

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND

SCIENTIFIC RESEARCH

UNIVERSITY OF AMMAR THELEDJI- LAGHOUAT

FACULTY OF LETTERS AND FOREIGN LANGUAGES

DEPARTMENT OF ENGLISH



Translation As A Learning Method In English Language Teaching

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR MASTER DEGREE IN CIVILIZATION AND
LITERATURE

Submitted by:

TASSI KANZA

Board of Examiners

President: Mr Raouf Nebeg

Supervisor: Mr Djalaleddine Benaicha

Examiner: Mr Sayeh Khelfa

Academic Year 2020-2021

Dedication

I would like to dedicate this work to my dear parents for raising me so well.

Thank you for all the values and virtues you instil in my character.

Acknowledgments

I am greatly indebted to my supervisor Mr.BENAICHA who contributed a lot to the completion of this dissertation with his advice, help, continual support and encouragements.

Abstract

Translation has a long love and hate relationship in teaching and learning English where it has been ignored as an effective exercise of language practice and improvement. This question has been discussed in various applications of educational language methodologies for decades. The aim of the study was to investigate the views of teachers on the use of Arabic as the first language in teaching and learning English. In addition, this study aimed at discovering the similarities and differences in the ways teachers and students perceive the use of Arabic as the first language in the English language classes, and the different situations that led to the use of teachers' mother tongue in the activities of English classes. A questionnaire was conducted to identify the views of some English teachers at various levels and students on the use of translation as a pedagogical tool for English as a foreign language. The majority of the results of the questionnaire were positive for both teachers and students. They preferred to use translation in teaching and learning English. Some maintain the legitimacy of their use because they believe that they are harmful to their course in teaching and learning English. It can be said through the research that the use of translation in teaching English depends on moderate and appropriate use during the course.

Table of Contents

Dedication	I
Acknowledgments.....	II
Abstract	III
Table of Contents	IV
General Introduction	1
Chapter One: The sparkling reign of translation in FLT	4
1. HISTORICAL DEBATES OVER TRANSLATION:.....	5
1.2 THE GRAMMAR-TRANSLATION METHOD:	6
1.3. THE REFORM MOVEMENT:	7
1.4 THE DIRECT METHOD:	8
1.5 TEACHING BETWEEN 1950 AND 1990 :	10
1.6 THE LEXICAL APPROACH:	11
2. Translation and Teaching:.....	13
2.1 Definition of Translation:.....	13
2.2 Pedagogical Translation:.....	14
3. Translation as a Teaching Tool:.....	15
Chapter Two: The Need of Incorporation Translation in TEFL	19
1.1 Advantages over Translation in TEFL:.....	21
1.2 Argument for using translation :	24
2.1 Disadvantages of using translation in TEFL:.....	28
2.2 Argument against using translation:	29
3. The position between the use of L1 and L2:	31
Chapter Three: The Utility of Translation practice.....	33

1. Exercise, activity, task and project in FLT :	34
2. Types of Translation:	36
2.1 Translation part:	38
3. Teachers and learners perceptions toward TEFL:.....	44
3.1Methodology and research design:	44
3-1-1.Data collection Tools:	44
3-2-1.The questionnaire for Teachers:	45
3-2-2. Discussion of the Findings:	46
General Conclusion.....	48
References List.....	51
Appendices.....	53

General Introduction

The position of translation in the EFL and ESL classrooms has and will continue to be a debatable issue. Some teachers and researchers have negative attitudes against translation in L2 teaching and learning whereas others have advantageous attitudes towards it as they agree with that it helps the teaching learning process .

The revolution of technology that invades the world has reflected everything around us which makes translation turns into clarifying the means of latest technical phrases which could facilitate a way to cope with new inventions . Garcia (2005) demonstrates that the position of translation training and learning in the global society is affected by the new technology roles. These essential roles influence the objectives of second and foreign language learning. Wang (2005) argues that the integration of internet technology is inevitable in classrooms as it «demonstrates the shift in educational paradigms from a behavioral to a constructivist learning approach."

For the global era of the technological revolution , some researchers now no longer prefer the use of translation in language teaching and learning due to the reality that it has many disadvantages .

The main cause why I decided to make a research about this topic was the fact that I and any other student of any language or any other teacher often had to face the dilemma of the use of mother tongue while teaching EFL. And it was always difficult to decide when the use of the mother tongue was or was not appropriate method to teach EFL.

This research may give a chance to students and also other English teachers to overcome these difficulties and determine the right approach to use.

About the theoretical chapters: the first chapter focused on pedagogical translation as an important tool in TEFL process, and its history in the ELT. Also, the methods used in teaching EFL While the second consists of the need of incorporating translation in teaching EFL and both arguments for and against the use of translation in TEFL process.

A practical part was included to investigate the practice needed in translation by choosing international work to see the comparison between two languages and translate it by meaning and words .

Background of the Study:

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 TEFL. Most of them believe 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 natural language facilitator and learning strategy. (Cook, 2012).

In other words, the use of mother tongue and translation can serve as a tool for improving language skills. According to J. Harmer (2001), students use their mother tongue in class if they are linguistically incapable of activating vocabulary for a chosen task.

Another reason is that translation is a natural thing to do in language learning, and code-switching between languages is regarded as natural development in learning another language.

Statement of the Problem

The question is whether teachers and researchers still controversial or support the idea that translation plays a facilitative role in language teaching and learning. Others oppose the idea and consider it as a time consuming process. Therefore, This study is an attempt to identify the extent to which instructors at university use translation in EFL classroom and how often do they use it and where it can be examined in the situations which it can be operative in language teaching and learning .

Research Problem:

1. What are the attitudes of university instructors towards the use of translation in language teaching?
2. When can the use of TEFL be more positive or negative?
3. How can teachers make translation more effective in language teaching and learning and motivated for students?

Hypothesis:

The influence of Translation can play a role where it can be an effective in facilitating teaching and learning process. There are many opponents and proponents for this idea and each part has his own reasons.

Aims of the Study:

Regardless the fact that teachers of English as a foreign language are divided between supporters and opposes of the use of translation in the EFL classroom, It remains a helpful tool in the case that it is used appropriately and purposefully .

The study attempts to shed light on:

- The effects of using translation in teaching and learning a second language.
- Situations in which translation can be effective in language teaching and learning.
- The extent to which teachers of English refer to the learners' mother tongue in L2 classroom.

Methodology:

The present study is divided into two parts: theoretical and practical. The theoretical part is covered by the survey of literature, while the practical one is handled through a questionnaire. The questionnaire is divided into four parts; personal information, frequency of using translation in language learning and teaching, the effectiveness of using translation in L2 learning and teaching as well as the areas in which instructors can use translation in language learning and teaching. The responses will be collected and calculated and will be discussed in the finding results.

Chapter One: The Sparkling Reign of Translation in FLT

Translation work with 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 that is currently the case of our study.

For the past two decades or more, translation has been generally out of favour with the language teaching community; in other words “sent to Siberia”. For thousands of years this ancient craft had been right at the heart of language teaching. Indeed, of almost learning, for many of the mediaeval universities develop out of what were originally schools of translation. Translation has long languished as a poor relation in the family of language teaching techniques. It has been denigrated as “uncommunicative”, “boring”, “pointless”, “difficult”, and “irrelevant” and has suffered from too close association with its cousin ‘Grammar’. Along with other traditional cousins such as : literature, dictation, vocabulary, reading...it has been pushed into the methodological approach.

Only recently, as the communicative movement has begun to run short of idea, there has been a resurgence of interest in the traditional practice such as translation. Today, translation is largely ignored as a valid tool and activity or method for language practice and improvement. And even where it is still retained, it tends to be used not for language teaching but for testing. That’s why Translation has always been the core of the controversies on whether it should be used in the EFL class room 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 favour 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”. Each of them involves some teaching methods having their supporters and which will be discussed in details in this theoretical part of this Dissertation.

1. HISTORICAL DEBATES OVER TRANSLATION:

The position of translation has been conditioned through the years as one of a kind strategies by the different methods and approaches that have been implemented in foreign

language learning and teaching. For this reason, there is no point in defining the existing situation of translation without making a historical evaluate of the evolution of this concept and its place in the classroom.

First of all, it is needed to state that translation has undergone a process whereby it has changed from being the most suitable resource implemented for learning a language, to turning into an outlawed procedure in practically every single teaching method

According to this, it is crucial to understand the reasons for avoiding its use over the years as well as to explain the advantages that this procedure can provide learners with. Thus, the best way to put us in the picture is by describing the various stages of the evolution of translation. In this sense, the purpose of the following pages is to provide an overview of the main methods in which translation has taken part to a greater or lesser extent.

1.2 THE GRAMMAR-TRANSLATION METHOD:

During the 20th century, the use of translation in the language classroom was rejected due to the major influence that the Grammar-Translation Method had had thus far. This was the main method implemented from the end of the 19th century until the 20th century.

This method emphasis on grammar, accuracy and writing. Moreover, one of its main objectives was enabling students to read the literary classics of the foreign language that they were learning (Cook, 2012, p.9). Consequently, this method focused on writing and reading skills, thus putting aside any other aspect related to communication.

As Cook (2012) suggests, the Grammar-Translation Method was based on teaching grammar deductively and on making word-for-word translation exercises with large amounts of vocabulary and grammar constructions seen before; there was no room for creativity nor fluency. The rules of the language were first explained to the students in their mother tongue. After that, students learnt these rules by heart and put them into practice through activities, which could contain only vocabulary and structures previously seen. Proceeding like this, imagination was hindered.

Nevertheless, this method also had some assets. Due to the fact that it is focused on exercises with vocabulary and grammar which had previously been presented,

there was no room for surprises. Moreover, it could be the best approach for teachers who were not proficient in the language that they were teaching, since lessons could be planned by simply following the book (Cook, 2012, p.14).

Thus, the Grammar-Translation Method is closely related to what to teach instead of how to teach it. Besides, the implementation of translation only consisting of word-for-word exercises and equivalents which is restricted to this method. Consequently, it does not make sense to outlaw the use of translation on the whole as if the only way to be implemented was that of the Grammar-Translation Method.

been presented, there was no room for surprises. Moreover, it could be the best approach for teachers who were not proficient in the language that they were teaching, since lessons could be planned by simply following the book (Cook, 2012, p.14).

Thus, the Grammar-Translation Method is closely related to what to teach instead of how to teach it. Besides, the implementation of translation only consisting of word-for-word exercises and equivalents which is restricted to this method. Consequently, it does not make sense to outlaw the use of translation on the whole as if the only way to be implemented was that of the Grammar-Translation Method

1.3. THE REFORM MOVEMENT:

The consequences of the implementation of the Grammar-Translation Method led to the appearance of different methods which completely opposed the former. The Reform Movement was the first approach that criticized the way in which a foreign language was taught according to the Grammar-Translation Method.

The arguments were based on the grounds that it did not take into account the communicative aspects of language, it encouraged false notions of equivalence and it used isolated sentences rather than connected texts, so that it was based on form rather than meaning. Translation was used as a means to enable the students to read literary works and to learn about a language but not about how to use it.

It is also important to mention that this theoretical rejection of translation during the 20th century had to do with the democratic and economic changes that were taking place all over the world: immigration to the United States, the increasing world trade and tourism, and the growing dominance of English as a global language (Cook,

1998; Cook, 2012). This resulted in the presence of immigrants coming from different parts of the world, so that the English lessons had to cater for people with different linguistic backgrounds and mother tongues, making translation impossible.

People needed to learn a new language fast and to be able to communicate properly in order to survive, prosper and get a job in their new homeland. That was the reason why a new type of language learning institution was developed: the private language schools.

The ideas put into practice in this type of schools were those based on the supremacy of native teachers, the focus on speaking and the strict following of the guidelines of the textbook. These ideas were the main pillars of the so-called Berlitz Method, considered as “the first true hard-line rejection of translation” (Cook, 2012, p.6).

Following Cook (2012, p.7), it must be claimed that although it is true that the Reform Movement and the Berlitz Method were closely related, they also had a significant difference. Their focuses of attention, as well as their objectives, were largely different. Whereas the Reform Movement focused its attention on language teaching in secondary schools and was based on pedagogic concerns, the Berlitz Method was developed for commercial reasons in order to cater for clients.

Nevertheless, the ideas of these two approaches, one academic and one commercial, “merged to yield a strong and coherent new programme for language teaching which became known as the Direct Method” (Cook, 2012, p.7).

1.4 THE DIRECT METHOD:

All these oppositions to the Grammar-Translation Method led to the subsequent appearance of The Direct Method, an approach that emerged between 1850 and 1900 and which was based on the exclusive use of the FL in language teaching, and the proscription of the L1.

This method was characterized by switching from literary language to the spoken everyday language, and by learning grammar inductively. It was considered the best way to achieve native-like fluency and it was a means to overcome the overreliance on the L1.

Taking into account the criticism towards the Direct Method, it can be concluded that there was no room for using the L1 in the language classroom. Consequently, translation could not be included in the classroom, yet, was regarded as damaging for the acquisition of a second language.

The Direct Method was founded on four strong pillars (Cook, 2012, pp.8-9):

- Monolingualism, which refers to language itself and, according to it, only the FL could be used on classroom.

- Naturalism, which is about language learning. This pillar was based on the assumption that a language is better learnt if it comes naturally, and translation and the switch between two languages is not natural.

- Native-speakers, based on the idea that a native speaker is the best model for students and native-speaker acquisition is the best way to master a language.

- Absolutism, thus meaning the only existence of this method and its unique implementation in the classroom.

According to these four assumptions, the Direct Method was the only route to acquire proficiency in a language, and the only useful tool in the classroom was the FL, as the use of the first language (L1) would result in interferences between the two languages. Nevertheless, It is important to highlight that these interferences that the Direct Method labeled as negative may not be damaging when learning a language and that not only negative transfer but also positive one is present when switching between one language and another.

Furthermore, there is a misconception about translation which arises from the assumption of monolingualism. This pillar of the Direct Method assumes that the use of the L1 in the classroom has to be outlawed as it damages FL learning. However, although the rejection of the own-language use in the classroom inevitably implies the rejection of translation, translation is only a specific type of own-language use, as the L1 includes many other aspects apart from translation (Cook, 2012, p.53).

There are also several problems arising from the implementation of the Direct Method. As Stern (1983) quotes:

One has been how to convey meaning without translating, and how to safeguard against misunderstanding without reference to the first language. Another has been how to apply the Direct Method beyond elementary stages of language learning (Stern, 1983, p.460).

This way, we can witness that there are different pitfalls of this method which evince the need for the reassessment of translation in foreign language learning.

1.5 TEACHING BETWEEN 1950 AND 1990 :

There were many different methods that emerged after the appearance of the Direct Method and influenced foreign language teaching, such as Audio-lingualism, Humanistic Methods, The Natural Approach or Communicative Language Teaching.

The purpose of Audiolingualism consisted in the achievement of native-like fluency, so that it was focused on listening and speaking. Consequently, there was no room for implementing translation activities within the classroom.

Communicative Language teaching also left translation behind, since its main aim was to develop the communicative competence and skills. In order to reach these goals three main principles were established: the teaching should be meaningful, task-based and communicative. Therefore, once again there was no room for translation.

In Humanistic Approaches such as Community Language Learning or Suggestopedia, translation was regarded as a further tool that may be used within the classroom. Regarding Community Language Learning specifically, translation was used by the teacher in order to facilitate the students' understanding. Therefore, translation played an important role.

With the implementation of Suggestopedia, the students learnt the language through relaxed processes of activation of the whole brain. Its main goal was the creation of comfort and self-confidence within the classroom. In this regard, translation was used when considered necessary to assure understanding.

Concerning other Humanistic methods, such as The Silent Way or Total Physical Response, translation was not used. The main goal of The Silent Way was to maximize the active participation of the students within the classroom. Therefore, the teacher remained

quiet the majority of the time. Likewise, Total Physical Response was focused on the repetition of commands and their subsequent performance. Thus, translation did not play a crucial role in these methods, but it was not outlawed either.

Therefore, whereas there were methods and approaches which followed the line of The Direct Method and within which translation was not implemented, there were also some Humanistic Approaches in which this procedure had its space, such as Community Language Learning or Suggestopedia. However, it was only with the appearance of the Lexical Approach that translation grew in significance.

1.6 THE LEXICAL APPROACH:

The last approach which is going to be mentioned in this paper is the Lexical Approach, which has had a significant influence in the use of translation in the classroom. This method became very popular in the 1990s as a post-communicative approach and it considered the study of a language through lexis (words and word combinations), rather than through grammar.

This approach was devoted to making the students aware of their own learning process by creating an operative environment in which the teacher explained how language works. It focused its attention on the “lexical chunk”, which may be defined as a group of up to eight words that are learned and used as single items, such as collocations, idioms or real expressions, among others.

Consequently, the main focus of this approach had little to do with grammar and rules about a language. Quite on the contrary, this method may be regarded as a revolutionary approach insofar as it considered the lexical chunk as the best suited tool to be exploited in language learning. This way, grammar is given a lesser priority and does not play a crucial role in language learning.

What was prioritized in this method was input, but it was also a teacher-centered approach, since the teacher was considered the best model to provide input to the students –input that must be comprehensible in order to be effective for the students–. According to this approach and contrary to any other previous method, the receptive skills were more important than the productive ones. This fact constitutes a small but

significant shift that must be regarded as the first revolutionary attempt to detract from the significance of grammar.

Needless to say, the approaches that appeared against the Grammar-Translation Method began to focus their attention on the communicative aspects of the language. All of them have in common the importance of achieving proficiency and ability to communicate properly and be understood, rather than learn the rules or even the grammar of a language, that is, learning about language itself.

Despite communication being the most important goal of language learning, this does not mean that any other aspect can be overlooked, since mastering a language must join every single skill and component that a language contains. Successful communication implies well-structured sentences with appropriate language regarding the context. For this reason, translation should be incorporated in language teaching as an aiding resource to reinforce some aspects of a language for which it is especially beneficial.

Furthermore, following the ideas of Cook (2001), this attitude against the L1 was undeniably a clear mainstream element in 20th century language teaching methodology. As a forementioned, almost every method was based on achieving native-like fluency, and all of them were in favor of the avoidance of the L1, but the most important point to take into account is that these methods were more focused on avoiding the use of the L1 than in using the FL. They rejected every single strategy related to the use of translation in second language teaching, relating its use to that of the Grammar-Translation Method.

Although there were many methods against the use of translation, such as The Reform Movement, the Berlitz Method and the Direct Method, there were others, such as The Lexical Approach, which began to reveal little nuances of the favourable use of translation and positive aspects of this procedure in foreign language acquisition. Thus, translation began to make a space for itself in the classroom and to overcome the negative aspects associated with it.

Moreover, almost every criticism to translation took for granted that it was going to be implemented as in the Grammar-Translation Method, ignoring the

different ways to take advantage of this useful tool in foreign language teaching, and overlooking the different types of translation that exist (Cook, 1998)

This seems to have changed during the last years since translation seems to be making a name for it among the procedures used in foreign language classrooms. This may be the result of the wide range of possibilities that translation can offer and the positive aspects that its implementation implies, as we will try to show throughout this paper.

2. Translation and Teaching:

Why learn another language and what is the best way to do it and what count as a success, these are the big question which highlights the role of any activity in language learning and teaching.

2.1 Definition of Translation:

Translation is a phenomenon that has a huge effect on everyday life. The concept is so wide and can be understood in many different ways. For example, if we look at Oxford English Dictionary, we find the following definition of the term translation:

A written or spoken expression of the meaning of a word, book...etc in another language. According to Catford (1965), "translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". (P.20). This definition shows that translation is a process in the sense that is an activity performed by z

people through time, when expressions are translated into simpler ones in the same language (rewording and paraphrasing). It can be done also from one language into another different language. Translation is, on the other hand, a product since it provides us with others different cultures, customs and traditions in addition to ancient societies and civilization life when translated texts reach us.

Translation, according to Munday (2001), "is the rendering of an original written text (the source text) in the source language into a written text (the target text) in the target language. Vermeer (1982) looks at translation as: "information about the source text in another language" (cited in Shuttleworth and Cowie, 1997: 182).

Due to its prominence, translation has been viewed differently. According to Ghazala, (1995 :1) translation refers to "the processes and methods used to convey the meaning of the

source language into the target language.” Ghazala's definition focuses on the notion of meaning as an essential element in translation. That is, when translating, understanding the meaning of the source text is vital to have the appropriate equivalent in the target text. Thus, it is meaning that is translated in relation to grammar, style and sounds.

As far as translation is concerned, Newmark (1973), (cited in Al-Hamdalla, 1998) defines translation as the attempt to produce an approximate equivalence between two stretches of different languages on various levels. He also stresses the fact that thought and linguistic forms are the main aspects in this attempt.

Nevertheless, this dissertation focuses on the pedagogical usage of translation.

2.2 Pedagogical Translation:

The process of translation in the acquisition of a second language has been a field of research during the last years; "Translation has impact on how people learn a new language" (Duff.1989). (Cited in Albert Vermes 2010)

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 and requiring flexibility accuracy and clarity.

Furthermore; according to Vermes, Pedagogical translation allows conscious learning and controls the first language knowledge.

The object of pedagogical translation is to inform about learner's level of language proficiency and to develop student's abilities to communicate in the target language. Both Basil and Munday cited that many names have been given to this teaching and learning process such as «School Translation» «Pedagogical translation» and «Academic translation». So; pedagogical translation is based on the use of translation in the classrooms into the student's native language to facilitate his EFL learning. It is a mean to help learners to acquire, develop, and further strength their knowledge and competence in a foreign language that is considered as the fifth skill which support and complement the other four skills and its applications in the EFL classrooms can be useful and effective by involving interaction and cooperation between people.

According to Leonardi: "Translation as a pedagogical tool can be successfully employed at any level of proficiency, at school or at university, as a valuable and creative teaching aid support, integrate and further strengthen the four traditional language skills"(Cited in Inga Dagiliene.2010)

Translation in foreign language classes is in the process of becoming a form of "pedagogical translation", which is no longer viewed as an ineffective tool in language learning and is evaluated as a way to enrich learners' competences. Students taught by using pedagogical translation are encouraged to practice reading, writing, vocabulary, grammar, speaking. One of the main aims of foreign language teaching is to develop the student's ability to communicate in the target language.

3. Translation as a Teaching Tool:

Language learning is a process that begins once we are born and continues for the rest of our lives. Language learning allows students to communicate their thoughts and problems. A key for those teachers who have to consider is that each student learns in a different way. As Newmark (1991:50) remarks, "the place of translation in FLT will always be dependent on the role that the learner and the teacher assign to the native language in the learning process. In this process both members are involved, teachers and learners"

Cook in an interview when he talks about Translation in language teaching and learning, he mentioned that using translation is a natural and obvious means of teaching someone a new language. It has lots of good effects. It can be used to aid learning, practice what has been learned, diagnose problems. In any case, teachers can't stop students translating which it is a fundamental basis for language learning. Cook adds that translation is a useful skill in teaching EFL, and according to him, this technique helps learners to relate new knowledge to existing knowledge and promotes language awareness. Also translation highlights the differences and similarities between the new and existing language. Furthermore, it helps create and maintain good relations between teachers and students. In addition, Guy declares that translation facilitates classroom management and allows students to control their own sense of first language.

"Students use translation to learn English, vocabulary words, idioms phrases, grammar, to read, write, speak English, to check their reading and listening comprehension"(Liao , 2006) .

Therefore; Translation as a didactic tool provides students with an educational meta-language a deeper expertise of the character of language and language use. Teacher can attention on highly particular of gaining knowledge of learning aims such as ; practice of certain vocabulary, grammar points, styles and registers...etc.

One way of combine translation in EFL classrooms may be via using the use of translation activities. Translation might also additionally use as a powerful activity of gaining knowledge process; for example: reading and comprehension activities, by asking beginners to translate a part of a giving text into their native language to make sure their understanding to the foreign text and grasping the meaning. Also this activity improves their four skills: reading, writing, speaking and listening.

Atkinson sites : " teacher should use English where possible and L1 when necessary". Therefore; the use of the mother tongue language may fulfill the criteria where translation is considered as a didactic tool.

According to fillip Kerr ; within an interview concerning ‘ Translation in ELT ’; Intercultural awareness plays an important point in many teaching context, it is a curricular objective where is thought alongside a language, therefore not constrained by language limitation, mother tongue will be essential.

Discipline and delicate moments is another criterion where his mother tongue should be used in Kerr point of view, where some important administrative details need to be discussed in the student's own language for better understanding, even for sharing some bad news or problems. Also; Kerr mention an important point which is the disciplinary talk where the teacher uses the student's language for better interaction

Other researchers; Simon Gill and Abdulmoneim justify the need to use of translation in the process of acquiring the foreign language by mentioning those criteria: Need Assessment:

- how well being able to communicate through the target language?
- what your needs are?
- did you reach your needs through the use of pure L2 ?

Explaining some difficult concepts and unfamiliar words and expressions : some concepts may be string to some learners and the explanation of those abstract concepts and words wouldn't reach each student comprehension, and the only way is to clarify those aspects in their own mother language.

Presentation of grammar and language rules: the use of L1 in some complex grammar rules can smooth the path and help learners to understand better the rules .

Discussion of cross-cultural issues: sometime to reach the exact meaning of certain expression, both the teacher and learners need to use the mother tongue language to define the real meaning behind the hidden message that would differ with the difference of cultural background; such as idiomatic expression, gestures, politeness formulas, socio-cultural norms.

Reducing wasting time : instead of wasting time by explaining the difficult terms and by giving misleading or confusing examples to lower-level learners , it would better to explain the term in L1 to reserve the precious class time and to ensure that all understand specially lower-level students.

Like it is mentioned one of the creative ways to integrate L1 in FL classes can be through the use of translation activities. Translation can be a really successful bilingual teaching tool based upon the assumption that since it is not incertain to class for students to use their L1, then they should learn from early stages how to control it in terms of interference and how to make the best out of it. Even when a course is entirely taught in L2, learners are (un)consciously processing and filtering the announce mentally through a series of cognitive processes involving translation into their L1.

This is an exciting time to be teaching English as a second or foreign language. The spread of English around the world has created a growing need for qualified teachers. In many countries, learners of English language as a foreign language are starting to learn English at an ever-younger age. There is more need than ever for teachers who can deal with English in the workplace.

The ever-growing use of English as a lingua franca and the proliferation of varieties of English require careful linguistic description and appropriate pedagogies. Many different approaches and methods for L2 instruction have been proposed and developed over the centuries. New approaches and methods are often developed in direct response to perceived problems with or inadequacies in an existing popular approach or method and/or to the teaching theory prevalent at that time. Therefore; there has never been and will never be one approach or method that works best in all possible teaching/learning contexts.

Ideally, L2 teachers will develop (with full knowledge of available options and in collaboration with their students) the goals, methods, materials, and activities that work best in their particular contexts.

Chapter Two: The Need of Incorporation Translation in TEFL

The position of first language L1 in Teaching English has been continually in a debate at Foreign Language, the present study aimed to find the effects of using L1 in EFL. The use of Translation or students' L1 in foreign language teaching has had many ups and downs during the history. From its heydays during the Grammar Translation Method, to its Total rejection by the advent of the Direct Method, to its recent revival as a potential Pedagogic tool. So, some teachers have not been certain about the role of MTL on language teaching process; most language educators are completely against the use of native language in EFL classrooms. However, other teachers, students and mostly beginners hold a different opinion on this idea. Moreover they consider it as a supportive way and got benefits from it in their language Teaching and learning classrooms. Although, most language educators and teachers are completely against the use of L1 in TEFL.

The on-going academic debate together will site arguments both for and against the use of mother tongue in teaching English as a foreign language. On the topic of language learning, there are many stories of students going abroad for aperiod of time and returning home fluent in the foreign language.

The use of translation as a pedagogical tool has been justified by many researchers (Harmer 2007; Cook 2010; Kerr 2014). Having highlighted this need, Howatt (1984) also draws attention to the fact that translation should not be used the way it was in the GTM:

The practice of translation has been condemned so strenuously for so long without any really convincing reasons that it is perhaps time the profession took another look at it. Was it really translation that the reformers objected to a hundred years ago, or, as Prendergast suggest, the way in which it was used? (Howatt1984 : 161)

When there are so many alternative ways to exploit translation in the classroom, it would be a pity to condemn it with the old arguments about the GTM and vote for its exclusion. Even if it is excluded from the classrooms, today translation is everywhere in our lives :

“Outside the classroom translation is going on, all the time. Why not inside the Classroom ?” (Duff 1989 : 6).

Beyond the simple replies to negative arguments, there are several main reasons why the role of translation is being reconsidered. We will now consider the many levels on which

these reasons operate.

1.1 Advantages over Translation in TEFL:

Dealing with the idea that the mother tongue in the ELT is not just a display of the teacher Or students` failure teachers could use it as a helpful tool in the classroom communication. However, it has to be decided carefully in which part of the teaching process an involvement Of the learners` native language could be really beneficial and in which it could work rather disruptively. In general, students need to practice different techniques and which motivate them toward achieving the goal of learning regardless their ability about target language and how much time students dedicate in learning the target language. According to many researchers, Teachers` Code- Switching must necessarily be applied, but in a sufficient extent, in the right place and time especially in cases students necessities. (Cited in Naka, 2014, p 4)

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

- 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.
- Because translation involves contrast, it enables us to explore the potential of both languages – their strengths and weaknesses
- It forces learners to think carefully about meaning, not just too mechanically manipulate forms
- It encourage students to take risks rather than avoid them.
- Outside the classroom translation is going on all the time. Why not inside the classroom ?

Adding to this, Duff (1989) 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 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 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, yet, 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.

According to Mogahed, many studies suggested a positive and facilitative role of translation (Newmark1991 ; Husain 1994 ; Kern 1994 ; Omura 1996). Recent research in pragmatics also suggests that greater awareness of L1 helps in the more effective communicative use of L2. Translation is a means by which both languages can be assessed. Rather than being seen as an obstacle to real language use, translation might more effectively be viewed as a way of fine-tuning the language to be used in given situations and conditions (Owen, 2003). Newmark 1991(cited in Mogahed) 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 :

- Students become aware of both L1 and L2 patterns and the correspondence between them.
- Structures are placed within the cognitive frame of L2. So L1 as well as FL structures are studied.
- Problems of transfer may be diminished ; mental agility, flexibility and memorization are favoured
- 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 :

- Translation can be utilized as a method of comparing and contrasting between two languages.

Translation facilities speed up the learner's comprehension process. Last but not list, 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).”

Duff (1989, p. 7) adds another advantage. He claims that teachers have a possibility to choose texts for the translation which consist of the grammatical items that need to be practised. For example, grammatical items which are now taught in the lessons of the grammar with which learners have difficulties.

Furthermore, in situations where the students' L1 was not even allowed in private spaces, and there were punishments for using the mother tongue, Butzcam (2009) (cited in Jancova2010) found that students simply did not speak, used their L1 quietly, and felt a sense of shame when they were punished for using their own language.

Learning another language should add richness to students' lives; it should not devalue their own language and culture. By allowing L1 use, students would get the sense that learning another language is a positive experience because they can have access to a valuable resource that supports them, and they do not have to feel guilty for doing what comes naturally.

1.2 Argument for Using Translation :

According to Cook it allows learners to relate new knowledge to existing knowledge as recommended by many learning theories, promotes noticing and language awareness, and highlights the differences and similarities between the new and existing language. Many people also find the tackling of translation problems intellectually stimulating and aesthetically satisfying. In addition, it helps create and maintain good relations between teacher and student, facilitates classroom management and control, and allows students to maintain their own sense of first language identity, while also building a new bilingual identity. It does not seem to impede efficient language use – many students who began their studies through translation go on to become fluent and accurate users of the new language. According to Jancova, Jeremy Harmer (2009, p. 130) indicates several reasons for the learner's tendency to use L1 during the English lesson.

Sometimes teachers ask children to do something for instance to talk about a difficult topic which they are not able to manage with their poor knowledge of the target language. In such a case the use of the mother tongue is common. Teachers should think carefully about the activities they choose in order to select tasks corresponding with the learners' linguistic ability. Otherwise the frequent usage of the difficult activities which learners cannot fulfil even with the great effort can bring about a stress which can consecutively cause an aversion to the subject.

The mother tongue is the most natural way of expressing themselves for all the people. It is used in each school subject and in the English lesson children use it automatically and without thinking.

One of the similar ideas says that “The mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language” (Butzkamm, 2003, p. 31) (Cited in Jancova 2010). According to Randaccio, Kopczynski lists some of the arguments in favour of translation as follows :

- It allows for conscious learning and control of the foreign language and thus for reducing interference.
- Learning must be meaningful and the learner should be an active participant in the process.

- Conscious learning does not preclude automatic habits.
- Learning a foreign language is not like acquiring the native language.
- The use of translation elicits structures that otherwise would be avoided by the learner¹³.

Furthermore, according to Randaccio, Danchev lists, like others, further arguments in favour of translation, which would help natural and easy comparison between the target and the native language, thus facilitating faster decoding of difficult target language structures and elements; quick and effective comprehension control; to overcome and neutralise native language transfer.

Employing translation in EFL classroom in the past was seen part of the grammar translation method ; it was misconceived and overused. The problem was not in the translation as a teaching method, but the approach to teaching it that detached language from its communicative function. Indeed, translation itself as it takes place in the real world is essentially linked to a communicative purpose.

As Duff (1989 : 6) recalls: "Translation happens everywhere, all the time, so why not in the classroom?» Meaning that the problem in the past was not the translation as a teaching tool, it is rather the instructors that used it badly. The consequence of the violent use of translation resulted in bad reaction against the grammar-translation method in teaching languages.

Also, learners of a foreign language naturally use their mother tongue in acquisition of L2, they "translate silently" In light of this, translation into L2 can help them structure and rationalize a learning mechanism that is taking place anyway.

As for the argument which states that learners will not need to translate to L2 in practice and everyday life. In many cases this is the expression of an ideal situation rather than a description of actual practice. It is arguably true that one needs native command of the target language when translating a text. However, in reality EFL learners need to translate into L2 to prepare them for what they might find outside the classroom.

Speaking about class motivation is required consistently; therefore many researchers agree that translation is a motivating activity. To prove that Carreres (2006) conducted a questionnaire and came out with the conclusion that learners overwhelmingly found translation exercises useful for language learning. As a result to the questionnaire, he decided

to introduce translation more substantially in language classes, as it encourages group discussions in which students are in the centre of the learning process.

Carreres (2006) comments on this stating that : “translation activities as forming a continuum between the extremes of literal, explicative translation and that of communicative translation as it takes place in the professional world”. To help English learners grasp a certain L2 structure, translation into L1 is employed and has proven to be very effective. The way translation is taught makes a difference.

Malmkjaer (1998) argues that translation, if taught in a way that resembles the real life activity of translating, can bring into play the four basic language skills and yield benefits in L2 acquisition. He adds that some recent thinking on language learning has stressed the potential of translation as a means of language learning, if the process is regarded as the development of multi-linguistic competence.

Butzkamm (2003) (cited in Naka2014). Summarizes the principles and advantages of using L1 as follows:

- L1 use gives a sense of security and helps learners to be stress-free.
- L1 is the greatest asset people bring to the task of FL learning.
- A foreign language friendly atmosphere is best achieved through selective use of the L1.
- The use of the L1 saves learners from a feeling of frustration they might have within their FL learning.
- L1 techniques allow teachers to use a richer and more authentic text, which means more Comprehensible input and faster acquisition. Learners do not appreciate Teachers’ action by speaking only in target language, especially when they need to learn about the meaning of unfamiliar words, any grammar explanation and instructions for activities in the classroom. Therefore, the use of code switching can be said to build a bridge from known to unknown and when used efficiently, can be considered as an important element in ESL/EFL teaching, Skiba (1997) (cited in Naka 2014).

When we speak about the connection of native language with target language, it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and meaning is made

clear in this way as it is also suggested by Cole : “a teacher can exploit students’ previous L1 learning experience to increase their understanding of L2” Cole (1998) (cited in Naka 2014)

For Wilhelm Viëtor, cited in Peter McKenzie-Brown 2006. Using the mother tongue, we have learned to think, learned to communicate and acquired an intuitive understanding of grammar. The mother tongue opens the door not only to its own grammar, but to all grammars, in as much as it awakens the potential for universal grammar that lies within all of us.

For this reason, the mother tongue is the master key to foreign languages, the technique which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language. Accepting the idea that the mother tongue in the ELT is not just a display of the teacher`s or students` failure teachers could use it as a helpful tool in the classroom communication. However, it has to be decided carefully in which part of the teaching process an involvement of the learners` native language could be really beneficial and in which it could work rather disruptively.

Checking comprehension: Using the mother tongue for checking comprehension in monolingual classes can be more effective than using techniques typical for multilingual classes. When the comprehension is probe through the typical monolingual techniques teachers have to take into account the fact that learners might not be able to express everything they want or are required. But this is not necessarily the proof of misunderstanding of the text.

Another advantage is again a saving of time because, as well as in the previous point, the use of the mother tongue for checking comprehension can be more economical than the use of the target language. (Atkinson, 1989, p. 91)

Giving instructions: The question of using the target language for giving instructions is probably the crucial one because it gives a chance to practice the foreign language in the real communication. Instructions are one of the natural and everyday ways of interaction between the people and therefore it offers one of the best methods how to train learners to communicate. Leonardi writes that giving instructions in L1 could “deprive them of a crucial opportunity for learning”. For that reason instructions should definitively be given in the target language.

2.1 Disadvantages of Using Translation in TEFL:

Despite the positive influence of the mother tongue it is important to be aware of its possible negative impact.

However, it is just this kind of tendency that could lead to the development of an excessive dependency on the students' mother tongue by both teachers and students. Consequently, students lose confidence in their ability to communicate in English: They may feel that the only way they would understand anything the teacher says is when it has been translated, or they use their mother tongue even when they are perfectly capable of expressing the same idea in English. This can significantly reduce students' opportunities to practice English, and students fail to realise that using English in classroom activities is essential to improve their language skills.

Cook (2001) lists several reasons why translation was rejected: the widespread influence of the Grammar-Translation method which has become stereotypical of the use of translation in language teaching, the difficulty associated with translating from the L1 into the L2, the reinforcement of a reliance on processing the L2 via the L1, L1 interference as learners seemed to be heavily influenced by the L1 and, finally, a detrimental effect on the acquisition of native-like processing skill and speed.

Similarly, Lado (1957) cites in Vivian (2001) who states that the use of translation in the language classroom encourages a word-for-word rendering between the L1 and the L2. Cook (1998) cited in Vivian (2001) supports this criticism, stating that it can lead to a flawed and unidiomatic L2 production.

Newson (1998, p. 64-65) also lists a number of disadvantages of translation as a teaching and testing tool including interference and the implication that word-to-word equivalence between languages exists.

According to Newson, translation :

- Encourages thinking in one language and transference into another, with accompanying interference;
- Deprives teacher and learner of the opportunity to benefit from accruing advantages of working within one language.
- It gives false credence to the naïve view that there is such a thing as simple word-to-word equivalence between languages.

- Does not allow or facilitate the achievement of such generally accepted foreign language teaching aims as:. Translation also regularly creates the problem of oversimplification because many cultural and linguistic nuances cannot be directly translated (Vermees, 2010).

To give an example for the sentence, “That’s so cool!” in English means that something is amazing or incredible. This phrase is the product of the continual evolution of the English language that was affected by the specific culture at a certain time. A direct translation of this sentence into Chinese, for example, would not have the same meaning; in fact, it would not make sense at all.

Translation as an activity in EFL classroom is now a feature of many communicative classrooms and successful aids to learning. Newson (1988) highlighted four disadvantages to using translation as a teaching and testing tool and these as follows:

- It encourages thinking in one language and transferring to another, with accompanying interference.
- It deprives teacher and learner of the benefit of working within a single language.
- It gives false belief of the idea that there is a perfect one-to-one correspondence between languages.
- It does not facilitate achievement of generally accepted aims such as emphasis on the spoken language.

The argument from both sides are equally compelling, it is clear, that despite the numerous advantages of students using their L1 in English-language learning, they do not outweigh the disadvantages.

2.2 Argument Against Using Translation:

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 since Much has been written about the disadvantages of using Translation in classroom.

First, Lado (1964) (cited in Vermees) asserts that using Translation in the EFL classroom prevents the students from acquiring the valuable input in the L2.

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, Carreres (2006) 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, put forward some arguments against using translation teaching tool:

- 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.
- 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.
- 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.
- 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.

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

- Text-bound. It only implies two skills: reading and writing.
- Associated with specific types of language, e.g. scientific. Not suited to the general needs
- Time-consuming.
- Not desirable as it uses the mother tongue

Last but not least, Malmkjaer (1998:5) cited in Vermees (2010) lists a number of further general objections to translation, which are the following:

- Translation is independent of the four skills which define language competence: reading, writing, speaking and listening.
- It is radically different from the four skills.
- It takes up valuable time which could be used to teach these four skills.
- it misleads students into thinking that expressions in two languages correspond one-to one. It produces interference.
- it prevents students from thinking in the foreign language
- it is unnatural.

3. The Position Between the Use of L1 and L2:

Both ways of opinions come with valid arguments where it seems that the translation has been achieving stronger position in the classroom methodology in the last years.

Once the mother tongue has completed its role in the lesson it has to stay in the backward and the focus must be moved on to the target language. This statement should warn the teachers that the mother tongue must not be the prevailing one in the English lesson. On the other hand using only the English might not be the best way as well. (Cited in Lucie2010)

From the previous parts of this chapter it is obvious that using a limited amount of the mother tongue in the lesson can be beneficial and but English must necessarily be the dominating teaching language. But the thing is that how big should that dominance be and what is the right proportion between L1 and L2.

Well, Nobody is able to give the correct answer because it does not exist, at least not yet.

For instance, Atkinson recommends an superior ratio of 5 per cent to L1 and 95 per cent to L2. But this is highly individual and anybody else can disagree with him. Some opinions say that we are not able to give an exact proportion because it depends on many factors which can change at the different stages of the foreign language teaching. Atkinson

presents some of them: The students` previous experience: Many teachers sometimes have to solve this situation.

The methods and techniques of the foregoing mentor were different and the mother tongue was used a lot, maybe too much (which is not unusual thing nowadays). The new teacher wants to use L2 as much as possible but here comes the problem because children are accustomed to use mainly L1 and also hear it from their teacher in the classroom communication.

Level: Teachers can use a demonstration or they can mime sometimes but this does not work every time so the use of L1 in a greater amount is inevitable. After reaching higher levels the teacher can use more and more English in the lesson. Atkinson recommends reducing the mother tongue and using it mainly for class management in higher levels. All teachers should think about these several points before they go to teach the new class. Even if it does not help them to find the right proportion between the L1 and L2 at least they will be able to decide whether the use of the mother tongue in the English lesson is justified.

To conclude with th importance of saying that there are acceptable reasons for using the mother tongue in English language teaching but some of them might look like excuses. Teachers should carefully think over when the use of L1 is legitimate and when it is not. In short, and to quote from Gill (2005):

“Whenever English is not being used there should be a good reason for this“

For Marton (cited in Shiyab&Abdullateef) when he suggests that the native language of the learner should be treated as an ally in the process of foreign language teaching. It should also consciously be used instead of being ignored and avoided at all costs.

Along the same line, Bouton (cited in Shiyab&Abdullateef) argues that by applying translation consciously and systematically, learners can be conditioned to monitor their own code switching.

Chapter Three: The Utility of Translation Practice

In this chapter we present the research about the practical part of translation and its reflecting by the blessings and the hazards on international work Hamlet “To be or not to be “by Shakespeare. But first we intent to define the activities and challenge faced in translation teaching word with its types.

1. Exercise, activity, task and project in FLT :

Translation has misplaced it attention in classroom for the reason that GTM misplaced its popularity. Much of this disinterest appears to end result from the tendency to treat translation as a technique only; yet, translation may be used as a task or activity just like many others like role-playing, drilling, games, etc. As well as a form of exercise.it may additionally be use full outside the classroom as a project.

In all cases, it's faropen to one of kind styles of interaction such as pair work or group work. Since in this research translation is used in all these kind of forms, it seems to be helpful to touch on their distinctions.

The word ‘Exercise’ described with the aid of Richards (2017: unpaginated) as “a teaching procedure that involves controlled, guided or open ended practice of some aspect of language. A drill, a cloze activity, a reading comprehension passage can all be regarded as exercises”. Translation can virtually be used as a shape of exercise by having the learners translate a certain part of a passage. Although it may instead be a mechanical, it seems to be a useful way of practicing form and meaning together. It can be criticized for no longer being communicative, but the source-language objects can without difficulties accept in a contextualized text instead of isolated content with a specific focus on the form to be practiced. So basically, the mechanical exercise may be converted into an activity by a follow-up discussion on possible translations of a single source-language shape.

Richards also compares ‘activity’ to ‘exercise’ and accounts for the difference as follows: “The term activity is more general and refers to any kind of purposeful classroom procedure that involves learners doing something that relates to the goals of the course”. There are more chances for communication in the process of an activity and learners are expected to take active role in an activity.

“Singing a song, playing a game, taking part in a debate, having a group discussion, are all different kinds of teaching activities”. For Richards (2017: unpaginated) these activities can be creative in designed way to include translation.

Like ‘exercise’ and ‘activity’, a ‘challenge’ is an elegance system. There is a way in addition to a syllabus named after it: Task-Based Language Learning (TBLT): Task-Based Language Learning (TBLT). Richards explains that a challenge “is something that learners do or carry out, using their existing knowledge resources or those that have been provided in pre-task work”. According to this definition, learners find the possibility to exercise to know how they have been provided in advance while being engaged with the task or time to time as doing the task.

However, Richards (2017: unpaginated) also notes that a task “has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task”. That is why learners are not expected to have a certain language focus while doing the task. Instead, they are expected to give full attention to achieving a certain goal. Tasks are common both in CLT and TBLT. There are different types of tasks in TBLT such as an information-gap task, which requires an exchange of information between learners to complete the task, an opinion-gap task which involves learners’ expressing their own ideas, feelings and beliefs, a reasoning-gap task which deems learners to make inference from the information they are already provided with in order to complete a task as well as focused and unfocused tasks which are designed to encourage learners to use a specific language item or not.

In addition to these, input providing tasks aim to practice the receptive skills of the learners while output-prompting tasks aim to practice productive skills (Larsen-Freeman and Anderson 2015: 158-160). Apart from all that has been said, a task needs to be meaningful and it requires the learners to communicate while performing it. It should have a clear outcome that tells the teacher and students whether or not the communication has been successful (Larsen-Freeman and Anderson 2015: 149). Thus, as a result of the interaction with other learners to carry out the task, students practice their communication and interactional strategies. A task is a purely communicative procedure and as a communicative act translation can well be used as a task. For instance, as a very simple example of an information gap and an output prompting task, a learner who is provided with certain information in L1 can be asked to share it in L2 with a learner who does not have that

information. In other words, the learner is expected to engage in a translation task. Following this, the learner who is provided with the new information can complete a schedule that includes some missing information.

A final procedure used in the present research is the ‘project’, which is currently rather popular in teaching. Like an activity and a task, a project aims to encourage learners to practice language the way it used in the real world.

By focusing on real-world language use, a project familiarizes students with the world outside the classroom. Unlike an activity or a task, a project is also implemented outside the class, although it may be initiated, monitored or completed as a part of classwork. It consists of three stages. In the first stage, learners prepare for the project under the guidance of their teacher. In the second stage, learners work outside the classroom to gather the information they need. In the final stage, learners review their work, perform it and receive feedback from their teacher. At any stage of the project, learners may consult the teacher and ask for opinions (Larsen-Freeman and Anderson 2015: 157-158).

2. Types of Translation:

The practice of translation is a set of actions performed by the translator while comparing the source or the text (ST) into another language. Translation is a way of interlingual communication where the translator here makes his possible to make exchange between the users of different languages via means of generating within side the target language (TL or the translating language) a text which has equal communicative value with the source (or original) text (ST). This target text (TT, which is the translation) is not fully equal with ST as to its form or content due to the constraints imposed by the formal and semantic differences between the source language (SL) and TL.

Nevertheless the users of TT give the definition to it by all intents and purposes, with ST – functionally, structurally and semantically.

The shape of translation need to observe that of the target language:

There need to be no change in the shape of narration or in the arrangements of the segment of the text .The purpose is to parallelism in it viable to narrate every phase of the translation to the respective a partof the original.

The translation process work on two intellectual processes: Understanding and verbalization. First the translator is familiar with the content of ST that is, reduces the statistics it consists of to his very own intellectual application, and then he develops this application into TT. The translating manner needs to be described

Via way of means of some of unique translation theories figuring out types of translation activities and describing every function of every type .Different styles of translation may be singled out relying on the important communicative characteristic of the source language or the form involved the this process That is why we can distinguish between literary and informative translation, on the one hand, and between written and oral translation or interpretation, on the other hand.

Literary translation: deals with literary texts, i.e. works of fiction or poetry whose main function is to make an emotional or aesthetic impression upon the reader. Their communicative value depends, first and foremost, on their artistic quality and the translator's primary task is to reproduce this quality in translation.

Literary works are known to fall into a number of genres. Literary translations may be subdivided in the same way, as each genre calls for a specific arrangement and makes use of specific artistic means to impress the reader. Translators of prose, poetry or plays have their own problems.

Informative translation: is rendering into the target language non-literary texts, the main purpose of which is to convey a certain amount of ideas, to inform the reader. However, if the source text is of some length, its translation can be listed as literary or informative only as an approximation. A literary text may, in fact, include some parts of purely informative character. Contrariwise, informative translation may comprise some elements aimed at achieving an aesthetic effect.

In **written translation** the source text is in written form, as is the target text. In **oral translation** or interpretation the interpreter listens to the oral presentation of the original and

translates it as an oral message in TL. As a result, in the first case the Receptor of the translation can read it while in the second case he hears it.

2.1 Translation part:

'To be or not to be, that is the question' is the most famous soliloquy in the works of Shakespeare – quite possibly the most famous soliloquy in literature. Read Hamlet's famous soliloquy below with a modern translation and full explanation of the meaning of 'To be or not to be'. We've also pulled together a bunch of commonly asked questions about Hamlet's famous soliloquy, and have a couple of top performances of the soliloquy to watch.

Hamlet's 'To Be or Not to Be' Speech, Act 3 Scene 1

First, the English words:

To be, or not to be: that is the question:

Whether 'tis nobler in the mind to suffer

The slings and arrows of outrageous fortune,

Or to take arms against a sea of troubles,

And by opposing end them? To die: to sleep;

No more; and by a sleep to say we end

The heart-ache and the thousand natural shocks

That flesh is heir to, 'tis a consummation

Devoutly to be wish'd. To die, to sleep;

To sleep: perchance to dream: ay, there's the rub;

For in that sleep of death what dreams may come

When we have shuffled off this mortal coil,

*Must give us pause: there's the respect
That makes calamity of so long life;
For who would bear the whips and scorns of time,
The oppressor's wrong, the proud man's contumely,
The pangs of despised love, the law's delay,
The insolence of office and the spurns
That When he himself might his quietus make
With a bare bodkin? who would fardels bear,
To grunt and sweat under a weary life,
But that the dread of something after death,
The undiscover'd country from whose bourn
No traveller returns, puzzles the will
And makes us rather bear those ills we have
Than fly to others that we know not of?
Thus conscience does make cowards of us all;
And thus the native hue of resolution
Is sicklied o'er with the pale cast of thought,
And enterprises of great pith and moment
With this regard their currents turn awry,
And lose the name of action.—Soft you now!
The fair Ophelia! Nymph, in thy orisons*

Be all my sins remember'd.

patient merit of the unworthy takes,

Hamlet 'To Be Or Not To Be' Analysis:

Hamlet is thinking about life and death. It is the great question that Hamlet is asking about human existence in general and his own existence in particular – a reflection on whether it's better to be alive or to be dead.

The in-depth version

The first six words of the soliloquy establish a balance. There is a direct opposition – to be, or not to be. Hamlet is thinking about life and death and pondering a state of being versus a state of not being – being alive and being dead .

The balance continues with a consideration of the way one deals with life and death. Life is a lack of power: the living are at the mercy of the blows of outrageous fortune. The only action one can take against the things he lists among those blows is to end one's life. That's the only way of opposing them. The 'sleep of death' is therefore empowering: killing oneself is a way of taking action, taking up arms, opposing and defeating the slings and arrows of outrageous fortune. Living is a passive state; dying is an active state. But in order to reach the condition of death one has to take action in life – charge fully armed against Fortune – so the whole proposition is circular and hopeless because one does not really have the power of action in life.

Death is something desirable – devoutly to be wished, a consummation – a perfect closure. It's nothing more than a sleep. But there's a catch, which Hamlet calls a rub. A 'rub' is a bowls term meaning an obstacle on the bowls lawn that diverts the bowl, so the fear of the life hereafter is the obstacle that makes us pause and perhaps change the direction of our thinking. We don't control our dreams so what dreams may come in that sleep in which we have shuffled off all the fuss and bother of life? He uses the term 'mortal coil,' which is an Elizabethan word for a big fuss, such as there may be in the preparations for a party or a wedding – a lot of things going on and a lot of rushing about. With that thought, Hamlet stops to reconsider. What will happen when we have discarded all the hustle and bustle of

life? The problem with the proposition is that the sleep of death is unknown and could be worse than life.

And now Hamlet reflects on a final end. A 'quietus' is a legal word meaning a final definitive end to an argument. He opposes this Latin word against the Celtic 'sweating' and 'grunting' of a living person as an Arab beneath an overwhelmingly heavy load – a fardel, the load carried by a camel. Who would bear that when he could just draw a line under life with something as simple as a knitting needle – a bodkin? It's quite a big thought and it's fascinating that this enormous act – drawing a line under life – can be done with something as simple as a knitting needle. And how easy that seems.

him about life: the whips and scorns of time, the oppressor's wrong, the proud man's contumely, the pangs of despised love, the law's delay, the insolence of office and the spurns that patient merit of the unworthy takes. But there's a sense of agonized frustration in this soliloquy that however bad life is we're prevented from doing anything about it by fear of the unknown.

Hamlet now lets his imagination wander on the subject of the voyages of discovery and the exploratory expeditions. Dying is like crossing the border between known and unknown geography. One is likely to be lost in that unmapped place, from which one would never return. The implication is that there may be unimagined horrors in that land.

Hamlet now seems to make a decision. He makes the profound judgment that 'conscience does make cowards of us all,' This sentence is probably the most important one in the soliloquy. There is a religious dimension to it as it is a sin to take one's life. So with that added dimension, the fear of the unknown after death is intensified.

But there is more to it than that. It is not just about killing himself but also about the mission he is on – to avenge his father's death by killing his father's murderer. Throughout the action of the play, he makes excuses for not killing him and turns away when he has the chance. 'Conscience does make cowards of us all.' Convention demands that he kill Claudius but murder is a sin and that conflict is the core of the play.

At the end of the soliloquy, he pulls himself out of this reflective mode by deciding that too much thinking about it is the thing that will prevent the action he has to rise to.

This is not entirely a moment of possible suicide. It's not that he's contemplating suicide as much as reflecting on life, and we find that theme all through the text. In this soliloquy, life is burdensome and devoid of power. In another, it's 'weary, stale, flat and unprofitable,' like a garden overrun with weeds. In this soliloquy, Hamlet gives a list of all the things that annoy him about life: *the whips and scorns of time, the oppressor's wrong, the proud man's contumely, the pangs of despised love, the law's delay, the insolence of office and the spurns that patient merit of the unworthy takes*. But there's a sense of agonized frustration in this soliloquy that however bad life is we're prevented from doing anything about it by fear of the unknown.

French Translation :

Entre Hamlet

Hamlet

[Vivre encore ou cesser de vivre ?*

Voilà bien ce qu'il faut choisir.]

/Vivre ou ne plus vivre ?/Etre ou ne pas être ? Tout est là./

Et quoi de plus noble enfin ?

Souffrir les assauts, les blessures d'un destin dégradant,*

Ou bien prendre les armes contre un océan de malheurs

Et tout faire pour y mettre fin ?*

Mourir, dormir,

et puis... plus rien !

Et par ce long sommeil, se dire qu'on met fin A ce mal en plein cœur, aux douleurs infinies Dont notre corps meurtri par nature doit pâtir ? C'est ainsi qu'il faudrait ardemment en finir.*

Mourir... dormir...

Dormir ! Rêver peut-être...

Eh oui, voilà ce qui détonne.

Dans un sommeil de mort, ces rêves qui surviendraient, Quand ce piège mortel se referme sur nous, Qu'ils nous laissent en paix !*

C'est seulement la peur,

Longtemps, jour après jour

Qui charge notre vie d'abominations.

Et qui donc en effet supporterait le fouet

Et la honte des gifles qu'inflige le temps ?

De se voir opprimé, détesté, humilié

Par un fanfaron imbécile ?

Le cauchemar de devoir aimer qui vous méprise, Et tout le temps perdu à faire valoir son droit ? L'insolence des puissants, les rebuffades* subies Par qui patiemment se soucie bien pourtant D'hommes* de peu,*

Quand il pourrait trouver la paix

A la seule pointe d'une lame ?*

Qui choisirait ainsi de transporter des tonnes ? De grogner, de suer et s'épuiser à vivre ?

S'il ne craignait la mort, ce pays sans retour, Toujours inexploré, sans frontière jamais

A franchir jusqu'ici, dans le sens de la vie ? Elle réduit à néant notre choix d'en finir.*

Ne nous fait-elle subir ces maux bien plus certains Plutôt que d'embrasser tout de go l'inconnu ?*

Ainsi à réfléchir nous devenons trouillards, Et le premier sursaut qui secouera le joug

Se voit tout amolli par cette ombre portée

Par cette simple idée de mourir sans délai.

Alors, nos ambitions bien vives, bien puissantes,

Sous ce jour singulier se perdent en chemin S'égarant une à une pour n'aboutir à rien
Attention ! Fais silence.*

Voici venir ici

Notre belle Ophélie.

Nymphe dans tes prières,

Recommande-moi bien

Pour le pardon de mes péchés... (Hamlet: 'To Be Or Not To Be, That Is The Question)

3. Teachers and Learners Perceptions Toward TEFL:

3.1 Methodology and Research Design:

It has been discovered is an effective approach to teach/learn grammar, syntax, and lexis of any language that translation. This study was conducted to examine the teachers and learners' perceptions of applying translation as a method, strategy, or technique.

In this part we aim to investigate the advantages and the disadvantages of using translation in EFL classes and to see teachers even learners opinions toward translation.

This practical part is devoted to the analysis and interpretation of the conducted data from the questionnaires given for teachers and learners. Since their views and opinions are very important to investigate the hypothesis, and the most appropriate tool to answer our research questions.

3-1-1. Data Collection Tools:

The questionnaires have two sections: A, B, "A", is on personal information of the respondents; section "B", is on the use of translation in TEFL by experienced teachers to check if it is appropriate to be used with students in terms of difficulty.

3-2-1.The Questionnaire for Teachers:

Q1: Translation should be used in teaching EFL classrooms:

According to the answers almost all teachers think that Translation should be used in the classroom Around (30%) of teacher participants strongly agree that translation should be

used in the class and (60%) of them agree on its use in class.

Q2: Translation helps student's comprehension:

It is apparent also from table 02 that teachers think that translation helps student's

Comprehension (45%) of them strongly agree with this statement and (50%) agree while only (10%) strongly disagree with this statement; (0%) nor agree or disagree that translation may help student's comprehension .

Q3: Translation helps students feel comfortable:

Concerning teachers' thoughts on how translation use helps students feel comfortable in the classroom, figure 03 shows that most teachers nor agree or disagree(50%) ,when (20%) Strongly agree (20%) agree that it may help them feel comfortable in learning, while (10%)disagreed with this point of view .

Q4: I use translation to explain difficult concepts to my students:

When teachers were asked if they use translation to explain difficult concepts for their students half of them agreed and (30%) strongly agreed when (20%) of them nor agreed or disagreed while no one disagreed with this statement.

Q5: Do you use translation to explain some difficult concepts :

Concerning teachers' frequency of facing difficult concepts in translation use in the classroom, it shows that most teachers use translation in their classes but in varying degree: (30%) of teacher participants responded positively when (20%) say that they prefer to use it (30%) of them responded that they nor agree or disagree on the frequent use of translation in EFL classes.

Q6. Do you use activities involving translation in your classroom?

When asked if they do exercises involving translation in their classes (10%) of them strongly agreed and (30%) of teacher participants answered positively while (30%) of them answered negatively; the other (30%) did not agree or disagree about their use of activities that involve translation in their classes.

3-2-2. Discussion of the Findings:

The current study revealed that the majority of teachers and students had positive views towards the use of translation in EFL classes. After analyzing the data obtained from the teacher and student questionnaire, the following conclusions can be drawn :

- The researcher realizes that most teachers believe that using translation in a limited matter is more efficient for achieving understanding of the English language .They believe that translation should be used judiciously. They also should avoid the overuse of translation in EFL. This limited use of translation in the EFL settings can be a contra-argument for people who say that translation reduces the amount of English in the class.

- The researcher come to the conclusion that the majority of students do prefer when teachers use translation in the classroom because it limits anxiety and helps moving forward and fully understanding their teachers

- The research reveals that teachers prefer to use translation in their classes but few of them do exercises involving translation because they believe that it is The majority of pupils stated that translation helps them recognize new vocabulary;

- They also stated that they translate mentally and unconsciously.

- Translation helps have a better understanding of the language. It helps in understanding the meaning of utterances and in recognizing the differences between the languages.

- Translation helps pupils feel secure about learning L2; and they prefer when the teacher uses L1 during the session.

The findings of this study show that translation is an essential tool in teaching EFL. It can be very useful in language practice method for students who want to learn English or any other language.

When translation is used into classroom activities, it can help students improve their language skills and facilitate their knowledge and comprehension of vocabulary. Besides, Translation in EFL classroom can enhance the understanding of the two languages .at we end , Most of the Algerian teachers and students believe that Translation is a valid, and effective , and useful pedagogical tool in the EFL classroom to improve knowledge of the English language.

General Conclusion

General Conclusion

The method of translation language teaching continue to be a topic under research and still to be one of the most frequently discussed topics among linguists and teachers. The present research attempted to investigate the importance of translation in foreign language teaching and to see to what extent teachers and students are aware of leaning strategies related to translation. It also aimed at finding out teachers' and students' attitudes towards employing this aspect in EFL classes. Besides, the study sought to evaluate all aspects related to translation activities and learning strategies.

The findings of this research show that translation have more positive effect then negative which answers our research question and confirm our hypothesis, we came to the conclusion that English is best taught through the use of translation because after collecting most the contra translation arguments we came at the weakness of the reasons of banning translation and the weakness of exclusively monolingual approach in the FFL classroom that is supported only by selective evidence and doubtful reasoning, and that it is opposite to students and teacher's needs. Students need translation to facilitate their understanding of language and also to reduce insecurity that arises from limited language proficiency. Teachers use translation as a way of two consolidating what students have learned about the English language, such as vocabulary and grammar.

For the students we found that they have to use translation so teachers should help them to benefit from this tool for a better understanding of the English language or any other new language.

From the above discussion that there are some good motives in favour of the translation exercises in the foreign language .Translation as an additional complementary skill provided that it is used purposefully: in the right time, the right way and with the right students. In other words, translation should be used only when necessary.

References

References List

Alan Duff: Translation. A Resource Book for Teachers. Oxford University Press.
First published in 1989

Allende Santamaria Izquierdo: The role of pedagogical translation: Practical implication for secondary education. Universidad de la Rioja, Servicio de Publicaciones, publicaciones. 2015/2016.

Allende Santamaria Izquierdo: The role of pedagogical translation: Practical implication for secondary education. Universidad de la Rioja, Servicio de Publicaciones, publicaciones. 2015/2016.

Atkinson, D. The Mother Tongue in the Classroom: A Neglected Resource?

Cook Guy. English in Language Teaching and Learning- Oxford University

Catford, J.C: A Linguistic Theory of Translation. London: Oxford University Press.
1965

Munday, J: Introducing translation studies: Theories and applications. Routledge.
2001.

Ghazala, Hasan: Translation as Problems and Solutions Syria: Dar El Kalem El-Arabi. (4th edition). 1995.

Hüseyin Mahlutoglu and Zahide Kicir: The use of mother tongue in EFL classrooms.

Harmer, Jeremy. 2007. The Practice of English Language Teaching (4th ed.).
Pearson Education.

Kerr, Philip. 2014. Translation and Own-Language Activities. Cambridge:
Cambridge University Press.

Jack C. Rich Cole, S .1998. The Use of L1 in Communicative English Classrooms.
The Language Teacher, 22:11-13 ards and Roudgers T.S: Approaches and methods in
language teaching

Newson, Dennis. 1998. "Translation and Foreign-language Learning". In Kirsten Malmkjaer (ed.) *Translation and Language Teaching: Language Teaching and Translation*. Manchester: St. Jerome. 63-68.

Richards, Jack C. and Theodore S. Rodgers. 2014. *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge: Cambridge University Press.

Richards, Jack C. 2017. The difference between task, exercise, activity.
<http://www.professorjackrichards.com/?s=activity>. Accessed in May, 2016.

Vanessa Leonardi: Pedagogical Translation as a Naturally-Occurring Cognitive and Linguistic Activity in Foreign Language Learning. *Annali Online di Lettere – Ferrara* Vol. 1-2 (2011) 17/28. vanessa.leonardi@unife.it

Widdowson, Henry G. 1978. *Teaching Language as Communication*. Oxford: Oxford: Oxford University Press.

Other site :

How to teach English by Ontesol: Using the mother tongue in the English Language classroom <https://ontesol.com/blog/how-to-teach-english/11-in-the-esl-classroom/using-the-mother-tongue-in-the-english-language-classroom/>

What is the advantage of using translation as a teaching resource? Unit 3. The Knowledge Network for Innovations in Learning and Teaching (KNILT)
<https://taccl.wordpress.com/>

Hamlet: 'To Be Or Not To Be, That Is The Question'

<https://www.nosweatshakespeare.com/>

Appendices

Appendix One

Teachers' Questionnaire

Dear teachers, the following questionnaire is a part of my research that investigates the effects of using translation as a strategy to enhance language learning. I will be very grateful if you could answer since your answer will provide great help for the validity of this work.

You are kindly asked to tick the appropriate box and make statements whenever required. Thank you for your cooperation.

Section one: Basic details

Q1. Gender:

Male

Female

Q2. Age:

Q3. How long have you been learning English?

.....
.....

Q4: Which level?

.....
.....

Section two: an Overview on Translation in foreign language

Q4.: Translation should be used in teaching EFL classrooms?

Yes

No

If necessary

Q5: translation helps student's comprehension? :

Yes

No

If others, identify them, please.

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

Q6: do you see that translation make students feel comfortable?

If yes, could you explain how?

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

Q7: Do you use translation to explain some difficult concepts?

Q8. What kind of difficulties they face in using new words?

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

Q9. Do you use activities involving translation in your classroom?

Yes No

If yes, how?

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

.....
.....
Section three: an Overview on Using Translation in language Learning

Q 11: Do you believe in the use of translating words for presenting new language?

Yes No

Why?

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

Q12: Do you use dictionaries in the classroom?

Always No Sometimes Rarely

If your answer is no or rarely, could you justify your answer?

Time is limited

Learners are not motivated

Q13. How do you see your students while using new methods for translation?

Highly motivated Motivated Fairly motivated Not
motivated

Q14. Which one from the four skills of language is more affected by language?

Speaking

Listening

Reading

Writing

All of them

Q17. Do you think they are helpful to improve students' vocabulary knowledge?

Yes no

Explain:

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

Q18: Do you find problems while using your mother tongue in the class?

Yes

No

If yes, state two or three problems, please

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

Q19: if you have any comment or suggestion, be free to add it here

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

Thank you for your cooperation.