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The Effect of Mother Tongue (Arabic) on EFL learners' Translation.
A case of Third year LMD students of English at Mohamed kheider University of Biskra

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DEDICATION

In the name of « ALLAH » the Most Gracious the Most Merciful and the most

compassionate.

I dedicate this modest work to my dearest parents who motivated and encouraged me all the

way long.

To my husband the person whom I share with every moment and the one who believed in

me and my success. Thank you for your support and love.

To my brothers and sister for their support and emotional support and caring.

To all my dearest teachers and students of English

To all my friends with whom I shared the university life with its lights and shadows.

To all who love me

Abstract

Using mother tongue become an effective factor in enhancing students translation skill it gives them the opportunity to use the target language fluently. In addition, a mother tongue gives learners a chance to use the language naturally and to play a greater role in building students translation. According to this study, we hypothesize that EFL learners need to use their mother tongue during the courses which can help them certainly to develop their translation. So in order to confirm this hypothesis, we investigated this study through a classroom observation and classroom discussion with third year LMD students and an interview with teachers of theme and version at the department of English at Biskra University. Moreover this study aims at showing the impact of mother tongue on developing the learners 'translation. Our present study is divided into two main parts a Theoretical part that includes two chapters in which we made a general definition of mother tongue and some important elements that include it. We also, discussed the different aspects of the translation, and gave a detailed description of the difficulties that EFL learners face during learning a foreign language. Moreover the data analyzed in the third chapter showed that both learners and teachers consider mother tongue as an important factor in enhancing learners' translation in FL classroom. So, EFL learners need to use mother tongue as a first step that helps them to find the suitable meaning of expressions in the target language to get their weaknesses.

*Keywords :*Mother Tongue, Foreign Language, EFL Learners, Foreign Language

List of Abbreviations

EFL: **E**nglish as a **F**oreign **L**anguage

LMD: **L**icense **M**aster **D**octorate

GTM: **G**rammar **T**ransition **M**ethod

DM: **D**irect **M**ethod

MT: **M**other **T**ongue

TM: **T**arget **L**anguage

UG: **U**niversal **G**rammar

FL: **F**oreign   **L**anguage

L1: **F**irst **L**anguage

L2: **S**econd **L**anguage

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Introduction

English is an international language that plays a significant role in the globalization area. The aims of teaching and learning this language at schools and universities is to bring up learners to better understanding and better communication of the language, people want to master the English language for many goals, to chat with native speakers, or to do researches. EFL learners face many difficulties when acquiring foreign language because of many reasons such as, poor motivation, poor understanding the meaning and lack of translation, so translation is so important in teaching a foreign language thus most learners use their mother tongue through learning a foreign language. For that If students are disorderly and disrespectful without any rules and procedures guide them in learning a FL , in this situation both student and teachers suffer. So the role of teacher is to facilitate to students their problems and help them to face it also to acquire the English language and translate effectively. In order to discover this language there are many technique to learn better the target language one of those techniques is "Mother Tongue"

1. Aims of the study

The current study aims at investigating the influence of mother tongue (Arabic) in EFL learners' translation in learning a foreign language.

It aims to:

1. The aim of this study is what effects mother tongue in learning second language.

2. The use of first language what advantages and what disadvantages in learning second language.

3. We want to study what method use of first language for teaching foreign language.

4. To study teacher how to encourage students to use of L2 in class.

5. The extent to which Arabic is used in the teaching and learning of EFL.

6. The main reasons for the use of Arabic in the teaching and learning of EFL

7. Attitudes towards the use of Arabic in the teaching and learning of EFL.

2. Study background

There are many studies and many research that are based on the key term mother tongue therefore it is commonly believed that the first language affects the second language ; we can also refer to first language as native language of the learnerL1 and second language as the target language which the learner is aiming to learn .Since Translation is considered as a very complex process, many researchers conducted researches to investigate strategies that can help EFL learners because of the difference between the a mother tongue and foreign language leads them face many difficulties when learning .Besides a great difficulty in learning and applying foreign language rules while translating , meaningless sentences are produced by EFL learners.

3. Statement of the problem

All the EFL learners seek learn the foreign language effectively and be professional in it , so the contact between a native language and a foreign language may result in many deviations in the latter such as syntactic and semantic interference such deviations are often caused by transfer from the mother tongue to the foreign language, many students rely on literal translation while transforming a text into the target language. Most of students at the department of English at Biskra University suffer from different area in learning English language ,which make this skill lead learners losing focusing in the class. In this present research discuss an important issue that helps students to solve many problems and show a

clear way to master English language. This issue, promote the significance role of mother tongue to improve student translation. My research attempts to shed the light on the influence of mother tongue in learning the target language.

4. Research questions

Throughout this research we will attempt to investigate on the use of mother tongue inside the classroom and how they can help learners' translation to use it in learning foreign language. We propose three main questions that summarize the aims of developing the influence of mother tongue on students' translation.

Our study aims at addressing the following Questions:

1-Main question

To what extent can mother tongue (Arabic) influence EFL learners' translation in the classroom?

2-Sub - questions

1. To what extent is the production of English output by Arabic EFL learners influenced by the topic-prominent structures of their L1?

2. Are there any similarities or differences in the inter language output of students at different proficiency levels?

5. Research hypotheses

Based on the above research questions, we propose the following research hypotheses:

We hypothesize that using mother tongue in translation could not find the accurate equivalent of English terms in Arabic; therefore they use different procedures to offer successful translation.

6. Research methodology:

6.1. Research approach:

Our study will be conducted through a descriptive method as an appropriate way of testing our hypothesis .that is, it aims to describe mother tongue influence in learner's translation.We have chosen this method to understand the problem which is the mother tongue influence on EFL students "written translation at the same time we target to discover reasons behind the use of mother tongue in EFL classes and accordingly, to investigate strategies to minimize the use of mother tongue in EFL classes.

6.2. Data gathering tools:

To achieve the stated objectives, both teachers and students at Biskra University at the English Division will be consulted, so the current study is best is based on classroom observation for third year LMD students of English at Biskra university. Interviews were conducted with theme and version teachers in the division of Biskra University to provide us with information concerning how this module is taught and how they react to students' use of their first language (Arabic).

7. Sample of Stud

We selected randomly five students from each group of third year students at the division of English in Biskra University who represent % of the whole population due to time constraints.

8. Significance of the Study

Our research is one of the most interesting topics because learning any new language is not an easy task especially when it comes to second language learning (L2)complexity lies in learning different tongue rather than the mother tongue .it is a clear fact that English has became an international language. In addition we shed the light on solving the problems that learners face inside the class, and how teachers introduce their capacities to reduce the difficulties that students suffer from when acquiring a foreign language through using their mother tongue.

Chapter one: The role of mother tongue in EFL classroom

Introduction

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Introduction

English is an international language that plays a significant role in the globalization area. The aims of teaching and learning this language at schools and universities is to bring up learners to better understanding and better communication of the language, people want to master the English language but they still use their mother tongue, therefore learners face many difficulties when acquiring foreign language .So the role of teachers is to facilitate this process and help them to limit the use of their MT during courses of English language.

In the present chapter, we will provide some literature about the process of learning by using the term MT, moreover we will discuss the influence of mother tongue in general and its role in the foreign language teaching and learning in the classroom specifically. In addition we will shed the light on methods and approaches to language teaching, also as a final point we are going to talk about language transfer.

1. Definition of mother tongue

In the process of teaching and learning a foreign language, the teachers' use of mother tongue which influence the learner´s acquisition of the target language. Throughout the history of English language teaching second language acquisition, the mother tongue play an important issue in learning the language .The various views are reflections on the methodological changes in English language teaching, which have in such way brought different perspectives on the role of mother tongue during courses . Freed and Stern (1983) Mother tongue (MT), first language and native language all refer to the language a person first learns as a child. Foreign language (FL) refers to a non-native language outside of the community of speech where it is commonly spoken. More details Senfuma says that"The

concept, mother tongue harks back to the notion that linguistic skills of a child are honed by the mother so that , this language spoken by the mother would be the primary language that the child would learn. In the same path Christine, a wife and mother affirm that "The mother tongue means that the language of person has learned when he or she is a child at the environment of home, usually from the parents."

For that Shsherba (1974) The requirement to manage without the source language often causes the great time, energy and ingenuity expenditures that are quite wasteful in most elements since the complete understanding usually comes after the student's finding his own equivalent in their mother tongue. Moreover this requirement makes it quite impossible to explain the students more subtle language phenomena that leads to the devaluation of foreign language learning from the educational point of view. This view show the importance of mother tongue in learning a foreign language .

On the same topic Rogova (1975) asserts that "…language learning implies comprehension of a linguistic phenomenon of language fruits by the pupil usually the medium of the source".

From this point of view we can notice that mother tongue has a great influence on teaching FL in the classroom which used by both teachers and students.

According to Glyn (1962, p10) states, "*The principle of consciousness assured two things: more formal teaching of grammar…and … greater emphasis upon the value of the mother tongue as the basis for teaching the foreign language, though translation was discouraged.*" Moreover MT overuse in the FL classroom has its origin in seventy-five years of educational practice. Therefore this tradition cannot be erased so easily. It remnants of the Conscious Practical Method may still be observed in textbooks prepared for teacher formation processes involved in departing from the MT to communicate on the FL hampers accuracy and fluency during communicative. Furthermore the teacher's skills to discern the cause of the learners'

weaknesses as well as their compromise and actions to solve them are identified as key aspects in dealing with classroom issues.

2. Using mother tongue in the classroom

According to Willis (1996,p 46) suggests that:

"Banning mother-tongue use altogether may not be advisable. A study carried out recently in Turkish secondary school classes with 12-year-olds revealed that in circumstances when the mother tongue was totally banned in group talk, the resulting interaction tended to be shorter, more stilted and less natural. Many weaker students gave up after a very short time. If learners realize they are using the target language to communicate, they will still use their mother tongue on occasions, but they will use it in a way which is systematic, supportive and relevant to the task goal."

Moreover most students have a great need for caution in utilizing the MT during the courses in order to facilitate their learning process and understand the language used by the teacher in the EFL classroom.

In a similar view Atkinson (1987,p 246) acknowledges this by noting the potential for the following undesirable outcomes of overuse:

1. The teacher and/or the students begin to feel that they have not 'really' understood any item of language until it has been translated.

2. The teacher and/or the students fail to observe the distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation.

3. Students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean.

4. Students fail to realize that during many activities in the classroom it is essential that they use only English.

5. Children who continue to learn through their mother tongue are more likely to reach a higher level of proficiency in the second language.

6. The mother tongue gives the child a feeling of positive identity. They learn to value their language and their culture. This is the strong foundation they need on which to build their second language.

7. The mother tongue acts a scaffold not a barrier to the second language. This is because many skills learned in the mother tongue transfer to the second language.

8. Learning to read in the home language makes the child a better reader in the second language.

3. Possible roles for mother tongue in the classroom

3.1. Discussion of classroom methodology

Most students making the transition from the degree of a high school English class to first year university level classes taught by native speakers are likely to experience a degree of surprise at the methodology they encounter. This would be true even if a limited amount of MT usage were accepted as part of the regular fabric of the course. For that teachers need to acclimatize their students to the demands of their new learning atmosphere. The most fundamental way of doing so is to give simple explanations of the philosophy of L2 learning underlying the classroom activities they will be asked to perform.

According to Harbord (1992,p 352) states that:

"If students are unfamiliar with a new approach, the teacher who cannot or will not give an explanation in L1 may cause considerable student de-motivation". So when learners understand why they are doing an unfamiliar type of activity they are more likely to view it as beneficial, and if they accept that it are beneficial they are more likely to make a genuine effort to do it.

3.2. Co-operation among students

Also in this point Harbord (1992: 354) claims that *"The advantages of such tasks are so great that at the under levels it will be more beneficial to allow students to do this thoroughly in L1 than to do it to kinetically in L2 or not at all"*

Similarly, for weaker students who are facing difficulty, for example, in understanding the teacher's explanation in English courses of how to use a particular grammatical structure closely linked to the principle focus of the lesson, sometimes a brief explanation in Arabic from a classmate who has understood can overcome the impasse quickly. Also, students can sometimes gain valuable insights (about the L2, or more general matters) by comparing or discussing their work with their peers sometimes.

3.3. Eliciting language

Sometimes the MT could play significant role in vocabulary building, for example by asking students how to say a particular (Arabic) word in English. Doing so can be quicker and more efficient than giving explanations, gesturing or the like. Therefore when students only have about 40 hours with the native speaking teacher all year, it can be wasteful to spend time with elaborate descriptions of a word when a simple translation would do. In this case context can, of course, change the meaning of a word, so the teacher would need to be careful not to give the impression that word for word translation is always useful.

Furthermore teachers would be better advised to concentrate on 'functional translation' (transferring *meaning* into English, not translating word for word). This might entail, for example, using exercises involving the translation of words or phrases *in context* within larger chunks of text, this can help the teachers to draw students' attention to the limitations of direct translation. By 'text' I mean manageable samples of language taken from contemporary sources (for instance, a brief exchange between two characters in a popular movie relevant to the theme of the lesson).

3.4. Suggestion of how to use MT in classroom

As suggested earlier, the natural tendency for learners engaged in English conversation activities in the classroom is to try to translate word by word directly from Arabic. But later arrive at a point where they have a particular (Arabic) word or expression in mind, but don't know how to express it in English. At this time, learners find him /his self must give up, revert to speaking entirely in Arabic, or ask the teacher how to say the word or expression in English. Obviously, none of these reactions would be suitable in an encounter with someone unable to understand Arabic. For that, teachers have to use strategies that encourage students to make better use of their existing knowledge of English to get their message across in a different way.

Moreover MT can play a constructive role in helping students cultivate a wider range of strategies or expressing themselves. A potentially useful technique is to have students working in groups of three, with (at any given time) two of them engaged in discussing a topic in English and the third member taking notes of any instances of Arabic usage. Each member would have a turn as note taker. Finally the teacher would have the groups (possibly merged into larger groups) go through the lists of Arabic lexical items and try to come up with

alternate ways of expressing the same ideas. This would most commonly involve the use of simplification or approximate synonyms.

Willis suggests some situation using mother tongue in the classroom (1981,p 51).

➢ Give instructions in English, but repeat them in the mother tongue. After a while, you could give an English instruction and get the children to say it in the mother tongue, so that you know they have understood.

➢ Give instructions in English, but try to use as much gesture as possible to make the meaning clear. In the craft activities, for example, the children can hear an instruction in English and see what it means.

➢ Give instructions in English, but allow time for the children to process' the language before you give another instruction. Comprehension is improved by giving the children time between statements, not by speaking more slowly.

➢ Only use the mother tongue at certain times. For example, when you are previewing or when you are helping the children to understand something new.

➢ Try to use the same language again and again. The Classroom language' section in the teaching notes for each unit gives examples.

➢ Teach the children the meaning of classroom language that you will use a lot. For example: Work in pairs. Open your book. Listen and follow.

The knowledge of using the mother tongue proves to be valuable help learners in their learning second language. In this key Rivers,(1981) affirms that the mother tongue can be of the greatest assistance in the learning of the second language we have a lot of points regard can be given as follows:

1. In mother tongue the child learns how to sit, hold a pen and also prepare the habits of speaking and writing.

2. Many sounds of English are similar to the sounds of the mother tongue. For example b, k, p, n/etc.

3. The mother tongue teaches the child how to read silently and loudly. It transfers habits to the second language.

4. Some items of grammar are common in the two languages. For example, the punctuation marks, tenses, voice etc.

5. There are some words of English which are not understood by the students even if the teacher uses all the devices of teaching. In such cases, the use of mother tongue works wonder.

6. Certain idioms of English can be best taught by making comparison with those in mother tongue. Otherwise, student will misunderstand the idioms or instructions in English.

4. Methods and approaches to language teaching

According to Richards and Willy see that The concept of teaching "methods and approaches have a long history in language teaching, as it witnessed by the rise and fall of a variety of methods throughout the recent history of language teaching."(2002).

An approach, according to Anthony, was a set of assumptions dealing with the nature of language, learning, and teaching. Method was defined as an overall plan for systematic presentation of language based on a selected approach. It followed that techniques were specific classroom activities consistent with a method, and therefore in harmony with an approach as well (Anthony cited in Brown, 2002,p 09).

Richards and Rodgers state:

Approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described (2005:19).

4.1. Diachronic view on the role of mother tongue in ELT

Nowadays, having a command of two or more languages is increasingly seen as a necessity. No doubt the ideal would be to produce perfectly bilingual - or even multilingual - people capable of rewarding in-depth exchanges with people of different languages and cultures (European Commission, 1997:11).

Celce-Murcia, (1991:3). However, teaching of Latin became the model for foreign language teaching from the seventeenth to the nineteenth centuries. "Latin grammar, which was taught through rote learning of grammar rules, […] translation, and practice in writing sample sentences, sometimes with the use of parallel bilingual texts.

Nonetheless, Celce-Murcia mention some of the techniques that Comenius used :

· Use imitation instead of rules to teach a language.

· Have your students repeat after you.

· Use a limited vocabulary initially.

· Help your students practice reading and speaking.

· Teach language through pictures to make it meaningful.

(1991,p 4).

Richards and Rodgers,(2005,p4) *As 'modern' languages began to enter the curriculum of European schools in the eighteenth century, they were taught using the same basic procedures that were used for teaching Latin [...] Students labored over translating sentences. By the nineteenth century, this approach [...] had become the standard way of studying foreign languages in schools*.

From the above point this approach became known as the Grammar-Translation Method. The role of mother tongue in the Grammar-Translation Method is crucial since it is based on translation exercises into and out of the native language (Arabic). The language used in the classroom is mostly the students´ mother tongue. Here are some of Grammar-Translation Method characteristics of the teaching process proposed by Larsen ,(2000, p 17-18) :

· Students are taught to translate from one language to another.

· Grammar is taught deductively3.

· Students memorize native-language equivalents for target-language vocabulary.

· Major focus is given on reading and writing.

· Accuracy is emphasized.

· Instructions are given in student´s native language.

(Cited in Richards and Rodgers, 2005, p 5-6).

4.2. Synchronic view on the role of mother tongue

The synchronic view in English language teaching can be closely connected to the second half of the twentieth century when so called communicative approach just began to prevail. This approach naturally follows the aim of foreign language teaching which the ability to use the language for communication. Moreover foreign language teaching recognizes a social, interpersonal and cultural dimension as well as grammatical and phonological patterns.

According to Krashen and Terrell (1983) specify the aim of the Natural Approach: "We can get the situations in which the learners use the target language in the classroom. […] so we do not organize the tasks of the course in the class about a grammatical syllabus." Also Richards and Rodgers sum up that the *Natural Approach rejects the formal (grammatical) organization of language as a prerequisite to teaching and it is based on observation and interpretation of acquiring both first and second languages in non formal situations.* (2005:190).

 (Richards and Rodgers, 2005:223). Sate that:

· Real communication activities are essential for language learning.

· Activities carrying out meaningful tasks promote learning.

· Learning process is supported by meaningful language to the learner.

In addition Richards and Rodgers further specify that '*employing tasks as a tool for promoting communication and authentic use of foreign language are the key principles of Taks-Based Teaching. It should provide a more effective teaching and remain in the domain of ideology rather than fact'* (2005, p 240-241).

5. The mother tongue in foreign language classroom

The aim of foreign language teaching is to use the language for communication and thus develop communicative competence. Whereas cannot be developed without the use of English in the foreign language classroom as often as possible and without establishing English as the main language for communication. This does not mean that the mother tongue should be banned altogether, since recent studies indicate that suitable and judicious use of mother tongue can play a significant role in foreign language teaching and successful target language acquisition. As mentioned the question whether or not to use the mother tongue in foreign

language classroom accompanies .As Krashen claims , exposure to comprehensible input is curtail for successful language acquisition. To make input comprehensible, the use the source language is generally necessary (1981).

At a similar point Willis suggests:

Banning mother-tongue use altogether may not be advisable. A study carried out recently in Turkish secondary school classes with 12-year-olds revealed that in circumstances when the mother tongue was totally banned in group talk, the resulting interaction tended to be shorter, more stilted and less natural. Many weaker students gave up after a very short time. If learners realize they are using the target language to communicate, they will still use their mother tongue on occasions, but they will use it in a way which is systematic, supportive and relevant to the task goal (1996, p 46).

So mother tongue becomes a strong point that learners use in Fl classrooms during courses Harmer (2004) suggests that most students sometimes they want to show their thoughts and views during the course but they show them through using their native language .Nonetheless, Harmer (2004,p 129-130) also proposes a number of things that teacher can do when these situations occur:

➢ Talking to pupils about the issue: teachers can discuss with pupils how they feel about using English and their mother tongue in the classroom.

➢ Encouraging pupils to use English appropriately.

➢ Responding only to English use: teachers can ignore what pupils say in their mother tongue.

➢ Creating an English environment: teachers themselves should use the target language for the majority of time, so that pupils are constantly exposed to English.

➢ Keeping reminding pupils: teachers should going on in encouraging pupils to use English.

6. Solutions of overcoming the usage of MT in English language teaching

In teaching foreign language teacher at some point has felt guilty and frustrated about their students' perceived overuse of their mother tongue in the classroom. In a monolingual context, that is to say where all students speak the same mother tongue (a classroom reality for the majority of language teachers), this point can become quite a problem. The best way to deal with the problem (at least for some teachers) is to deny the students' use of the mother tongue and find strategies that determine them to speak in English in the classroom rather than using their MT. There is nothing wrong with this strategy as far as it goes, but it most time allows the teacher or the students a chance to understand why L1 was being used in the first place. A more complete strategy however is to be proactive.

This means that the teacher must actively control and influence how and when the mother tongue is used from that Richards and Rodgers, (2001:10) claim that *The spoken language is primary and that this should be reflected in an oral-based methodology; the findings of phonetics should be applied to teaching and to teacher training; learners should hear the language first before seen it in written form; words should be presented in sentences, and sentences should be presented in meaningful contexts…; grammar should be taught inductively; translation should be avoided, although the native language could be used in order to explain new words or to check comprehension*).He must not waste time trying to eliminate the use of mother tongue completely from the classroom. Instead, he has to concentrate on ways of exploiting and playing with L1. Decide when it might be beneficial to use L1 and why I have to use it. The teacher should explain his choices to his students if he

thinks that it would be helpful. If he can do this, his classes are likely to be more authentic in the sense that they reflect the natural interplay of L1 and L2 which is inherent in second language acquisition.

7. First language and second language

According to Howatt and Widdowson, (2004:224) see that:

"most of the time is taken up by explaining in the student's mother tongue, while but a few words are spoken in the language to be learned; he who is studying a foreign language by means of translation does not become accustomed to think in it; a knowledge of a foreign language, acquired by means of translation, is necessarily defective since there doesn't exist for every word of the one language the exact equivalent in the other; furthermore, the ideas conveyed by an expression in one language are frequently not the same as those conveyed by the same words in the other"

The use of mother tongue in second language learning has been the subject of much debate and controversy. Teachers feel that the use of L1 should be minimized and they feel guilty if they use it a lot. When challenged they find it difficult to say why. Against the use of L1, it is the general assumption that English should be learned through English, just as you learn your mother tongue using your mother tongue. However the idea that the student has to learn English like a native speaker does, or tries to 'think in English', is an inappropriate and unachievable step. The role of mother tongue in teaching and learning of English has been discussed in literature. The strong influence of mother tongue is proved both positive and negative in teaching and learning of English. A learner's L1 is an important determinant of Second Language Acquisition. The L1 is a resource which learners use both consciously and subconsciously to help them arrange and re-arrange the L2 data in the input and to perform as best as they can. The cultural features connected with L1 use can be put to good effect when

teaching L2. Second language acquisition is a developmental process; L1 can be a contributing factor to it.

Moreover EFL teachers manage the process of language instruction in their classrooms by exploring the student' L1. Here, the aim is to first categorize different language teaching methods and then discuss the role and the use of L1 in each of them briefly. A very concise description of L1 role in EFL context is presented by Cook view (1999: 202) *"Although the practical issue of diverse L1s requires the consistent use of the L2 in multilingual classes, this restriction should not apply to those classes where the students share a common L1. L2 users have the L1 permanently present in their minds. Every activity the students carry out visibly in the L2 also involves the invisible L1. The apparent L2 nature of the classroom covers up the presence of the L1 in the minds of the students"*. As a final point an L2, according to Sharwood (1994, p7), is "…unless otherwise specified, a particular 'non-native language under discussion'.

8. Language transfer

Language transfer has been a controversial issue in teaching foreign language. Its importance in second language learning has also been reassessed time and again. Along with the developments of research on language transfer, linguists have realized that the first language acts as "a major factor in SLA" (Ellis, 1990, p297).In order to get a comprehensive understanding and fully recognize the significance of language transfer, it is necessary to have a close look at its research developments at different stages and relative definitions. On the other hand, Jarvis (2000, p 252) gives the following definition: "L1 influence [transfer] refers to any instance of learner data where a statistically significant correlation (or probability-based relation) is shown to exist between some feature of learners' IL performance and their L1

background." With more details Bueno González (1992,p 163) presents several facts inherent in those students who have the foundation of their mother tongue promoting positive transfer:

1. Assimilation of the role of the language in everyday life.

2. Understanding of language as a social institution.

3. Knowledge of basic units conforming language: sounds, graphemes, syllables words, phrases, clauses, sentences and texts.

4. Knowledge of the different parts of speech.

5. Comprehension of different processes ruling sentences.

6. Knowledge of the existence of a skeleton supporting the use of language such as linkers and strategies to avoid repetitions

According to Whitney (1881) claim that the word transfer means to cross-linguistic influences, which had been used by many linguists ever since. However, the terminology is not without problems and leads to different conceptions. So transferring L1 communication skills to L2 learning and communication. So the language of learners are usually competent speakers of their MT. This can be used to the advantage of language learning if the skills developed in the MT are transferred positively to the learning of the FL. What they have to be shown is that the two languages differ in the means they use to express the same concepts. Therefore Alonso (2002, p 20) affirms that, although several authors have coined *transfer* in a different way, the most accepted term is this one, and this is viewed as the influence of the L1 on the learning of L2 .

On similar view, Lado (1957,p2*)claims that :*

a contrastive linguist, said the following about language transfer: Individuals tend to

transfer the forms and meanings, and the distribution of forms and meanings of their native

language and culture to the foreign language and culture –both productively when attempting

to speak the language and to act in the culture, and receptively when attempting to grasp and

understand the language and the culture as predicted by the natives. As we can appreciate, the

viewpoint towards transfer has differed since the beginnings.

Moreover Corder (1974: 130) notes the following:

"Many errors bear a strong resemblance characteristic of the mother tongue, indeed many

erroneous utterances read like word-to-word translations. This observation has led to the

widely accepted theory of transfer which states that a learner of a second language transfers

into his performance in the second language the habits of his mother tongue."

8.1. Behaviorist view of language transfer

Behaviorist view of language transfer was reduced to habit formation, which was actually a process of stimuli-responses. This theory dominated language learning and teaching a foreign language. Moreover behaviorism advocated that the difficulties in language learning related on how much the target language was similar or different from the native language (MT). If two languages were similar or identical, positive transfer from the native language would promote SLA; whereas if they were different, negative transfer from the native language would hinder the acquisition of the target language.

Under this point, Lado (1957, p.23) put forward the theory of Contrastive Analysis Hypothesis (CAH), which held the view that

- The level of difficulty experienced by the learners will be directly related to the degree of linguistic differences between L1 and L2;

- Difficulty will manifest itself in errors: the greater the difficulty, the frequent the errors.

At the same point of view Stockwell (1957) believed that language errors and learning difficulties is totally related to the impact of the native language (MT). Through comparing and contrasting the similarities and differences of the two languages as well as setting up the hierarchy of difficulty, it was possible to explain learners' errors and learning difficulties. The predicator of transferability was the typological or structural similarities and differences between L1 and L2.

One of the most widely accepted definitions of language transfer was put forward by Lado (1957) by comparing the surface structures of both the native and target languages:

"*The student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult*" (p.2).

The behaviorist view of transfer was restricted to overt correspondences between first and second language syntactic structures. The degree of transfer greatly depended on the how much they are similar and different. Although behaviorists realized that the native language played an important role in SLA, they exaggerated L1 influences and ignored other factors that hindered SLA, such as learners' individual differences.

8.2. Mentalist view of language transfer

The theory of mentalist Chomsky put it forward, which was also called conceptualism or psychologist. The theory believed that children's language ability was born by nature and everyone would eventually master language because there was Universal Grammar (UG) in language learning.

According to Dulay and Burt's study (1974) affirm that children cannot get language transfer or comparison with their L1 to construct their L2, but depended on their ability to

construct their L2 as an independent system. Krashen (1982,p 82) *see that native language transfer and believed that language learning ability only depended on UG. These linguists, however, were in a great hurry to jump to conclusion*. Also Ellis (2000) criticized that their conclusion was without empirical support. Consequently, mentalists recognized their limitation and started to explore the relationship between the native language transfer and UG.

Zobl's (1980) suggest that *transfer hypothesis argued that formal properties of L2 and universal developmental principles determined the transferability. Although the mentalists are no longer in a position totally denying native language transfer, they are still under criticism for their theory not having much empirical support.*

8.3. Cognitive view of language transfer

According to Kellerman, (1977,p 58-145). In cognitive view, "It is generally acknowledged that typological similarity or difference cannot on its own serve as a predictor for transfer, but interacts with other (linguistic) factors" Moreover the cognitive view believed that language learning involved the same cognitive systems as learning other types of knowledge: perception, memory, problem-solving, information processing.

In the same path Faerch & Kasper, (1987, p121) claims that linguists tended to focus on how and when language learners would use their native language.

SLA research then puts factors that caused language transfer. Ellis (2000, p 20) listed six kinds of factors that would cause language transfer:

1. Transfer happens at different linguistic levels, namely, phonology, syntax, discourse, pragmatics, etc.

2. Social factors have impact on language transfer, for example, the influence of learning environment;

3. Markedness of certain language;

4. Prototypicality, the core meaning and the periphery meaning of a certain word;

5. Language distance and psychotypology, namely, learners' perception of language distance between L1 and L2;

6. Some developmental factors that limits inter language development.

Another element which is important in language transfer is Markedness which has a close relationship with the core and periphery grammar of certain language. According to Chomsky (1993, p23) *believed that those rules discovered by children with the aid of UG formed the core grammar; those elements that had to be learned without the help of UG were periphery.* From this view we consider that Chomsky's theory of markedness held the view that the core rules were unmarked, namely, the general tendency of all languages was unmarked; while the periphery rules were marked, that is, they were exceptional from the general grammar.

However, Ellis (1994) believed that the core grammar could be marked or unmarked, but the periphery grammar was definitely marked.

Kellerman (1977, p134) suggested that "*one way to solve this problem was to "define markedness in accordance with native speakers' perceptions of their languages." He used the term "psychotypology" to refer to learners' perspectives on language distance. His studies indicated that transferability was decided by the learner's perception of "(a) the relationship between L1 and L2, and (b) certain characteristics of L1 rules or items"* (cited in Faerch & Kasper, 1987, p123).

On the other hand language distance is another factor that influences L1 transfer. Linguists believe that distance can be a linguistic term or a psycholinguistic term. According to Corder (1981, p 101) pointed out that *language distance led to positive language transfer: Other things being equal, the mother tongue acts differently as a facilitating agency. Where the mother tongue is formally similar to target language, learners will pass more rapidly along the development continuum than where it is different.*

Although he only emphasized on positive transfer, language distance in fact led to both positive and negative transfers. Also Corder (1979, p28) commented, "The greater the degree of difference/distance, the larger the learning task, or to put it another way, the longer the learning path to be traversed between L1 and L2."

Cognitive linguists realized *that "transfer is not simply a consequence of habit formation, nor is simply interference or a falling back on the native language. Nor is it always native language transfer"* (Odlin, 1989, p25-27)

From his working definition we can notice that transfer is the influence resulting from similarities and differences between the target language and any other knowledge that has been previously acquired. So the most focus was on similarities and differences between L1's and L2's surface structures and the rules of target language as well as learners' implicit knowledge of target language.

Conclusion

This chapter is a brief discussion on the important role of mother tongue on learners' translation in EFL classroom .Moreover the debate over the use of L1 in foreign language teaching hasn't been settled yet. On the one hand there are teachers who reject the use of L1 or fail to recognize any significant potential in it, a rational and judicious use of L1 in EFL

classes can only be advantageous. L1 use must be tuned up with effective target language teaching, taking into consideration the learners' mother tongue and cultural background and using them to the best of their interest . So the use of the mother tongue is rigorously linked to translation from two different perspectives, as a strategy employed by students or as an activity proposed by the teacher in the classroom.

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Chapter two: EFL Learners' Translation

Introduction

2.1. Definition of translation

2.2. The role of translation in teaching and learning a foreign language

2.3. Objectives of translation

2.4. Translation strategies

2.4.1. Translation as a strategy and an activity

2.5. Teaching methods using translation

2.5.1. Reasons for using translation as a teaching technique

2.6. Professional translation versus pedagogical translation

2.7. Difficulties of teaching English translation

2.8. Features of effective translation

2.9. Causes of translation problems

2.10. The Teachers' role in FL classroom

Conclusion

Introduction

Translation is a phenomenon that has a strong effect on our daily life therefore using translation as a teaching technique has much effect on language teaching and learning process. Moreover Translation was severely outlawed from the foreign language classroom for a long period of time. Therefore, it has benefits that it provides students with. In this sense, translation started to find its place within the language classroom and it is now regarded as a useful resource to be applied for learning a second language .The first part of this initial chapter introduces the definition of translation .After that we will mention its role in learning FL language. The other point that will be discussed in the chapter is the translation strategies. Also we focus on teaching methods using translation, then we will discuss professional translation versus pedagogical translation and in last point we will discover three main titles difficulties of teaching English translation, Features of effective translation and Causes of translation problems.

2.1. Definition of translation

Different definitions used to describe games in different ways. According to Ordudari, (2014) suggests that "the word 'translate' means to transfer expressions into another language, but keeping its original sense. In other sense, as defines Ordurari: "translation characterized in reproducing in the receptor language the closest natural equivalence of the original language, First in terms of meaning and secondly in terms of style". In similar view Robinson claims that (1997)*"translation is an intelligent activity involving complex processes of conscious and unconscious learning". He maintains that "translation is an intelligent activity, requiring creative problem-solving in novel, textual, social, and cultural conditions"* cited in Ordudari,

2014:p51).). Another definition is *"All in all, close translation is an activity which also offers advantages when learning a new language. Asking students to produce utterances in which they must keep as close as possible to the original allows them to confront difficulties and prevent them from simply bypassing and ignoring them"* (Cook, 2012 :p136-137)

From those points of view we conclude that translation is the process of transfer of meaning takes place between two languages. Additionally, it is necessary to consider that speaking about the word translation is closely related to dealing with concepts that some people may not be familiar with. It is important to know that when translation takes place, there is always a "source language" and a "target language". The source language may be defined as the original language or mother tongue (Arabic) that takes part in the process, whereas the target language would be the language into which the source language is translated (FL). Thus, translation deals with two languages that interact and that are related to each other, because, at the time of learning a new language (English), there is always an undeniable connection with previous knowledge (Arabic).

*"From the very first encounter with the foreign language, the process of translating is activated" (*Harden & Ramos de Oliveira Harden, 2009:p.82).

2.2. **The role of translation in teaching and learning a foreign language**

In general translation is the process of transmission ideas, thoughts expressed in one language by means to another language .therefore the main role of translation in FL teaching has a great importance; it is used as a means of conveying and teaching a foreign language; thus teachers may use translation during FL courses to explain new materials and checking their learners knowledge about the subject learn it.

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Moreover there are many types of translation that teachers use in FL teaching taking in consideration the relationship between mother tongue and FL for example : students translate from FL into their mother tongue and then from their mother tongue into FL .so translation the transfer of idioms and information from source language to target language .Also Hatim and Munday (2004: 6) define translation as "the process of transferring a written text from source language (SL) to target language (TL)".

2.3. Objectives of translation

According to Arriba (1996: p 281) provides different objectives for which translation ought to be introduced in Foreign classroom. These objectives include the following:

1.To improve comprehension: translation is a means to enhance comprehension, since by means of translation the teacher and even students can check if they have understood an utterance, either written or oral.

2. To enhance the FL: as long as the FL deals with the previous knowledge of the L1, translation may help the teacher to take advantage of both languages to improve the learning of the new language.

3.To cope with difficulties of interference: translation can be exploited in order to overcome problems of interference between languages, since it provides the students with different strategies for dealing with expressions, structures or words that do not work in the FL in the same way than in the L1.

4.To reflect upon the L1: as we have mentioned before, the FL shares space with the L1; therefore, when translating, not only do students learn about the FL, but they also reflect upon their own language. Translation opens up doors to the functioning of the L1 and consequently, the improvement of the mother-tongue results in the mastering of the FL.

5. To acquire the skills of translation: the introduction of translation within the classroom also offers the students the opportunity to learn how to translate. Nowadays, translation takes place in almost every daily situation. For this reason, more and more students think about it as a possibility to earn a living. Teaching them how they can translate messages or texts, will give them insight into how professional translation works.

Additionally, translation can provides a large number of advantages within the language classroom. Overlooking these advantages would do nothing but minimize the possibilities that translation adds to language learning.

To conclude translation is regarded as a means through which students can master their foreign language in the classroom it takes place beyond educational contexts and allows learners over the world to communicate with each other. Translation cannot be separated from communication but rather it constitutes an integral part of it.

2.4. Translation strategies

In FL classes teachers may use different strategies to interpret messages in different languages to their learners' .So that they may be able to take part in communicative activities of dubbing or simultaneous interpretation. Therefore it is essential to mention that the introduction of an activity in which students have to listen what other people say in one language and write it into their mother tongue is an entertaining activity which makes students improve their ability to interpret messages in different languages, their listening skills and their capacity to think in both the FL (English) and the MT (Arabic).So the ability to speak can be an effective strategy that improves.

In addition dubbing or interpretation activities also contribute to this improvement of interpretation of messages. Despite depending on the level, this type of activities should be

developed from the FL into the L1, given the difficulty of inverse interpretation. For example could be the following: in FL classrooms we found students a sentences or speaks freely in the FL (English) , whereas other students have to say the same in their mother tongue. The rest of the class can assess the interpretation of the student in the L1 and can ask questions. Any other type of simultaneous interpretation could be developed within the foreign language classroom: interpreting an advert, a scene of a film, a conversation. So these activities involve a large number of benefits and allow students to acquire skills for being focus on their work and concentrated more even if there is noise, since they have to translate at the same time as another person is speaking to fulfill this task.

2.4.1. Translation as a strategy and an activity

In EFL courses the use of the mother tongue is rigorously linked to translation from two different languages, as a strategy employed by students or as an activity proposed by the teacher during the course. In the process of teaching a foreign language, translation has an essential role in the *Grammar-Translation* method, but it has received many of criticisms one of them Gonzalez's (1992: 167) who see that translation is useful for two reasons:

1. It reflects the mind operation of foreign language learners; so that it becomes a strategy helping the student in learning. Thus, it has a role in the process of acquiring a language.

2. It is a concrete activity carried out in the class, as has been described above. Sometimes, quick translation is employed even in direct methods, mainly in the first stages or with beginners. Therefore, from my viewpoint we should consider the L1 as a means more than an obstacle.

At a similar view Deller and Rinvolucri (2002: 77) claim *that "translation may be a sort of alternative for varying the regular methodology of the class, and it may be useful to catch students' attention when they realize the usefulness of knowing two languages and that they can translate texts from one language to another. In their own words, "Playing with two languages will fascinate the students with strong linguistic intelligences".*

So translation in both keys as an activity or as a strategy has a great impact on the learners' achievement and their learning process in FL classroom

2.5.Teaching methods using translation

Nowadays translation is associated with form rather than meaning; with accuracy, artificiality of language and the main focus is teacher-centred teaching. These associations related to the influence of Grammar-Translation Method on foreign language teaching. Therefore translation is a resource which may introduce a large number of benefits within the foreign language classroom and facilitate to the learner the process of acquiring a new language at the same time that it makes them feel engaged with it.

Moreover teachers have to bear in mind that teaching a foreign language should take into account that there is a difference between children and adults learning this new language. In this sense, the best way to learn a F language is by acquiring it naturally, as children learn their mother tongue. At this point Pokorn, (2005, p.15) affirm *that "child language development and adult foreign language learning are in fact fundamentally different these differences between both children and adults' language learning result in the appearance of two terms for naming them: language acquisition and language learning. According to these terms, we can assume that children are going to acquire a language instead of learning it –in other words,*

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they are going to internalize it naturally and use it in communicative situations–, whereas adults are going to learn it consciously".

Also (Pokorn, 2005) saw that This conscious learning process of the FL language marks an essential difference in the way that adults acquire new languages, so they already have a formed and solid knowledge of one language, which will determine their foreign-language learning. And make it more suitable to implement translation in higher levels, since adults would have a better knowledge of the L1 and a corresponding Meta language.

From what we have point above we can conclude that teachers have to adapt the way in which translation is implemented in the classroom depending on the students' level of the FL and even the L1. Teachers can use translation as a means to explain grammar, to give instructions, to check students' understanding, to break the routine or to allow learners to express their thoughts and feelings. However students in higher levels usually enjoy activities of translation and feel motivated when dealing with cultural issues this may help them to acquire strategies for paraphrasing and for expanding their expression in both the L1 and FL.

According to Machida, (2008) we must bear in mind that translation is just a task not only for learning the FL but also to know the differences between one language and another, for acquiring reflection upon one's language and for mastering the L1.

In addition teachers take into consideration that translation can provide students with benefits that are lacking in other procedures through different type of activities.

2.5.1. Reasons for using translation as a teaching technique

It is important to consider that, nowadays, in teaching and learning process translation is needed to learn a new language. For this reason, Cook, (2012, p.109) affirm that *"Translation is a necessary activity in many situations and for many people. It is needed for personal and*

professional lives of many individuals; it is essential for the economic survival of many organizations and for communications in international issues. Translation is present in every level of life, and for many different aims such as travelling, jobs, relationships or trade. So it cannot be argued that its implementation in ELT is damaging for the FL, since developing translation skills is necessary in order to take part in all kinds of daily situations".

Also Cook (2012, pp.109-112), suggest that "*translation takes place in any type of personal and social situations. It occurs between people of different status, such as immigrant families or people with different backgrounds, and it is present when performing all types of activities, such as listening to a song, writing an e-mail, reading the instructions of a new device or watching a TV series".*

Moreover the word translation is related to international communication. It takes place in news reporting, films subtitling, in technology or even in translating books. Furthermore, nowadays technological developments need to translate the information in order to people understand their product.

With more details we consider that translation is a means that help students to be aware of the diversity of languages and cultures that exist, and that may be present in the classroom. Also teachers using activities of translation that students need enjoy learning a new language.

"*Translation is an important element in a social reformist education which seeks to overcome mutual ignorance and inequality between speakers of two languages*" (Cook, 2012, p.119).

Also Cook, (2012, p.121) notice that "*Due to the strong influence of the Grammar-Translation Method, translation has been regarded as focused on accuracy, writing and invented language. However, while these are the features of the aforementioned method, they do not necessarily have to be related to those of the use of translation as a whole."*

2.6. Professional translation versus pedagogical translation

According to Robinson (2003:p 16): "professional translators need to slow down to examine a problematic word, or phrase, or a syntactic structure, or a cultural assumption painstakingly with a full analytical awareness and its possible solutions". In the domain of translation it is important to understand that when we speak about translation it refers to two important types professional translation and pedagogical translation .Moreover professional translation is in fact considered translator conveys the meaning of one text into a different language in order to enable the learners to experience the same feeling than the original does with the learners of the source text. Therefore, professional translation is devoted to maintaining the feeling that the original text creates, and for this reason it needs to take into account the context in which it takes place. In addition in the field of education students are expected to acquire a number of skills which will allow them to transmit and understand messages or, in other words, to communicate effectively.

According to Witte et al (2009 ,p.33) claims that *"Nowadays the widespread rejection against translation in education is due to the assumption that it is completely disconnected from communication. Nevertheless, translation could be considered as yet another skill along with those of speaking, listening, reading and writing."*
A person who masters a foreign language has the capability to interpret messages in this language and to produce them into his/her mother tongue, to understand and to adapt them depending on the context.

In the same path Arriba,(1996,p:275-276) affirm *that "professional translation is focused on the transmission of one message from the source language to the target language, pedagogical translation is based on the comprehension of the students, and the improvement*

of the foreign language. Therefore, the purpose of pedagogical translation consists in making the students understand rather than making a reader or listener understands which would be the objective of professional translation."

So we notice that when we speak about translation in language teaching process, we are thinking on both professional translation and pedagogical one , which they are different significantly in the form. Pedagogical translation is the translation that takes place in the EFL classrooms, and it has specific characteristics that are inherent to it. The main aim of this type of translation is mainly didactic, and it is primarily intended for the students and the teacher.

 Widely, both types of translation are also highly different in the context. Pedagogical translation does not take into account so deeply the situation or the environment in which translation takes place; it focus in letting the teacher know to what extent their student has understood the lesson, although it is important to consider the context in which the text takes place so as to understand it, it is not as essential as in professional translation. While professional translation is devoted to having the same impact on audience than the original text. For that, it has to be intrinsically related to the parameters of the situation in which it appears, to the type of receiver, to the type of vocabulary or to the type of text. also a professional translator is expected to understand the text completely in order to create a good product. As a final point pedagogical translation is nothing but a means to transmit the language, irrespective of the quality of the translation itself, whereas professional translation is focused on the product which will be given to the receivers.

In view of this, we can state that the two type of translation   differs in nature from each other. Thus, to summarize all these ideas it is worth including the following table which compares these both types of translation

	Pedagogical Translation	**Professional Translation**
Objectives	It is a means to learn the language,to control comprehension and to explain words or structures that may be difficult for the students	It is an end in itself, since its purpose is that of transmitting one message which has to be understood by its audience
Situation of communication	Translation takes place for the teacher. It is also possible to translate a produced text, "neutralized", without context	Translation only takes place when the parameters of the situation are known: where should the text appear? For which type of readers?
Nature of the translated text	Sometimes we translate without understanding at all since the purpose of the exercise partly consists in checking this understanding	Translation is not possible if the text is not perfectly understood

Sense of translation	Version or theme	It only occurs in the sense language 2 language 1

Table 2.1. Pedagogical vs professional translation. (Grellet 1991, p.13, in De Arriba, 1996, p.276. Translation by author).

In addition to this table, Arriba (1996) offers different types of translation that can be exploited in the classroom as a means to facilitate foreign language learning. We include them below, in the order in which they typically take place:

➢ Explanatory translation: used by the teacher in order to make students understand meanings, instructions or explanations and whose main objective is pedagogical. Occasionally, the teacher can demand its use from the students in order to check their understanding.

➢ Interiorized translation: students understand the FL by translating into their L1, either consciously or unconsciously. Especially in the early stages of learning new languages, learners tend to translate instantaneously in their minds to interiorize new knowledge and associate it with previous one.

➢ Translation of texts: this third type of translation is based on providing students with reading and writing skills, by translating different texts into the L1. This type of translation offers learners the possibility of working with essential aspects of language such as grammar, structures or even vocabulary.

2.7. Difficulties of teaching English translation

The majority of EFL learners have many obstacles and are facing many problems and difficulties in their learning process .thus they use their first language in order to understand clearly the meaning of what they will say .In other words difficulties and problems that most students face during FL courses in translation process fell into four categories:-

1- Cultural difficulties: which include the improper usage of certain word, phrases related to the field of culture of a given society as well as specifies of the society itself such as the education system, health care system, societal or religious taboos and others.

2- Conceptual /Semantic difficulties: Are those difficulties that convey the meaning of statement, phrases in a foreign language.

3- Idiomatic difficulties: it is the use of certain phrases, or the means of conveying thoughts that are unique to a particular region, country or society.

4- Grammatical difficulties: Include difficulties based on the grammar of a given language." (Nakhallah, 2016)

2.8. Features of effective translation

These days, the use of translation becomes a familiar method used by both teachers and learners in foreign language. As we have mentioned before, translation contributes to communication and offers insights into how the different languages work so that there is no reason for not using it in communicative situations.

According to Witte *"from the very first encounter with the foreign language, the process of translating is activated"*.(cited in Oliveira Harden, 2009: p.82).

In a similar view *"nowadays, almost every person with some knowledge of a foreign language has taken part in some sort of translation activity, whether in school or in his/her personal and/or professional life"* (Gile, Hansen & Pokorn, 2010, p.257).

Moreover the coexistence of both languages (F1 and L2) give learners a chance to compare how these two languages work. In this way, the use of translation can be beneficial for broadening the students' minds and also reflecting upon languages. Students could become aware of the differences existing between languages, with translation being the means to achieve it. In this sense, Arabski, (2006, p.210) claims that *"we must not forget that the common perception of bilingualism also involves the ability of translating, this meaning the ability to express in one language the utterances conveyed in another. Thus, translation takes part in bilingualism and, consequently, in the second language classroom"*.

Also he affirms that *"A person who masters a language will be capable of translating in and out of it, consciously or unconsciously. For this reason, the consideration of translation as a natural attribute of bilingualism offers a wide range of opportunities to delve into aspects of language relationships"* (Arabski, 2006, p.211)

Furthermore Cook's suggestion (2012, p.79), *"a person who has successfully learnt a new language will at the end of their studies not only be able to speak and write the new language but also to translate in and out of it"*.

So the teacher should guide the students and teach them how to use translation rather than avoiding it in the classroom, because translation takes place in the students' minds.

In addition Witte et al (2009, p.33) *"translation is regarded in these days as an important resource that has to be implemented within the classroom. It must be taken into account, since it provides countless different positive aspects, such as understanding about various ways to*

interpret the same world, and reflection upon languages and the way they work. It may be even regarded as a complementary skill which goes along with the four skills of language".

From the above views translation is an activity that students do constantly in their daily lives. So its implementation in the classroom will enable students to develop the skills of an activity they will have to face in a not too distant future. And it provides knowledge about the language which is being learnt and the culture behind it.

2.9. Causes of translation problems

In language teaching we have to bear in mind that an important section of translation must reduce in the classroom which is translation problems. Moreover teachers have to teach the students how to deal with difficult concepts, structures or situations that they may encounter when translating. For this reason, teachers have to offer them different activities whereby they work with translation problems in order to understand the real complexity that this activity involves them.

In this case Cook (2012) introduces we have to use interesting type of activities in which translation may take part and discusses so , the different problems that may occur when translating during the course. First translation problems help learner compare different translations of the same text, thus assessing the different ways in which a text may be interpreted and deciding which one is the best. Furthermore, students can discuss problems of mistranslations and can express why they think these translations are not correct. Teachers have to prepare activities about translation problems, students will feel motivated and engaged since they will discover interesting aspects of the language and will have to reflect on different options of translations. Thus, all these activities allow students to reflect upon the language

they are learning and acquire critical thought at the same time as they are learning the new language. All in all, Translators must deal with such difficult situations through using given methods and skills which teachers can explain to students in F classroom.

2.10. The Teachers' role in EFL classroom

Using translation strategies in the EFL classes, the teacher's role is extremely very important. As well as introducing the translation strategies in meaningful, memorable ways that will increase the learners own opportunity to deal with and the teacher must consider his/ her attitude toward difficulties and problems that their students face and how.

Another important element at this part is to give the costiveness much more on the feedback too. In other words, Learners should several identifications when they use translation strategies successfully in order to boost their confidence, in a side and to, so at this case students are aware of when they have used snippets of language successfully, they are more likely to use these snippets again in another context.

Harel (1992: 169) defines the teacher's role in the classroom as follow:

"During this time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, and empathizes. Depending on what problems evolve, the following supportive behaviors are utilized. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its problems, extending activity, encouraging thinking conflict, observing student and supplying resources".

In the same path Hyland (1991; cited in Richards, and Lockhart, 1996: p102-3), states that teacher's role is to:

- Share the responsibility for managing both interaction and learning and with students.

- Structure the learning environment so that student cooperates to obtain learning goals.

- Stimulate interactive language use through group work and collaborative problem solving.

- Choose classroom tasks which involve information sharing, cooperative reasoning, opinion sharing, and values clarification.

- Coordinate group activities.

- Provide clarification, feedback, and motivation support.

In classroom activities, the teacher models a variety of roles, each of them is learned by practice over time. For that Slavin (1995:p 113) states that "[the teacher] circulates among the groups, sees that managing their work, and helps out with any difficulties they encounter in group interaction and the performance of the specific tasks related to the learning project." Moreover Teachers have a significant roles to achieve students learning process by creating a motivational atmosphere that allow students to learn effectively a new language .Thus teachers need to play a numbers of different role during classroom procedures to help students in learning process as mentioned in this table:

Roles	The teachers
Planner	Prepare and think through the lesson in detail before teaching it so that it has **variety** and there are appropriate activities for the different learners in the class.
Informer	Gives the learners detailed information about the language or about an activity.
Manager	organizes the learning space, makes sure everything in the classroom is running smoothly and sets up rules and **routines** (i.e. things which are done regularly) for behavior
Monitor	Goes around the class during individual, pairs and group work activities, checking learning.
Involver	Makes sure all the learners are taking part in the activities.
Parent/ Friend	Comforts learners when they are upset or unhappy.
Diagnosticien	Is able to recognize the cause of learners' difficulties
Resource	Can be used by learners for help and advice.

Table 2.2: Teachers' roles adopted from Spartt et al (2005 :145)

Conclusion

Nowadays, language teaching and learning is based on the achievement of many varied goals, which are related to mother tongue use outside and inside the classroom, this may help students to acquire different skills in the classroom. Taking into account that they use translation primarily as a step in learning process in order t convey the meaning of the words. Therefore, translation contributes to enhancing the new language, and improving the four skills of languages. Translation is a means to reflect upon languages and it constitutes a way to understand how languages work differently and to analyze the various characteristics of these languages in comparison with theirs and learning new expressions

Chapter Three: Field work and data analysis

Introduction

3.1. Review of research methodology

3.1.1. Research method

3.1.2. Approach

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Introduction

This chapter is designed to analyze the results obtained through the influence of mother tongue in EFL learners 'translation. Our aim from conducting this study is to test the validity of our hypothesis. Since the teachers and learners are the main variables of this study. Their views and opinions are very significant to test the stated hypothesis and the most appropriate and useful tool to investigate that is through making an interview with teachers and making a discussion with students. For that, we have opted to work on third year LMD students of the English division at Biskra University. At the end we will do a classroom observation to investigate our topic.

3.1. Review of research methodology

3.1.1. Research method

In order to undertake this study, a descriptive method is the most convenient method according to nature of the investigation of our research. For that Singh and bajpai (2008: 203) claim that "a descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist". Furthermore we choose descriptive method because it serves our main purpose which are to describe the obtained results about the influence of Mother tongue (Arabic) in EFL learners translation.

3.1.2. Approach

In this research, we used a descriptive method as a suitable way to explore our hypothesis. We have chosen this method to understand the problem which is the mother tongue influence on EFL students "written translation at the same time we target to discover reasons behind the

use of mother tongue in EFL classes and accordingly, to investigate strategies to minimize the use of mother tongue in EFL classes.

3.1.3. Sample and population of the study

From a population of 500 students , a sample of five students from each group of third year students at the division of English in Biskra University who represent 50% of the whole population for the academic year 2018-2019 is randomly selected in order to conduct our research through making with them discussion , Also six (6) teachers of theme and version in the division of Biskra University provide   as with information concerning how this module is taught and how they react to student's use of their first language (Arabic), in addition they have been chosen to provide us with their valuable thoughts through responding to the interview at the end we make a classroom observation.

3.1.4. Data gathering tools

The research tool used in this study is a semi-structured question. It has been handed for third Year English students and an interview with teachers at the department of English at Biskra University, also a classroom observation in order to collect their opinions and attitudes about our research topic.Questioners were devoted to theme and version teachers in the division of Biskra University to provide   as with information concerning how this module is taught and how they react to student's use of their first language (Arabic).

3.1.5. Data procedures analysis

In this research, we used observation and questions a as a suitable way to explore our hypothesis. We have chosen kind to understand the problem which is the mother tongue influence on EFL students translation in the classroom

3.2. Teachers' interview

3.2.1 Aims of the interview

The teachers' interview is intended to investigate the teachers' opinions about mother tongue as an important factor that influence learners' translation. It also aims at investigating the teachers thought of how foreign language is being taught and the problems being encountered with teachers in their teaching tasks.

3.2.2. Design of the interview

The teacher's interview consists of teachers of them and version in the department of English at the University of Biskra. The interview was distributed to three (03) teachers. The teachers are requested answer the questions and give explanation. The teacher's interview consists of (13) questions. The first section aims to collect items of information on the sample (item01)seeks to get information about the teachers in terms of degrees in order to see if the high degrees are needed or it is sufficient to be a fluent speaker with a first degree (i.e. a license) to teach Theme and version. In (item 02), teachers are asked to give the numbers of years they have been teaching English, because we need to know whether those teachers have already experienced teaching the module of theme and version. The second section consists of ten (10) questions; seeking information about the teachers' attitudes and opinions about classroom management and its relationship with translation proficiency.

3.2.3. Administration of the interview

This interview is made with theme and version teachers at the department of English at Biskra University for the academic year 2018-2019. These respondents were available in different places at the university including classrooms and the teachers' room and other places.

3.2.4. Analysis of the interview:

3- How many years have you been teaching theme and version?

The aim of this question is to elicit the teacher's teaching experience .The teachers' answers reveal that teacher has been teaching theme and version   from 2 to 3 years at university.

1. How would qualify the use of mother tongue (Arabic) during the EFL courses?

Concerning this question, the teachers were asked to give their point of view about the important use of mother tongue in EFL courses .The results obtained show that one teacher said that it is not essential to use it while the three others affirm that using mother tongue is important because it helps the learners to learn effectively the target language through their original language.

2. according to you, which role(s) does the teacher of theme and version has in the classroom?

Concerning this question, the teachers were asked about the role of them in the F classroom. The findings show that all teachers agreed on the important role of the teacher as a facilitator and translator and they mentioned other role such as guider, evaluator, and assessor.

3. What is your students' level of learning English without using their mother tongue in the classroom?

This question aims to ask about the opinion of teachers about their students level without using mother tongue Consequently, the findings of this question reveal that all the teachers said that their student level is between weak and average.

4. Do you tend to use your mother tongue to explain something difficult to your student?

This question is designed to ask the teachers if they use their mother tongue when they explain something, two teachers claimed that they sometimes use it but the other teacher affirm that he never uses it but he use different strategies until they understand.

5. According to your experience, Time allocated to theme and version session is it sufficient or not?

This question aims to asking the teachers if the time devoted to theme and version course is sufficient or not, all teachers agreed on the fact that the time devoted to theme and version course is not enough to finish all the activities and the course objectives set by the teacher.

6. What are the techniques you involve to teach students translation?

This question asks the teacher about the techniques used to teach translation all the teachers gave different strategies such as dictionary, synonyms, sounds, translating paragraphs and they use it depending on the topic.

7. How often you evaluate your learners' translation?

This question asks about how often they evaluate their learners. Interestingly, one teachers claims that he sometimes evaluate his learners' translations through different tasks while two teachers said that they always evaluate their students at the end of the course.

8. Do your students make errors while translating?

The aim of this question is to ask teachers about if students make errors in translating. And all of them said yes.

9. In the classroom you translate more than your students or you translate less than your students?

   This question aims to gather information about how the teacher translate in the classroom .While the three teachers agreed on the fact that the teacher should develop students positive attitude towards the learning of the English language, besides this, the teacher should not use translation more than his students Furthermore ,all teachers insisted on the idea that the language teacher has a significant function and role in increasing learners translation of English language so they work as a source of the language.

10. What are the most common translating problems you notice in your students' translations?

3.2.5. Findings

   The results obtained from teachers' interview are important to reach the aims and the objective of this study. After analyzing teachers' answers, we find that results:

- ➢ Mother tongue according   to the teachers experiences is an educating technique to learn the FL.
- ➢ Translation is an effective tool that helps learners to know the meaning of new words.
- ➢ Most of theme and version teachers' prefer implementing translation technique because can help learners to learn effectively the FL.
- ➢ The appropriate method that facilitates learning new language is mother tongue.
- ➢ The difficulty they may face during implementing translation is grammatical one.
- ➢ Some teachers think that mother tongue is beneficial in the classroom.
- ➢ Mother tongue may improve the teacher and students relationship.
- ➢ All teachers affirm that mother tongue influence strongly EFL learners translation.

3.3. Classroom discussion

3.3.1. Aims of the classroom discussion

   The students' classroom discussion is mainly designed to find out whether mother tongue is important to help them to develop translation or not . Second, it also attempts to investigate the actual state of learning in term of using mother tongue in learning process and to obtain different views that students have concerning our topic.

3.3.2. Description of the classroom discussion

   The questions of classroom discussion are addressed to third Year English students at the department of English at Biskra University for the academic year 2018-2019, the participants of this questionnaire are 50 students from different groups, Thus they are chosen randomly to explore the influence of mother tongue in their translation . It also consists of ten(10(questions which support our topic.

3.3.3. Administration of the classroom discussion

These questions are asked to third Year English students at the department of English at Biskra University for the academic year 2018-2019. The respondents were available in two different classes at the university.

3.3.4. Analysis of the classroom discussion

1. How do you find the module of theme and version?
   From this question it can be seen that EFL students find theme and version module good and they fell free because the teacher help them to be motivated in this module.

2. Does your teacher use mother tongue (Arabic) in the classroom?

The results obtained from the question show that students state that their teachers sometimes use mother tongue (Arabic) as a methods to explain difficult words.

3. How do you describe your classroom atmosphere in theme and version course?

Most of the questioned students said that their classroom atmosphere is 'normal'. This indicates that most students feel relaxed during the learning process as results of having motivated atmosphere.

4. Do the techniques of using your mother tongue help you in enhancing FL?

It can be seen from EFL students' answers that the techniques of using mother tongue help them to acquire the foreign language effectively i.e. that the use of mother tongue during courses facilitate learning FL process.

5. Do you think that using your MT can be an effective strategy that helps you to reduce your problems of learning target language in the classroom?

The results show that the majority of the students affirm that mother tongue can help them to decrease their problems in learning and work effectively in the classroom.

6. Do you think that Mother tongue (Arabic) can help you to improve your translation method?

Students argue that their mother tongue helps them to achieve their translation in learning process. In addition the answers of this correlation revealed that students use mother tongue to translate terms from the target language to the source language in order to get the right meaning.

7. Which kind of problems do you face during theme and version sessions?

The aim from asking this question is to discuss the learners' problems in theme and version sessions, and here the majority of the students who are suffering from the poor vocabulary that takes the first place among understanding the FL ; so they are not comfortable when they want to say something, in addition to other students who   are suffering from grammatical difficulties , also some students feel not motivated during theme and version classes and here it could be as a reason the teachers method of presenting his /her courses to the students. In addition others are suffering from the inability to translate the meaning instead of words.

8. Do you agree that in order to acquire a Foreign language effectively you have to use translation?

The results from this question reveal that the majority of the respondents claim that translation encourages them to learn the FL effectively.

9. What is your favorite method that helps you to improve your translation in FL classroom?

Student's favorite method to improve translation is using dictionary also translating text activities will help them to improve their daily translation performances.

10. Do you think that your weaknesses in learning a foreign language are due to using mother tongue?
As we notice in the students answers to this question they declare that their weakness ais not due to the mother tongue , but it because their teachers did not give them much activities in order to fulfill the answers, or the methods used by the teachers is the most weak point. the least point students said that their weaknesses due to the poor practicing the language.

3.4. Classroom Observation

We have certain types of research can best be investigated through observing how people act or to watch what they do, that is why, it was tremendously important to make an observation in a concrete classroom setting, because "observation seems to be pre-eminently the appropriate method for getting the correct answers … direct observation in the field permits a lack of artificiality which all too rare with other techniques" (Robson, 2002:310). So a major advantage of observation as a technique is its directness therefore by observing people you will watch what they do and you listen to what they say. Moreover, the observation technique provides a chance for getting more reliable data therefore Chaudron (1988:772) affirms that, "the data obtained from observation are demonstrably extensive and informative". In a similar view Denscambe (2007: 215) believes that "observation does not rely on what people say they think, instead it is based on the premise that, for certain purposes it is best to observe what actually happens".

3.4.1. Aim of the Observation

The main aim of using the observation is that helps us in collecting relevant data about the interrelatedness between the influence of mother tongue and learners translation in a real setting (the classroom). The information provided by this observation will be used to reinforce and support the findings of both teachers' interview and classroom discussion. In this case Robson (2002:312) says that, "observation can be also used as a supplementary method to collect data that may complement or set in perspective data obtained by other means".

3. 4.2. Classroom Observation checklist

Before starting work on qualitative method, the researcher attend some sessions as a passive observer with two different teachers of them and version module at Biskra university

same in order to see the importance of using mother tongue (Arabic) as a teaching technique in order to influence EFL learners translation. After observing classes of the teachers who teach them and version using this technique, the following findings were observed.

3.4.3. Classroom observation sample

The selection of such sample was based on the consideration that students'of this classes at Biskra university used their mother tongue to facilitate learning a foreign language.

3.4.4. Description of the classroom observation checklist

The observation is conducted during four (03) sessions in four different classes of third year LMD students at the department of English biskra University.

This self-designed checklist consists of (12) observations which are arranged in logical way. To compare between the changes of the students and teachers behavior after using mother tongue .Checklist contains two sections, section one deals with using mother tongue (Arabic) as a useful strategy in acquiring a foreign language in the f class, section two deals with students translation

3.4. 5.Limitation of the study

There are several limitations in our observation, the limited number of the sessions that include in our observations before using mother tongue during courses and after .In another hand, whether also effect on the English learners at Biskra University which our observation included, because it was raining that why students miss their session.

3.4.6. Analysis and interpretation of classroom observation checklist result.

Number of sessions	1	2	3
Time	08:00	9 :40	11:20
Teachers	Mr.Rezig Mahmoud	Mr.Ouargli Hocine	Mrs.Dandouga
Groups	Group06	Group07	Group05
Date	11-06-2019	11-06-2019	13-06-2019

Table01: Class room observation

Section one: using mother tongue (Arabic) as a useful strategy in acquiring a foreign language

The first observation: The teacher use mother tongue as a strategy which push students to learn effectively the English language.
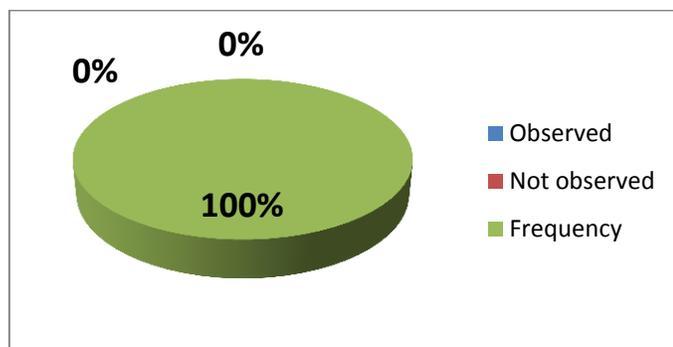

Figure 01: observation about The Teachers use of mother tongue during the course.

We noticed that from the first observation the teacher use sometimes mother tongue according to the difficulties that their students face like misunderstanding of new words.

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Sometimes teacher bring an easy activities to avoid using mother tongue in the entire course.

The second observed behavior: The students show their ideas and speak with each other using both original language and target language.
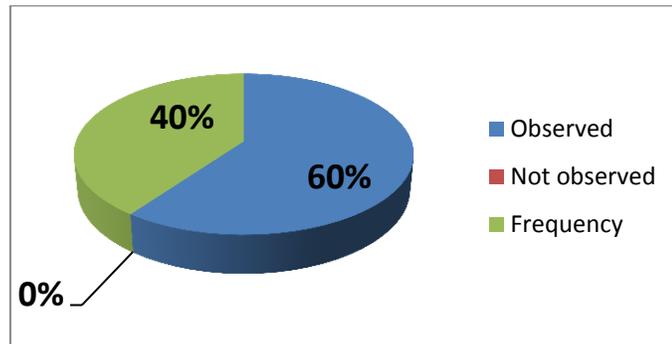

Figure 02: observation of students sharing their ideas and thoughts using their mother tongue.

We notice that, most of students use their mother tongue just to understand some difficult expression in short time. Then they come back to the foreign language.

The third observed behavior: The teacher asks students to solve problems that they face when they are learning FL through using mother tongue.
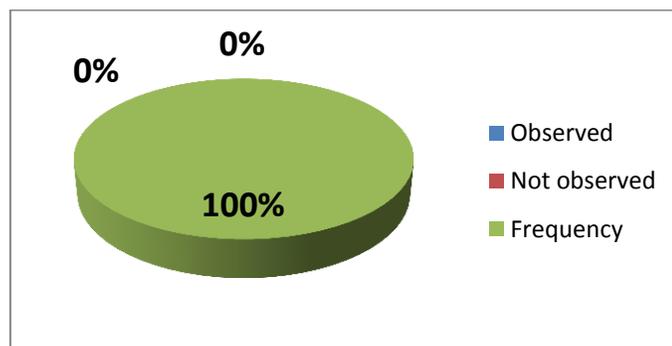

Figure03: observation ofpreventing students problems depend on the mother tongue in the classroom.

From this figure, we notice that the majority of students tried to fix and solve their problems through using their mother tongue such as discussion with each other using their mother tongue to ask about something which is not clear ,because learners have different level in order to see whether they can find solutions or not.

The fourth observed behavior: The teacher uses effective strategies for large and small groups in them and version course that can help students to acquire new language (English).
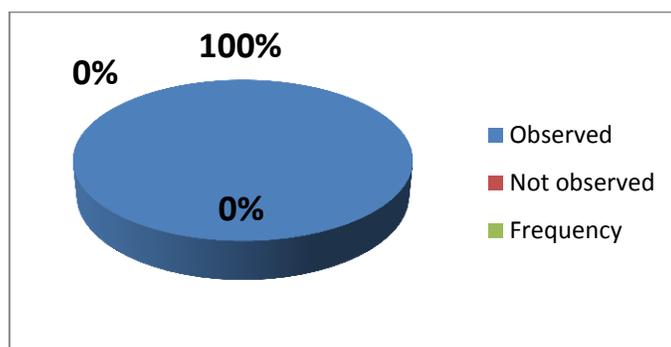

Figure04: observation about teachers effective strategies.

From the figure above, we noticed that English teachers design effective strategies during them and version courses according to the level of the students, but they use different activities in order to be motivated for learning a foreign language.

The fifth observed behavior: The students are encouraged and motivated with each other when they are using their mother tongue.
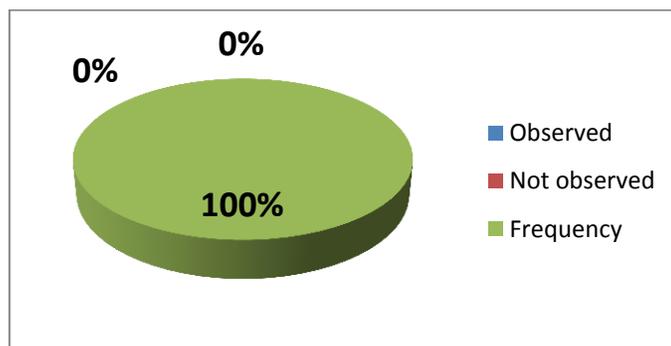
Figure05: observation of using mother tongue and a motivational technique.

From the chart above we can notice that some learners feel encouraged and motivated when they share their ideas using the original language, and this is due to that they will not do mistakes when they talk , they will fell relax.

The sixth observed behavior: The teachers design activities according to the level of their students in learning FL.
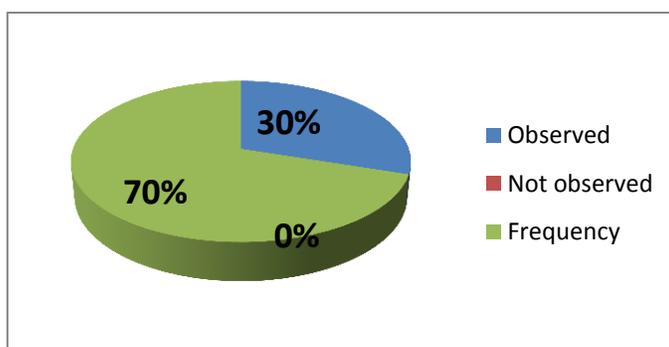

Figure06: teachers' activities that help student enhancing learning.

we noticed that some English teachers during the course of them and version design activities according to the level of their students and which can suite them in order to be engaged when they correct the activities, so they participate, ask, and solve .Even shy students they try to solve the this kind of activities and all students think, imagine, remember, and guess the solutions.

Section two: Students translation

The first observed behavior: The teachers of theme and version act as a translator and controller in the class when presenting their lesson.
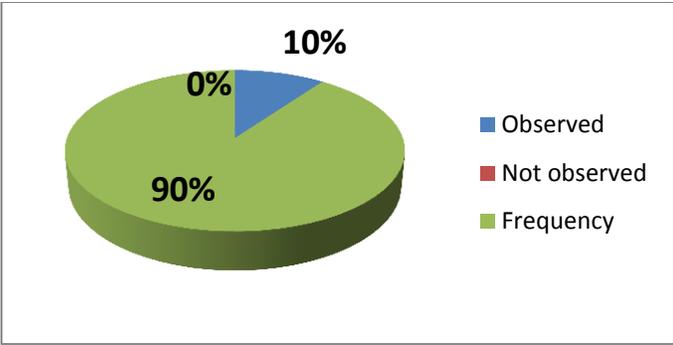
Figure 07: observation about the teachers' Role in theme and version module.

We noticed that, most teachers during the course play the role of translator to explain difficult words and most time work as controller because they can manage the class when the because the class contains large number and to save problems to their students.

The second observed behavior: Students are interacted to learn and practice the F language and show their ideas of topics provided by teachers using translation.
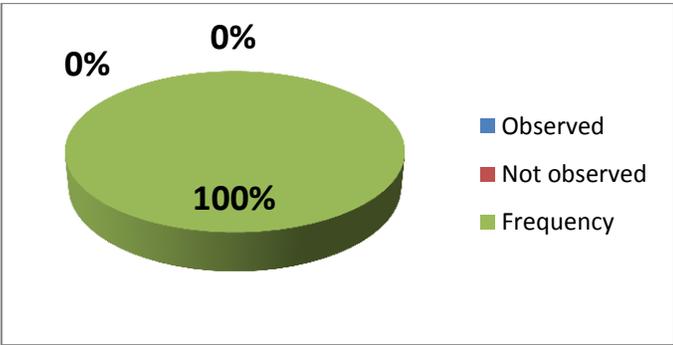

Figure08: observation about students using translation to learn FL.

From the charts above, we conclude that most of students when they use translation activities they interact with each other, and express their ideas .For example, they give suggested solutions.

The third observed behavior: Sometimes the teacher explains difficult words through translation.
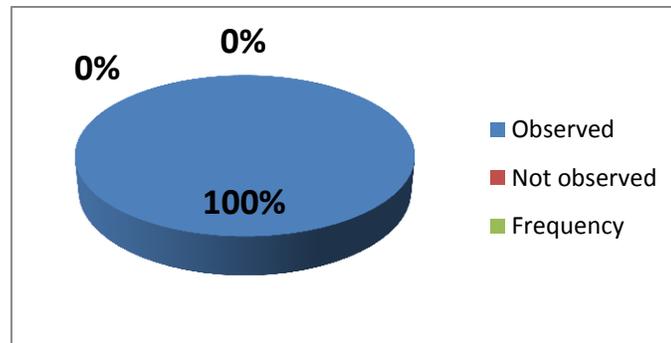

Figure09: observation about teachers using translation as an explanation strategy.

This charts above ,shown that the all teacher most of time use translation in order to avoid the ambiguity when there is difficult words and send the right message to their students.

The fourth observed behavior: The students feel free to ask, agree, and express their ideas in them and version courses.
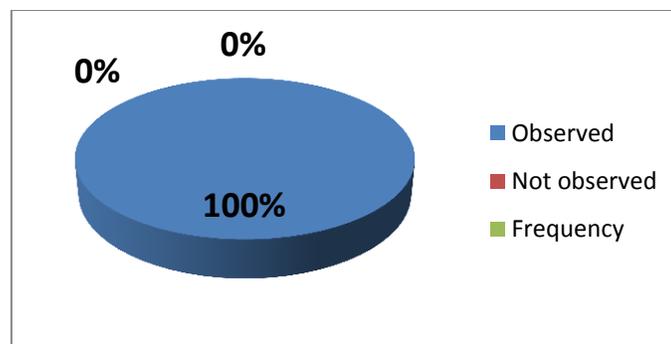

Figure10: observation about students gestures in them and version module

The charts above shown that all students during course of them and version module they seems motivated and encouraged more to fell free and show their ideas which push them to enhance their learning process.

The fifth observed behavior: Translation is motivational tool for learning new words.
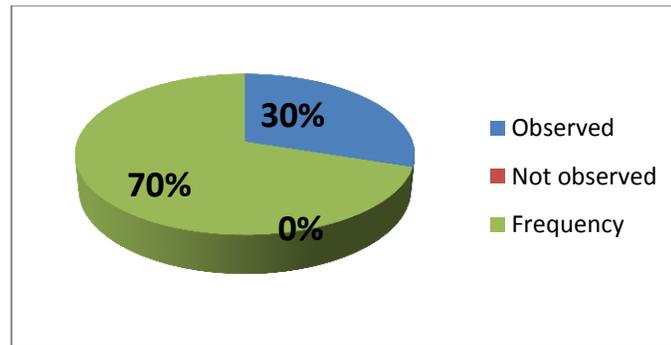
Figure11: observation about establishing a motivating atmosphere through translation.

we notice that students are much more motivated to learn and practice during the course when the teacher inform them about using translation before starting the lesson they were concentrated more . Translation when the teacher implement in the classroom we observe that most of students they seems more motivated, interested, at the same time they learn and acquire new words.

The sixth observed behavior: Time is not sufficient for students in learning a target language thus lead them to translate terms from Fl to their MT to understand terms quickly.

Figure 12: observation about time allocated to learn foreign language.

According to this figure we can say that the majority of EFL students are not satisfied about the time programmed to the module of them and version .which push them to use

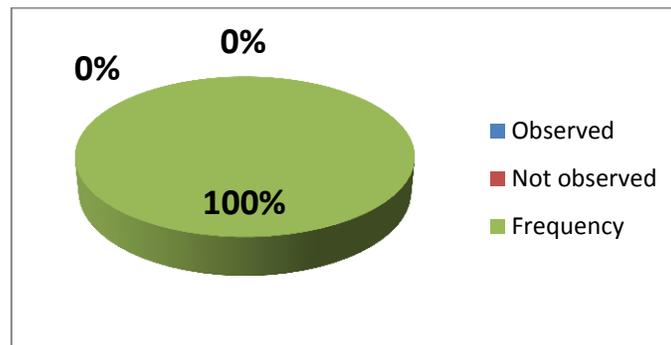translation as a technique that lead them to understand the foreign language through their mother tongue.

Other observations:

- The teachers use different activities, sometimes they use new activity it depends on the class choice.
- Time is not sufficient for them to solve the activities.
- Misbehavior is included for example, noise.
- Sometimes teachers still explain with foreign language until learners understand
- Students are divided into different groups, and most of them were given a chance to solve it by turns.
- Males are more motivated than females.
- Even weak and shy students participate.
- Teachers use simple language and students understand it.
- When the teacher difficult activities they face difficult to explain it.
- The classes were organized.
- The teachers also encourage her students by giving them a reward after finishing the course
- Sometimes the teachers explain difficult words using mother tongue.
- Students discuss with each other using mother tongue even if about the lesson.
- Some students are miss mind during the course.
- All students are active to acquire foreign language.

Conclusion

From the analysis of the classroom observation checklist, teachers interview and classroom discussion ,all in all, students and teacher show a high awareness about the value of using their mother tongue (Arabic) that leads them to practice the language .So through the interview and the classroom discussion and observation and the interpretation of the result ,we conclude that the teacher sometimes use mother tongue that help students to interact with the new language positively and they pay more attention to the lesson ,pupils also they tried to solve most

activities and find solutions ,however; most of time the teacher use different activities in different classes designed according to the learners level .Thus, the teacher implement of translation helps students to be engaged, participate. Therefore, using translation seems as a motivational tool for both teacher and learners, we conclude that mother tongue from the observation develop students language acquisition, it makes them motivated and active at the same time. And the results affirm that.

General Conclusion

Enhancing the foreign language is a difficult task in teaching and learning process .It requires directing the teachers' attention to the a significant affective factor namely, 'using mother tongue ' Arabic)' and the role it plays in boosting students to practice the translation method. The present study has dealt with the strong relationship that exists between mother tongue and students' translation. The main concern in our research was investigating whether the use of mother tongue during the courses helps students to translate better and learn English effectively . The present study is composed of three chapters, the first one is an over view of mother tongue and its main characteristics that built a good basic in learning a foreign language , and its vital role in the learning process in general and for developing translation in particular an how transfer ideas through using mother tongue. Then, the second chapter investigates the learners translation , its main role and objectives in teaching a foreign language ; moreover, it highlights some translation strategies and methods and a set of features of effective translation that helps learners to come over the deficiencies they face in their learning, then it focus on the difficulties of teaching English translation . Finally the third chapter is devoted for the analysis of the data obtained from the teachers' interview and classroom discussion and observation, as a matter of fact, 'mother tongue is a crucial element that helps learners to come over the difficulties they face in the learning the foreign language. As a result, they develop their translation. This is confirmed after the analysis of the three methods we use it .The discussion of the students' during the course results demonstrates that the majority of students show a great deal of interest and willingness to participate in the classes for the sake of improving and developing the technique of translation because it facilitate learning this new language . Mother tongue (Arabic) gets learners engaged in the

various activities and taking pleasure in doing so. Translation has a great impact on students to have the chance to achieve English better than others since they are interested to learn and show volition and willingness to participate. This provides them with more opportunities to practice the language and use it. The results obtained from the analysis of the results show also that teachers are aware of the value of mother tongue in fighting students reluctance to speak the foreign language by providing them with opportunities to translate. This, we believe will motivate learners to enhance learning process.

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Appendices

The People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Branch of English

Teachers' interview

Mother tongue and translation

1- How many years have you been teaching theme and version?

2. How would qualify the use of mother tongue (Arabic) during the EFL courses?

3. According to you, which role(s) does the teacher of theme and version have in the classroom?

4. What is your students' level of learning English without using their mother tongue in the classroom?

5. Do you tend to use your mother tongue to explain something difficult to your student?

6. According to your experience, Time allocated to theme and version session it is sufficient or not?

7. What are the techniques you involve to teach students translation?

8. How often you evaluate your learners' translation?

9. Do your students make errors while translating?

10. In the classroom you translate more than your students or you translate less than your students?

11. What are the most common translating problems you notice in your students' translations?

12. Do you think that mother tongue influences EFL learners' translations?

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13. **-**Do you think that students weaknesses in learning FL are due to mother tongue (Arabic) interference?

Miss. Benzine Hadjer

Classroom observation checklist

Observer name: **Miss. Benzine Hadjer**

Teacher name: **Mr. Chenini Abdelhak**

 Topic: **Investigating the Influence of Mother Tongue (Arabic) On EFL Learners' Translation**

 Date: 11/06/2019

          13/06/2019

 Time: 08-9:40 /9:40-11:20/ 11:20-12:50

 The observed class: **Third Year Students in them and version courses at Biskra University.**

Name of them and version teacher:

Section one: using mother tongue (Arabic)as a useful strategy in acquiring a foreign language	observed	Not observed	frequent
1-The teacher uses mother tongue as a strategy which push students to learn effectively the English language.			
2-The students show their ideas and speak with each other using both original language and target language.			
3-The teacher asks students to solve problems that they face when they are learning FL through using mother tongue.			
4-The teacher uses effective strategies for large and small groups in theme and version course that can help students to acquire new language (English).			
5-The students are encouraged and motivated with each other when they are using their mother tongue			
6-the teacher designs activities according to the level of his students in learning FL.			

Section two: Students translation	observed	Not observed	frequency
1-The teacher of theme and version acts as a translator and controller in the class when presenting the lesson. 2-Students interact to learn and practice the F language and show their ideas of topics provided by teacher using translation 3- Sometimes the teacher explains difficult words through translation. 4- The students feel free to ask, agree, and express their ideas in theme and version courses. 5-Translation is a motivational tool for learning new words 6- Time is not sufficient for students in learning a target language what leads them to translate terms from Fl to their MT to understand terms quickly.			

.**Other observation:**

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classroom discussion

1. How do you find the module of theme and version?

02. Does your teacher use mother tongue (Arabic) in the classroom?

03. How do you describe your classroom atmosphere in theme and version course?

04. Do the techniques of using your mother tongue help you in enhancing FL?

05. Do you think that using your MT can be an effective strategy that helps you to reduce your problems of learning target language in the classroom?

06. Do you think that Mother tongue (Arabic) can help you to improve your translation method?

07. Which kind of problems do you face during theme and version sessions?

08. Do you agree that in order to acquire a foreign language effectively you have to use translation?

09. What is your favorite method that helps you to improve your translation in FL classroom?

10. Do you think that your weaknesses in learning a foreign language are due to mother tongue use?

الملخص

تتناول هذه الدراسة الحالية استعمال اللغة الأم في تطوير متعلمي اللغة الانجليزية كلغة أجنبية على كفاءة الترجمة في قسم الانجليزية بجامعة محمد خيضر ـ بسكرة. في بداية بحثنا اعتمدنا على فرض انه لو كان أساتذة اللغة الانجليزية يستعملون اللغة الأم في أقسامهم بفعالية فإنهم ربما يساعدون الطلبة في تطوير مهاراتهم في الترجمة ، لهذا يجب على الأستاذ القيام بدوره الحقيقي من اجل أن يتفاعل الطالب في القسم ، وآخر فرضية انه إدارة الجامعات ، الأساتذة و جميع الطلبة مدركون لأهمية الكبيرة التي تلعبها اللغة الأم في تطوير كفاءات الترجمة ، لاتحدوا في تشجيعهم على تطويرها .وللتأكد من صحة الفرضية قمنا ببحثها على مجموعة طلاب السنة الثالثة (ل،م، د) قسم الانجليزية بجامعة بسكرة لتشمل فئة من الأساتذة مدرسي مادة الترجمة من نفس المستوى .و الهدف من هذه الدراسة هو معرفة مدى أهمية اللغة الأم في تطوير مهارات الترجمة لدى الطالب أثناء حصص الترجمة   . إن عملنا هذا ينقسم إلى قسمين، القسم الأول ويتضمن مفهوم اللغة الأم مفهومها والصعوبات التي يواجهها الطالب أثناء والعناصر المهمة التي يتضمنها.والقسم الثاني يحتوي على مهارة الترجمة تعلمها.أما الجزء الأخير فيحتوي على الجهة التطبيقية للبحث ويتضمن التحليل المفصل للحوار مع أساتذة الترجمة و الملاحظات التي سجلناها من خلال النقاش مع طلبة السنة الثالثة في قسم اللغة الانجليزية .وقد تحصلنا من خلال بحثنا هذا على ان للغة الأم دور فعال وكبير في مساعدة الطلبة في تطوير كفاءاتهم في الترجمة ، كما أنها تساعدهم في تجاوزالصعوبات   لتطوير   كفاءتهم   الترجمية   الصعوبات   تجاوز الصعوبات