the experimental design.
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Books:


**Thesis:**

**Journals:**
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**Web Page:**

Appendices
Appendix 01: Article N°77/0.0.3/10 of the law of orientation which allow the use of translation in the Algerian EFL classroom
الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية
مديرية التعليم الثانوي العام والتكنولوجي
رقم : 78/3-0.0.10/10.0.13.28

إلى
السيدات والسادة مديري التربية
المديريات والمتابعة
السيدات والسادة مديري التربية
الوطنية (التعليم والمتابعة)
السيدات والسادة مديري الثانويات

الموضوع : استعمال المصطلحات العلمية.

لغة تسوية إنكليزيات الإطلاع على
المراجع العلمية المتوفرة باللهب
الأجنبية لإضافة رفع المدرود العلمي
للإسلام في المواد العلمية
والتقنية، بانت تدريجي
إدخال المصطلحات العلمية باللغة
الأجنبية (الألمانية أو الإنجليزية)
في تدريس المواد العلمية
والتقنية.

وفهم هذه العملية باعتبارها تعليما
مكملًا ونصيحة للدرس، يمكنه
عن طريق تناول مفاهيم علمية جديدة

- يكون اختيار موضوع النص من
الكتب المدرسي أو من مجموع
التعليم، واهتمامهم، و ذلك على
غرار توجه نص عن توصيف أغان
مختلفة، مجمدة، أو سينمائي
أو من خلال الإعلانات، أو من
مجال الرياضة، أو
- يهدف جهدات جوامع الإهلاء
بضع نقاط تجرئة مع الاهتمام
بالمجلات الجمالية للحواء
- يوصي النص بمناقشة مع
تروي النص في إطار هذا
النظام.
- ينظم النسج بين أسانيد اللغة
العربية، و أسانيد اللغات الأجنبية
(الألمانية، الإنجليزية، الإسبانية،
والفرنسية) من أجل
الانسجام الأفقي بين هذه المواد
وواعد النجاح المتكامل بها.

 phấnزان
أعمال، في 04 حزيران 2010
عن وزير التربية الوطنية وتفويض منه
مدير التعليم الثانوي العام
والتقنية
عبد القادر ميسم
Appendix 02: Syllabus of 3rd year foreign languages stream

### English Language

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A. Read & Consider:
- Getting started: Taking a closer look
- Grammar Explorer 1: Counters
- Grammar Explorer 2: Comparing & contrasting

B. Reading & Writing:
- Before reading: As you read
- After reading: Writing a book/film review article

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Vocabulary Explorer
- Pronouncing initial letter "f"/cluster "ngt"
- Think, pair, share: Writing an agency audit's reply
- Pronouncing final "ed"

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Correction of the 3rd Term Exam

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Page 3 sur 4

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Page 4 sur 4
Appendix03: exercice N: 1

Language outcomes
- Using the present continuous passive in descriptions
- Expressing cause and result: because, so + adj + that ...
- Expressing obligation and necessity with must/have to
- Forming nouns by adding suffix -ty to adjectives
- Forming opposites by adding prefixes dis-, il-, etc.
- Writing an opinion article

Getting started
- Discuss the following questions.
  1. Look at the picture below. What does it represent?
  2. Would you accept to buy copies/imitations of products such as perfume? Why or why not?
  3. Where do you think is the difference between genuine and counterfeit products?
  4. Can you name some of the counterfeit products currently available on the Algerian market?
  5. Have you ever bought a counterfeit? If yes, how did you realize that it was a counterfeit?
  6. Is it right or wrong to imitate products? Justify your opinion.
Appendix04: exercice N: 2

Taking a closer look

1. Read the text below and answer the following questions.
   A. Why is it difficult to distinguish between imitations and genuine products?
   B. Why are counterfeit medicines harmful? Is it because they contain: a. an excess of b. a lack of c. a sufficient amount of or d. no active ingredients?
   C. What are the three major consequences of counterfeiting in the European Union?
   D. Why is the imitation of property considered a theft?
   E. What advice does the author give to companies suffering from counterfeiting?
   F. Do you agree or disagree with the writer’s conclusion? Justify your answer.

Imitating property is theft

A counterfeit is something that is forged, copied with the purpose of deceiving or defrauding. To most people, counterfeiting means essentially forged currency. But in reality, products of all sorts, medicines, mobile phones, food and drink, and even car parts are being copied everyday by counterfeiters. These products are imitated to such perfection that it is difficult to distinguish between the genuine and the fake products. (§1)

Counterfeiting has become a global phenomenon. According to statistics released by the World Trade Organisation, up to 7% of medicines worldwide may be counterfeits – with too few active ingredients, too many contaminants, fake labels or recycled packaging that covers up expiry dates. A recent study shows that 10% of car parts sold in the European Union are fakes. Last year, the police raided three aviation parts manufacturers in Rome, seizing more than $2 million worth of used parts – modified and repackaged to look as good as new. (§2)

Counterfeiting is not without consequences. A study conducted in 2000 by the Centre for Economics and Business Research estimates that the EU has lost 17,120 jobs as a result of the counterfeiting of clothing, cosmetics, toys, sports equipment and medicines. As counterfeiters rarely pay duties or taxes, EU governments have also lost a lot of revenue. This loss amounts to 7.4 billion dollars a year. As far as companies are concerned, the loss in profitability is so big that most of them have launched advertisement campaigns against counterfeiting. (§3)
Appendix 05: Exercice N: 3

Grammar Explorer II

Consider sentences 1 and 2 below and answer the questions that follow.
1. A counterfeit is something that is forged, imitated.
2. Products of all sorts are being copied everyday by counterfeiter.

A. What voice of the present tense is used in the second/ subordinate clause of the first sentence? Rewrite it starting as follows:
   A counterfeit is something that counterfeiter
B. What voice of the present tense is used in the second sentence?
C. Rewrite it starting as follows: Counterfeiter
D. Explain the difference in structure between the sentences from the text and the ones you have written.

Have another look at the passive in SE2 Grammar Reference, pp.199-200.

● Task: Rewrite the short businessman’s memo below to make it more tactful using the passive voice. Start your sentences with the words in bold type. Make the necessary changes.

Memo

Many Internet users are infringing our copyright. They are uploading and downloading our music hits. They are putting these copyright thefts in pirate sites in order to swap them with other Internet users. We must remind them that swapping music illegally is causing us a great deal of financial loss.

Grammar Explorer III: Revision

Pick out from the last paragraph of the text on pages 54 and 55. The sentences that express obligation and prohibition and answer these questions.
A. Which two modals are used to express obligation/necessity?
B. Which modal is used to express prohibition?
C. Which modal can be used to express lack of obligation? Use it in a sentence of your own.

Have another look at must and have to in SE1 Grammar Reference, p.198.
Appendix06: exercice N: 4

1. Go back to the text and find words related to fraud and fill in the wordmap below. The straightline is used for verbs and the curved line for nouns. Add other words of your own.

2. Form **nouns** from the following adjectives by adding appropriate **suffixes** to the words in the box below. Example: Hospitable $\rightarrow$ hospitality
   

3. Form opposites by adding appropriate prefixes to the words in the box.
   
   honest (adj) – approve (v) – agree (v) – approval (n) – legal (adj)
   moral (adj) – fair (adj) – responsible (adj) – appear (v)

4. Fill in the blanks in the text below with the words you have **formed** in tasks 2 and 3 above.

   It is both _(1)_ and _(2)_ to imitate products. Piracy is due mainly to a lack of _(3)_ and _(4)_ . I totally _(5)_ with those who say that counterfeiting is beneficial to consumers.

**Pronunciation and spelling**

Listen to your teacher reading aloud the words in the table below. Put a stress mark on the syllable you hear most in each of them. What do you notice?

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Appendix07: exercice N: 5

Taking a closer look

1. Read the text below to answer these questions.

A. Why are the politicians who promise little money for education less popular than the ones who promise a lot?
B. Do British children receive the two stages of their primary education in the same schools?
C. Which of the following adjectives best describe access to university in Britain and the United States? a. difficult b. easy c. selective d. free
D. What are school performance tables published annually for?

Education in Britain

No subject has as much importance for the British people as that of education. Most citizens believe that the state should provide education free of charge and to a high standard as well. At election time, politicians who promise to spend a great deal of money on education are more popular than those who promise only a little. Recently there has been a lot of talk as to whether students must pay their own fees at university or not. A lot of people are afraid that Higher Education might be reserved for the privileged few because poorer students would not receive enough financial help from the government. This is the reason why private education is less accepted in Britain than it is in the United States. (§1)

Children are required to be in full-time education between the ages of 5 and 16. Some receive their primary education at an infant school and then a junior school whereas others receive it at a primary school that combines the two. At about 11, they begin their secondary education at a comprehensive school or a grammar school. Secondary schools are much larger than primary schools and students may have to travel longer distances by school bus or public transport. The students take the Standard Assessment Tests (SATs) at 14, then study towards the General Certificate of Secondary Education (GCSE) in as many subjects as they can manage, usually eight to ten. Afterwards, some students will start work while a few others will go to a sixth-form college to study for Advanced (A) Levels in two, three, or four
Appendix08: exercice N: 6

Quantifiers going with countable nouns
No All
Quantifiers going with uncountable nouns
No All


Grammar Explorer II: Revision

1. Read the text again and pick out the sentences which contain comparatives of adjectives. Arrange the sentences in the table below.

<table>
<thead>
<tr>
<th>Comparatives of</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>superiority</td>
<td></td>
</tr>
<tr>
<td>equality</td>
<td></td>
</tr>
<tr>
<td>inferiority</td>
<td></td>
</tr>
</tbody>
</table>

2. Consider the comparatives in the table you have filled in task 1 above and explain how they are formed. Draw the rules.

Have another look at the comparatives in SE2 Grammar Reference p.193.

3. Write a paragraph of four to five sentences comparing primary school or middle school with secondary school in Algeria. Use the three types of comparatives and the cues in the table below.

<table>
<thead>
<tr>
<th>Points of comparison</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>classes</td>
<td>➞ large, small, crowded...</td>
</tr>
<tr>
<td>classrooms/tables</td>
<td>➞ large, big, small, good, functional...</td>
</tr>
<tr>
<td>teachers’/students’ characters</td>
<td>➞ lenient, funny, happy, patient...</td>
</tr>
<tr>
<td>students’ age/build</td>
<td>➞ old, young, short/tall...</td>
</tr>
<tr>
<td>subjects</td>
<td>➞ easy, difficult...</td>
</tr>
<tr>
<td>cost of school furniture</td>
<td>➞ expensive, cheap, available...</td>
</tr>
</tbody>
</table>
excessive conformity with prevailing national practices, it can have a harmful effect. However, it usually serves a different function: to express the belief of Americans that it is important to be a nation of people who believe in God and are loved and protected by God. It is a means of maintaining their national self-confidence in a rapidly changing world.


Text 5

April Fool!

There is a snake in my bedroom!’ ‘Come quickly – the kitchen’s on fire!’ ‘Have you seen my pet scorpion? I put it down here, and now, it’s gone …’

Don’t panic. It may not be true. In fact, if it’s the morning of April 1, and you’re living in Britain, then it almost certainly isn’t true. Someone is trying to play an April Fool trick on you.

The custom started a long time ago, and is still very popular today. The idea is simple: for the twelve hours of April 1, you are allowed to play as many tricks as you like on as many people as you can deceive. Children throughout the country will desperately try to play a trick on a friend, so they can shout ‘April Fool!’ and laugh at their friend’s discomfort.

It isn’t just children who play these jokes, however. The television, radio, and newspapers occasionally try to deceive their customers with a cleverly-constructed April Fool story. Some years ago, for example, a very serious BBC TV programme did a ten-minute report about spaghetti trees in Switzerland: the reporter described, how, with the recent bad weather, the trees weren’t producing as much spaghetti as they normally did, and that this would make spaghetti more expensive. A lot of viewers, who didn’t know that spaghetti is made of flour, actually believed the story.

Another famous joke was played on the radio. A scientific correspondent reported that, because of strange geographic conditions, gravity was getting weaker in different parts of Britain. He asked the people who were listening to the programme to jump up and down, and if they could jump higher than they normally could, to telephone the BBC.

The BBC had hundreds of calls: one man said he was so light that he could float as high as the ceiling. It was at twelve o’clock that the BBC informed its listeners that it was an April Fool trick.

The most famous recent April Fool was when the Guardian newspaper did a twelve-page special report on an island called ‘San Serriffe’. The island doesn’t actually exist, but some readers didn’t realize this until some days later.

(Adapted from *Modern English International*)
Appendix 10: questionnaire of teachers of English

UNIVERSITY KASDI MERBAH OUARGLA
Department of English Language

Dear Teacher,

I am conducting a study concerning the use of translation in Algerian EFL classroom. I need your valuable information in the subject-matter which I hope this attached questionnaire would fulfill it. Purpose of the study is to find out your Impressions and attitudes toward using translation in classroom. Thank you in advance for your cooperation. Please tick the relevant boxes below.

1. Should Translation be used in the EFL classroom?
   Yes ☐       No ☐

2. If you think it is necessary to use translation in the EFL classroom, why?
   a. It is more effective ☐
   b. It aids students comprehension ☐
   c. It is less time consuming ☐
   d. It helps students feel comfortable ☐

3. When do you think it is appropriate to use translation in the EFL classroom?
   a. To explain complex grammar points ☐
   b. To define new vocabulary ☐
   c. To explain difficult concepts ☐
   d. To practice the use of new expressions and phrases ☐
   e. It can be used for language testing ☐
   f. To give feedback to students about their performances ☐
   g. To check comprehension ☐
   h. Other(..................................................................) ☐

4. How often do you think translation should be used in the EFL classroom?
   a. Never ☐
   b. Sometimes ☐
   c. Frequently ☐
   d. Only when necessary ☐
5. Do you use exercises involving translation in your classes?
   a. YES
   b. No

6. If you have answered Never or Rarely, please say why:
   a. The curriculum forbids it
   b. I have never considered it seriously
   c. I do not feel qualified to use translation in my classes
   d. I think it is detrimental to language learning
   e. Other - specify (..................................................)
Appendix 11: questionnaire of students

UNIVERSITY KASDI MERBAH OUARGLA
Department of English Language

Dear student,

The main objective of this questionnaire is to find out your attitudes toward the use of translation in the EFL classroom. The information collected from these questionnaires will be confidential and will be used for research purposes only. Please tick the relevant boxes below.

1. Would you like your teacher to use translation in the classroom?
   a. Yes [ ]
   b. No [ ]

2. Do you think the use of translation helps you to learn English more effectively?
   a. Yes [ ]
   b. No [ ]

3. Why do you think it is helpful?
   a. It is helpful to understand difficult concepts [ ]
   b. It is helpful to understand new vocabulary [ ]
   c. It makes me less lost in classroom [ ]

4. How often do you think your teacher should use translation in classroom?
   a. Never [ ]
   b. Sometimes [ ]
   c. Frequently [ ]
   d. Only when necessary [ ]

5. Do you prefer to practice exercises involving translation in the classroom?
   a. Yes [ ]
   b. No [ ]

6. Do you think that these exercises are helpful for you to increase your English competency?
   a. Yes [ ]
   b. No [ ]

7. If you have answered No in the first question, please say why:
   a. The use of translation reduces the use of English in classroom [ ]
   b. The use of translation has a negative impact on student learning of English [ ]
   c. The use of translation leads to the interference between English and Arabic languages [ ]
   d. Other (………………………………………………………….) [ ]

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ملخص الدراسة
المقدمة:

لم تكن الترجمة محل جدل حول ما إذا كان ينبغي استعمالها في قسم اللغة الإنجليزية كلغة أجنبية، وحوالي مدى صلاحيتها وفعاليتها كأداة في تعليم اللغات الأجنبية، حيث شهد تاريخ تعليم اللغات العديد من المناهج والطرق لتعليم اللغة الأجنبية التي انقسمت بين مؤيد ومعارض لاستعمال الترجمة في قسم اللغة الإنجليزية كلغة أجنبية. أما المؤيدون لاستعمال الترجمة في القسم فهم من أنواع المنهج ثنائي اللغة، بينما المؤيدون لمنهج استعمال الإنجليزية فحسب فهم من أنصار المنهج أحادي اللغة، ولدى كل من المؤيدين ومعارضين حجة وأدلة تدعم رأيهم تجاه هذا السؤال الجدلي.

سيتم مناقشتها بالتفصيل في الجزء النظري لهذه المذكرة.

رغم وجود العديد من الحجج المؤيدة والمعارضة لاستعمال الترجمة في القسم إلا أن هناك عدد قليل من البحوث التي تقيس مدى فعالية وفائدة الترجمة في هذه الأقسام، وعلى السبب وراء ذلك هو صعوبة طبيعة القياس وكونه جمع الأدلة، ومن هذا المنطلق قرر الباحث خوض غمار تجربة في أحد أقسام تدريس اللغة الإنجليزية بالجزائر، حيث استعمل كلًا من المنهجين السابق ذكرهما في محاولة للإجابة على هذا السؤال الجدلي. وسيتم مناقشة تفاصيل هذه التجربة بالإضافة إلى تفاصيل استبيان موجه لبعض أساتذة اللغة الإنجليزية وبعض الطلبة من أجل معرفة رأيهم حول هذا الموضوع في الجزء التطبيقي.

الجزء النظري:

مقدمة:

يعتبر الجدل حول ما إذا كانت الترجمة أداة صالحة وفعالة عند تعلم أو تدريس لغة أجنبية من أحد الأسئلة الجدلية لعقود. حيث بقيت هذه القضية كما ذكرنا سابقا مسألة محل جدل فظهرت عدة حجج وأراء مؤيدة ومعارضة. من جهة يدافع باحثون ومنظرون من أنواع المنهج أحادي اللغة عن منهج استعمال الإنجليزية فحسب معتمدين في ذلك على حجج تعتبرها داعمة ضد استعمال الترجمة، ومن جهة أخرى ظهر باحثون آخرون من أنواع المنهج ثنائي اللغة دافعوا ويشدداً عن استعمال الترجمة، معتمدين في ذلك على حجج أخرى تفسر وتنقض تلك التي جاء بها أنصار المنهج أحادي اللغة.

في هذا الصدد كان استعمال الترجمة ممنوعاً تماماً في المناهج الجزائرية إلى غاية سنة 2010 حيث تم السماح باستعمالها وفقاً للمادة رقم 77 / 0.3 / 10 من قانون التوجيه. بدأ على كل ما ذكر سنحاول تحليل عدة نقاط على رأسها محايد وعيوب استعمال الترجمة، بالإضافة إلى استعمالها كأداة بيداغوجية فعالة في قسم الإنجليزية.
وثCASك اكتشاف بعض صعوبات تدريس اللغة الإنجليزية في الجزائر بعد أن تطلع على وضعية ومكانة هاته اللغة في النظام التعليمي الجزائري بصورة عامة وفي التعليم الثانوي بصورة خاصة.

1- الفرق بين الترجمة المهنية والترجمة البيداغوجية:

في بداية الجزء النظري وقبل الدخول في غمار المناظرة بين المنهج الأحادي اللغة والمنهج الثنائي اللغة حول استعمال الترجمة، أردنا أن نعرف الترجمة المهنية والترجمة البيداغوجية ونوضح الفروق بينهما حيث أن الأخيرة ستكون هي المعنوية بالأمر في جل أطوار هاته المذكرة. أما الترجمة المهنية فلها تعريفات عديدة امتدت بها هو نقل معنى النص الأصلي إلى النص الهدف بأخذ ما يمكن التكافؤ بينهما من ناحية السياق والتقابل اللساني والثقافي وغيرها. أما الترجمة البيداغوجية فهي وسيلة تستعمل في أقسام تدريس اللغات الأجنبية تهدف إلى تحسين قدرة المتعلم على كل المستويات والمهارات إلى درجة أن هناك من يعتبرها مهارة خامسة مكلفة للمهارات اللغوية الأربعة الأخرى.


2- المنهج أحادي اللغة:

يستطيع المنهج أحادي على افتراض أن اللغة الإنجليزية يجب أن تدرس من خلال اللغة الإنجليزية وليس عن طريق استخدام الترجمة، التي يجب أن تكون محظورة في الأقسام. اقترح أنصار هذا المنهج أكثر من سبب لهذا الحظر فكراشن (1983) على سبيل المثال لا الحصر، يعتقد أنه عندما يريد الطالب تعلم لغة أجنبية عليه أن يتبع نفس مسار اكتسابه للغته الأم دون الحاجة للترجمة. وسار على نهجه الكثير من الباحثين الآخرين مستنفرز إلى ذكرهم لاحقاً.
ملخص الدراسة

1.2 بعض الطرق التعليمية ضد استعمال الترجمة:

الطريقة المباشرة:

تمتاز هذه الطريقة بما يلي: الاهتمام بمادة الكلام، بدلاً من مهارات القراءة والكتابة والترجمة على أساس أن اللغة هي الكلام بشكل أساسي. تتجنب هذه الطريقة استخدام الترجمة في تعليم اللغة الأجنبية وتعتبرها عديمة الجدوى، بل شديدة الضرر على تعليم اللغة الهدف.

الطريقة السمعية الشفهية:

من أهم أسس هذه الطريقة عرض اللغة الأجنبية على الطلاب مهارة كلامية في البداية أما القراءة والكتابة والترجمة فيقومون في فترة لاحقة. وربما يوجد على هذه الطريقة الاهتمام بالكلام على حساب المهارات الأخرى وذلك باستخدام أساليب متنوعة لتعليم اللغة، مثل المحاكاة والترديد والاستظهار مع التقليل من الشرح، والتحليل النحوي، والإقلاع من اللجوء إلى الترجمة.

2.2 حجج ضد استعمال الترجمة في القسم:

قدم الكثير من الباحثين والمنظرين الذين يدؤون بتجنب استعمال الترجمة الكثير من الاحتكار الذي تدعم رأيهم. وسنتناول استعراض بعضها في سطور، أحد هؤلاء الباحثين هو روبرت فيليبسون(1992) الذي يؤكد أن أفضل طريقة لتعليم الإنجليزية هي إتباع المنهج أحادي اللغة أي تعلم الإنجليزية بالإنجليزية دون اللجوء للترجمة. وصار على ضجة الآن داف (1992) الذي عد بعض أسباب استبعاد الترجمة من القسم حيث يقول أن الترجمة تركز على مهارات القراءة والكتابة فقط، وأنها تستهلك الوقت بالإضافة إلى أنها غير محببة لاستعمالها اللغة الأم أثناء التدريس.

ملخص الدراسة

3.2 ضعف مبدأ حظر استعمال الترجمة في القسم:

أ أهم سببين لحظر الترجمة في القسم حسب بعض المنظرين هما: أولاً ارتباطها بالطريقة التعليمية القديمة. وأ dwóchما هو اعتقادهم بحظر الكلاب اللغة الأجنبية مشاعراً للاكتساب الصغير للغتهم الأم، حيث أن كلاهما ليس لديه معرفة سابقة بتلك اللغة فما الداعي للمجوح للترجمة إذا؟ وقد قام بعض الباحثين المؤيدين للمنهج ثنائي اللغة بتقديم شروحات وتفسيرات وحجج في محاولة للرد وإبطال هاتين الحجتين الرئيسيتين مستعدينهما كالآتي: بالنسبة للحجة الأولى، التي تدعي أن الترجمة تجعل مهارة الكلام فقد تم إثبات أنها أدوات صالحة وفعالة في تطوير هاته المهارة عن طريق القيام ببعض الأنشطة والتمارين التي تشمل الترجمة كالقيام بحوارات بين الطالبة والطلاب. أما بالنسبة للحجة الثانية، التي تدعي أن كلا من آلة التعلم اللغة الأجنبية لدى الكلاب، والثانية اللغة الأم لدى الصغار. هناك العديد من الاختلافات بين هاتين الآليتين من ضمنها هو كيف وراءهم (1990): أن الأطفال ليس لديهم قدرة داخلية للاكتساب اللغة تعني عندما يكون هذا بالإضافة إلى أن الكبار يعتمدون على لغتهم الأم عند تعلم اللغة الثانية على عكس الأطفال الذين ليس لديهم معرفة سابقة عن لغتهم الأم وغيرها من الاختلافات الأخرى.

وهكذا نستنتج أن اغلب الحجج ضد استعمال الترجمة ترتكز على أرضية هشة وغلطها ليس مقنع وقد تم دحض اغلبها بحجج أخرى تشجع على استعمال الترجمة.

3.3 المنهج ثنائي اللغة:

يدعو مناصري هذا المنهج لاستعمال الترجمة عند تعلم لغة أجنبية ما، حيث يعتقدون أن الترجمة خطوة طبيعية ولا أرادية لا يمكن تجنبها، بل بدل محاولة تجنبها علينا صقلها وتوجيه الطلبة في كيفية استغلالها على أحسن وجه.

1.3 طرق تعليمية تفضل استعمال الترجمة:

طريقة ترجمة القواعد:

من أقدم الطرق التي استخدمت في تعليم اللغات الأجنبية، جعل هذه الطريقة هدفها الأول تدريس قواعد اللغة الأجنبية، ودفع الطلاب إلى حفظها واستطاعتها، ويتم تعليم اللغة عن طريق الترجمة بين اللغتين: الأم والأجنبية، وت'): هذه الطريقة تتميز بمهارتي القراءة والكتابة في اللغة الأجنبية. وما يؤخذ على طريقة القواعد والترجمة: إتمامهما لمهارة الكلام وهي أساس اللغة.
ملخص الدراسة

الطريقة المتزامنة الجديدة:
تسمح هاته الطريقة باستعمال الترجمة وتدعو إلى التوامز بين اللغة الأم واللغة الأجنبية. قلما استعملت هاته الطريقة لطيان شعبية طريقة ترجمة القواعد.

الطريقة التواصلية:

حجة لصالح استعمال الترجمة في القسم:

2.3 استعمالات الترجمة في القسم:
اقترح شويلزر(1999) عدة استعمالات للترجمة في القسم يذكر منها: تفقد فهم الطلبة في القسم و تبسيط التوجيهات المعقدة وشرح المصطلحات والقواعد الصعبة. وقد ذكر ليو في دراسته حول تعلم اللغة الإنجليزية باستخدام الترجمة أنه يمكن استعمالها في تعلم القواعد والقراءة والنطق وغيرها من الاستعمالات الأخرى.
ملخص الدراسة

4. مكانة اللغة الإنجليزية في الجزائر:

تعتبر اللغة الإنجليزية لغة أجنبية ثانية بعد الفرنسية في الجزائر حيث يسعى صناع القرار في الجزائر إلى تدريسها في جميع أطوار التعليم لأهميتها البالغة على مستوى العالم، ولكن لا يزال هذا الهدف بعيد المدى لغة الإنجليزية الفرنسية وعدد عوامل أخرى تنتظر إلى لاحقاً. فما هو جدير بالذكر أن استعمال الترجمة في المناهج التعليمية الجزائرية كان مما هو جدير بالذكر أن استعمال الترجمة في المناهج التعليمية الجزائرية كان ممنوعاً إلى أن صدرت مادة ورائية سنة (2010) تسمح باستخدامها كما هو مبين في الملحق رقم 01 وعلى أساسها بدأنا هذه الدراسة.

5. بعض صعوبات تدريس اللغة الإنجليزية في الجزائر:

ذكرت نعيمة دراز في مقالاتها حول أسباب عدم نجاح تعلم اللغة الإنجليزية في الجزائر بعض العوامل التي تجعل تدريس اللغة الإنجليزية صعب في الجزائر من بينها نذكر مايلي:

1. السن: يبدأ التلاميذ في الجزائر دراسة اللغة الإنجليزية في سن 13 سنة وهو ما يراه البعض سناً متأخر جداً مقارنة بدء تعلمهم لللغة الفرنسية في المدارس التي يبدأ تدريسها في سن 08 سنة. وهو ما يسبب مشاكل للطلاب الذين يتلقون دروسها في التعليم بين تدريس اللغة الإنجليزية في المدارس الثانوية كلغة من ناحية القواعد والصوتية وغيرها.

2. عوامل اجتماعية: قد يتأثر الطلبة في الجزائر بآراء رأي الآباء وأجدادهم حول تعلم اللغات الأجنبية التي يروها دخلية على مجتمعهم ويعتبروها من بقايا الاستعمار. كما قد يتأثر بأساتذتهم الذين يفضلون الترجمة في اللغة الإنجليزية جملة وتفصيلاً أثناء التدريس فيجعلهم ينفر منهما.

3. عوامل بيدياغوجية: هناك الكثير من العوامل البيدياغوجية التي يذكر منها ما يلي النشاطات للطلبة في القسم الواحد أمر الذي ينجز الأستاذ، بالإضافة إلى تخصيص ساعات قليلة لتدرّس اللغة الإنجليزية مقارنة باللغات الأخرى وكذلك الغياب شبه كلي لتكوين الأستاذة والتنسيق فيما بينهم. كما أن أهداف المناهج الدراسية لا يخدم احتياجات الطلاب.

6. اللغة الإنجليزية في المدارس الثانوية:

يمكن التعليم الثانوي لثلاث سنوات ينتهي بهجراً اختيار خاصي يسمى ب"البكالوريا" حيث تكون اللغة الإنجليزية مدرجة في كل الأطوار وعلى كل التخصصات العلمية والأدبية. ينتمع عند خاصية المسار الدراسي في المرحلة الثانوية.
ملخص الدراسة

ان يكون الطالب قادرا على استعمال اللغة بإتقان. حيث يكون قادرا على التعبير شفاهيا وكتابيا عن أفكاره ووجهات نظره، وكذلك قدره على استعمالها وممارستها خارج القسم ولكن لا نرى تطبيق هذا على ارض الواقع.

7. وصف المناهج والكتب المدرسية للغة الإنجليزية (السنة الثالثة لغات أجنبية): سنقدم باختصار شديد وصفا لكل من المناهج والكتب المدرسية للسنة الثالثة لغات أجنبية بهدف الإطلاع على مضمونهما لأنه سيتم استعمالهما في الجزء التطبيقي.

1.7: وصف المناهج
ينقسم المناهج إلى أربعة وحدات وهي كالتالي: 1- الاختصارات القيمة 2- الاختيارات العملية 3- التعليم، المشاعر والاحساس.

2.7: وصف الكتاب المدرسي
تم إصدار هذا الكتاب من قبل وزارة التربية والتعليم سنة (2006) وهذا الكتاب مقسم إلى وحدات تعالج موضوعا ما وكل وحدة مقسمة إلى سلاسل من الدروس والأنشطة.

الخاتمة:
تم تخصيص هذا الفصل أولا لتقييم محاسن وعيوب استعمال الترجمة في القسم في محاولة للإجابة على السؤال الجدلي: هل هو هناك ابني استعمال الترجمة في تعلم اللغة الإنجليزية؟ وما اتضح لنا بعد مناقشة محاسنها وعيوبها أن المحاسن تغلب على العيوب. حيث وجدنا أن كل الخجول المعارض لاستعمال الترجمة في القسم لا تركز على أساس قوي وقدر كبير من الصحة. ثانياً تم إعطاء نبذة حول وضعية اللغة الإنجليزية في الجزائر عموما وفي المدارس الثانوية، خصوصاً وكيف أن استعمال الترجمة أصبح مسموحًا في المناهج الجزائرية.

الجزء التطبيقي:
مقدمة:
سيكون هذا الفصل بمثابة دراسة تطبيقية لما تطرقنا إليه في الجزء السابق حيث استعملنا طريقتين في هذه الدراسة: أولاً قام الباحث بتجربة تتلخص في تدريس بعض الطلبة الجزائريين حيث تم استعمال كل من المناهج الأحادي اللغة والمنهج ثنائي اللغة عند تدريسهم اللغة الإنجليزية بحذف معرفة أي المنهج أفضل و أكثر فعالية أين كان التركيز على كيفية تضمين الترجمة في حصص الإنجليزية المدرسية.
ملخص الدراسة

تمثل الطريقة الثانية لهذه الدراسة في استبيان تم توزيعه على أساتذة اللغة الإنجليزية وبعض طلبة سنة ثالثة لغات أجنبية بهدف تقصي رأيهم و موقفهم حول استعمال الترجمة في القسم.

التجربة:

الهدف من وراء هذه التجربة هو المقارنة بين المنهج أحادي اللغة الذي يدعو إلى استبعاد الترجمة في القسم و المنهج ثنائي اللغة الذي يدعو لاستعمال الترجمة بانتظام في القسم، بالإضافة إلى توضيح طرائق تضمينها عند تدريس اللغة الإنجليزية. شارك في هذه التجربة 15 طالباً من قسم سنة ثالثة لغات أجنبية مدة 06 أسابيع بمعدل حصتين في كل أسبوع حيث تم تدريسهم 06 حصص باستخدام المنهج أحادي اللغة، أي تدريس الإنجليزية عن طريق الإنجليزية بينما في الحصص ال06 الباقية تم تدريسهم المنهج ثنائي اللغة، أي يسمح باستخدام الترجمة و تضمنها بعدة طرائق.

1.2. التجربة الأولى:

استغرقت هذه التجربة 06 حصص متتالية قدم فيها الباحث دروس وأنشطة متنوعة و عديدة من المناهج والكتب المدرسية (كما هو مبين في الملاحق) لمجموعة مكونة من 15 طالباً الذين كانت اللغة الإنجليزية اللغة الوحيدة المستعملة في الشرح وكانت نتائجهما كالتالي:

من أبرز إيجابيات استخدام المنهج أحادي اللغة في القسم أنه يجعل بعض الطلبة يفكرون باللغة الإنجليزية ولا كأنو قلة فتكون بذلك نسبة تعرضهم للتدخل اللغوي أقل، ويجعلهم اشتثروا و تركزوا أثناء إلقاء الدروس حيث أن يتجاوزهم أي شرح أو معلومة باللغة الإنجليزية بالإضافة إلى أنها تخلق جوياً مفيداً حيث أن كل من الأستاذ و بعض الطلبة المتقدمين من اللغة يتحدثون بالإنجليزية. ومن أبرز سلبياتها أن الباحث واجه بعض الصعوبات تتعلق فيما يلي: عند استعمال الإنجليزي فقط أثناء التدريس يشعر أغلب الطلبة بالممل لعدم فهمهم ما يقول الأستاذ قبل انتهائهم و اهتمامهم وخاصة الطلبة الضعفاء لغويًا بالإضافة إلى أن هذا المنهج يأخذ الكثير من وقت الأستاذ في الشرح وإيضاح المعلومات إلى درجة عدم إكمال المنهج الدراسي أحياناً، كما إن استعمال الإنجليزي لا يعطي قد يجعل الأستاذ هو المتكلم الوحيد في القسم، وهذا ما حدث في هذه التجربة إذ كان الغلب الطلبة يعانون من ضعف في مهارة الكلام.
2.2. التجربة الثانية:

تمت هذه التجربة بنفس الطلبة المشاركين و بنفس تفاصيل التجربة الأولى مع احتفال في الطريقة حيث استعمل الباحث المنهجثُنائي اللغة أين حاول تضمين الترجمة في الدروس وأنشطة المقدمة لفُؤاء الطلبة، ومن بين هذه الأنشطة نذكر مايلي: اختار الباحث نصًا من الكتاب المدرسي يقرأه جهرا أمام الطلبة ثم يطلب من كل طالب إعطاء ملخص لرُوئية النص بالعربية ثم تتم مناقشة النص جماعيا وإعطاء ترجمة موحدة له. الهدف من هذا نشاط اكتساب أكبر عدد ممكن من الكلمات مع ترجمتها و لصقلها في دماغ الطالب قمنا بانشطة أخرى تشمل القواعد و غيرها تجاوز من خلالها توظيف معظم المصطلحات المكتسبة من النص المترجم و هكذا تكون قد طورنا مهارات الطالب في الكتابة والقراءة والسمع والترجمة. ومن أجل توضيح أنه بإمكان الترجمة تطوير مهارة الكلام لدى الطالب قمنا بالنشاط التالي: قسمنا الطلبة إلى مجموعتين حيث كل مجموعة أعطيت مجموعة من الكلمات والجمل بالعربية كنا مطلوبين بترجمتها إلى اللغة الإنجليزية وإنشاء حوار شفوي باللغة الإنجليزية فيما بينهم باستعمال تلك الكلمات والجمل التي تترجم ومن اجل تحقيقهم تكاثف المجموعة التي تقدم أفضل أداء حواري. ومن بين نتائج هذه التجربة نذكر ما يلي:

- لاحظ الباحث أن الأنشطة التي تشمل الترجمة تكون أكثر فعالية وتحفيزا عندما تكون كعمل جماعي بدل القيام بها فردية.
- اكتسب الطلبة من خلال هذه الأنشطة الكثير من المصطلحات والعبارات المرفقة بترجمتها.
- أصبح الطلبة أكثر وعيا بالاختلافات بين اللغة الإنجليزية واللغة العربية من ناحية الأسلوب والقواعد و غيرها.
- منحت هذه الأنشطة حرية أكبر للطلبة للدخول في مناقشات شفوية مع زملائهم أو مع الأستاذ.
- لاحظ الباحث أن استعمال الترجمة يساعد الطلبة على فهم أستاذهم بسهولة أكبر.

الاستبيان:

هذا الاستبيان موجه إلى بعض أساتذة اللغة الإنجليزية وقسم سنة ثالثة ثانوي تخصص لغات أجنبية بثانوية الشهيد شعبانى عباس بالوادي من أجل تقصي موقفهم ورأيهم حول قضية استعمال الترجمة في القسم.

يجري استبان الأساتذة على 06 أسئلة بينما يجري استبان الطلبة على 07 أسئلة، ثم توزيعها على الطلبة من طرف أساتذهم الذي بدوره شرح وترجم لهم شفويًا محتواها حتى تكون النتائج أكثر مصداقية. وبعد تحليل الاستبيان وجدنا أن الغالب الأساتذة والطلبة يفضلون استعمال الترجمة بدرجات متفاوتة واسباب مختلفة وتوصلنا للنتائج الآتية:

- تغطي الأساتذة فضلون الاستعمال المحدد للترجمة في القسم لا الاستعمال العشوائي والمبالغ فيه.
ملخص الدراسة

- اغلب الطلبة يفضلون الأساتذة الذين يستعملون الترجمة.
- رغم أن اغلب الأساتذة يفضلون استعمال الترجمة إلا أن عدد قليلا منهم يقوم بأنشطة تشمل الترجمة في القسم لسببين اثنين: أولاً هم يعتبرون أن استعمال الترجمة ممنوع في المناهج الجزائرية و ذلك لجهلهم أن هذا القرار قد تم إلغائه سنة (2010) وفق أحد مواد قانون التوجيه، أما السبب الثاني فهو زعمهم أن استعمال الترجمة يلغي التواصل في القسم وقد تم نفي هذه الحجة حسب ما بُين في التجربة المذكورة أعلاه.

الخاتمة:

بينت نتائج هذه الدراسة التطبيقية أن الترجمة أداة مفيدة لتعليم اللغة الإنجليزية فهي تحسن المهارات اللغوية لدى الطلبة و تنمي معرفتهم للفوائد والمصطلحات إلى جانب أنها تجعلهم أكثر وعيا بالاختلافات بين اللغة الأم ولغة الأجنبية المراد تعلمها. كما أن نتائج هذه الدراسة بينت أن اغلب الأساتذة و الطلبة المشاركين في الاستبان يعتقدون أن الترجمة وسيلة صالحة وفعالة لتعليم اللغة الإنجليزية.

الخاتمة:

لا تزال الترجمة كطريقة لتعليم اللغة محل جدل وبحث مستمرين. فعلى الرغم من وجود الكثير من الحجج المعارضة لاستعمال الترجمة وجدنا في المقابل الكثير من الحجج الأخرى الداعمة و المؤيدة للفرضيتين في هذه الدراسة ألا وهي أن تدريس اللغة الإنجليزية باستعمال الترجمة أفضل وأوجع. حيث أن تلك الحجج المعارضة ليست بتلك القوة والصحة حتى تلغي تماما استعمال الترجمة في القسم وتوصلنا أيضًا إلى ضعف مبدأ النهج أحادي اللغة في تعليم اللغة الإنجليزية لأنه لا يلبي في كثير من الأحيان حاجيات الطلبة الذين يرون أن الدراسة علاقة تسلم عملية الفهم وتحقيق عقبة ضعفهم اللغوي. أما الأساتذة فيسعونون الترجمة لصنقل ما تعلمه طلبتهم حول اللغة الإنجليزية كقواعد وغيرها وتيسير التواصل والتفاعل في القسم. كما بينت نتائج الدراسة أن للطلبة ميولا تلقائيا نحو استعمال الترجمة فيدل منهم أن استعمال هذه العملية اللغوية الكامنة على الأستاذ أن يساعدهم على استغلالها على أحسن وجه، وهذا يكون بتضمين الترجمة في أنشطة داخل القسم كما بنياه سابقاً في التجربة.
Abstract

This study aimed at examining the preference of using the monolingual approach which calls for the exclusion of translation, or using the bilingual approach which emphasis the inclusion of translation when teaching a foreign language. It also aimed at exploring the advantages and disadvantages of using translation in the EFL classroom. Besides, investigating ways of integrating translation through an experiment conducted by the researcher with a group of Algerian students. Finally, a questionnaire has been conducted to find out the views some Algerian teachers of English and students towards the use of translation.

Keywords: Translation, the monolingual approach, the bilingual approach.

ملخص

تهدف هذه الدراسة لفحص أفضلية استعمال المنهج أحادي اللغة الذي يدعو لاستبعاد الترجمة أو استعمال المنهج ثنائي اللغة الذي يؤكد على تضمين الترجمة واستعمالها عند تدرس لغة أجنبية. بالإضافة إلى أنها تهدف للكشف محاسن وعيوب استعمال الترجمة في قسم الإنجليزية كلغة أجنبية إلى جانب البحث عن طرق تضمين الترجمة حيث قام الباحث بتجربة مع طلبة جزائريين بوضوح فيها ذلك. وأخيراً قام بتوزيع استبيان على بعض أساتذة اللغة الإنجليزية وبعض الطلبة الجزائريين بقصد رأيهم حول استعمال الترجمة.

الكلمات المفتاحية: الترجمة، المنهج أحادي اللغة، المنهج ثنائي اللغة.