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**Translation Didactics:
The Teaching of Translation in the Departments of Foreign Languages
Case of Master's Two EFL, LS Students at the University of Tlemcen**

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Language Studies

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DEDICATIONS

*I dedicate this humble work to:
The soul of my mother and father, Praying God
Almighty to get them in His mercy,
To my precious wife and dear children,
To all my sisters and brothers to whom I wish all
the best,
And to all those whose love remains in my heart,
and those whom I have forgotten on paper but
will remain in my memory.*

Abdelhalim . A



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Abstract

Teaching translation in foreign language classes has become a regular activity in Algerian universities. Meanwhile, there are numerous suspicions about the impact of teaching translation in foreign language classes, whether it affects it positively or negatively. Nevertheless, the posed problem is the re-evaluation of the currently adopted teaching method, which is the grammar-translation method to ensure its efficacy. This method is based on its work on writing and neglects the verbal aspect, which causes a loss of communicative competence. The research aimed to attain the opinions of teachers and Master's students of the English language at Abu Baker Belkaid University of Tlemcen toward the inclusion of translation as a module for EFL students, and their views about the method of teaching translation in foreign language Department. To attain this aim, an exploratory case study was conducted in the same Department. The data collected from the research tools; the students' questionnaires and the teachers' interviews were analyzed quantitatively and qualitatively. The triangulation of results revealed that it is necessary to teach translation in FL classes. Additionally, the research displayed that language mediation is the appropriate method of teaching translation to FL students instead of the grammar-translation method. Consequently, the teaching of translation may provide several advantages to both students and teachers in the EFL classroom.

Key words: Translation, FL, GTM, EFL, Language learning, language teaching.

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List of Acronyms

ALM - Audio Lingual Method.

DM - Direct Method.

EFL - English as a Foreign Language.

FL - Foreign Language.

GTM - Grammar Translation Method

L1 - First Language.

L2 - Second Language.

MT - Mother Tongue.

TL - Target Tanguage.

SL – Source Language.

ST – Source Text .

ELT - English Language Teaching .

L 1 – Mother tongue – Native Language .

L 2 – Acquired Language.

SLA – Second Language Acquisition.

ITT – Interpretation and Translation Teaching.

GENERAL INTRODUCTION

General Introduction

Nowadays, the importance of translation and interpretation of languages in globalization and cross-cultural interaction cannot be denied. In the domain of translation teaching, there seems to be competition from various researchers to explore the best ways to teach it. However, they find that translation has the best methods and techniques for learning other languages apart from the mother tongue. Meanwhile, what was essentially a self-learning function in previous eras has recently become an increasingly important point of higher education. While language studies were previously devoid of translation courses, they focus exclusively on literary and linguistic education. Thus, scholars find it challenging to teach foreign languages without the use of translation.

Internationally, translation education is a contemporary issue that is researched with great interest and passion. There are a large number of translation classes at the university level alone. In addition, it is difficult to determine the number of translation classes in private schools or the context of language studies. The translation lessons taught in all these institutions, departments, and classes are unique. Practically, it can be difficult to reach a consensus on basic questions such as what to teach, to whom, and how. The course contents differ in terms of their objectives, curriculum, teaching techniques, and theoretical model used.

The main objective of this research is to study the method of teaching translation at higher education levels in Algeria. On the one hand, where the goal is clear, which is to train professional translators. On the other hand, teach translation to students of foreign languages. In this latter case, translation is part of literary and linguistic studies. However, teaching translation seems to be important, as it is done in most foreign language classes. Besides, there is ambiguity for the majority of students of the language as to what the translation means or what it was found for. For this purpose, the impact of teaching translation to foreign language learners and the role translation plays in communicative situations should be shown. Therefore, these effects change the prevailing perception among students of language about the importance of translation. Thus, the previously mentioned reasons make it interesting to identify the prevailing attitudes to the teaching of translation in Algerian universities, specifically in the departments of foreign languages.

As mentioned above, this current work attempts to investigate the purpose behind teaching translation in foreign languages departments, and what are the outcomes of this process. To obtain this objective, three main research questions are raised as follows:

- 01- Is it necessary to teach the translation in foreign languages departments?
- 02 - What is the more appropriate method for pedagogical translation that fit in foreign language teaching?
- 03- What are the advantages of teaching translation modules for students of foreign languages?

As applicable, one hypothesis is suggested for each research question:

- 01-Yes, It is necessary to teach the translation in the Departments of Foreign Languages.
- 02- Language mediation is the most efficient method to teach translation in the departments of foreign languages instead of Grammar Translation method.
- 03- The teaching of translation in departments of foreign languages has a set of advantages that facilitate the students' language learning process.

This research will therefore try to apply an exploratory case study that could give adequate results for this purpose. In order to reach the set of drawn goals to be achieved, various research tools have been opted to be used. Hence, the first research tool is embodied in an interview directed to teachers of translation and teachers of the English language at Tlemcen University. For the purpose of knowing whether or not it is really necessary to integrate the module of translation in teaching foreign languages, and also if this module helps them to improve students' abilities in acquiring foreign languages. The second used instrument is a questionnaire oriented to students of first and second-year master level English language in the same department. The instrument has been opted to figure out to what extent the module of translation helps the students to improve their level in the learned language. Hence, to be aware of the appropriate method of teaching translation, and find out the benefits gained from teaching this module to students of foreign languages.

The current work contains three chapters in addition to a general introduction and a detailed conclusion. The first chapter is specified to review the literature with the theoretical aspects which consist of a set of definitions, explanations, and illustrations of the concepts associated with the topic. In the same chapter the different aspects of language, translation, and the prominent methods of translation didactics are all covered. Besides, the work deals with the habitual procedures of teaching the module of translation in the departments of foreign languages. Last but not least, the second chapter, demonstrates the correlation between translation, the discipline of linguistics, and the process of foreign language learning.

The third chapter is intended to demonstrate the sequence of the research methodology, whereby the different applied strategies have been displayed, and the research instruments are implemented to collect the required data. Within the same chapter, the collected information have been attempted to be analyzed, and are interpreted to have rational answers to the research questions.

CHAPTER ONE
THE LITERATURE REVIEW OF
TRANSLATION DIDACTICS

1.1 Introduction:

Contemporarily, the world witnesses huge development in various domains such as technology, economy, sciences, and even in linguistics. While talking about this later discipline which deals with several subfields and other associated disciplines, mainly the so-called translation. However, this chapter will focus on the latter, namely translation in language teaching. Therefore, we will see different previous literature, definitions, and explanations related to translation teaching for students of foreign languages. In addition, we will deal with the different characteristics of this activity, and hence, the potential positive and negative arguments for teaching translation in foreign languages departments.

1.2 Definition of Language:

In this regard Sapir (1921:12) defines language as “a purely human and non instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols”. From Sapir’s definition of language we can grasp that language is a property of human beings used as a means of communication with one another to express ideas emotions and desires.

Meanwhile, language is the human product whether verbal or non-verbal by means of conventionalized set of symbols in order to share their thoughts and express their feelings and needs. As it is briefly portrayed in De Saussure’s statement (1916:16) “Language is a system of signs that express ideas”. Where De Saussure defines language as a system of signs through his famous dichotomy (The signified, and the signifier) by which humans use them to communicate through with others.

Furthermore, De Saussure (1916:24) adds to the definition mentioned above that Language is “a social product of the faculty of language and a set of necessary conventions, adopted by the social body to allow the exercise of this faculty in individuals”. Language is therefore a social phenomenon, a code common to all members of a linguistic community. It designates a specific system of vocal signs (Arabic, English, French, etc.) and rules common to members of the same community. Language imposes itself on the individual.

In sum, language is the most important means of interaction and understanding between all members of society in all fields of life. Without language, people are unable to establish any cognitive activity, and language is closely related to thinking, as human thoughts are always formulated in language's folds even if they think internally. Yet, only through language, where the idea derives its realistic existence, just as language symbolizes the matters that are reflected within. Language is the ability of individuals to acquire and use a complex communicative system. Yet, its scientific study takes several historical stages from TLS (Traditional linguistic studies) to the MLS (modern linguistic studies). Subsequently, thanks to De Saussure who introduces this discipline to us.

1.3 Definition of Linguistics:

Linguistics is both a very old and young science. It did not emerge fully armed from the brains of a few scholars, but it was developed and is still being developed. For at least two and a half millennia, men have continued to reflect on their language.

In this vein, John Lyons (1981:37) argues that “Linguistics is actually defined as the science of language or alternatively, as the scientific study of language”. Thus, the scientific study of human language (verbal language) is called linguistics, and it explains every attribute that is unique to a language. It is recognized as such when the linguist states the level of linguistic skill possessed by the speaking subjects. This fantastic subject studies language in all of its facets and develops hypotheses about how it works.

As it is approved, Linguistics is the scientific study of human language. It is descriptive and aims to be objective, unlike grammar which is a prescriptive and normative discipline. Indeed, grammar lays down rules whose purpose is the proper acquisition of language, in other words learning to speak and write correctly. On the contrary, linguistics is not concerned with the correctness of language. The linguist describes and explains all oral and written productions, whether they are deemed corrected or incorrect by grammar. It describes the languages of the world, their history, and their functioning, and studies language as a human activity. Just like Evans and Green (2006:55) state “In modern linguistics, the study of language is often separated into distinct areas such as phonology (sound), semantics (word and sentence meaning), pragmatics (meaning in discourse context), morphology (word structure) syntax (sentence structure) and so on”. The following table is an appendix of Evans' statement. It shows the related subfields to linguistics.

Table 1.1 The Subfields of Linguistics:

sounds	Phonetics	Grammar
	Phonology	
forms	Morphology	
structures	Syntax	
words	Lexicography	
terms	Terminology	
meaning	Semantics	
style	Stylistic	
history	Etymology	

One of the main subfields of linguistics that are related to the current study is “Applied Linguistics”. This sub-discipline entails using what we know about language, how it is used, and how it is learned in order to solve some problems in the real world.

Besides, this field is clearly described by Crystal (1971:25) as follows "Language teaching is probably the most widespread application linguistics has these days: to some people, indeed, language teaching and the phrase ‘applied linguistics’ are synonymous". Therefore, applied linguistics uses language-related research in a broad range of fields such as language teaching, language learning, literacy, gender studies, language policy, lexicography, translation, discourse analysis, censorship, workplace communication, media studies, speech therapy, and so. Lastly, in order to

have a deeper discussion about the connection between applied linguistics and teaching translation, the point which we will deal with later in the second chapter.

1.4 Definition of Translation:

It is crystal clear that translation is a process that consists of transferring a message from one language (source) to another (target). What is defined by Catford (1965:20) as “Translation is the replacement of textual material in one language (Source language: SL) by equivalent textual material in another language (Target language: TL)”. In addition to that the linguists and translation scholars all agree on the required knowledge of the language and the knowledge of culture. The translation can be individual or interpretive within whole texts. For this reason, translation works to combine the linguistic factor with another cultural one. Nida and Taber (1969) put forward the process of translation, which should go through three stages:

- 1- Decoding: Understanding and comprehending the original text in the source language.
- 2- Production: Paraphrasing the target text in the target language
- 3- Control: check the incoming text.

In the same line, they continue to proclaim that “Translating consists in producing the receptor language of the closest natural equivalent to the message of the source language, first in meaning and secondly in style” (Nida and Taber, 1969:12). Thus, according to them, translation is based on producing in TL the closest natural equivalent of the message's SL, first according to meaning, then according to the convenient style.

The previous definitions assert that translation is the transformation from the source language to the target language, but by maintaining the message conveyed in the source language, that occurs even if the translator uses the equivalence concepts in transferring the meaning to the target language.

1.5 Professional translation and pedagogical translation:

According to Delisle (1980:04), who distinguishes professional translation from educational translation "The translation itself aims to produce a performance for itself (target performance) pedagogical translation is only a test of competence (target competence and source competence) and is integrated into a larger pedagogical whole”. In point of fact, a distinction is made between professional translation and educational translation. In the latter, the translation has a metalinguistic objective, because it supports the reflection on the Second acquired language (L2).

For Delisle (1980), the difference between the two types of translation, educational and professional, is based on two fundamental aspects:

The explanatory translation is exercised on isolated elements of language and is most often reduced to a literal word-for-word translation. Another factor intervenes in this form of translation, what is called metalinguistic, the standard language of the

teacher, which speaks of the language in order to explain and teach it (Delisle, 1980:05).

The pedagogical translation has a metalinguistic objective and serves as a support for reflection on the TL. Delisle focuses on language learning in which the recipient is the language teacher. In contrast to professional translation which consists in finalizing a text intended for readers of the TL, that is already controlled by the translator. The pedagogy has a goal well-defined that contains the formation of future professional translators or the training of future trainers of Translators. Another view by Durieux (2005) that teaching translation can pursue four major objectives:01) Teach a foreign language; 02) Train future language teachers; 03) Train future professional translators; 04)- Form Future trainers of translators.(Durieux, 2005: 37).

1.5.1 Professional Translation:

This type of translation is described by Schaeffer (2018:284) as “the study of expert translators should be the focus given that, presumably, their processes are more successful than those of non-expert bilinguals and more relevant for translator education and theoretical insights into the translation process more generally”. The first objective of professional translation is to train students to perform expert translations, and the learner is required to master his mother tongue in addition to one or more foreign languages. This training includes lessons in language improvement, but it is only part of what is included in the training of a professional translator because language proficiency is a prerequisite in teaching professional translation.

Through the definition mentioned above and what the word professional means, it becomes clear to us that professional translation is more accurate and depends on translating the meaning carried by the written or spoken text. Hence, an academic qualification or certificate enables them to enter the translation business market.

1.6 Translation and Language Teaching:

In this regard Piletić (2019:247) comments “In addition to being applied to foreign language teaching at different levels, and in education and teaching of professional translators, translation is also on the curriculum of language departments at a great number of world universities”. Throughout education, general and specific objectives must be defined in order to adapt the programs for the acquisition of skills, just as Gile (1995:22) defines it as “following lexical and syntactic choices induced by the source-language text”. From this statement, we understand that translation in language teaching is the study of the different aspects of the language: lexicon, syntax, and style, to this end it makes it possible to increase linguistic competence for the learner.

In this regard, Durieux (2005:37) asserts that “It is therefore, necessary to adapt this type of translation to the chosen objective, namely the teaching of a foreign

language where it is organized according to different principles”. Hence, teachers have the advantage to accommodate the lessons that help students in their language.

1.7 Didactics Definition:

Educational concepts and their definitions vary, according to the degree of diversity of education, and how much scholars are interested in them. The definition of didactics was cited by Harizi (2010:9), where he quoted Folky’s statement (1971) as follows: “The French word didactic was derived from the Greek didaktikos, and the word means: let us learn, that is, we teach each other, or I learn from you and teach you, and the word didasco means to learn, and the word didascon means to teach”. Accordingly, its names diverged between didactics, teaching science, education science, and the art of teaching. The word didactic comes from the Greek word "didaktikos ", which means study and teach.

In addition, Harizi (2010:47) continues to explain it and comments “What is understood from this original term, or the process of education or teaching, is not a process of giving and explaining from the teacher only, but rather means a process of exchanging between the teacher and the student with the developed psychological and educational concept of the teaching process.” According to him the word "Didactics" also refers us the science that studies learning strategies, learning conditions and techniques, and to the transfer of knowledge and competencies, as well as to the learner's acquisition of this knowledge.

Consequently, Didactics is a scientific study of teaching methods and approaches, in addition to its techniques, contents, and organization of education cases that the learner obtains in order to reach the educational goals. Hence, the attempt to define educational process requires reference to the teaching and learning processes, since they are the general basis from which this process emerges.

1.7.1 What is Didactics Concerned with?

According to Khelifi (2022:12) who explains the role of Didactics as follows “It is a scientific study of teaching methods and approaches, as well as their techniques and contents, and the organization of learning situations that the learner undergoes in order to reach educational goals”. As for her, she considers didactics the scientific study of teaching methods, techniques, curricula, and forms of organizing learning situations that the learner follows in order to achieve the desired goals. This new science is concerned with:

- Teaching contents, methods, curriculum, and decisions.
- Studying the goals and strategies of educational work, teaching aids, and the education curriculum.
- Khelifi (2022) continues her explanation and illustrates the interests of the didactics in the following figure:

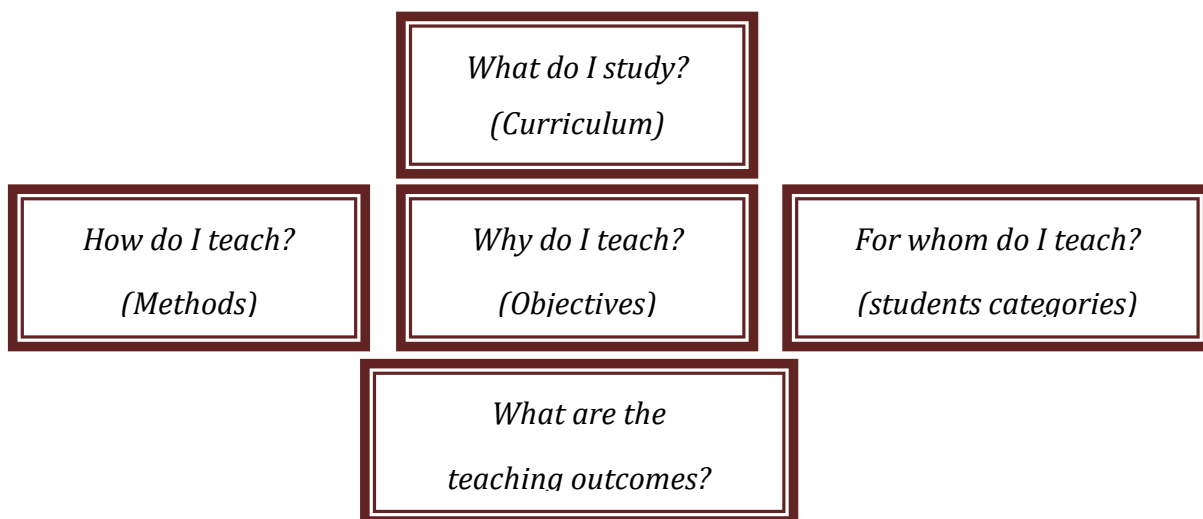


Figure1.1. the Interests of the Didactics.(Khelifi, 2022:12)

Khelifi (2022:123) also adds that "Didactics benefits from several fields of knowledge such as linguistics, psychology, sociology, and education, which are of great importance because it selects what serves the teaching and learning process". Hence, didactics benefit from several fields of knowledge such as linguistics, psychology, sociology, and education. It chooses from these specificities what suits it to establish its fields in teaching. Besides, scholars have distinguished between two types of didactics:

- General didactics works in parallel with general education, which is concerned with various forms of teaching.
- Private didactics which is corresponding to private education related to various subjects such as reading, writing, and mathematics. The discipline of linguistics in particular is indeed the real mother of language didactics, as it raised and grew up in her arms. Linguistics introduces didactics, adapted it to modern linguistics, and developed with its development.

1.7.1.1 Teaching:

Many definitions of education differ according to the extent of the person's interest and scientific standing. This, even though it flows into one mold and falls under the cover of one meaning, is Teaching. In this matter, Harizi (2010:42) reports that "Education or teaching, communicating information and skills to others, is an art as much as it is an applied science that has its own laws, foundations, and requirements that develop according to principles and special approaches, and classifications are usually placed for this technical science along with other applied sciences". The previous mentioned is defined as a communicative activity to impart knowledge, stimulate learning and motivate it in order to obtain it. Teaching is a group of communicative activities that are carried out in an intentional and organized manner with the aim of teaching an educational curriculum in order to exploit and employ it by other people in the future.

Teaching is a process that depends mainly on the teacher in the first place. Harizi (2010:44) referred to this in his comment "Teaching is an integrated process

of education, as the teaching staff (teachers) have the representatives of society to educate, prepare and educate young people, discipline them and develop their personalities, and take into account their scientific, psychological and social tendencies, desires and needs". Thus, the teacher works to provide and collect all the necessary positions and information and provide the pedagogical field within a tight and organized planning framework in preparation for and promotion of the learning process.

In this regard, Al-Daraj (2019:9) describes education as "a communicative activity aimed at stimulating learning, motivating it, and facilitating its occurrence". As for him, he also assessed it as a set of professional methods by which the elements of the environment surrounding the learner are organized, with all that is meant for appropriate environmental conditions in order to acquire specific educational and teaching experiences.

Finally, the main objective of the teaching process is to indoctrinate the learner with different knowledge and experiences. Whether this is done by the teacher as the owner and carrier of the knowledge he acquired before, or through other educational means surrounding the learner. So that he becomes a mere receiver of the knowledge only. Hence, the attempt to define the educational process requires reference to the teaching and learning processes since they are the general basis from which this process emerges.

1.7.1.2 Learning:

Learning is defined by Al-Daraj (2019:11) as "a communicative activity aimed at stimulating, motivating, facilitating, and obtaining learning. It is a set of communicative actions and decisions that are resorted to in an intentional and organized manner, that is, they are exploited and employed, by the person (or group of persons) who intervenes as a mediator within the framework of a teaching position". Thus, it is the task performed by the learner, who always seeks to acquire knowledge, values, and skills through study. However, learning goes beyond the limits of achievement and memorization to a more comprehensive meaning, as it touches every behaviour that changes in the individual, as well as improving his performance, and this is what can be sought through learning concepts.

The learner also seeks to improve and raise his educational level, in this context, Harizi (2010:50) portrays the process of learning as follows "Developing the activities of the learners, and the educational function was confined to the activities of the learner, and that education itself is a function of learning". This process is done by persistence to seek knowledge and expanding its field in various domains in an advanced period of learning. Accordingly, learning should focus on one educational field that is considered a field of specialization for the learner.

Furthermore, Harizi (2010:42) continues and states that "Forms of organizing the learning situations that the student undergoes to achieve the desired goals, whether on the mental, emotional, or sensory level". From this statement we

grasp that it is possible to define learning pragmatically that the learner aspires to knowledge in order to realize goals, even if they are not material in order to obtain wealth or position, the goals of the learner may be social, and this is by obtaining a prominent position among scholars.

The mentioned definitions make it clear to us, that through the concepts involved in the processes of teaching and learning that the difference between them is functional because teaching requires the availability of the main factor represented by the teacher who possesses knowledge and experience. Meanwhile, learning requires the presence of the learner, who is the mandatory element in order to provide him with the required knowledge. Hence these two elements share one characteristic, which is the educational material that the teacher shares and receives from the learner in the form of knowledge and concepts that he analyzes according to his individual abilities and skills.

1.8 Teaching Languages:

For the subject related to language teaching, Nunan (1988:15) explains that “In language teaching a number of different ways of stating objectives are commonly employed, variations in practice reflecting different perceptions of the nature of second- or foreign-language proficiency”. Nunan shows that teaching languages means talking about a technique that has its own laws and principles. It is known that the education of courses led to great development and prosperity, especially after the period of the forties of the last century, as a result of many factors. Nunan (1988:15) continues and states that “language teaching is seen as a set of processes and procedures that are both systematic and interrelated”. Hence, the most important of which are:

- The increasing needs and motives of individuals and groups to learn languages, especially foreign languages.
- Advances in technology and communication sciences.
- The great progress in the field of modern language sciences.
- The emergence of several research teams specialized in several fields concerned with learning and teaching languages, such as linguists, pedagogical scientists, and psychology. Their efforts combined to extract new theories and methods in teaching languages that helped in the accumulation of knowledge in teaching modern languages.

In short, the flourishing of language Didactics in recent decades is the fruit of a meeting between pedagogy and psychology, and sociology in general and linguistics in particular. Linguistics is indeed the real father of teaching languages, for it was born and brought up under him.

1.8.1 Teaching Foreign Languages (English):

Several reasons are boosting students to learn the English language due to its importance, in this regard Harmer (2007:2011) reports “All around the world,

students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students, of course, only learn English because it is on the curriculum at the primary or secondary level, but for others, studying the language reflects some kind of a choice". As a result, teaching foreign languages is an important subject, especially the English language, which has become the first language of the era, and it is necessary to pay attention to its teaching. Besides, focus on using effective methods in teaching translation, and the emphasis on urging the learner's motivation to be eager to learn. Harmer continues (2007:21) and comments "However, much we do to foster and sustain student motivation, we can only, in the end, encourage by word and deed, offering our support and guidance. Real motivation comes from within each individual, from the students themselves". Consequently, numerous studied strategies and methods are used for this educational subject, to improve students' achievement in it.

The English language is like other foreign languages that can only be taught through a comprehensive national plan with specific dimensions and objectives that are not subject to improvisation and diligence. Nunan referred to this planning and comments (1988.p:15):

"This takes in the creation of syllabuses in which educational, subject-specific and learner-orientated objectives (content and methodology) are reconciled, the creation of resources to provide learning experiences for the learner, the writing of principles and guidelines to assist teachers to tailor their classroom practices to the requirements of their learners, the elaboration of an assessment scheme to monitor and measure students progress, the devising of strategies to evaluate the curriculum itself, and last but not least, the working out of strategies for teacher development, so that teachers are enabled to renew their own curriculum in the light of their own classroom reality".

Thus, they are directly related to the development goals in the country, which are in line with contemporary educational directives, and all capabilities are provided to achieve the requirements and objectives of that plan. Mentioning a curriculum emerges from it that is distinguished by setting goals to be achieved for each academic stage. Yet, its content is compatible with those goals. For this and that, there is a close link between content, teaching methods, and reinforcing methods.

In sum, people seek to learn more foreign languages that help to enhance their culture and expand their intellectual and creative capabilities for its multiple benefits. We mention, for example, raising the level of intelligence, as many scholars confirm that people who master more than one language have much more intelligence and mental capabilities than others. This is because their brains always remain in a state of activity and analysis, which increases a person's self-confidence, as a person who masters many languages has great confidence in her/himself, and this is due to his feeling of permanent pride, which is reflected in the people around him who look at him with great admiration and other benefits.

1.9 Translation Didactics:

According to El-Darij (2019:14) who states that “Didactics or the science of teaching in our view is the scientific study of teaching methods and its techniques and the forms of organizing learning situations that the student is subject to in the educational institution in order to achieve the goals governed institutionally, whether on the emotional or sensory level and to achieve knowledge, faculties, abilities, attitudes and values. Since, due to him didactics means scientific studies of teaching methods, techniques, curricula, contents, and forms of organizing learning situations to which the learner is subjected in order to reach the desired goals, whether at the mental, sensory, or motor level .It is a new science concerned with:

- Teaching contents, methods, curricula, and decisions.
- Studying the objectives and strategies of the educational work and the teaching aids and curricula.

Moreover, didactic benefits from several fields of knowledge such as: linguistics, psychology, sociology, and pedagogy. It chooses from these specializations what suits it to establish its fields. El-Darij (2019) distinguishes two types of Didactics:

- General Didactics, corresponding to general education, which is concerned with various forms of teaching.
- Special Didactics and corresponding to special education that relates to various subjects such as reading, writing, and mathematics (El-Darij, 2019:16)

Concerning language teaching, El-Darij (2019:16) explains “And if the science of teaching languages often benefits from structural and functional linguistics and others, the didactic of languages may have arisen at its inception on applied linguistics and in parallel with translation, to be concerned with the acquisition of languages and the methods of teaching them”. Thus, two elements are crucial for language teaching which are applied linguistics and translation.

1.9.1 Translation Teaching:

It seems that it is difficult to address the topic of translation Didactics in isolation from the topic of teaching languages, as it is one of its branches. In this regard, Piletić (2019:246) reports " A lot before it became the subject of specific scientific studies, translation had been the main method of studying and teaching foreign languages. Although today's scientific research focuses its attention more on the very nature of translation as an activity, translation is still connected to the teaching context, whether we talk about translation in glottodidactics or about translation didactics". Translation lessons have a strong relationship with language lessons, and learning translation in the classroom leans on a continuous relationship with language practice. Piletić (2019:247) continues by reporting that " In this context, translation is a means in teaching and testing the acquired knowledge of a foreign language, but also an aim since it attracts huge attention as a separate,

autonomous skill meant to approach students in a practical way". On this basis, the Teacher of translation cannot be immune from the language and its teaching curricula. Moreover, the field practice in translating texts leads to the conclusion that the translation of meaning, for example, can only be done through an internal and external linguistic approach.

As regards function, Vermes (2010:83) reports that "pedagogical translation is an instrumental kind of translation, in which the translated text serves as a tool for improving the language learner's foreign language proficiency". As a result, translation education is teaching the process of linguistic and moral transmission to an audience of students. Piletić (2019) adds "In reference books, the translation used in foreign language teaching is called pedagogical, or glottodidactic translation. In other words, it serves as a means in foreign language learning and teaching," As for its components, they are:

- translation as a form of language practice ;
- - translation as knowledge evaluation, in this case translation into a foreign language is mostly used to assess production in the foreign language, whereas translation into the mother tongue is primarily used to assess understanding of the written material;
- - Explicative translation, which is the explanation of new linguistic material (Piletić , 2019:246).

Another view is demonstrated by Koletnik and Froeliger (2019:77)"In this context, translation is principally implemented as a means for raising awareness, as well as language practice and testing. The goal of pedagogical translation is to ensure the clarity of information about the first and the target language (or vice versa)". This view shows that it is necessary to adopt objectives in the teaching process because of its organizational and guiding advantages for all activities and components of the educational process. Koletnik and Froeliger (2019:174) continue and comment that "The main goal of many students is to understand everyday conversations and improve their comprehension and expression in a range of communicative situations". Hence, the primary aim of students is to improve their linguistic abilities to properly communicate. Therefore, the translation lesson cannot be an oddity among other lessons, especially if we know the complexity of the translation process and the confusion of its cognitive process. It oscillates between two different languages and between two different civilizations and cultures.

In sum, translation education dictates a set of theories, methods, and techniques used in the teaching of translation. It means in one way or another the transfer of certain competencies to the learner and is closely related to the school subject, as it revolves around the curricula of translation Didactics, the provider of lessons, ways of learning, and methods of assessment. Therefore, the importance of setting goals within translation is mainly reflected in transferring the student to a clear methodological position that would allow him to progress safely.

1.9.2 Historical Development and Pedagogical Methods:

Traditionally, foreign languages were taught with the help of translation. As for Koletnik and Froeliger (2019,p:4) they quoted Cook's statement who claims that "historically, the discussion of the topic of translation in L2 teaching is mostly confined to the argumentation developed at the end of the nineteenth century against the Grammar-Translation Method. He further cites a number of "standard introductions" in language teaching in which the topic "either does not appear at all" or "is dealt with as a historical curiosity" The method "Grammar-translation" was established until World War II, when the approach and methodology in foreign languages teaching began to change, as, among other things, new technologies have allowed the teaching of foreign languages to change the landscape of didactic methodology. Only in the 1970's, under the influence of the communicative approach, was it recorded a real change in the approach to foreign language teaching, and translation ability is beginning to be considered as a part of the holistic approach to teaching it. Among others, Ladmiral (2004) proposes the use of pedagogical translation with a communicative aim and prevents the effects of tracing the negatives of a literary text (Ladmiral, 2004:12).

Along with the differentiated approaches to foreign language teaching, the market demand for translators (and interpreters) is growing. To demonstrate the importance of this historical development Aguado (2013:40) states that "Thus, a historical overview is essential to arrive at safe conclusions about the role of translation in FLT (foreign language teaching), so that this may help understand its current role in the Communicative approach and in the Common European Framework of Reference for Languages". Therefore, they look after the corresponding training. More than before in the first decade of the 21st there is a great boom in the studies of translators and interpreters in Europe at the least level.

1.9.3.1 Grammar-Translation Method:

According to some authors, including Kupske (2015), the traditional methodology's roots may be traced back to the grammar-translation method, the best indirect method because it has historically relied on a number of its versions. It reached its height of popularity in the middle of the 19th century and finally gained hold in most Western schools until the 1940's, making it arguably the longest-lasting system of teaching languages (Kupske, 2015:70). This distinctive combination of grammar and translation originated in the teaching of classical, or dead, languages like Latin and Greek (Kupske, 2015:71). The phrase "grammar-translation" was thus coined in English.

Currently, the known as the "method of grammar translation" is the official approach utilized in all Algerian universities. Also, it has mainly supplanted prior versions that were introduced.

According to Stoean (2006), the traditional methodology was, above all, a form of bilingual education that required the teacher to have a good command of both

languages, her own and the new, in order to explain how they worked, as well as the ability to translate from one to the other. The teacher occupies a central place in pedagogy, while students are confined to a passive role in their learning and are thus content to obediently obey the instructions of their masters, a sign of a "authoritarian pedagogy". Students should be able to translate, in the form of a theme or a version, essentially literary texts. Those they should have been able to read and fully understand in the new language by the end of the learning period (Stoean, 2006:6-7). Yet, learning a language, in this case primarily Latin and Greek, had the advantage of training the student's mind at the time. This goal is consistent with the Enlightenment movement's legacy. Thus, thanks to its rational philosophy and formal logic principles. It also had a significant impact on traditional methodology by postulating the existence of words capable of describing conceptual equivalents in all languages, even proving the use of translation.

Furthermore, Stoean (2006) continues and explains that the grammar-translation is being reinvented by covering a new combinations based on its two main components, namely grammar and translation, and it rejects the traditional method of grammar-translation, which focuses on the teaching of grammar at the very beginning of language learning. New versions of the method rely on a more pragmatic teaching, focusing on the learning of lists of words, dialogues, and exercises of translation. In the traditional methodology, children memorize the meaning of words in their vocabulary lists (Stoean, 2006:8). The rest of the grammar, particularly the syntax, was taught "on the way".

As for Algeria who has a unique history, with the teaching of modern languages at university, only started in the 19th century. However, the methodology used does not change and the method of grammar-translation, which was originally designed for classical languages, is still being used to teach modern languages. This is done to legitimize their newly acquired place within the official system of education.

Stoean (2006) has another view that, the language lesson of the time was marked by the study of grammar or vocabulary from a textbook or teacher's explanations. This is followed by the translation of sentences without any relation to each other. Classroom activities were often done through translation, with the aim of working on comprehension and written expression. The two major remaining linguistic skills, listening comprehension, and oral expression were integrated into lessons (Stoean, 2006:8). Though, the hypothesis that anyone who knew the structure of a new language would be able to speak it was not based on any theoretical basis, and translation was used to put it into practice. However, it was not until the year of 1916, with the coming out to the light of Ferdinand de Saussure's "Course in General Linguistics" that language was theorized for the first time

Consequently, this method like others, has not been without flaws, as it has been the subject of many criticisms. This was the cry voice of Aguado (2013:40) who displays that "The main criticism of this method is its disregard for oral skills or for

interaction, due to the focus on form and on written texts”. From this statement, Aguado asserts that GTM focus in its practice on written form, and neglected the oral form which is more important for communicative competence. In the same line Aguado (2013:40) adds “Bloomfield, from his structuralist standpoint, stated that [t]ranslation into the native language is bound to mislead the learner, because the semantic units of different languages do not match, and because the student, under the practiced stimulus of the native form, is almost certain to forget the foreign one”. This view, demonstrates that the mother tongue interferes in the process of translation especially through negative transfer. Thus, the previous criticisms and other ones may lead to the reject of translation as a means of teaching foreign languages.

1.9.3.2 Movement of Reforms:

In this regard, Aguado (2013:40) reports that “The Reform Movement emerged as a reaction to the beliefs guiding the Grammar-Translation method and showed a clear preference for speech and orality, as well as for connected texts as the centre of the learning and teaching process”. We understand that the movement of reform comes as a reaction due to the shortcoming of the grammar translation method. Agudo (2013:40) continues and explains that her opposition to the method of Grammar-Translation is mainly due to the lack of oral practice that she criticizes. Several other criticisms have been added to this initial one. Proponents of the Reform movement further refer to the method's lack of intellect and authoritarian attitude, as well as its disregard for the context of the lines that the teacher tries to interpret. Kupske (2015) reports they are thus advocating for the employment of a new language in the classroom. The genuine product of the source culture is an issue, allowing students to receive current information about the latter (Kupske,2015:72).

It was thus the approach of Grammar-Translation that was the object of criticism from reform movement supporters. They distinguish it from the usage of one's own language and especially from translation per se, which is complex. Aguado (2013:40) keeps on explaining that “Following this reformist spirit, the Direct method appeared as part of the so-called Natural approach, whose most distinctive feature is the belief that languages other than the L1 are best learned following the path of nature; that is, learning an L2 should resemble acquiring one's L1 as much as possible”. Therefore it is sometimes quite distant. The followers of what will be known under various names, such as "reformed method," "natural method," or "new method," but more commonly as "direct method,". Believe that the new language can be learned in a school environment through total immersion, in a mode similar to that of a small child who naturally acquires his own language. Aguado (2013:40) also claims that “although both processes (i.e. acquiring one's L1 and learning a FL) are very different. As opposed to its predecessor (and according to the spirit of the Reform Movement), the Direct method focused on oral communication, which prevailed over written expression”. Hence, If the Grammar-Translation method had swung into a certain extremism, with a very academic teaching almost entirely

focused on writing form, this new methodology operates a complete reversal because its main vocation is to practice the language orally, even if it means limiting attention paid to the form of the new language and theoretical teaching, but above all completely banishing the students' own language, and thus translation, from the classroom.

According to Kupske (2015) who explains that the grammar-translation method was used until the middle of the 20th century in most educational institutions, but criticism of its use is intensifying. It gained popularity in France and Germany due to the Protestant movement, and was particularly successful in Anglo-Saxon countries due to its ability to communicate orally in all kinds of languages (Kupske, 2015:73).

As for the direct method was the subject matter of Aguado explaining (2013:41) “this method was not based on any linguistic theory, but on a set of assumptions arising from the way in which children acquire their L1. Firstly, languages were taken to be primarily oral (and not written). Hence, written language was not used until they had a good command of the oral language. Secondly, languages were taught by direct association of words and objects inside a specific context in which words became significant”. It is obvious that this method give more importance to the oral activity than the written one. Thus, In this case students may neglect the appropriate use of grammar rules in their writings.

1.9.3.3 The Audio-Oral and Audio-Visual Methods:

In this regard Lavault (1985) proclaims that monolingual education has evolved over time, with the 1960s seeing the rise of "audio-oral procedures" based on behaviorist theories. These procedures are characterized by repetition, which was already recognized as a learning tool in the Age of Enlightenment. Structural exercises, also known as "drills," involve manipulating the same linguistic structure a large number of times in sentences built around the same model (Lavault, 1985:65). As for this method Aguado (2013:41) comments that “In this context, drilling, followed by positive or negative reinforcement, was recurrently used. The Grammar-Translation method was useless in this respect because learners needed native-like pronunciation, and so was the Direct method due to the scarcity of pedagogical materials”. From the previous statements, we understand that they opted to use the direct method to learn oral skills. Since USA was in the Second World War, they use the audio-oral method for military purposes. So, they try that their soldiers imitate native speakers in order to not distinguish them while speaking.

Meanwhile, Lavault (1985) continues his explanations that the audio-oral methods focus on the acquisition of the grammar of the new language and use repetition as a springboard to allow students to imitate the structures studied in the classroom. Translation is often used to check that students have correctly grasped the model sentence. Positive usage of the talent is rewarded to reinforce it. The structure-global audio-visual method is a method of learning in which there is no sign of

translation or native language. Nonverbal communication is important as it allows students to associate a picture with a sound, a signified with a signifier in the new language. Another aspect is that Body language and repetition are also used to establish automatisms, making studying new languages in writing of secondary importance (Lavault, 1985:65-66).

1.9.3.4 The Communicative Approach:

In this regard, Lavault (1985) says that The so-called "functional-notional" methods, sometimes known as the "communicative approach," emerged in the 1970s as a result of advances in sociolinguistics, pragmatics, and applied linguistics (Lavault, 1985:69). Also Aguado (2013:41) describes it as "The term Communicative approach is an umbrella term applicable to a range of approaches to FLT that stresses communication both as the goal and as the means to learn a language. It is often associated with the Functional-Notional approach, whose emphasis lies on functions such as time, location, travel, etc". The use of oral comprehension and expression skills to demonstrate understanding is a reaction to methods such as audio-lingual or audio-oral methods, or the "Total Physical Response". Lavault (1985), maintains explaining this approach and shows that the teacher's discourse and gestures must elicit a response from the student, in the form of actions that solicit the entire body. Students have become active participants in the classroom thanks to the communicative approach that is no longer centered on the teacher, but on the learner. This approach was designed to adapt to the demands and aims of certain adult audiences, such as those who need to learn a language for their job and are more motivated than students (Lavault, 1985:69).

In the same line Aguado (2013:41) continues her explanation reporting that "The ultimate end is not the outcome of the learning process, but the process itself. It seeks to recreate real-life social and functional situations in the classroom to guide students towards communicative competence". The concepts taught, which remain quite useful and operational, thus the name of these approaches, can even adjust to situations, interlocutors, communication channels, or other cases in which learners intend to use the new language. Naturally, communication skill is the foundation of this approach and language itself is viewed above all as a tool for social interaction.

According to Kupske (2015), since the Reformation counter-movement sprung up against the grammar-translation approach, the same restricted arguments are raised against the use of the students' own language, and especially translation. However, it has been years since the language itself, including translation, no longer occupied the privileged position in the classroom that it once did, and monolingual teaching, particularly as embodied by the communicative approach, has been exported to the rest of the world from the West, where it was conceptualized and then reinforced (Kupske, 2015:74). Thanks to various theories, including the Second Language Acquisition Theory (SLA), a branch of linguistics applied to the search for universals in the learning of a new language, mainly from the observation of the

acquisition of the child's own language. English teaching has been influential in the Anglophone sphere, with theories relating to language didactics being influenced by and influencing English language teaching. These theories are primarily invested by researchers from Anglo-Saxon nations, formerly colonial, and monolingual schooling is historically tied to imperialism and colonialism.

Despite the fact that the reputation of translation warns against the use of these practices, and in some cases outright prohibits them. In this case Pym (2018:401) states that "What we are aiming to do is to make the learner conceive of the foreign language in the same way as a communicative activity. This being so, it would seem reasonable to draw upon learner's knowledge of how his own language is used to communicate. This is to say, it would seem reasonable to make use of translation". This means that Pym affirms the efficiency of using translation in teaching foreign language learners to achieve communicative competence

Nevertheless, translation is considered one of the pillars of communicative and monolingual approaches that have largely contributed to their success. Kupske (2015) explains that teaching is based on real situations, raises concerns for some, who are concerned that the "real situations" presented in the classroom are in fact limited to very concrete and functional exchanges. This method of instruction would thus instil in students the mistaken notion that a language can only be summarized in set formulas or structures that allow them to ask for the time or indicate the direction. Other scholars show significant inconsistencies in this regard. Indeed, translation, which is an essential part of the daily lives of bilinguals, who account for more than half of the world's population, should be included in the table of these "real life scenarios" and thus benefit from the same empowerment in the classroom (Kupske, 2015:75)

In the final case , the teachers are well aware that the language of the students, often in the form of translation, occupies a significant portion of the classroom, have decided to take the best advantage of it and use it constantly, at critical points in the lesson, to provide a boost to the learning process. As for Pym (2018:404) who concludes "At the same time, however, acceptance of "post-method" ideology has coincided with a movement away from single teaching methodologies, which has renewed interest in translation". Hence, it is clear that translation in teaching foreign languages has been retrieved. Therefore, the teacher must strive for a "golden ratio" for employing of own and new languages, which requires discernment, restraint, and observation skills. This requires taking into account many factors, such as the abilities of the students and the new language teacher, as no "ready-to-use" formula exists in this area.

1.10 Translation Module in the Department of Foreign Languages:

According to Delisle (1980:3), who argues that "The process of teaching a subject must be preceded by the definition of the objectives and aims of the module". This is so, while launching to any instruction, the desired aim, as well

as the general and specialized objectives, must be specified in order to adjust programs while expressing pedagogical intents. The department has established the following goal for the topic of translation in the English curriculum at Algerian universities, to teach students capable of meeting the labour market's expectations in the field of translation. This wide and vague goal is quite ambitious. Furthermore, it might be the goal of a one- or two-year translation training program. Moreover, it does not take into account the learner's level, needs, or resources.

In her turn Piletić (2019:261) also comments on this subject as follows "In addition to being applied in foreign language teaching at different levels, and in education and teaching of professional translators, translation is also on the curriculum of language departments at a great number of world universities." Although teaching of translation for foreign language learners is a matter of numerous criticisms, it appears that teaching this module is still flourishing especially at higher level of education.

Durieux (2005:37) describes the teaching of translation as "Translation in language teaching aims at the study of different aspects of the language: lexicon, syntax, and style, to this end it makes it possible to increase the linguistic competence of the learner. It is, therefore, appropriate to adapt this type of translation to the objective retained, namely the teaching of a foreign language where it is organized according to different principles". Whereby, it is necessary to first define students' skills and talents, as well as whether or not the public is ready to acquire translation. As previously stated, there is a distinction between the two styles of translation. The first demands students to perform not just in their native language, but also in their target language. In this regard, Delisle (1980) proclaims that translation proper aims to produce a performance for itself (target performance). The pedagogical translation is only a test of competence (target competence and source competence) and integrates into a larger pedagogical whole, which is the teaching of the language (Delisle, 1980:04).

1.10.1 **The Concerned Public:**

According to Piletić (2019:261) who reports that " translation is a means in teaching and testing the acquired knowledge of a foreign language, but also an aim since it attracts huge attention as a separate, autonomous skill meant to approach students in a practical way". In this case, the more concerned people to learning translation are the students of foreign language. Because even if they are good in both languages L1 and L2, they are also in need of different techniques and strategies of translation which may help them to improve their critical thinking, and thus be proficient in the case of text analysis.

Subsequently, recent programs in the English department of Tlemcen University, translation is taught starting from the second semester of the second year license, progressing to the end of the first semester of the master two degree. In this case, we are talking about mature students who have independent intermediate and

advanced levels. The learners had to do at least 600 effective hours of English teaching per year. At this stage, they are thus supposed to have a level of studies that allows them to follow a translation course with ease. In addition, the teacher responsible for this module holds a doctorate in translation and terminology. All the conditions are thus favourable to giving successful teaching of translation.

1.10.2 General Course Conditions:

In this regard, Lavault (1985) explains that "The objective of educational translation is essentially didactic. It is practiced within the framework of the language class (except in the specific case of exams and competitions) and the receiver is either the class or the teacher, in both cases, a restricted and familiar audience. The translation is no longer an end but a means, insofar as what matters is not the message, the meaning conveyed by the text, but the act of translating and the different functions it fulfils; acquisition of the language, improvement, control of understanding, the solidity of the acquired knowledge, the fixing of the structures"(Lavault, 1985:18). Therefore, the common feature of the translation course in all foreign languages' literature is addressed to students, most of whom will deal with the teaching of the foreign language, which is usually taught by people who have not been trained to teach translation and that the role of this course is a beloved topic of discussion in the international literature on utility and its configuration.

In this topic, Nunan (1988:5) explains "It is therefore important that the content selected at the beginning of a course is not seen as definitive; it will vary, and will probably have to be modified as learners experience different kinds of learning activities and as teachers obtain more information about their subjective needs (relating to such things as affective needs, expectations, and preferred learning style). It is the outcome of an ongoing dialogue between teachers and learners which will determine content and learning objectives". Whereby, Nunan demonstrates that the real needs and the learners' language level helps teachers form the course content.

Finally, there are other factors that determine the conditions of the course are often mentioned in the classroom management itself and are directly related to the number of students in each class. It is undoubtedly extremely difficult to teach translation when in a class 60 people attend the lesson. This big one number makes it difficult to conduct any course unless this course is exclusively in the form of a lecture, but for a course that requires laboratory character, which necessarily belongs to the nature of its teaching translation.

1.10.3 The Learners:

In this context, Nunan (1988:5) states that "Learners come to have a more realistic idea of what can be achieved in a given course. Learning comes to be seen as the gradual accretion of achievable goals. Students develop greater sensitivity to their role as language learners and their rather vague notions of what it is to be a learner become much sharper". Thus, the role of student in mapping the curriculum of teaching is important. Furthermore, clarifying the reason for which translation is

taught is an essential factor in both the design of the course and the motivation of the students themselves, who today - perhaps much more than in the past - seek a direct link between their studies and their professional restoration.

On the same topic Nunan (1988:5) continues "Self-evaluation becomes more feasible classroom activities can be seen to relate to learners' real-life needs. Skills development can be seen as a gradual, rather than an all-or-nothing, process". Furthermore, the level of learners is extremely heterogeneous in terms of the foreign language (English). The level also differs of their general encyclopaedic knowledge but also their familiarity with them computers and the internet, a crucial fact for one modern translation course.

1.10.3.1 Ability in a Foreign Language:

On this point, Nunan (1988:5) voices that:

"'general proficiency' in terms of the ability of the learner to carry out tasks in 'certain everyday situations in which we, as human beings living in a physical and a social world are necessarily involved . . .' General proficiency then, refers to the ability to use the language in these every day, non-specialist situations. However, it could be argued that this ability does not necessarily represent an ability which all language learners have but is, in fact, simply another register."

Hence, foreign language proficiency is a complex combination of skills. Therefore, performance, and knowledge, are definitely a prerequisite for translation, but by no means are they the only ones. In fact, it is a part of the translation, of social, cultural, and intercultural as well as communication skills, among others.

Nunan (1988:127) continues and reports that "proficiency refers to the ability to perform certain communicative tasks with a certain degree of skill. Degree of skill will be determined by mastery of a complex set of enabling skills which will include syntax and morphology, fluency, socio-cultural knowledge, phonology, and discourse". Thus, the linguistic ability of the student is reflected through his communicative competence, especially in spontaneous situations where he acts without previous preparations.

Consequently, in the departments of foreign languages the knowledge of the students in the core of the study is of a very different level, the majority of them, however, have not lived outside. That means they are unaware of the real living conditions and therefore several cultural elements, which are crucial not only for recruitment of the source text. Besides, they are deficient in understanding the function of the text and the status in which it is included.

1.10.3.2 Ability in the Mother Tongue (Arabic):

Proficiency in the mother tongue is the central point of translation capacity. In this view Vermes (2010:87) reports that "the use of the mother tongue in

translation exercises, for example, and also in oral summary tasks, can reduce the anxiety level of the learner in the early stages of language learning”. This statement shows that, the mother tongue helps student to improve their language skills specifically at early stages. In the same line Vermees (2010:90) hold on and comments “using the mother tongue in the language classroom, provided it is focused on problems that are related to the foreign language and the culture, or on the relationship between the mother tongue and the foreign language, or the relationship between the two cultures in question. Such activities will raise awareness not only of the two languages but also of the two cultures”. Hence, we can realize the relationship between language and culture and understand that it expresses a culturally specific interpretation of the world - an element necessary for the translation, which must first be experienced in the mother tongue. Moreover, in the mother tongue, we can initially understand the various language variants, the stylistic levels, the differences between textual genres, and even in relation to social structures.

The phenomenon does not occur only in Arabic. But while considering it as a mother tongue, it is an important factor that makes translation teaching difficult. Piletić (2013:249) states that “New knowledge shed new light on the translation process and the importance of the mother tongue in learning a foreign language”. On the same point she continues claiming that (2013:250) “the mother tongue could serve as useful when explaining new words or checking comprehension”. Whereby, Piletić demonstrates the importance of the mother tongue in acquiring new languages. This specific situation makes it harder while the course of translation is compulsory. Therefore it is not addressed to the usually small audience of seminar courses, which consciously chooses the course and therefore has different motivations but also frequently fulfils some conditions (for example, the student's ability in the mother tongue as well in the foreign language).

1.10.4 Aims of the Translation Lesson:

The aim of the translation course, when at least not addressed to future translators and interpreters, it often remains cloudy. A basic cause is the position and role of this course in the context of philological studies. Kautz (2002:426) states that “the real cause of controversy over values or not the value of translation in the foreign language course is the ambiguity and the uncertainty about the nature of the translation and (therefore). About its possible functions in the foreign language lesson”. This ambiguity and uncertainties are also observed in the translation course for those who in essence are trained to teach the foreign language themselves later, and thus perpetuate.

Only if the purpose of teaching translation is accurately determined by philological studies, In this context, Pym (2018:401) claims that “The aim is for the student to grasp as quickly as possible what the foreign sentence means, without relying on form-for-form translation”. It can be precisely determined, and the aim of each course, and its methodology, but also the evaluation of the learners. Often the students translate without any goal other than (to pass the course or officially) learn

the foreign language. Pym (2018:401) continues by claiming that “what teachers are aiming to do is to make the learner conceive of the foreign language in the same way as a communicative activity. This being so, it would seem reasonable to draw upon the learner’s knowledge of how his own language is used to communicate. This is to say, it would seem reasonable to make use of translation”. Consequently, teaching translation to foreign language learners with the aim to communicate accurately. Ultimately, the learner translates for his teacher or for himself words in grammatical contexts (i.e.: vocabulary and grammar). Apart from these, there are no recipients for whom to translate content.

Finally, as it is explained by Vermees (2010:84) “the aim of translation is to develop translation skills. This should probably be understood to mean that the kind of translation that is practiced in translator training institutions would qualify as real translation”. Hence, the translation must operate in the target language for specific recipients and specific situations. Furthermore, the teaching of translation helps students to be more proficient in translation activity. However for the translation to occur, this shift must first be defined as criteria, objectives, and methodology of the translation course. Thus, these in turn to be defined, require a clear definition of translation capacity.

1.10.5 Translation Ability:

In this core, Malmkjær (2018:5) reports that "knowledge is important for professional translators’ ability to perform effectively, and genre analysis is an important component in the training of translators in both source text interpretation and target text production". Accordingly, this ability requires professional translators and containing relevant language information with the specific object and in relation to their profession.

Meanwhile, Schwieter and Ferreira (2018:251) describe the ability to translate as “A human’s ability to translate and interpret languages has intrigued linguists, philosophers, psychologists, and bilingual experts for decades. Indeed, it is a rather frequent occurrence: non-professional translation happens in everyday circumstances among bilinguals with no training”. What is understood from this statement is that they consider all Bilinguals possess the ability to translate. This is precisely the attitude toward what translation means, and consequently, translation ability must be determined first. Although the task is not simple, it is well known that translation is not a profession that one needs special knowledge, everyone thinks they can practice it after all most have already done it once.

Furthermore, Schwieter and Ferreira (2018:251) continue and define translation as “perhaps describes translation best by characterizing it as: a textual operation, an act of communication, and a cognitive activity. As a textual activity, the meaning of the message is translated: it is not simply a matter of converting the source language into another language. In this case, translation is understood as a communication act, not a linguistic act which occurs in a social context”. This statement displays that translation is considered a simple act of communication. This comparison can be considered scandalous for professional translators, but even starting from this point of view, it remains to define on the one hand what it means to

know a foreign language. In addition, have some basic knowledge of translation issues. On the other hand when exactly should we call the professional translator. Also, even this comparison shows that its lesson cannot be a means of developing other skills.

From another point of view Schwieter and Ferreira (2018:252) explains that “translation competence as a union of three partial competencies: receptive competence, productive competence, and super-competence. The first is related to how translators understand the target text while the second competence refers to writing abilities. The third relates to the ability to transfer messages between two different linguistic systems”. Hence, the ability to translate accurately is composed from three competence component. The first one is possessed by bilinguals, but the two others require specific knowledge. Since, the real act of translation assumes that the translator has cognitive, social, and textual skills as well, and access to appropriate linguistic and cultural knowledge, as for knowledge in relation to the real world.

Subsequently, if one of the translators fails, the overall comprehension concept is at risk, and it shows in the incapacity of the translators to render a faithful version of the original message (featuring omissions, additions, lack of accuracy, incomplete ideas). In this context Pym (2011:313) elegantly comments “we train people not just to translate, which they can already do, but to translate well, perhaps for a specific purpose, market, or technological environment”.

1.11 Opposing Arguments for Teaching Translation in the Departments of Foreign Languages:

The mention of the use of translation in the classroom is enough to arouse many fears among many teachers, who are often very receptive to arguments against this practice. In this vein Piletić (2019:249) explains that However, the Reform Movement was a group of European language teaching theorists who advocated a "more natural" approach to language learning than the grammar-translation method. One of their fundamental principles was that translation should be avoided, even if the mother language was valuable in teaching new words or testing understanding.

On the same topic Piletić (2019) continues her explanations that the proponents of direct and audio-lingual techniques, which emerged at the end of the nineteenth century, were the most vocal and harsh critics of educational translation. These methods emphasize speaking, while rejecting the use of the mother tongue and translation in teaching. They argued that the mother tongue can disrupt natural acquisition of a foreign language and provoke negative transfer from one language into the other, leading to confusion and mistakes. The direct method of teaching was criticized by Reform Movement supporters due to its rejection of the use of the mother tongue in the classroom, which was seen as unproductive, impracticable, and uneconomical (Piletić, 2019:250).

The primary objective of communicative foreign language instruction is communicative competence, and translation is not seen as a natural communication

activity. Piletić (2019) spots light on this point and claims that translation does play a part in the communicative method, at least in terms of its explicative and text comprehension check functions. The distinction between the audio-lingual method and the communicative approach is based on the place of the mother tongue and translation in foreign language education. The communicative approach allows learners to use the mother tongue when possible and translate when necessary (Piletić, 2019:251).

According to Piletić (2019) who claims that the most common arguments against the use of translation in foreign language teaching may thus be classified into five broad categories:

- 01) The inclusion of the mother tongue in translation activities can lead to detrimental interference between two languages, disrupting natural learning and making it impossible for learners to think in the foreign language.
- 02) The translation is an unnatural, highly specialized activity that does not aid in the acquisition of the four essential language skills. It can only be appreciated through the evaluation of strong translation abilities.
- 03) Translating restricts the use of a language to only two abilities (reading and writing), and it results in passive language understanding.
- 04) The translation is a strategy that can provide good results when dealing with learners who have a passion for literature and love the grammatical and lexical specificities of a language, but it cannot produce good results when working with average learners. Moreover, translation should only be used to train expert translators.
- 05) Translation paints an inaccurate impression of each individual word's equivalent in another language. Translation practice in foreign language acquisition leads to a fascination with specific words (Piletić, 2019:251-252).

1.12 Positive Arguments for Teaching Translation in the Departments of Foreign Languages:

Translation has traditionally been associated with an obsolete foreign language teaching approach. In this regard Piletić (2019) voices that, this system still exists in foreign language education, independent of the teaching level. However, a growing number of authors are attempting to dispel the scepticism and mistrust that has accumulated around the concept of translation in foreign language didactics due to its excessive, insufficient, and in some ways exclusive employment within the context of the traditional grammar-translation method. Scholars argue for a reevaluation and revision of translation's relevance, role, and place in modern glottodidactics. They demonstrate that when used correctly, with the proper goal, and in conjunction with other language exercises, translation can be highly effective and lead to good outcomes in foreign language instruction (Piletić, 2019:253). So, Translation is no longer considered a grammatical exercise, but as text production, a specialized type of communication.

Eventually, Piletić (2019) contends the importance of translation as a linguistic activity that takes place within the communicative classroom, despite the scarcity of textbooks that provide ideas and materials in this context. Below she lists some standpoints, which she quotes, and that can have a positive impact:

- Translation increases language knowledge, verbal dynamism, and linguistic correctness while promoting critical reading.
- Translation into the mother tongue reduces time spent on text comprehension and helps to enhance passive knowledge of the foreign language being learnt.
- Translation into a foreign language promotes knowledge and active mastery of that language.
- Another advantage of translating into a foreign language is graciously "forcing" learners to convey a specific enforced idea/content in that language. This forces individuals to enter previously uncharted domains, which they would have avoided owing to a fear of making writing errors.

Piletec adds to the views she has quoted that translation into the mother tongue is one of the most efficient ways of evaluating possible flaws in language knowledge and language competence, in a foreign language and the mother tongue, as well as familiarity with extralinguistic reality, particularly that referring to the culture that uses the language in question. Similarly, exercises in translation into the mother language based on the idea of learning through mistakes might aid in combating the aforementioned weaknesses. (Piletić, 2019:253)

1.13. **Conclusion:**

To conclude this chapter, first and foremost, the situation seen in connection with the translation course, particularly in foreign language departments, is obviously analogous to that reported worldwide, i.e., it remains difficult and inhomogeneous. There are thorough issues that concern the translation course's objectives and methodology, while also analyzing the position it holds, especially in light of the new and upcoming conditions, which are shaped by the process, but also professional perspectives and conditions in the field of both translation and foreign language learning. These new situations, which students will encounter in professional life, are one of the major orientations for formation, even to the degree that education can keep up with the real world.

Second, the translation lesson in foreign language departments can be used as a contact course for students to explore translation practice and determine their interests or inclination. It can also contribute to the change of perception in our societies on translation practice, enhancing the prestige of the translator profession and improving his working conditions. Thus, by dealing with the history of translation and the ideologies that prevailed in this field based on various historical and socio-political contexts, many young people will be able to see its complicated character as well as the role that the translator is called upon to perform. He will also be able to acquire a critical knowledge of translation quality.

Finally, even those who come from the field of translation and teaching professional translators now have to admit that within the general framework of flexibility and mobility of the new millennium, the clear separation between Institutes of Translation, Interpretation, and Philology is gradually disappearing, especially when university teachers are aware of their future prospects students in professions related to language and literature and the only way to respond with an awareness of our responsibilities to new requirements are to take advantage of the wealth of diversity that governs the practice of this course, but also the profile of the current teachers, so that we can clearly set our modern goals and redefine what means the course of translation in the context of literary studies.

CHAPTER TWO
THE RELATIONSHIP BETWEEN
LINGUISTICS AND
TRANSLATION STUDIES

2.1 Introduction:

The translation is a necessary operation that accompanies almost everyone who learns a foreign language, especially at the beginning of their learning process. It is a mental operation that a learner does automatically in order to be able to practice or understand the language he is learning. In this second chapter we will deal with the relationship between linguistics as a discipline. Furthermore we will see translation studies in accordance with various Linguistics approaches such as applied linguistics, sociolinguistics, psycholinguistics, etc. Finally, get a flash on the brief conclusion to be in acquaintance of their potential relation to foreign language learning.

2.2 Linguistic Approaches of Translation:

There are several explanations for translation. Each approach is distinguished by its own vocabulary, separate categories, and distinct techniques. We may also discriminate between distinct currents using the same method. Combining different methodologies can only improve translation studies. In this vein Malmkjær (2018:16) states “the phenomenon commonly referred to as “translation” can be accounted for naturally within the relevance theory of communication developed by Sperber and Wilson: there is no need for a distinct general theory of translation”.

The link between linguistics and translation may be explained through two basic directions:

- Linguistic knowledge can be used to translation practice
- Practical translation can help to build linguistic theory.

As Catford (1965:04) states that “Translation is an operation performed on languages: a process of substituting a text in one language for a text in another. Clearly, then, any theory of translation must draw upon a theory of language—a general linguistic theory”. The translation is an important part of linguistics, as it uses all of the linguistic characteristics to transpose a message from one language to another. The connection between linguistics and translation serves as the foundation of the arguments, that can be discussed both conceptually and precisely from the historical perspective of linguistics.

Linguistics is a driving force in the growth of translation studies, but it also contains contradictions that contribute to the gap between these two disciplines. Besides, it may have sometimes some negative views that led to the development of Translation studies as it is stated by Malmkjær (2018:15) “It is possible that at least some negative views of linguistics as a foundation for the development of translation and interpreting studies were based on a desire to forge independent disciplines”.

2.3 Translation Studies and the Theoretical Linguistic Approach:

In this context, Raková (2014) reports that George Mounin had developed linguistics as a conceptual framework for the study of translation. This framework was for Theoretical Issues of Translation. He argued that translation is a touch of

languages, a fact of bilingualism, and that the scientific study of the translating process should be part of linguistics. Mounin's work in 1963 explores broad translation difficulties within the framework of modern structuralist general linguistics, which was the prominent field among the human sciences at the time. He was confident that linguistic research could answer problems about the feasibility or impossibility of the translation process.(Raková, 2014:106)

Raková (2014) continues reporting that Mounin sought to elevate translation studies to the level of "science" through linguistics, believing that the scientific study of translation had the right to become a division of linguistics. In this regard mind, his book *The Theoretical Problems of Translation* is constructed around theoretical linguistics binary distinctions. Mounin emphasizes the segmentation of extralinguistic reality by natural languages, which creates a number of challenges for the translator. He uses examples such as the many phrases used in French or Italian to denote bread, which do not always have an equivalent in other languages. Mounin connects the Humboldtian theory and the theories of Edward Sapir and Benjamin Lee Whorf, known as "linguistic relativism". In this context, Mounin argued that translation is only possible to a certain extent and within certain boundaries, and that it is necessary to identify and specify these limits.(Raková, 2014:106-107).

In sum, as Catford (1965:4) strictly confirms that “Since translation has to do with language, the analysis and description of translation-processes must make considerable use of categories set up for the description of languages. It must, in other words, draw upon a theory of language—a general linguistic theory” Thus, Linguistics Is in a tight relation with translation, because this later is a process of transferring message from one language (SL) to another language (TL).

2.4 Translation and the Approach of Applied Linguistics:

A subfield of linguistics known as applied linguistics is more concerned with the actual uses of language than with broader linguistic theory. For a very long time, translation was thought of as an ongoing search for applied linguistics. This approach, best exemplified by Catford (1965), uses applied linguistics to analyze the "translation process" while connecting the study of translatology to comparative linguistics.

Furthermore, he asserts in his book of “A Linguistic Theory of Translation”, that there is a strong relation between linguistics and translation figured in applied linguistics. Where he finds that the theory of translation is essentially is a part of the approach of applied linguistics. Thus, in this context he carefully states (1965:19):

“Applied Linguistics is a term used to cover all those applications of the theory and categories of general linguistics which go beyond (i) the elucidation of how languages work and (ii) the description of a particular language or languages for its /their own sake. The theory of translation is essentially a theory of applied linguistics.”

Meanwhile applied linguistics is more concerned with the actual uses of language than with broader linguistic theory. Translation was once thought of as a special area of study within applied linguistics. In order to provide a theory that is broad enough to be relevant to all kinds of translation, Catford declares its desire to concentrate on "the analysis of what the translation is."(1965.p:5)

Catford wants to use applied linguistics to examine the "translation process," but he also thinks that translatology has to be connected to comparative linguistics since translation theory is concerned with links between languages. (Catford, 1965:20). Besides, Catford was influenced by comparative linguistics concepts such as formal correspondence and textual equivalence. Formal correspondence belongs to the level of the language rather than the level of speech and is a reality pertaining to the entire system rather than particular translation units. For Catford, the formal correspondence of word to word or structure to structure virtually never fulfils the textual equivalency due to variations in how reality is sliced between languages, either lexically or syntactically.

The fact that Catford views translation as a linguistic action and a specific instance of the general theory of language is another indication of its linguistic emphasis. Catford (1965:20) characterizes this method as "Translation can be defined as follows: the replacement of textual materials in one language (SL), by equivalent textual materials in another language (TL)"

Subsequently, from the above mentioned views, translation is studies considered as a part of applied linguistics. That because it is a pure phenomena of linguistics. Therefore it gives huge importance for linguistic theories in its studies. Also it is stated in Malmkjær's (2005:21) inclusive comment for this matter "It is particularly tempting for linguists to classify translation studies as a branch of (applied) linguistics, because translations are linguistic phenomena, which look to linguists like those text-objects which are one of the standard foci of their attention".

2.5 Translation Studies and the Comparative Stylistics Approach:

This approach has been the subject of comment by Pym et Al (2018:400) "Bally's book *Traite de stylistique française* comprises numerous exercises for learning French stylistics, many of comparative stylistics which do indeed involve translation of the more communicative kind. His terms and approach were later picked up by Vinay and Darbelnet (1958/1972), who turned comparative stylistics into one of the foundational pillars of Translation Studies". As mentioned in the previous quote, indeed this approach is still applied in the process of translation studies. Hence because of these authors who combine translation studies with linguistics and elements with other disciplines such as stylistics or psychology and provide a first real method of translation.

While linguists approaching linguistics to translation as a part or a subfield of linguistics just as Catford (1965:20) asserts "The theory of translation is concerned with a certain type of relation between languages and is consequently a branch of

Comparative Linguistics". Although Catford considers it as a branch of comparative linguistics other linguists see it as a subfield of applied linguistics.

In this regard Raková (2014) explains that Comparative Stylistics, or the comparative study of two or more language systems for translation purposes, was born in the 1950s. Jean-Paul Vinay and Jean Darbelnet, the two Canadian authors of *Comparative Stylistics of French and English* (1958), argued that a confrontation of the two stylistics would allow them to distinguish the general lines and, in some cases, the precise lines that can lead to the partial automation of translation. The two authors highlighted that transit from one language to another is accomplished by either direct or oblique translation. They identified three technical procedures of direct translation (borrowing, calque, and literal translation) and four oblique translation processes (transposition, modulation, equivalence, adaptation) (Raková, 2014:88).

Raková (2014) continues and show that Vinay and Darbelnet, consider the "translation unit" and defined it as "the smallest segment of the utterance whose signals are so constant that they do not need to be translated individually." They differentiate four types of translation units, she listed them as follow:

- Functional units: grammatical units that serve the same function in both languages.
- Semantic units: units with identical meanings in both languages.
- Dialectical units: units that follow the same logic.
- Prosodic units: units that share intonation. (Raková, 2014:91)

Raková(2014) holds on to explain that *The Comparative Stylistics of French and English* by Vinay and Darbelnet is one of the books that has had the greatest impact on translation studies. In this book, the Canadian authors claim the attachment of translation studies to linguistics, but at the same time, they complete their approach to translation by calling upon other disciplines such as stylistics, rhetoric, or psychology. At the time, the comparative approach was an innovation major nation in the field of translation studies, because it proposes general principles for translating; it is a real "method of translation". (Raková, 2014:104) Therefore, The objective of Vinay and Daberlnet is to identify a theory of translation based both on the linguistic structure and on the psychology of speaking subjects. They then strive to recognize the ways that the mind follows, consciously or unconsciously, when it passes from one language to the other.

According to Guidere who states that the seven translation procedures outlined by Vinay and Darbelnet had been successful, but they were not without criticism. Equivalence is nothing but a lexicalized modulation, accordingly Guidere (2010:45) states "the concept of equivalence has an extremely general validity and that it tends to designate any operation of translation", and finally that "adaptation is no longer a translation".

2.6 Translation Studies and the Functional and Communicative Approaches:

Communicative and functional translation studies use a series of methodologies to separate the translation from the context and facts that impact the meaning and interpretation of the message. These approaches have been influenced by three main trends: 01) the functionalist trend of British linguists, 02) the concept of 'communicative competence,' and in translation studies, 03) the perception that the purpose of communication, as well as all of its functions, derive from translator decisions. Catford (1965:100) explains that “We can distinguish, then, between situational features which are linguistically relevant, and those which are functionally relevant in that they are relevant to the communicative function of the text in that situation.”

British linguists developed the concept of "context of situation». This tendency sees message meaning in terms of function in context, rejecting approaches that see language as a code. The context of communication is critical for understanding the participants in the conversation and any other elements that may be essential for interpreting the message. In this regard Shreve (2018:165) states that “In text linguistics the central concern with the situational context of communication derives from the systemic functional linguistic idea of “context of situation”.

Furthermore, Catford (1965) emphasizes register analysis, stating that "language varies as its purpose varies; it fluctuates in various contexts." 'Register' is the designation given to a particular variant of a language characterized by use." According to Catford who explains that the idea of 'language' is so large and diversified that it is ineffective in language description, comparison, or instruction. It is thus desirable to have classifications of sub-languages or variants of languages within the same language, and register analysis can help with this (Catford, 1965:83).

Mason's (1998) pragmatic viewpoint states that every speech is justifiable within a certain cultural and linguistic context, which should be adjusted as the context changes. This viewpoint has influenced the evaluation of translation quality, as a textual profile of the source text is the norm against which the quality of the translated text is measured. House's pragmatic dimension is critical in communication theories (Mason, 1998:30).

Shreve (2018:166) also reports that “part of an explicit recognition that translation was a pragmatically bound communicative activity. We can see a growing theoretical concern with communicative and functional issues in translation”. The concept of 'communicative event' is the second development that has distinguished communicative and functional methods. The ideas of 'encoding' and 'decoding' the message were important to early views of the communication process. The translator was thus seen as a decoder and re-coder whose goal was to preserve the message. To make the message informative, he made modifications based on the predictability of the underlying language pieces. In the same vein Stroinska et Al (2018:96) report “Instead of the simple process of encoding and decoding information, Sperber and Wilson postulated that the very act of sending a message implied that the sender assumed that the message was relevant”.

As for Malmkjær who applies this broad perspective of communication to translation studies, arguing that the translator's responsibility is to minimize the danger of misunderstanding of the target audience while taking cultural limitations into consideration. Besides, risks of audience misinterpretation can arise from little-known concepts or ignorance of context, so a target culture may be built with redundancies to avoid a loss of communication. Malmkjær (2005:28) adds that "translation equivalence occurs when a Source Text and a Target Text or item both relate to those features of the situation in which the texts are used which are relevant to the communicative function of the text in that situation"..

The third impact on communicative and functional methods is an examination of the functions of language, text, and translation. As noted by Shreve (2018:146) "Many works in Translation Studies that purportedly deal with "text linguistics" end up only focusing on specific issues such as text types or text analysis – concerns that exist both within and outside of text linguistics – and these concerns are not sufficient to mark such work as departing from a text-linguistic framework (Reiss' original interest in text types)". Functional and communicative techniques differ and may not necessarily stress the same details, so the "relevance theory", "action theory", and "skopos theory" are proposed. Consequently, the communicative approach is important for translation process as stated by U. Aruna (2018:189) "communicative approach to translation is needed to attain perfection in translation.

2.7 Translation Studies and the Sociolinguistic Approach:

Sociolinguistics is a science that studies the interactions between language, culture, and society. It relies on knowledge of both language and culture to facilitate translation. Its appearance in the 1960s in the United States under the impulse of William Labov, Gumperz, and Hymes demonstrated sociology's contribution to the study of language. Sociolinguistic translation studies are concerned in all phenomena connected to the translator's personality and the activity of translation in their social context: it investigates socio-cultural differences, relationships, linguistic policies, and the economy of translation. In this topic Federici (2018:295) writes "No other discipline studies the interrelations established between message senders and receivers to create meaning through the interactive social context as closely as sociolinguistics".

As for, Nida and Taber (1974) who argue that it appears to them that the translation, whose primary goal is to reflect the meaning of the message, must be modified to the audience who hears it. A lot of lexical and grammatical changes must be made to accomplish this. Yet, the historical context is critical and must be considered. Priority must be given to the message's meaning among the numerous translation options available to the translator. In terms of style, it is true that it is secondary to meaning, yet it is still vital (Nida and Taber, 1974:12-13).

Nida and Taber (1974) maintain their explanation and report that the most important details are contextual consistency which is more important than linguistic consistency. Dynamic equivalence supersedes formal equivalence, and the spoken form of the language must be more important than the written form. Attention must be paid to the assonance of the spoken words during the translation process to ensure that the language can be understood orally. Every other distinguished standard takes second place in the forms utilized and approved by the target audience. The translation principles outlined by them, emphasize the target audience's understanding of the message. Language alterations should aim for a macro-level

effect, which is intelligibility to the target audience. In cross-cultural translation, it is important to consider the culture of the target audience while reproducing the message (Nida and Taber, 1974:15-22).

In the same vein Federici (2018:296) continues and comments “sociolinguistics (n.) A branch of linguistics which studies all aspects of the relationship between language and society. Sociolinguists study such matters as the linguistic identity of social groups, social attitudes to language, standard and non-standard forms of language, the patterns and needs of national language use, social varieties and levels of language, the social basis of multilingualism, and so on”. Hence, language has numerous tasks, and translation into each language follows the linguistic rules of that language. Depending on the context, the translator must change the language to achieve the same effect, and expressions must be clean. Certain religious faiths have preferences for specific phrases that must be followed in translation.

Consequently, under these circumstances, linguistic theories may be criticized for treating translation as a textual truth, even if cultural aspects contribute to legitimizing linguistic choices. Various translation studies methodologies have sought to fill this need, such as structural and cultural methods. Hence, from another perspective Federici (2018:306) comments “a grounding in sociolinguistics equips translators and interpreters with the critical and analytical skills that complement domain specialists and the technological supports available to them”.

2.8 Semiotics Approaches and Translation Studies:

Semiotics is the study of signs and communication systems, focusing on the process of signification and the consequence of three parts working together: a sign, its object, and its interpreting. Furthermore, from a semiotic standpoint, each translation is seen as a type of interpretation that links to writings with a distinct encyclopaedic content and socio-cultural context. In this context while demonstrating the importance of semiotics to translation studies, Gottlieb (2018:46) quoted the explanation of Bassnett to show the link between semiotics and translation “The first step towards an examination of the processes of translation must be to accept that although translation has a central core of linguistic activity, it belongs most properly to semiotics (Bassnett 2014, 24)”. In the same topic Aruna (2018:189) adds the quotation of Baker in which he defines the term ‘word’ as follow “since it should be remembered that a single word can sometimes be assigned different meanings in different languages and might be regarded as being a more complex unit or morpheme. This means that the translator should pay attention to a number of factors when considering a single word, such as number, gender and tense”.

In this respect Malmkjær (2005) views that “By intersemiotic translation is meant ‘the transference of a message from one kind of symbolic system to another’, as in the case of messages sent by flag in the army. But it is interlingual translation which is normally meant by ‘translation’ the interpretation of the verbal signs of one language by means of the verbal signs of another’(Malmkjær, 2005:28-29). She continues and explains that, this in origin is Roman Jakobson’ view , who classified translation into three types: intralingual, interlingual, and intersemiotic. Only the second form of translation is regarded accurate. The Textual semiotics provides conceptual tools for dealing with novel kinds of meaning. The translator, in particular, can profit from the following distinctions:

- 01) The most important details are the distinction between the text, the co-text, and the context. The context is the linguistic signs to be translated, the second, the immediate environment in which these signs are embedded, and the third the socio-cultural framework in which the entire is inscribed.
- 02) The tale, plot, and discourse are the parts of the story, chronology and organization of sequences, and the manner in which the story and events are vocally organized.
- 03) The distinction between genus, type, and prototype refers to the general category of the text, the precise nature of the text to be translated, and the "model" that serves as an implicit reference to the text.(Malmkjær, 2005:30)

Following the same topic, Malmkjær (2005) argues that as for the sign systems utilized in the source and destination texts are identical in intrasemiotic translation; this is an example of semiotic equivalence. Intersemiotic translation, on the other hand, is a concept explicitly drawn from Jakobson (1959). Within intrasemiotic translation six main subcategories of verbal conventional translation are defined, whether interlingual (including two languages) or intralingual (involving just one):

- 01) Synchronic translation (original and translation as contemporaries),
- 02) Diachronic translation (between texts of different ages),
- 03) Dialectal translation (between different geographical, social, or generational language variants),
- 04) Diaphasic translation (making expert texts accessible to the public, adult fiction suitable for children, etc.),
- 05) Transliteration (which involves an alphabet change), and
- 06) Diamesic translation (involving a change in language mode; i.e. from speech to writing or vice versa)(Malmkjær, 2005:51)

In sum, semiotics are very important in translation studies as The semiotic method allows for the creation of several worlds with proper instruments, as well as the expansion of translation viewpoints through the incorporation of signals from diverse systems.

2.9 Textual Approaches and Translation Studies:

Several translation scholars have resorted to discursive methods to translation because of the diversity of textual interpretations and points of view. Discourse analysis provides a more thorough research approach for addressing translation issues. Linguistically, discourse encompasses not only the structure and organization of language products, as well as the links and differences across sequences, but also the interpretation of these sequences and the social component of interactions. In this vein Baumgarten et Al (2018:138) express that “Its key notions are text and genre, and its key areas of investigation are the analysis and description of different genres, text structure and composition, text grammar (cohesion) and text semantics (coherence). DA investigates the way elements within texts build up and contribute to constitute texts, the features that allow texts to be grouped into genres”.

Baumgarten et Al (2018) report that, Discourse analysis (DA) is a more thorough research approach for translation issues, focusing on the structure and organization of language products, the links and contrasts between sequences, and the interpretation of these sequences and the social component of interactions. DA, from a translational standpoint, allows one to focus on meaning by approaching

two main levels. On the one hand, the level related to the gender, i.e. the frameworks of linguistic and literary expression specific to a language (the detective novel genre, cover letter, etc.). On the other hand, the level of the text, i.e. rhetorical units composed of related and complementary sequences (sentences, paragraphs) (Baumgarten et Al, 2018:36).

Translators must be aware of textual phenomena such as intertextuality, which is the hidden and explicit linkages between texts, such as repetitions and citations. They must be able to discern these linkages in order to avoid translating prosaically, especially in poetry. Different genres of discourse have different modes of social expression that differ from one human community to the next. The translator's sociolinguistic awareness is essential when translating social groupings and speakers, particularly when it comes to repeating courteous phrases or displaying respect in different cultures. In the same area Baumgarten et Al (2018:140) affirm that "Such strategies can also be described as sociocultural norms at work in cross-cultural communication, and they are related to the pressures of socioeconomic patterns of globalisation."

In this approach, Raková (2014) presents Larose's teleological model of translation, where the correctness of a translation is judged by the appropriateness of the communicative intention and the translation outcome. His integrative model aims to expose the respective profile of the texts presented, distinguishing two types of structures:

1) The superstructure and macrostructure of the text, which includes the narrative and argumentative organization, textual functions and typologies, as well as thematic organization.

2) The microstructure, which corresponds to the expression's three levels of analysis (morphological, lexicological, and syntactic) and, on the other hand, the content's four levels of analysis (graphemic, morphological, lexicological, syntactic)(Raková, 2014:125).

2.10 Pragmatic Approach and Translation Studies:

In this context Aruna (2018:189) quotes the comment of Eugene Nida in the following words "Translation can be defined as an act of interpretation of the meaning of a content and consequent reproduction of equivalent content". The pragmatic approach in translation is inspired by language pragmatics. It allows highlighting the key parts of communication in a document or speech. The recipient of the translation may interpret the message differently than the apparent linguistic meaning. Since signals in a language can have an extra textual effect on the recipient and so elicit a reaction proportionate to this effect, every text or speech has the potential to have communicative consequences on the reader or interlocutor. These consequences are related to the substance of the utterance, the type of the signals that comprise it, but also to the addressee's status. In this regard Rebecca Tipton (2018:03) comments "Early developments in translation studies reveal various appeals to pragmatics in developing theories and models of translation".

Falling in the same spot, Aruna (2018:189) sees that the translation main aim is to preserve the meaning, by maintaining the pragmatic equivalence in exists the source language to that transferred to the target language. That depends on the context and the sociocultural features of both languages. "The interpretation of the meaning along with its context can be achieved by understanding pragmatic equivalence in translation. Pragmatic equivalence is concerned with the way

utterances are used in communicative situations and the way they are interpreted in context”.

Furthermore, the statements have a pragmatic potential that may be fulfilled differently depending on the acts and settings of communication, making them a significant component of the content. This aspect must be considered during translation in order to generate on the receiver either the same pragmatic impact as the original or a modified one, depending on the translation's aims. This presents a challenge for both translation studies and translation practice, as the translator becomes an independent player in the communication situation, endowed with a status of creator of texts nearly equivalent to that of the author. In this case, Aruna (2018:190) states that “The mere misunderstanding between the writer and the translator may lead to mistranslations. And hence it is a foremost duty of the translators to understand the pragmatic importance”. As a result, it is important that the translator be aware of the pragmatics of the source and the target languages to produce an accurate translation.

A translator should prioritize pragmatic equivalence over textual equivalent in order to obtain the ST message. The implicature is the beautiful component of pragmatics, which is not so much about what is directly spoken as it is about what is inferred. The translator must work out suggested meanings in translation to replicate the author's purpose in another culture in such a way that the TC reader understands it well. Aruna (2018:190) continues and mentioned Nida’s statement where he points that “Translation can be defined as an act of interpretation of the meaning of a content and consequent reproduction of equivalent content”.

Aruna (2019) continues and explains the point of view of Grice who introduced the difference between what is said and what is implicated, separating truth-conditional components of meaning as what is stated from customary and conversational implicatures as what is implicated. Context should be taken into account when translating, and implicature is not the same as Idiomatic meaning. Implicature enables us to comprehend meanings that go beyond the literal, and a translator must analyze implicatures to maintain contextual accuracy.(Aruna, 2018:191).

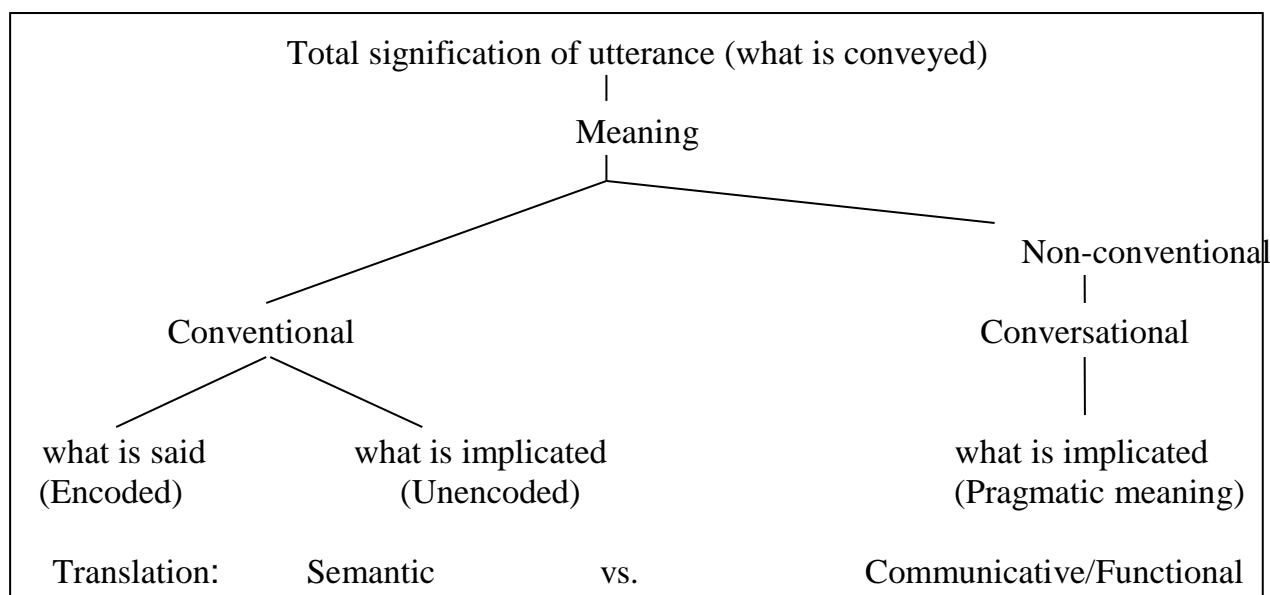


Figure .2.1. The Total Signification of an Utterance (What is Conveyed).
Tipton’s Account of what is Conveyed (2019:60).

Arriving to the functionalist ideas that have transformed translation studies by viewing it as a pragmatic communication process in which source and destination texts can serve multiple goals or perform different functions. The concept of equivalency is a source of contention among translation experts, as it involves ensuring that the destination text has the same features and functions as the source text, as well as the same reception from the translation's receiver. This is not to say that the intentions and consequences of the translated material will be the same, depending on the needs of the receiver and the goals of the translator. In parallel to this topic Aruna (2018:193) comments “Expressive function carries value in pragmatic equivalence. A perfect translation will employ certain things to communicate the original meaning. One such thing is expressive function”.

In addition, Aruna (2018:192) expresses that “The role of the translator is to help the TL readers understand the original writer, text and the contextual meaning. Translator is not going to give synonyms meaning but produce actual situational context of the SL”. On the one hand, the translator must choose between tactics aimed at remaining as near to the source text as possible or taking some distance to better reconstruct its purpose in the destination language. This is done by applying a variety of equivalence levels, such as pragmatic equivalence, to the source and target texts. On the other hand, the translator must consider the communication context and goals of the text when translating it into the arriving text, as well as the differences between the departure and arrival texts.

Translation specialists agree that the quality of the translation is determined by how the target language has been recovered, and that pragmatic equivalence is a form of equivalence that ensures multiple levels of appropriateness between the original and its translation. The modelling of translation circumstances, with the formation of distinct categories of specialized texts, receivers, and demands, helps to establish standards in specialized translation and enhance its quality. Working on the statement of M. Baker quoted by Aruna (2018:193) as follows “Texts in different languages can be equivalent in different degrees (fully or partially equivalent in respects of context, of semantics, of grammar, of lexis etc.) and at different ranks (word-for-word, phrase-for-phrase, sentence-for-sentence)”

For concluding, the translator's role is to extract the meaning and relevance of the original material, place it in its socio-historical and cultural context, analyze the pragmatic possibilities, and define the receiver with their expectations. Despite the development of translation standards and models, the translator's function will remain critical. The translator is responsible for selecting translation procedures and producing the final text, which includes the reconstruction of the pragmatic beginning pieces. This task requires basic knowledge and a solid body of knowledge of languages and specialty fields, as well as the capacity to track their progress and judge the importance of changes and innovations. This is what differentiates the translator from a simple copyist and relativizes machine translation's prospects.

2.11. Psycho-Cognitive Approaches and Translation Studies:

Translation is a mental process that has been studied by cognitive psychologists since it provides a great sample for studying the representation of linguistic information. Understanding the Source language and generating the target language are the two processes of translation. The mental process of comprehension is referred to as comprehension, while production in the target language is the process of re-expressing the meaning of the original language generated in the brain

using the structure of the target language. The translator's lexicon and encyclopaedic knowledge, as well as the inference of reasoning based on the information, play a significant part in the process of interpretation of the Source language and creation in the target language. Meanwhile, Fabio Alves Et Al (2010:28) try to define cognitive translation and they state that “to define the process of translation as a complex cognitive process, which has an interactive and non-linear nature, encompassing controlled and uncontrolled processes, and requiring problem-solving, decision making, and the use of translation strategies and tactics”.

Another model mentioned by Alves Et Al (2010:30) “Kiraly (1995) considers translation both as a social (external) as well as cognitive (internal), activity and presents two models of the translation process: a social model and a cognitive model which draws on psycholinguistics”. In the same direction, this model owner suggests that translation studies are divided into two categories: social (external) and a cognitive (internal). Alves Et Al (2010) maintain explaining that conventional translation studies focus on translation methods, norms, and functions, while cognition-oriented studies focus on the translation process, grounding a translation model in psychological reality and revealing the psychological mechanisms of translation. These studies aim to explain how comprehension, decision-making, and re-verbalization strategies occur in a translator's bilingual mind. Kiraly's cognitive (psycholinguistic) model suggests that a translation originates from a combination of intuitive and controlled processes utilizing linguistic and extralinguistic information. kiraly demonstrates this through a series of case studies, showing that the translation process is a mix of regulated and uncontrolled, observable and unobservable processes.(Alves Et Al, 2010:30).

According to Delisle (1980), who considers the "heuristic process of translation" as an interpretive endeavour. He argues that the construction of meaning results from the sum of the linguistic signifiers used, the interaction of this linguistic information with the translator's cognitive material, situational and contextual parameters, and extralinguistic information. Delisle divides the heuristic translation process into three phases: understanding, reformulation, and verification. Comprehension is gained through the use of language (meaning) and non-linguistic reality (designation). The concepts retrieved from the text are reformulated through a back and forth between the "immaterialized" meaning that strives to exteriorize it and the accessible language forms capable of revealing it. At the time of interpretation, there is a continual movement between the signifiers of the source language and the ideas to be recognized (Delisle 1980:65-67).

As for Alves Et Al (2010:28) who claim that “ITT (interpretation and translation teaching) brought about a paradigmatic turn in the strict linguistic and comparative approaches hegemonic throughout the 1960/70s and paved the way for the cognitive study of translation.”. The interpretive theory of translation (ITT) is paramount in translation research, developed by Seleskovitch and Lederer. Fabio Alves Et Al (2010) hold on explaining that ITT classifies the translation process into three interdependent stages: understanding, deverbalization, and re-expression. Interpretation and translation are reexpressions of textual meaning through deverbalization and subsequent reverbalization in the target language. Seleskovitch and Lederer (2002) argue that linguistic forms vanish in verbal communication, leaving behind a condition of awareness of meaning that can be spontaneously conveyed in the language. The meaning was a nonverbal mental image that arose in the interpreter's mind as a result of the interaction between linguistic meaning and

world knowledge. Seleskovitch and Lederer advocate that the interpreter imagine the imagery given by the text in order to remove the meaning of words from the source language. Visualization was used as an educational tool to help pupils absorb the meaning of the original material without forgetting the words (Alves Et Al, 2010:28).

In the same respect, Alves Et Al (2010:29) continue and express that “Bell's (1991) model builds on linguistic and psycholinguistic perspectives and employs elements of artificial intelligence in its structural organization and adopts the framework of systemic-functional linguistics for its conception of language”. Alves Et Al (2010) continue reporting that Bell's book *Translation and Translating: Theory and Practice* (1991) presents a model of the translation process based on linguistic and psycholinguistics and divided into phases of analysis and synthesis. It incorporates components of artificial intelligence and follows the framework of systemic-functional linguistics. Bell divides the translation process into three stages: the study of a language-specific text in terms of a universal semantic representation, the synthesis of a non-language-specific mental image, and the translation of the source text into a target language text (Alves Et Al, 2010:29).

According to Bell's translation process model (1991) assumes that translation is a subset of information processing that is characterized by psychological information processing theory. The translator must employ semantic representations to decode the original text and encode it into the target language, and word processing must be done top-down or bottom-up, with each sub-process interacting with each other. The translation process should involve a visual word recognition system and a writing system separated into two stages: analysis and synthesis. The entire translation procedure takes place in the memory system. Yet, No fixed order is established and there is always the possibility of regression, allowing for constant review and changes (Bell, 1991: 46).

Bell (1991) continues his explanations and argues that he uses the metaphor of a thawed and then refrozen ice cube to illustrate the process of translation. The original language text is "melted" during the translation process, and each molecule moves and shifts its position. When synthesized, the target language text transforms into a new ice cube that is distinct from the original yet looks the same. Meanwhile, the brain is a sealed black box whose core mechanism and operating principle can only be determined from the input-output link. Bell's translation model is based on a serial approach to information processing (Bell, 1991:59).

In a nutshell, the translation process is a complex cognitive process that is recursive and cyclical in nature, with many different aspects playing crucial roles. Various factors, such as the translator's personality, the goal of the translation, the technique used, and the type of translation, can all have an impact on its progress. A competent empirical study should provide reliable information on the specifics of each cognitive action, as well as their parallels and differences. We can benefit from a better grasp of the nuances of the translation process as a whole. Cognitive methods of translation face difficulties such as theoretical model development, methodological evaluation, data recording, and topic specification. These issues also point to the future direction of research on the subject of cognitive translation studies.

2.12. Conclusion:

Subsequently, by looking to this chapter from a broad angle, we discover that translation is in a tight relationship with linguistics, since various linguistics approaches are the pillar for accurate translation studies such as applied linguistics, sociolinguistics, psycholinguistics, etc. Among these linguistics approaches the cognitive approach is one of the important aspects of translation studies, as it is stated by the leader of language acquisition Stephen Krashen (1981:01) "Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language-- natural communication--in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding". Where he describes language acquisition as a translation process, ie: to acquire language we have first to understand what we acquire , and language acquisition is impossible without meaning. From another point, the coordinate bilingualism is the type of bilingualism in which the person learns the languages in separate environments, and words of the two languages are kept separate with each word having its own specific meaning. This may also be referred to as subtractive bilingualism. This type of bilingualism is considered as late bilingualism which is mostly acquired at schools. These separate meanings reinforce the capacity of translation from L1 to L2. Along the same line, there are several linguistics approaches that should be studied broadly along with translation learning.

CHAPTER THREE
DATA COLLECTION,
ANALYSIS AND DISCUSSION
OF THE RESULTS

3.1 Introduction:

This third chapter is intended to highlight how the translation module contributed to the improvement of students' language abilities. The collected information is based on authentic evidence and real sources (students' and teachers' attitudes). The current chapter will also investigate students' attitudes regarding studying translation procedures and strategies. The research will initially present the sample that will be used to finish the investigation. Then, it will try to figure out just how much the translation module impacts students' language acquisition. To do so, a questionnaire to the students will be administered as well as an interview to translation and English language teachers. Following that, data analysis and interpretation from both the teachers and students surveys will be provided. Finally, basing on the research findings, several recommendations and consequences will be proposed and addressed.

3.2 Research Objectives:

The purpose of this study is to look at students' and teachers' perspectives on the inclusion of the translation as a module for EFL students in order to promote foreign language acquisition. Therefore, to conduct this research appropriately, an exploratory case study had been adopted, which had been accomplished through the use of students' questionnaire and teachers' interview. These two research instruments provided a strong basis for gathering essential information regarding students' and teachers' thoughts and ideas about the integration of the translation module as a helpful tool to boost the degree of language proficiency of EFL students.

3.3 Research Methodology of the Work:

To realize the drawn goals of this research, an exploratory case study was conducted in the department of English language at the University of Tlemcen. Two different research tools were chosen; the first one is embodied in a questionnaire directed to the students, while the second is an interview done with teachers. Those research tools helped to collect quantitative and qualitative data. After totally completed, the research can rely on the opinions and information of the participants about their learning process. Besides, teachers' beliefs and impressions toward teaching translation as a module to evolve students' abilities in learning foreign languages had been collected. In this case, where the exploratory case study was opted, this type of research is described by Kumar (1999:385) as follows "This is when a study is undertaken with the objective either to explore an area where little is known or to investigate the possibilities of undertaking a particular research study. When a study is carried out to determine its feasibility it is also called a feasibility or pilot study."

3.4 The Sample:

The current study was conducted in the Department of English language, at Abou Bekr Belkaid University of Tlemcen. Sixty participants were chosen at random as a sample for the current case study. They were Master One and Master Two LS students since they are better familiar with various language characteristics. Besides, they are at

the appropriate level for acquiring insights into the present research. Furthermore, the research focused on eleven teachers, six of them were English teachers, as well as five translation teachers in the Department of English Language at Abou Baker Belkaid Tlemcen's University. The required objective from the second sample was to investigate their thoughts and beliefs toward the function of translation teaching as a module for EFL students. The target population was deliberately chosen at the Master's level in order to determine how much this module helped them improve their language proficiency over their years of study.

3.5 The Research Instruments:

Two different research tools had been opted to be employed, specifically a questionnaire and a structured interview. The first one is designed for EFL students and the second for English language teachers and translation teachers as well, as investigative methods to obtain the most data from both teachers and learners. These research tools were utilized in order to evaluate the incorporation of the translation module as a necessary instrument in EFL teaching programs and to attain their perspectives on the importance of translation activities in the enhancement of students' learning. As for Kumar (1999:168) who states that "In the case of a questionnaire, as there is no one to explain the meaning of questions to respondents, it is important that the questions are clear and easy to understand. Also, the layout of a questionnaire should be such that it is easy to read and pleasant to the eye, and the sequence of questions should be easy to follow". In turn, the structured interview helped to collect both quantitative and qualitative data. Kumar (199:145) continues and states that "An interview is a written list of questions, open-ended or closed, prepared for use by an interviewer in a person-to-person interaction (this may be face to face, by telephone or by other electronic media)". Thus, the interview helped to collect teachers' views and beliefs toward teaching translation as a module to EFL students.

3.5.1 Students' Questionnaire:

This questionnaire is composed of sixteen questions classified into three sections. The first section featured six close-ended questions concerning the participants' backgrounds, with the aim of obtaining information about the participants' interests and attitudes toward the subject of study. The second section consists of six multiple-choice questions regarding general thoughts on the translation activities in the class. Some of these questions had already been tested in previous studies by other academics. The third section is about the deep attitudes toward learning translation as a module in the Department of foreign languages. This later consists of four open-ended questions dealing with the effect of translation in their studies as EFL students, and whether learning this module is necessary or not. Finally, the research instrument asked students' opinions about the acquired benefits of learning translation classes.

3.5.2 Teachers' Interview:

The teachers' interview contained ten open-ended questions for both English teachers and translation teachers in the English language department. This research

instrument sought to learn about teachers' points of view on the effects of translation on students' English language ability. Furthermore, to determine if it is important for EFL students to learn translation classes, and if so, what are the best techniques for teaching this module in EFL classes? Besides, in order to become acquainted with the advantages of teaching translation to English language students. Thus, in order to obtain reliable data, It was purposefully attempted to incorporate teachers who teach master's level classes, and who are already taking part in the evaluation of those students, in order to determine the quality of their education, particularly in terms of language transfer in both productive skills (Written and spoken).

After the discussion of the research methods and research instruments, it is important to offer a summary of the key results of the current research, as the next facet demonstrates.

3.6 Data Analysis:

The analysis of the acquired data was guided by systematic investigation. The collected data is studied further below. First, we have to deal with the data from students' questionnaires, and then we shift to the collected data from teachers' interviews. Each question will be reviewed separately.

3.6.1 Students' Questionnaire Analysis

Section One:

This part is seeking at describing the participants' backgrounds, with the aim of obtaining information about the participants' interests and attitudes toward the subject of translation learning.

Question One: Do you prefer to learn translation in your classroom?

In this question, it had been intended to know the students' attitudes toward learning translation in the classroom. 53 Students out of 60 ones have answered this question.

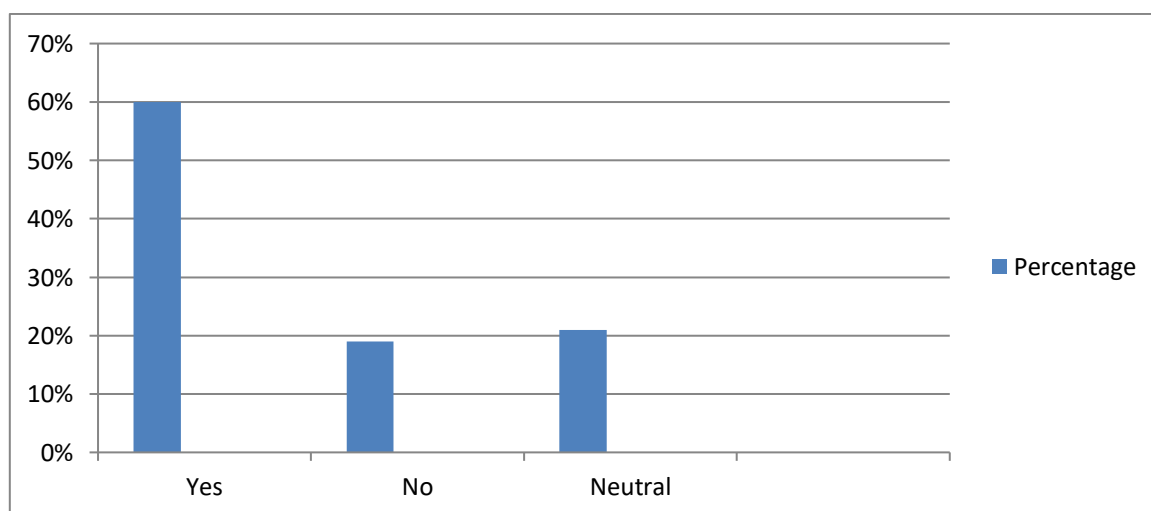


Figure.3.1. Students' Answers about their Beliefs toward whether they Prefer to Learn Translation in the Classroom or not

As portrayed in the bar graph above, the majority 60% replied that they prefer to have courses of translation in the classrooms. 21% preferred a neutral opinion, and 19% declared that they do not prefer to learn translation in the classrooms, because they think that translation has negative effects on their language proficiency, and it interrupts their string of thoughts while speaking or writing.

Question Two: Do you see that it is necessary to use translation in your learning process?

By asking this question, it had been hoped to determine if students felt satisfied with learning translation as a module in the curriculum of their EFL studies. This question was answered by 52 out of 60 students.

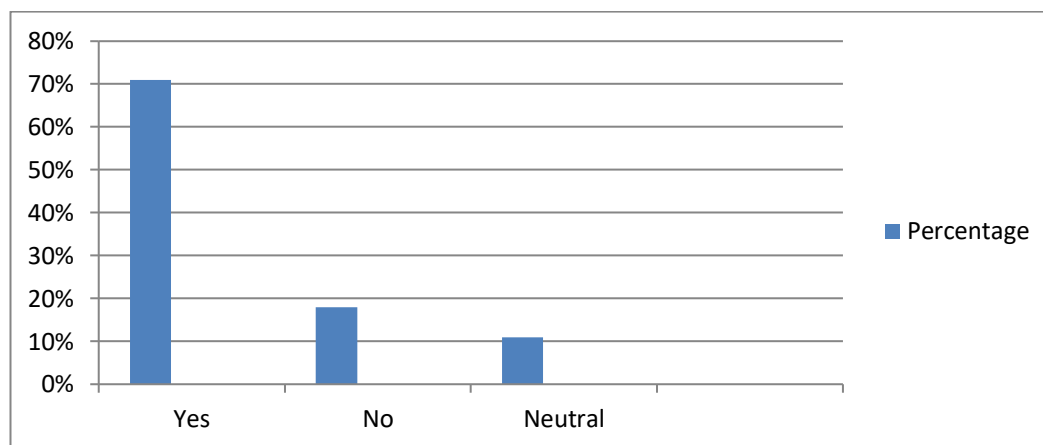


Figure.3.2. Students' Answers about If it is Necessary to Use Translation in their Learning Process.

As a result, the vast majority of them, 72%, reported that they are totally satisfied with their experience of learning translation as a module in their EFL studies. 11% chose to remain neutral. Whereas the smallest portion of the respondents 18% believe that this module is not necessary in the curriculum of their studies.

Question Three: Do you think in your mother tongue then translate it to the English language?

The goal of this question was to determine if students depend on translation in the process of their productive skills (speaking, writing) or if they prefer to rely on their language competence to convert their thoughts into outputs. The following bar graph depicts the results:

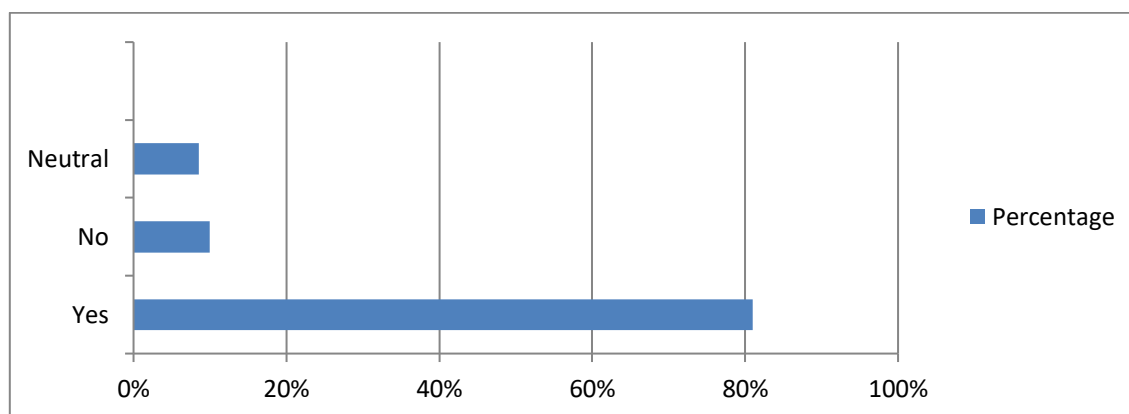


Figure.3.3. Students' Responses on Whether or not they rely on Translation to turn their Thoughts into English.

According to the bar graph above, the great majority of students, 81%, employ translation in the process of translating their thoughts into useful outputs. 8% remained uninterested. Whereas a tiny percentage of respondents say they rely on their proficiency in the language to express their thoughts, only 10% believe they do.

Question Four: Do you think that translation helps you in your learning process as an EFL student?

The intended goal of asking this question was to find out how many students feel during their years of study as EFL students, that the process of learning translation had a positive influence on their language acquisition, which is mostly connected to their language competence. Just 18 students of 60 did not reply to this question. The answers are depicted in the bar graph below:

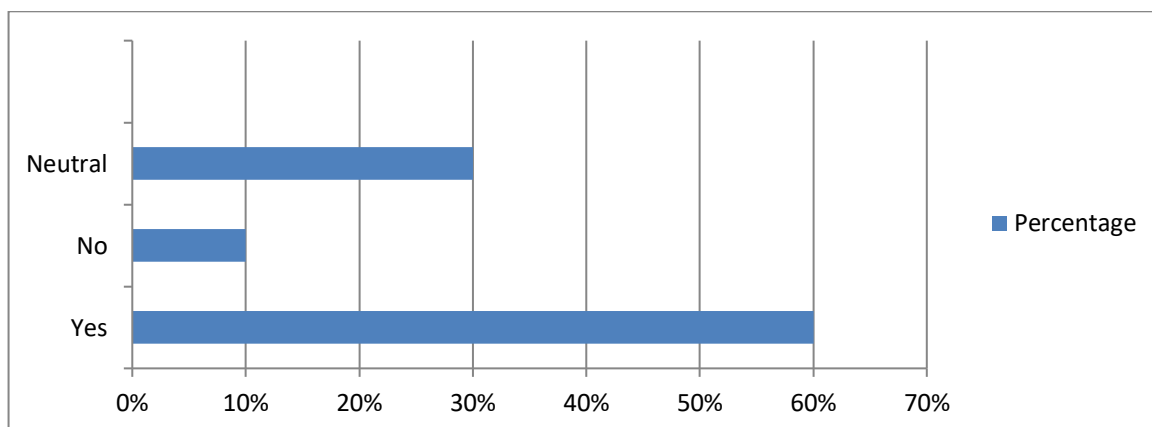


Figure.3.4. Students' Responses if Translation helps them in their Learning Process as EFL Students.

The previous bar graph portrayed that, more than half of EFL students (60%) believe that translation has aided their learning experience. Meanwhile, 30% stayed dormant. While a tiny percentage of respondents say translation did not aid them in their learning process as EFL students, just 10% felt it did.

Question Five Do you use translation techniques while learning other modules?

This question sought to ascertain how valuable translation approaches and tactics are in other courses relating to their studies as EFL students. These approaches and tactics including transposition, modulation, and adaptation, among others, can assist students in developing their texts and communication ability. The following pie chart portrays their answers:

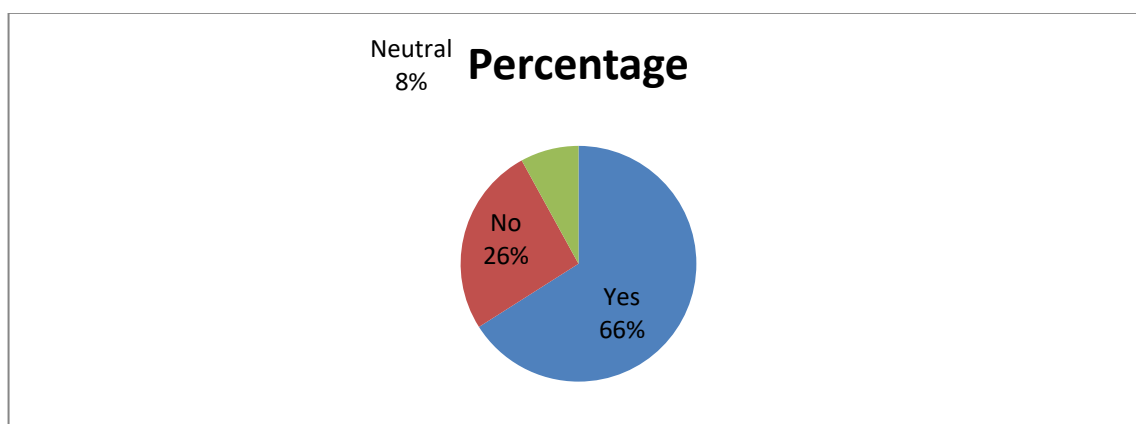


Figure.3.5. Students' Responses if they Use Translation Techniques and Approaches while Learning other Modules.

As a result, the majority of students, 66%, elected to use translation techniques and approaches when learning other modules. Since those techniques allow them to express themselves more freely. In the meantime, only 08% remain neutral. Whereas a small percentage of respondents (26%), feel that they are not in need for employing translation methods and approaches in learning other modules included in their EFL studies.

Question Six: Does translation practice help you to recognize new vocabulary?

The intended goal of this question is to determine if learning translation helps students to expand their vocabulary account or not. Indeed, the process of translation can occasionally interfere with their learning; for example, using a dictionary to translate a new term while the teacher is giving the lesson can cause the student to lose attention. The answers are depicted in the pie chart below:

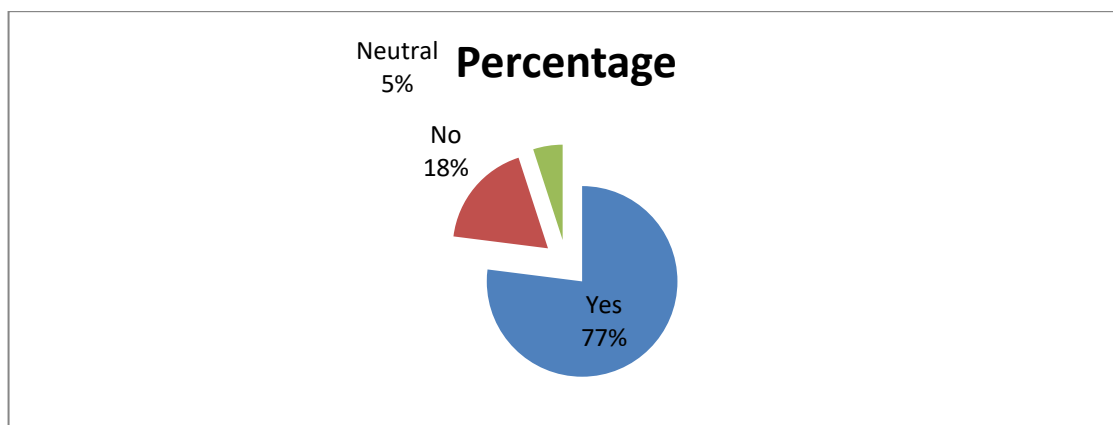


Figure.3.6. Informants' Responses on whether or not Translation helps Students to expand their Vocabulary.

According to the Pie chart above, 77% of students believe that translation helps them increase their vocabulary accounts by learning novel words. While just 5% remained inactive. Whereas a small minority of respondents say translation has no effect on their vocabulary development, only 18% believe it does.

B) **Section two:** this section which contains multi-choice answers, it had been attempted to assess students' level of translation, their abilities, and to what extent they rely on translation activities in their studies as EFL learners, and in their whole life as well.

Question seven: In the process of productive skills, in which one do you apply translation more than the others?

(Speaking or writing, or using both of them with equal ease)

This question aimed to discover which area of productive skills, the students are most competent. Besides, to discover if some of them have attained the pinnacle of translation proficiency. The answers are shown in the table below:

Table 3.1 Students' Views about Using Translation in their Productive Skills.

Productive skills	Participants	Percentages
Speaking	20	33%
Writing	33	55 %
Both of them	07	12 %

According to the table above, more than half of the respondents (55%) stated that they use translation procedures the most in their own writing. The second part (23%) said they primarily utilize translation while speaking because they constantly code-switch between languages to be more explicit or to demonstrate their points of view. The minority (12%) stated that they use translation in both productive skills and that it has become a habitual activity in their learning as EFL students.

Question Eight: What languages do you most frequently employ in the translation process? (Arabic/French; Arabic/English; French/English; Arabic/French/English)

This question aimed to ascertain which spoken languages are most commonly used by students in translation. This was to become familiar with the languages in which they are more proficient. The following table summarizes the answers:

Table 3.2 Students' Responses about the most Commonly Used Languages in Translation.

Used languages in translation	Participants	Percentages
Arabic/French	03	05 %
Arabic/English	41	68%
French/English	04	07 %
Arabic/French/English	12	20%

According to the table above, the majority of respondents (68%) claimed that they use Arabic/English in translation since Arabic is their mother tongue and English is the language they learn and are proficient in. The second group (20%) stated that they employ the three languages Arabic/French/English in their translation activities since they are equally proficient in all the three. The third group (07%) expresses that they only utilize the French/English translation since this later group is made up of Malian students who only know French and English languages. The minority (05 %) indicated that they use Arabic/French translation because they believe that translation from Arabic to English is indispensable for them.

Question Nine: How frequently do you utilize translation in the classroom?

This question attempted to determine how frequently the students utilize translation in the classroom outside of the course translation itself. The purpose of this question is to assess if students had developed the habit of translating. The answers are summarized in the table below:

Table 3.3 Students' Responses about their Frequent Usage of Translation in the Classroom.

Frequency	Participants	Percentages
Always	38	64%
Sometimes	14	22%
Rarely	05	09%
Never	03	05%

According to the table above, more than half of the respondents (64%) stated that they use translation in the classroom all of the time because it helps their learning. The second group (22%) reported that they employ translation less frequently than the prior group. The third group (07%) claimed to use it only infrequently in the classroom. The minority (06%) stated that they do not use translation at all since they express themselves through their linguistic abilities.

Question Ten: Do you use a dictionary when you come across new words?

This question attempted to figure out how frequently students consult a dictionary when encountering new terms. It aimed to assess whether students' vocabulary is poor by constantly utilizing the dictionary, or whether they have an intermediate vocabulary account. In the meantime, other students have a rich vocabulary account and seldom use the dictionary. The following table summarizes students' answers:

Table 3.4 Students' Responses about their Frequent Usage of Dictionary to Translate Newly Acquired Words.

Frequency	Participants	Percentages
Always	13	21%
Sometimes	28	44%
Rarely	14	27%
Never	05	08%

According to the table above, approximately half of the respondents (44%) said they occasionally use a dictionary to translate new terms. The second group (21%) reported that they always use the dictionary to translate new terms. The third group (27%) claimed to use it only infrequently. The minority (08%) stated that they do not utilize the dictionary to translate the newly faced words because they have a rich vocabulary account and they can grasp the meaning of lexicons from their contexts.

Question Eleven: Do you use translation outside the classroom in your daily life?

This question tried to discover how frequently students use translation outside the classroom in their daily lives. The purpose of this question was to assess if they try to expand their translation activities in order to achieve proficiency. The following table summarizes the responses:

Table 3.5 Students' Responses about their Frequent Usage of Translation outside the Classroom in their Daily Lives.

Frequency	Participants	Percentages
Always	18	30%
Sometimes	26	43%
Rarely	12	20%
Never	04	07%

According to the table above, less than half of respondents (43%) claimed they practice translation outside of the classroom on a regular basis. The second group (30%) stated that they use translation frequently in their everyday life. The third group (13%), on the other hand, professed to utilize it only seldom. The minority (08%) responded that they never practice translation outside of the classroom since it is not absolutely necessary to use it at all.

Question Twelve: Which language skills do you utilize most in translation process?
(Speaking , writing , reading , listening)

The aim of this question was to determine which language skills students use the most during the translation process. The purpose of this inquiry was to determine which skills the students improve when utilizing translation. The answers are summarized in the table below:

Table 3.6 Students' responses about the skills they use most in translation process.

Language skills	Participants	Percentages
Speaking	08	13%
Writing	24	40%
Reading	23	39%
Listening	05	08%

According to the findings presented in the table above, there is a convergence in the proportions of writing (40%) and reading (39%). This is due to the fact that most students tend to practice translation in order to develop these two skills connected to their studies as EFL students. While the other two language skills, speaking (13%) and listening (08%), are likewise close in proportion. This is because most students utilize these two skills on a regular basis in their academics and in their daily lives.

C) **Section Three:** this part of the questionnaire comprises four open-ended questions designed to elicit information on students' attitudes regarding translation as a discipline and translation as a learning module at the Department of Foreign Languages.

Question Thirteen: Does translation make you confident while learning a foreign language?
(Yes/No ; justify your choice)

The intended goal of this question was to determine the number of students who believe that translation helped in contributing to their success as EFL students. The purpose of this question was to show that students are comfortable studying a foreign language through translation. The results are summarized in the pie chart below:

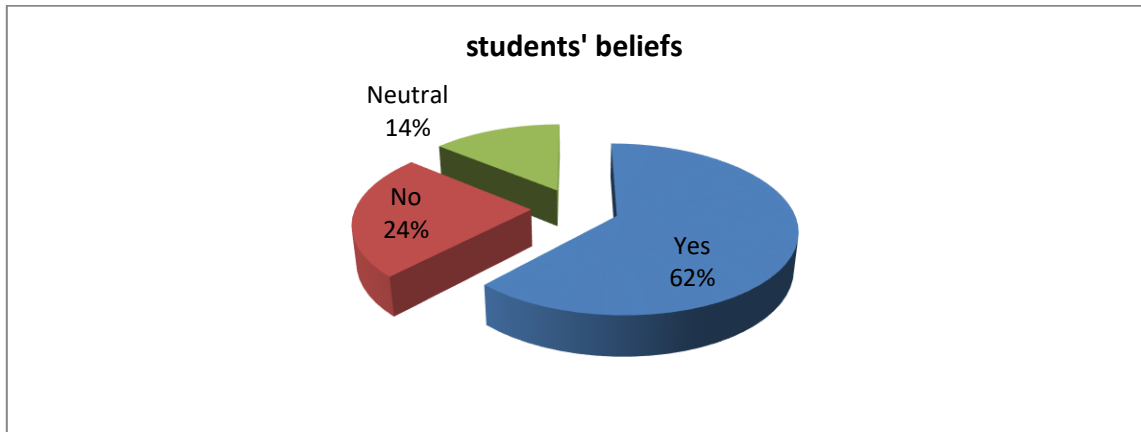


Figure.3.7. Students’ Beliefs about Feeling Confident Studying a Foreign Language through Translation.

According to the pie chart above, 62% of students say translation tools helped them feel confident when studying a foreign language. The translation allows them to feel more at ease in their studies as EFL students. This is accomplished by the use of numerous translation procedures, which enable them to produce words, sentences, and speech in a variety of formats. Meanwhile, just 14% of those polled did not reply to this question. Whereas a tiny minority of respondents claimed translation did not make them feel confident in learning foreign languages since they rely on their language competence to boost their academic performance. Only 24% think it does.

Question Fourteen: Do you believe that translation is essential for learning foreign languages?
(Yes/No; clarify your response)

This question sought to find out how many students consider translation a necessary module to study in the Department of Foreign Languages. It aimed to elicit their opinions on the importance of translation learning as EFL students. The following pie chart summarizes students’ feedbacks:

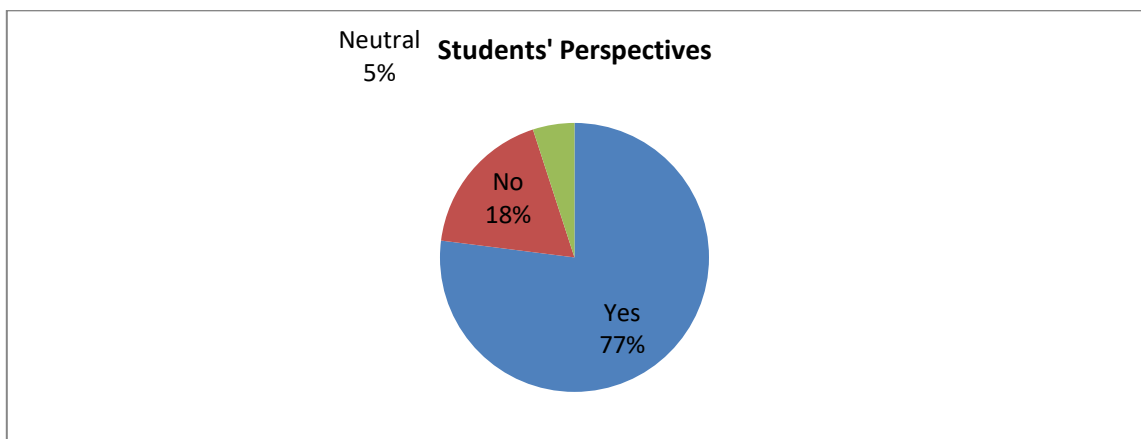


Figure.3.8. Students’ Opinions about the Importance of Learning Translation Classes for EFL Students.

According to the pie chart above, (77%) of students believe translation is essential to be studied at the Department of Foreign Languages. As a result, translation and foreign languages learning are in a complementary relationship. Furthermore, the study of a foreign language is related to the study of translation, and hence right grammatical rules must be mastered for an accurate translation. In the

meantime, just (5%) of those questioned did not respond to this question. Whilst, a small minority of respondents (18%) believe translation is not important to acquire in foreign languages since they deem it indispensable to learn and rely on their language ability in their studies.

Question Fifteen: Do you believe translation activities will help you improve your foreign language skills?
(Yes/No; justify your choice)

In this question, it had been wanted to know how many students believe translation helped them enhance their abilities as EFL students. Its purpose was to elicit their self-evaluation of whether or not they were satisfied with their translation learning outcomes. The responses are summarized in the bar graph below:

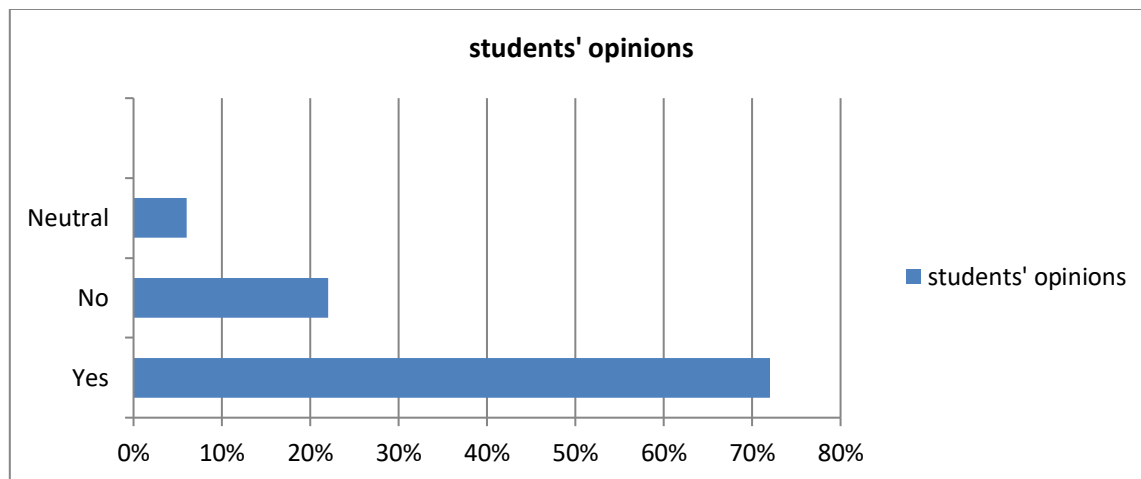


Figure.3.9. Students' Opinions about whether or not they are Satisfied with their Translation Learning Outcomes.

The pie chart above demonstrates that (72%) of students feel that translation helps them enhance their language skills. The majority of students indicated that translation assisted them in improving their language abilities, particularly those linked to academic aspects such as reading and writing. As a consequence, they are pleased with their outcomes. Meanwhile, just (06%) remain neutral. However, a small percentage of respondents (22%) feel that translation has no beneficial influence on their study results and that they must rely only on their language proficiency in their studies.

Question Sixteen: From your acquired experience in learning translation as a module. What is your general perspective toward learning translation from EFL students, and what are the negative and positive effects of it?

This question sought to understand EFL students' overall attitudes regarding learning the translation module. In addition, obtain their evaluation on the negative and positive impacts of learning translation in the Department of Foreign Languages. The majority of students reacted to this question with quite similar replies, while just 12% did not respond. Concerning the detrimental effects of learning translation, they concentrated on three major drawbacks:

- 01) The negative transfer of from L1 to L2 especially errors related to grammar;
- 02) The struggle for EFL students to completely appreciate the cultural background of the language they are studying;

- 03) The EFL students rely too much on translation; they may not improve their language abilities and may find it difficult to speak successfully in English without the use of a translation tool.

When asked about the benefits of studying translation from EFL students, the majority of respondents mentioned the following advantages:

- 01) Improving language abilities can benefit students' language skills in both the source and target languages.
- 02) Translation helps EFL students grasp the cultural distinctions between languages, which improves their capacity to communicate and engage with individuals from other cultures.
- 03) As EFL students improve their translation skills, they may acquire confidence in their language abilities, making them feel more at ease speaking, reading, and writing in the target language.
- 04) Assist students in developing critical thinking abilities and improving their capacity to evaluate and comprehend data.

3.6.2 Teachers' Interview Analysis

As previously said, this study was based on the comments of eleven teachers, six of them were teachers of English language in various modules, and five translation teachers in the Department of English Language at Abou Bekr Belkaid Tlemcen's University. The interview was designed to collect teachers' beliefs and attitudes regarding the role of teaching translation as a module for EFL students. The following analysis shows the obtained data from this sample.

Question One: Is translation an effective tool for teaching and learning English?

(Yes/No; please, would you clarify your response?)

The study sought to determine how many teachers agreed that translation is an effective way for educating EFL students in this subject. The goal of this inquiry was to get teachers' opinions on whether translation is a successful method of teaching foreign languages. The answers are summarized in the bar graphs below:

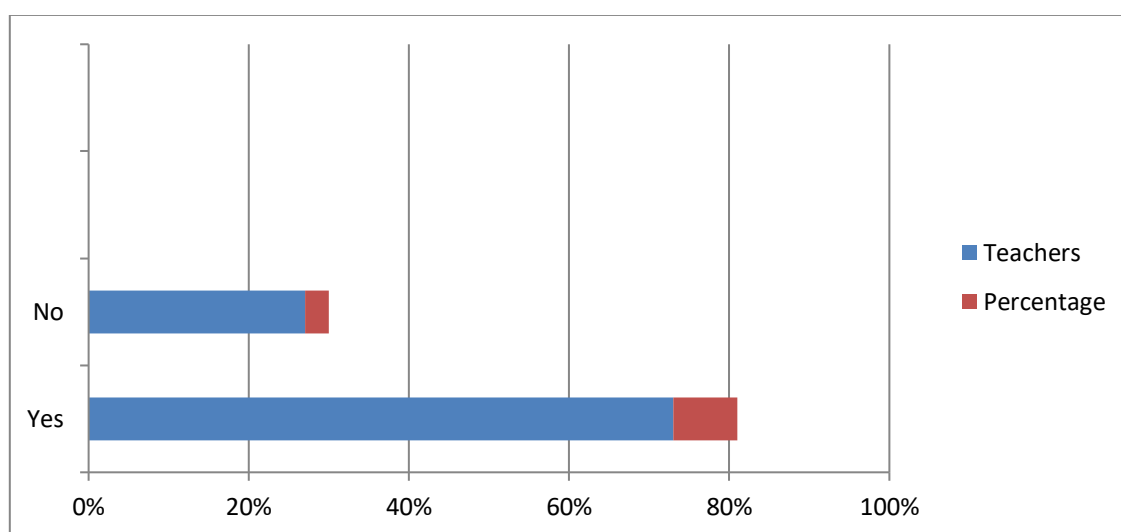


Figure.3.10. Teachers' Beliefs about whether or not Translation is Effective Method of Teaching Foreign Languages.

According to the above bar graphs, the majority of teachers, estimated at 8 out of 11, believe that translation is a successful way of teaching EFL students. They explained that it is efficient because wherever there is foreign language acquisition

there is a translation process that helps students to grasp the newly acquired language. Unlike the other three teachers, who believe that teaching foreign languages is context-dependent and that proper language usage is based on an adequate acquisition of grammatical rules and associated culture to L2.

Question Two: Do you believe that translation improves students' comprehension?

(Yes/No; please, would you justify your response?)

The purpose of this question was to find out how many teachers believe that translation increases students' comprehension through linguistic contexts. Its main goal was to gather teachers' opinions on whether or not translation helps students' comprehension in various speech situations. The following bar graphs illustrate Teachers' answers:

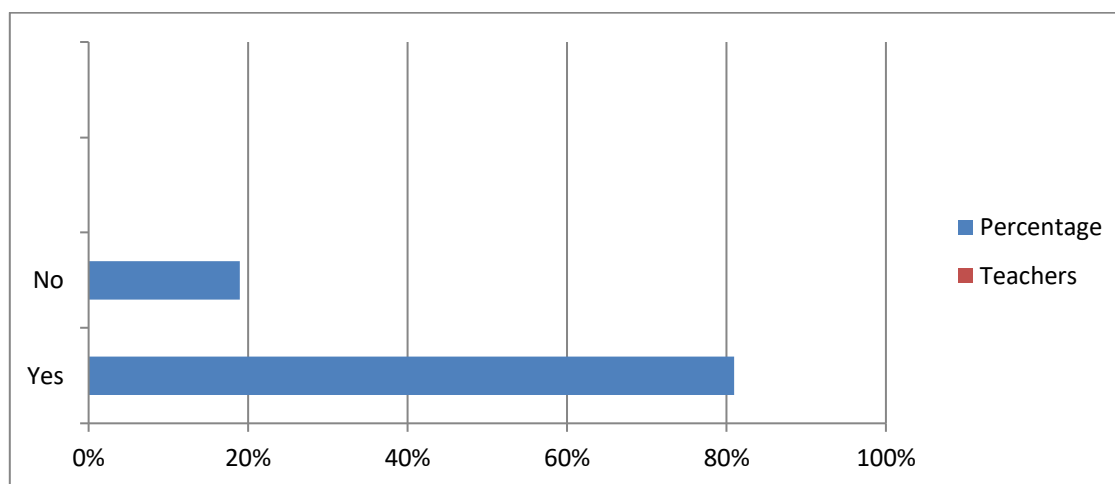


Figure.3.11. Teachers' Beliefs about whether or not Translation Improves Students' Comprehension.

The above bar graphs demonstrate that the great majority of teachers (estimated at 9 out of 11), stated that translation boosts students' knowledge through different language settings. They explained how translation may help students comprehend a foreign language. Students are required to actively interact with the language and consider its meaning in both the source and target languages when they translate from one language to another. This method allows students to have a better understanding of the vocabulary, syntax, and sentence structure of the language they are learning. In contrast to the other two teachers, who expressed that it is critical to emphasize that translation should not be the only focus of language acquisition. Other activities that foster active communication and engagement in the target language should also be undertaken by students.

Question Three: In your opinion, do you see that it is necessary to teach translation classes for students of the English language?

(If yes; why do they consider it a transversal and not a main module?)

This question aimed to determine the number of teachers who believe that translation is a necessary module to be learned from EFL students. Its core purpose was to collect teachers' points of view on whether or not they consider translation a crucial module for foreign language teaching, in addition to get the cause why they consider it as a transversal module. The following table illustrates the responses:

Table 3.7 Teachers' Points of View on whether or not Translation is a Necessary Module to be Learned from EFL students.

Points of view	Teachers	Percentages
Yes	07	63%
No	04	37%

According to the preceding data, more than half of teachers (07 out of 11) believe that translation is necessary to learn from EFL students. They added that translation lessons can help students improve their language skills since they need a thorough comprehension of the source as well as the target languages. Furthermore, because they must make decisions about how to convey meaning accurately in another language, translating texts can help students develop their analytical and critical thinking skills. However, it cannot be a main module for EFL students because their main goal is not to pursue careers in translation or interpretation. The other four teachers, on the other hand, indicated that translation programs may not be essential for all English language students, especially if their goals do not entail translation or interpretation. In such circumstances, focusing on other language abilities may be more suitable.

Question Four: Do you believe that translation reduces students' linguistic abilities, particularly through negative transfer?

(Yes/No, would you clarify?)

This question was designed to ascertain the number of teachers who feel that translation reduces students' language ability. The question sought teachers' perspectives on whether translation decreases students' language ability, particularly through negative transfer. The answers are shown in the table below:

Table 3.8 Teachers' Points of View on whether or not Translation Reduces Students' Linguistic Abilities.

Points of view	Teachers	Percentages
Yes	03	27%
No	08	73%

According to the findings shown above, the majority of teachers (08 out of 11) had disagreed that translation decreases language abilities, particularly through negative transfer. They stressed the need of using translation as a tool for learning a new language but not over-relying on it. In addition to translation, it is essential to utilize a balanced approach that incorporates other techniques of language acquisition such as immersion, context-based learning, and communicative activities. Translation, according to the other three teachers, could decrease students' language abilities and hence contribute to poor transfer if students depend too much on their native language when learning a new language. As a result, exact translations may be used, or grammatical structures that are inappropriate in the target language may be transferred. It can also result in the formation of interference mistakes, in which students apply the rules of their native language to the target language even when they do not apply them.

Question Five: Do the linguistic abilities of your students reflect their level of translation?

(Yes/No; please, would you justify your response?)

The question aimed to determine how many teachers feel that students' language abilities represent their level of translating. The purpose was to gather teachers' perspectives on evaluating students' language abilities in comparison to translating one. The responses are depicted in the pie chart below:

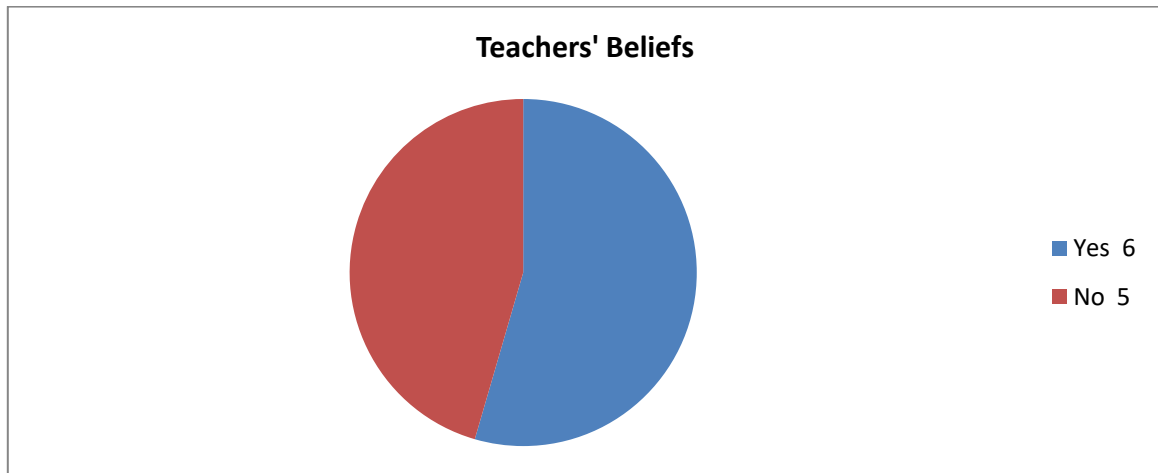


Figure.3.12. Teachers' opinion about whether or not students' linguistic abilities reflect their level of translating.

According to the pie chart above, almost half of the teachers (estimated at 6 out of 11) believe that students' language abilities reflect their level of translation. They noted that students must have strong language abilities, such as a good knowledge of vocabulary, grammar, syntax, and cultural context, in order to generate correct and successful translations. In contrast to the other five teachers, who stated that language skills are not the main criterion determining their degree of translation proficiency. Other significant abilities and aspects in translation include knowledge of translation theory and methodologies, critical thinking and analysis abilities, and familiarity with the subject matter being translated.

Question Six: Through your experience as a translation teacher, what are the best techniques for teaching this module in EFL classes?

This research question aimed to elicit the opinions of teachers of translation about the preferred techniques for teaching this module in EFL classes. Meanwhile, there was a consensus from the teachers of translation that there are two main effective techniques that can be used to help students improve their translation skills. The first is to provide a comprehensive description of the translation process; students must grasp the fundamentals of translation, such as the numerous types of translation, the relevance of context, and the function of cultural understanding. The second is to provide students with comments on their translations so that they may discover areas for development. Give them precise feedback on their grammar, vocabulary, and syntax, and urge them to utilize it to improve their translations. Thus, by employing these two crucial strategies, EFL students may enhance their translation abilities and, obtain a better comprehension of the English language.

Question Seven: Do you use class translation exercises to assess students in this module?

(If yes, were the results satisfactory?)

The seventh research question wanted to know how many translation teachers use class translation assignments to assess students. The aim of this question was to obtain teachers' assessments of students' translating abilities. The following pie chart depicts the answers:

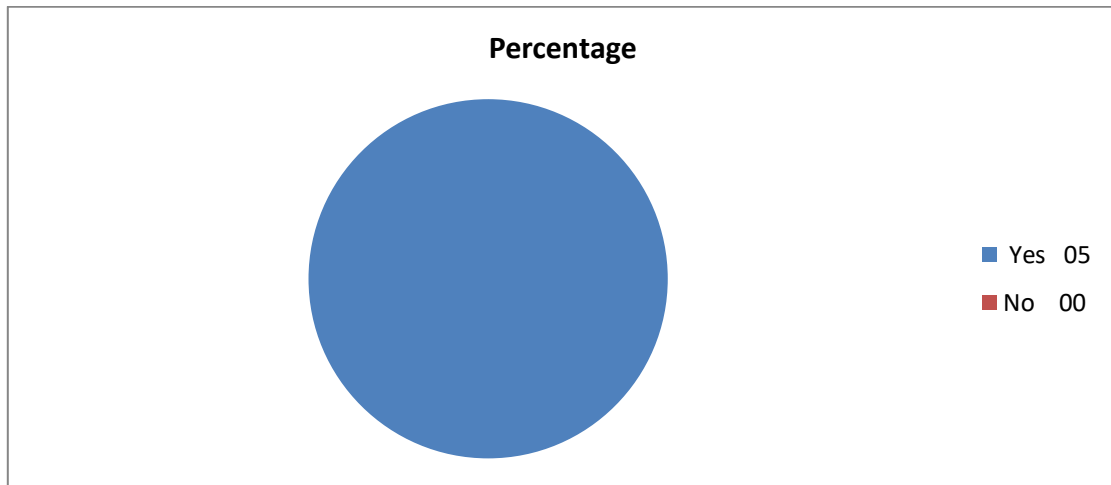


Figure.3.13. Teachers usage of class translation exercises to assess students.

According to the pie chart above, the majority of translation teachers (5 out of 5) employ class translation exercises to assess students' translation abilities. Because class exercises allow the teacher to evaluate students' progress during the semester and change the curriculum as needed, they are used. The teacher can detect common faults or challenges in future classes by observing students' performance in-class exercises. As a consequence, there was general agreement that the level of Master students in translation activities is good since they had prior experience translating various sorts of texts.

Question Eight: From your point of view, do you think that the Grammar translation method is the appropriate method for teaching translation to EFL students?

(If No, then what is the appropriate method for teaching translation?)

The purpose of this question was to determine how many teachers believed that the Grammar Translation Method is the best way to teach translation to EFL students. Furthermore, the researcher aimed to elicit teachers' opinions on the most successful methods for achieving students' language proficiency. The following bar graphs represent the feedbacks:

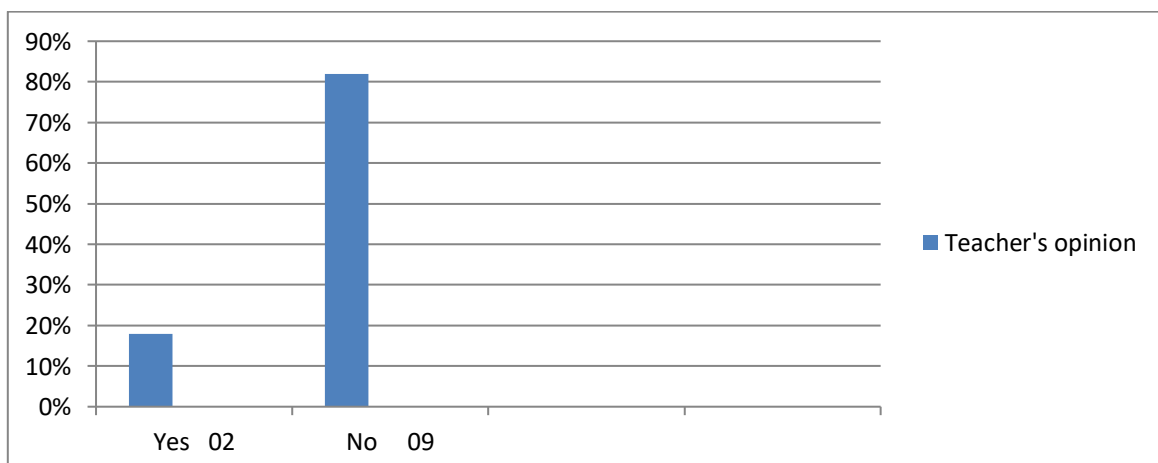


Figure.3.14. Teachers' opinion on whether or not the Grammar Translation Method is the best Approach to teach Translation to EFL Students.

The above bar graphs demonstrate that the great majority of the teachers (estimated at 9 out of 11) disagree that the Grammar translation method is the appropriate method of teaching translation to EFL students. Although this method is the approved one for teaching translation in Algerian universities, the participants saw that GTM may just be helpful for improving the students' understanding of grammar rules and their ability to translate written texts, it is not considered to be the most effective method for teaching translation to EFL students. Since translation is a complex process that involves much more than just the application of grammar rules. Successful translation requires a deep understanding of the cultural context of source and target languages, as well as the ability to accurately convey the intended meaning of the original text in the translated version. A thorough awareness of the cultural contexts of both source and the target languages, as well as the ability to effectively transmit the intended meaning of the original text in the translated form, are required for successful translation. Furthermore, the GTM does not place a high priority on the development of communicative ability, which is required for efficient translation. This approach emphasizes the written language over spoken one, which may not fully prepare students for the complexities of real-life translation scenarios. Thus, they revealed that the more effective method of teaching translation to EFL students is the language mediation method. This method would be the one that stresses communicative competence development and presents abundant opportunities for experience in translating actual materials into different genres and forms. Activities such as role-playing, simulations, and conversations, along with encountering a diverse variety of written and spoken materials in both the source and target languages, may be included.

Question Nine: What are the main advantages of teaching translation to EFL students?

This research question attempted to figure out what teachers thought about the benefits of teaching translation to EFL students. As a result, the informants mentioned various things, the main advantages of which are listed below:

01. Learners can practice the four language skills through translation activities if these activities are carefully planned. These kinds of actions require accuracy, clarity, and adaptation in the context of communication competence.
02. practicing translation in groups encourage learners to discuss meaning and language usage at an advanced level as they work through the process of understanding synonyms and then looking for them in another language.
03. Translation exercises help students develop critical thinking and analytical skills, which can be applied in a variety of professional and academic settings.
04. EFL students can improve their reading comprehension by translating materials from English to their native tongue and vice versa, allowing them to accurately interpret essential topics and details.
05. In today's global environment, translation is a genuine, natural, and more important activity. Many learners, whether they dwell in their home nations or have moved to other countries, must practice translation on a regular, formal, or casual basis. It is becoming progressively more crucial as the importance of electronic information grows.
06. Finally, the development of skills in translation by many learners is a natural and logical aspect of reaching high levels, and this is attractive and interesting.

In its totality, teaching translation may be a powerful tool for improving language competency, developing critical thinking abilities, and preparing EFL students to succeed in professional and academic prospects.

Question Ten: What is your general perspective toward teaching translation to EFL students?

Through this research question, it had been intended to know what the overall attitudes of teachers were. As a consequence, the teachers voiced a variety of opinions, which can be summed up as follows. On the one hand, seven out of eleven teachers (07 out of 11) may see translation as an important aspect of language acquisition, particularly for higher-level learners who may need to engage with English texts in their professional or academic pursuits. In the meantime, translation may be seen as an instrument for these teachers to assist the students to improve their comprehension abilities and get more familiar with the subtleties of the English language. On the other hand, four out of eleven teachers (04 out of 11) have some reservations to teach translation in an EFL environment, especially at lower levels. They may be concerned that focusing too much on translation may hinder students' capacity to improve their speaking and listening abilities. In addition, it will result in literal translations that do not adequately convey the sense of the original text. As a whole, teachers' attitudes on teaching translation to EFL students are likely to be impacted by their own experiences and views about language learning, as well as their students' individual needs and goals.

3.7 Data Interpretation:

In light of the research topic, it is intended for the teaching of translation in the Departments of foreign Languages. This subject is significant for language acquisition since students want to earn more knowledge to increase their linguistic abilities. On the other hand, the research focused on the students of Master 01 and Master 02 levels in order to assess to which extent the translation module could help students in improving their language proficiency during their years of studies.

The findings of the students' questionnaire analysis overwhelmingly recommend the incorporation of translation classes within the EFL setting as a tool for language development. This module substantially helped to enhance their language abilities. According to the findings of the study, some students believe that translation has a detrimental impact on their language competency since it disrupts their chain of thoughts while speaking or writing, and they rely on their language skills for conveying their thoughts. Furthermore, they believe they do not need to use translation methods and approaches when learning other modules in their EFL studies. The remaining majority of the students believe that translation has helped them to enhance their language abilities. They also mention that they employ translation strategies and approaches while learning other modules since they allow them to express themselves more freely. Then, translation helps students in expanding their vocabulary accounts by learning new terms. Following that, they stated that translation tools made them feel more competent when learning a new language. For instance, translation makes their study as EFL students more comfortable. This is achieved by employing a range of translation processes that allow them to generate words, phrases, and speech in a variety of forms. The findings also revealed that students feel translation is crucial for studying at the Department of Foreign Languages. As a consequence, translation and foreign language acquisition are complementary. Furthermore, the study of a foreign language is tied to the study of translation, so proper grammatical principles must be acquired for an appropriate translation.

In a nutshell, the conducted research revealed that learning translation in EFL classes may be a controversial issue. On the one side, several students said that

translation lessons are beneficial to their language abilities since they allow them to practice vocabulary, grammar, and syntax. Furthermore, translation lessons might be advantageous for individuals who want to pursue employment in translation or interpreting. In contrast to the rest of the students, who complained that translation lessons are overly focused on grammar and vocabulary and do not provide enough opportunity to develop speaking and listening skills. Furthermore, several students contended that the emphasis on translation detracts from learning the target language as a method of communication, instead promoting a more passive approach to language acquisition.

According to the results of the teachers' interview analysis; most teachers believe that translation is an effective method of teaching EFL students. They added that it is efficient because there is a translation process that helps students to absorb the newly acquired language. Besides, wherever there is foreign language acquisition there is a translation process. They also said that translation improves students' understanding of various language situations. They highlighted how translation can help students understand a foreign language. When translating from one language to another, students must actively interact with the language and examine its meaning in both the source and target languages. This strategy helps students comprehend the vocabulary, syntax, and sentence structure of the language they are studying.

The study of teachers' opinions figured out the relevance of teaching translation to EFL students. They argued that translation sessions can help students enhance their language abilities since they need a complete understanding of both the source and target languages. Furthermore, since students must make judgments about how to effectively transmit information in another language, translating texts may help them strengthen their analytical and critical thinking abilities. However, their potential objective is not to seek careers in translation or interpretation, it cannot be one of the principal modules for EFL students. Consequently, they argued that language mediation is the appropriate method of teaching translation to EFL students instead of the Grammar translation method, which is the current adopted method for teaching translation in the Algerian universities.

Both students and teachers agreed that translation classes are necessary as they provide a mechanism for students to compare and contrast the structures and vocabulary of their home language with English, which can help them grasp both languages better. Students must study the meaning and context of words and phrases in order to effectively translate them, therefore translation may be a good tool for developing critical thinking abilities. Furthermore, translation may be a useful method of evaluating students' comprehension of English materials or lectures since it allows teachers to observe how well students understand the topic. However, because students must study and reflect on the structures and meanings of both languages, it may be a good tool for increasing language awareness and metalinguistic abilities. To summarize, opinions on the value of translation as a teaching tool for EFL students differ based on personal experiences, preferences, and learning styles. However, translation may provide several advantages to both students and teachers in the EFL classroom.

Consequently, the use of translation classes for EFL students is determined by individual choices and ambitions. Some students may benefit from translation sessions, whilst others may prefer more conversational language learning approaches.

It is crystal clear for EFL teachers to construct language courses that take into consideration their students' requirements and preferences.

3.8 Further suggestions and Pedagogical Recommendations:

According to the findings of the current study, students in foreign language departments have several hurdles in enhancing their level of the learned language. Some benefits of studying translation as a module for EFL students are positive, while others are negative particularly when students depend too much on translation procedures in their studies. The translation is seen as a crucial feature of language learning along this path, particularly for higher-level learners who may need to interact with English literature in their professional or academic endeavours. Meanwhile, translation may be viewed as a tool for these teachers to help students develop their comprehension skills and get more familiar with the nuances of the English language. Meanwhile, there are reservations about teaching translation in an EFL context, particularly at lower levels. They may be afraid that spending too much on translation may prevent students from improving their speaking and listening skills. Furthermore, it will provide literal translations that do not sufficiently represent the meaning of the original text. As a result, teachers' attitudes about teaching translation to EFL students are likely to be influenced by their own language learning experiences and perspectives, as well as their students' specific needs and aspirations. As the end result, these variables have an impact on students' English development. The researcher proposes to provide a few suggestions to improve students' language, notably through translation classes. The researcher recommends some pedagogical ideas that could help EFL students and teachers profit from translation lessons based on the research objectives and the analysis of findings.

The researcher's first further suggestions and pedagogical recommendations are targeted at EFL students, who must adhere to the following guidelines in order to obtain a suitable translation learning process:

- ✓ When studying translation procedures, students' translations should be compared to those of expert translators. This will help them in identifying areas for improvement and learning new translation procedures.
- ✓ Translation urges students to rely on the mother tongue during their learning at a time when modern language studies aim to exclude the mother tongue from teaching foreign languages.
- ✓ The skills used in translation may not be appropriate for all types of learners but may be the best format, for example for learners who have analytical mindsets or prefer verbal-linguistic learning strategies. As for young learners or entry-levels, it probably will not be suitable.
- ✓ Translation is a difficult skill that must be mastered in order to be useful and effective. Both learners and teachers have to consider not only the meaning conveyed but a number of other issues such as form, style, and terminology. Many translation activities depend on this in order to reach the best possible formula, although the matter is not easy.
- ✓ Comprehension of both languages' cultures. This will help students in producing culturally acceptable and accurate translations.
- ✓ Keep updated with the newest advancements in the world of translation. By continuing to learn about new techniques and technology. This will help students remain competitive and relevant in the domain.

Secondly, the researcher makes the following humble recommendations to teachers in order to have effective translation classes that help EFL students in improving their language skills:

- ✓ Provide students plenty of opportunity to practice translating texts of various genres and complex levels. To introduce students to multiple types of language and settings, use a variety of real resources such as news items, literary works, and technical papers.
- ✓ Urge students to think critically about the material they are translating and to employ problem-solving skills in order to obtain suitable translations for challenging words and phrases.
- ✓ Provide students with observations and corrections on their translations. To increase accuracy and meaning, emphasize the necessity of discovering and addressing mistakes. Give instances of typical mistakes and how to avoid them.
- ✓ Motivate students to take into account cultural variations and subtleties while translating texts. Help learners in developing an awareness of cultural background, idioms, and phrases that may not have a straightforward equivalent in the target language.

Thirdly, the researcher appeals to the stakeholders to consider the results of this research in order to re-evaluate the adopted method for teaching translation at the university level, which is the grammar-translation method, and to apply the method of language mediation in order to teach translation at the level of foreign languages Departments.

In summary, the researcher finds that teaching translation may be an effective strategy for developing language proficiency. This necessitates translation exercises in both the target language and the student's native language at a high degree of competency. Translation practice can help students improve their vocabulary, grammar, and syntax in both languages. Hence, It Improves critical thinking skills and equips students for success in professional and academic aspirations.

3.8 Conclusion:

This chapter deals with the impacts of learning translation from EFL students in the Department of foreign languages at Abu Baker Belkaid the University of Tlemcen. Within it represents the empirical aspect of this study. This part provides an in-depth overview of the researcher's study tools and procedures for collecting data from both EFL students and teachers. Furthermore, the chapter examines the analysis of both the students' questionnaires and teachers' interviews. Besides, it offers an explanation and discussion of the collected results. Finally, the researcher made several recommendations that EFL students and teachers might employ to attain successful translation competency that helps them improve their language abilities.

GENERAL CONCLUSION

Recently, It had been approved several scholars that translation is a wonderful way of teaching EFL students. Since translation occurs everywhere there is foreign language acquisition. Likewise, translation increases students' awareness of varied linguistic contexts. Students must interact with the language actively and investigate its meaning in both the source and target languages. This technique helps students in understanding the vocabulary, syntax, and sentence structure of the language being studied. Furthermore, teaching translation to EFL students might help them improve their language skills because they must learn both the source and target languages. As a result, students must make decisions about how to effectively transfer information in another language; translating texts can help in the development of analytical and critical thinking skills.

As an outcome, in addition to a basic introduction, this study was divided into three chapters. The first chapter is intended to review the literature and obtain theoretical aspects, which include a set of definitions, explanations, and illustrations of the concepts associated with the topic, as well as various aspects of language, translation, and prominent methods of translation didactics. Furthermore, the work addresses the habitual methods for teaching the translation module in foreign language departments. The second chapter and most important aspect was approaching translation to the discipline of linguistics and the process of foreign language learning. Finally, the third chapter was designed to explain the sequence of the research methodology, in which the researcher demonstrated several applicable strategies and research tools used to obtain the necessary data. Within the same chapter, attempted to analyze the findings, and interpret them to have rational answers to the research questions.

The objective of this research is to look at the beliefs of students and teachers on the inclusion of a translation module in order to promote foreign language learning. Hence, the three hypotheses put forward were validated by the design and execution of an exploratory case study, as well as the analysis and triangulation of data acquired from various sources employing a set of research instruments (students' questionnaires, and teachers' interviews). The results revealed that both students and teachers agreed that translation classes are necessary because they allow students to compare and contrast the structures and vocabulary of their native language with English, which can help them to have a better understanding (the first hypothesis was confirmed). In their turn translation teachers and EFL teachers revealed that the more effective method of teaching translation to EFL students is the language mediation method. This method would be the one that stresses communicative competence development and presents abundant opportunities for experience in translating actual materials into different genres and forms (the second hypothesis was confirmed). To summarize opinions on the value of translation as a teaching tool for EFL students, both teachers and students expressed that The teaching of translation in departments of foreign languages has a set of advantages that facilitate the students' language learning process (the third hypothesis was confirmed).

This research intended to evaluate the impact of teaching translation as a module in Algerian departments of foreign languages, specifically for EFL students. The proofs presented in this work helped in demonstrating how teaching translation in pedagogical settings drove students to the accurate application of its procedures and the process of dealing with various sorts of texts and materials. Years of translation studies at universities allowed students to build experience in translation

and hence in both source and target languages. As a result, incorporating translation classes for EFL students improves their language abilities while enhancing the quality of this academic gain.

There were various limitations to the current research. To begin with, the researcher's major impediment was the limited time frame, which caused concern about not finishing on time. In addition, there was a problem of scarcity of English didactics resources; therefore the part of the literature related to didactics was based on sources written in Arabic and French languages. Following that, the sample size of the teachers was quite limited, with just six EFL teachers and five translation teachers from the same university participating. The research findings could not be generalized due to the limited sample size of teachers. Despite the fact that the students sample was reasonably adequate, several questions were not taken into account. This hampered the examination of the data significantly.

Consequently, the current research has shown the importance of teaching translation in foreign language departments. Yet, it is more practical to further investigate the role translation in foreign language classes to warrant additional examination. It will be more interesting to investigate the quantity of translation used at institutions. Teaching translation, on the other hand, should not be included at lower levels of education. Since the suggested possibilities for implementing translation in higher education institutions could serve as a foundation for applying the most innovative principles relating to translation in the language classroom, principles that promote the use of the learner's communicative resources and are in line with the most recent developments in translation didactics and EFL teaching and learning from an inclusive approach.

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APPENDICES

Appendix 1: Students' Questionnaire

Questionnaire

Dear Students;

This questionnaire aims to investigate the effect of teaching translation in foreign language departments (English language). It is regarded as a data collection instrument for master's degree research at Abu Baker Belkaid University. Hence, you are warmly asked to participate in the completion of this research by providing insightful responses.

Thank you ahead of time.

Section one:

01. Do you prefer to learn translation in your classroom?

Yes

No

02. Do you see that it is necessary to use translation in your learning process?

Yes

No

03. Do you think in your mother tongue then translate it to the English language?

Yes

No

04. Do you think that translation helps you in your learning process as an EFL student?

Yes

No

05. Do you use translation techniques while learning other modules?

Yes

No

06. Does a translation practice help you to recognize new vocabulary?

Yes

No

Section two :

Please, answer the questions by checking (✓) the appropriate item.

07. In the process of productive skills, in which one do you apply translation more than the others?

Writing	<input type="checkbox"/>
speaking	<input type="checkbox"/>
Both of them	<input type="checkbox"/>

08. What languages do you most frequently employ in the translation process?

Arabic/French	<input type="checkbox"/>
Arabic/English	<input type="checkbox"/>
French/English	<input type="checkbox"/>
Arabic/French/English	<input type="checkbox"/>

09. How frequently do you utilize translation in the classroom?

Always	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>
Rarely	<input type="checkbox"/>
Never	<input type="checkbox"/>

10. Do you use a dictionary when you come across new words?

Always	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>
Rarely	<input type="checkbox"/>
Never	<input type="checkbox"/>

11. Do you use translation outside the classroom in your daily life?

Always	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>
Rarely	<input type="checkbox"/>
Never	<input type="checkbox"/>

12. Which of the language skills do you utilize in the translation process the most?

Speaking	<input type="checkbox"/>
Writing	<input type="checkbox"/>
Reading	<input type="checkbox"/>
Listening	<input type="checkbox"/>

- Please, provide a comprehensive statement wherever necessary.

13. Does translation make you confident while learning a foreign language?

Yes

No

Justify your choice:

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

14. Do you believe that translation is essential for learning foreign languages?

Yes

No

Clarify your response?

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

15. Do you believe translation activities will help you improve your foreign language skills?

Yes

No

Justify your choice :

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

16. From your acquired experience in learning translation as a module. What is your general perspective toward learning translation from EFL, and what are the negative and positive effects of it?

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

Thanks for your helpful participation.

https://docs.google.com/forms/d/e/1FAIpQLScBTm79pLMBvNXIALKJDv6gU1u6dFjhei8M5wUvC7XI4cc08w/viewform?usp=pp_url

Appendix 2: Teachers' structured interview

Interview

Dear Teachers;

This interview aims to investigate the effect of teaching translation in foreign language departments (English language). It is regarded as a data collection instrument for master's degree research at Abu Baker Belkaid University. Hence, you are kindly requested to participate in this research by providing valuable points of view.

Thank you for your kind generosity.

You are a teacher of:

Translation
English language

If you are an English teacher, which module are you in charge of?

.....
.....

01. Is translation an effective tool for teaching and learning English?

Yes
No

Please, would you clarify your response?

.....
.....

02. Do you believe that translation improves students' comprehension?

Yes
No

Please, would you justify your response?

.....
.....

03. In your opinion, do you see that it is necessary to teach translation classes for students of the English language?

Yes
No

If yes, why do they consider it a transversal and not a main module?

.....
.....

04. Do you believe translation reduces students' linguistic abilities, particularly through negative transfer?

Yes
No

Please, would you clarify?

.....
.....

05. Do the linguistic abilities of your students reflect their level of translation?

Yes

No

Please, would you justify your response?

.....
.....

06. Through your experience as a translation teacher, what are the best techniques for teaching this module in EFL classes?

.....
.....

07. Do you use class translation exercises to assess students in this module?

Yes

No

If yes, were the results satisfactory?

.....
.....

08. From your point of view, do you think that the Grammar translation method is the appropriate method for teaching translation to EFL students?

Yes

No

If No, then what is the appropriate method for teaching translation?

.....
.....

09. What are the main advantages of teaching translation to EFL students?

.....
.....

10. What is your general perspective toward teaching translation to EFL students?

.....
.....

Thanks for your valuable participation.

ملخص:

أصبح تدريس الترجمة في فصول اللغات الأجنبية نشاطاً منتظماً في الجامعات الجزائرية. في غضون ذلك، هناك الكثير من الشكوك حول تأثير تدريس الترجمة في فصول اللغات الأجنبية، سواء كان ذلك يؤثر سلباً أو إيجاباً. لكن المشكلة المطروحة تكمن في إعادة تقييم طريقة التدريس المعتمدة حالياً والتي هي طريقة الترجمة النحوية من أجل التأكد من فعاليتها. في حين تعتمد هذه الطريقة في عملها على الكتابة وتتجاهل الجانب اللفظي مما يتسبب في فقدان الكفاءة التواصلية. يهدف هذا البحث إلى الوصول إلى آراء أساتذة وطلاب الماستر لغة إنجليزية في جامعة أبو بكر بلقايد تلمسان تجاه إدراج الترجمة كوحدة لطلاب الإنجليزية كلغة أجنبية، وآرائهم حول طريقة تدريس الترجمة في خدمات اللغات الأجنبية. لتحقيق هذا الهدف، تم إجراء دراسة حالة استكشافية في نفس القسم. في هذا الشأن، البيانات التي تم جمعها من أدوات البحث؛ تم تحليل استبيانات الطلاب ومقابلات المعلمين كماً ونوعاً. أظهر ربط النتائج ضرورة تدريس الترجمة في فصول اللغات الأجنبية. بالإضافة إلى ذلك، أظهر البحث أن الوساطة اللغوية هي الطريقة المناسبة لتدريس الترجمة لطلاب اللغات الأجنبية بدلاً من طريقة الترجمة النحوية. لذلك، فإنه يمكن لتدريس الترجمة توفير العديد من الفوائد للطلاب والأساتذة في أقسام اللغات الأجنبية.

Résumé :

L'enseignement de la traduction dans les classes de langue étrangère est devenue une activité régulière dans les universités algériennes. Pendant ce temps, il existe de nombreux soupçons quant à l'impact de la traduction de l'enseignement dans les classes de langue étrangère, que cela l'affecte positivement ou négativement. Néanmoins, le problème posé est la réévaluation de la méthode d'enseignement actuellement adoptée, qui est la méthode de traduction de grammaire pour assurer son efficacité. Cette méthode est basée sur l'écriture et néglige l'aspect verbal, ce qui provoque une perte de compétence communicative. La recherche visait à atteindre les opinions des enseignants et des étudiants de niveau Master de la langue anglaise à Abu Baker Belkaid à l'Université de Tlemcen vers l'inclusion de la traduction en tant que module pour les étudiants ALE, et leurs points de vue sur la méthode de l'enseignement de la traduction dans les services de langue étrangère. Pour atteindre cet objectif, une étude de cas exploratoire a été menée dans le même département. Les données collectées à partir des outils de recherche; Les questionnaires des élèves et les interviews des enseignants ont été analysés quantitativement et qualitativement. La triangulation des résultats a révélé qu'il était nécessaire d'enseigner la traduction dans les classes LE. De plus, la recherche a montré que la médiation linguistique est la méthode appropriée d'enseignement de la traduction des étudiants en FL au lieu de la méthode de traduction de grammaire. Par conséquent, l'enseignement de la traduction peut offrir plusieurs avantages aux élèves et aux enseignants de la classe ALE.