

VERIFYING THE EFFICACY OF TRANSLATION AS A TEACHING TECHNIQUE FROM EFL TEACHERS' PERSPECTIVE

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ABSTRACT: *The present paper aimed to shed light on L2 teachers' perspectives on the use of translation in English language teaching (TILT) as a technique in (FL) setting. The related literature reviewed gave evidence that translation has a dynamic role in the EFL setting, and it contributed effectively in reducing language obstacles, motivating better communication, and evolving linguistic competence. The statistical analysis of the questionnaire revealed that there was a higher tendency among the teachers to use translation as an effective tool in L2 teaching. The respondents highly appreciated the effective role of (TILT) in the L2 environment since it increases learners' awareness of the FL, encourages them to overcome difficulties in the L2. Likewise, they admitted that (TILT) in (L2) setting is a supportive and effective technique and sometimes necessary but it should be used rationally to avoid its pitfalls.*

KEYWORDS: acquisition; EFL, L1, L2, teaching technique; teachers' perspective, translation

INTRODUCTION

The use of translation in language teaching or as Cook (2010) calls (TILT), i.e., the use of students' first language (L1) is a debatable issue among foreign language educators. This debate, on the one hand, is due to the bad impression of the classic method – Grammar-Translation Method (GTM) and its boring technique in teaching translation, and on other hand; the modern methodologies reject its use for the sake of their new philosophy, accusing of it for its negative influence on the target language through interferences and as a source of errors. Modern Methods of teaching have been disallowing the use of L1 in FL teaching; recommending the comprehensive use of the target language to overcome the errors and interference. Teaching a foreign language in an unsupported environment is one of the toughest jobs for both the teacher and the learner. The difficulty is due to the efforts which have to be done to transfer between linguistically complex systems particularly if the two languages are from different cognates as in the case of Arabic (Semitic language) vis-à-vis English (Indo-European one). It is a great challenge to teach a different language to a student who is already has been equipped with his native language.

The modern approaches in language teaching as the Direct Method (DM) and Audio-Lingual Method (ALM), exclude translation as a technique for teaching a new language and ignore its use in reviewing of methodology or in teacher training

qualifications; nevertheless, teachers still frequently use TILT in their classes, because they find its great help for both the learner and the teacher in such unsupported or foreign environments - it takes time, effort, and devotion to cope with this dilemma. Therefore the conflict among modern methodologies that reject TILT and GTM which uses it as an original technique is still not over. As GTM has dominated the realm of teaching foreign languages for centuries fairly well; despite its disadvantages, it is still popular and in use in a way or another by many teachers and foreign language students. Therefore, educationalists have to shoulder the responsibility to find a solution to rationalize and legalize the use of translation in foreign language teaching. Recently, several ELT scholars are giving calls to reassess the potential contribution of using (L1) in teaching and learning, (Atkinson, 1987; Martin, 2001; Edstrom, 2006 Cook 2010; Bhatti, M. & Mukhtar, R. (2017).

This study is proposed to bring about the instructors' perspectives of the use (L1) in (L2) teaching and to investigate the use of Arabic language (L1) in teaching English as a foreign language (FL) from the teachers' perspective; subsequently Arabic is the first language in Saudi Arabia, the study is expected to get ultimate outcomes. It is targeting the Arab teachers of English as a foreign language to shed light on the rationale of TILT to explore the complications and the potentialities of (L1) use in English Language instruction. Furthermore, to find out the types of problems that challenge the foreign language instructor and how he could overcome these complications. The study is delimited to eighty college members, who teach English as a foreign language (L2) at Shaqra University, Kingdom of Saudi Arabia.

Questions of the Study

Although the use of translation (L1) has many pros and cons, this study intended to appreciate its role as a teaching technique in the FL classroom. More overtly, it endeavored to answer the following questions:

- 1) What are the benefits and refutations of (TILT)?
- 2) When (TILT) is necessary and effective for teaching L2 in an FL setting?
- 3) How can the use of translation be applied in FL teaching?

Significance of the study

Since the study is intended to shed light on the instructors' perspectives and attitudes towards the use of their L1 in an unsupportive environment, the results could be helpful to give a better understanding of the nature of FL instructing techniques. Due to such FL teachers' views, the results would be of good help and contribute to rationalizing the use of translation or L1 in L2 instruction.

LITERATURE REVIEW

The necessity of TILT in FL setting

Teaching a foreign language (FL) in an unsupportive environment is a hard job, in other words, it has many challenges and fewer chances for exposure if it compares with English as a second language (ESL), which has sufficient chances to be practiced

with exhaustive exposure officially and purposely. As the child acquired his mother tongue or (L1) spontaneously and naturally, while the FL learner devotes many years endures learning a foreign language. It is very difficult to learn an FL without tremendous effort and in-depth study because each language has its complex language system. Nowadays, there is a global tendency to learn the English language for different communication reasons either as a second language, where it is used as lingua franca in multilingual communities as in the case of Nigeria and India or as a foreign language as in the Arab world (Ibrahim, 2019).

In the case of English as a second language (ESL) the extensive use of English language outside the classroom reinforces the learning process and expand the linguistic awareness, but in the case of English as a foreign language (FL) there is no urge for the use of English language outside the classroom – it is limited to the boundaries of the classroom; therefore, it is a hard task for both the teacher and learner. The difficulty of English language schooling in an unsupportive environment needs both the teacher and the learner to use L1 in the teaching process despite its disadvantages to overcome any difficulties in the learning process. Some instructors perceive that L1 is an inevitable and helpful technique that ought to be used and combine with more innovative methods to help their students cope with the absence of frequent interaction which exists in the case of ESL

Many challenges are facing foreign language teaching where L1 is dominating all aspects of linguistic communication and activities; therefore, there is a call among a considerable number of scholars to reassess the potential role of using translation or (L1) in teaching and learning. (Atkinson, 1987) asserts that priority should be given to extensive and rigorous research to assess the effectiveness of translation as a technique of schooling in L1 classes. Martin's (2001, p. 159) calls for further practice to reveal the practicality of the role of L1 use in L2 teaching, and Cook's (2001) points that L1 should be utilized with more awareness. In addition, Edstrom (2006, p. 289) asks teachers to "reevaluate their moral obligations to their students and their objectives for the language learning process".

So far, how a learner of L1 can learn an FL with competence is an obsession for many scholars and researchers in a foreign and second language because Language learning is not a fantasy method (Chang, 2011). What factors permit a learner to adopt a new linguistic system? How does he do it despite the obstacles and the differences between the two languages? Turnbull & Arnett (2002: 211) conducted reviews of studies in several countries to find that the controversy is no longer limited to the importance of using TL, 'there is a near consensus that teachers should aim to make maximum use of the TL' that means despite the stiff restriction of the modern approach to banning the use of L1, the teachers practice it less or more in their instruction. Although no established philosophies support the use of L1 in the L2 classroom, it is still used throughout the world (Richards & Rodgers, 2001). The technique of translation in GTM is a major principle whereas the use of translation in L2 as an aiding tool concerns applied linguistics and EFL teachers (Gorjian, Pazhakh, & Naghizadeh, 2012). So far the hot debate is for and against L1 use in L2 schooling needs to be

noticeable for both the teachers and learners and to be informed about the purpose, time, and extent of its usage in the teaching space

Opposing TILT

Before many decades the use of TILT in the L2 classroom was popular in the Grammar-Translation Method (GTM) as a major principle besides grammar (Diane Larsen-Freeman, et. al 2011), but it was forbidden due to the emergence of the Direct Method (DM) and Audio-Lingual Method (ALM) besides the rise of Communicative Language Teaching (CLT) approach (Cook, 2001a; 2001b). Fries (1945: 69), whose opinions reflect the behavioral physiology, sees that a person previous experience of his L1 hinders the process of instruction and can never attain again in the same position as a child learning his mother tongue because the system of the new language does not act the same way of the already established system of his L1.

The Grammar-Translation Method (GTM) which was once dominating the instruction of foreign languages now is usually out of favor by modern methodologists, criticizing it for being responsible for interference errors and lack of communicative competency. Also, the excessive use of L1 may result in hindering the acquisition of FL and form bad habits. They point out that the grammar-translation method typically creates a teacher-centric classroom, where there is no chance for verbal communication practice. Besides, that learning tedious grammar rules and long lists of vocabulary cannot prepare students to communicate thoroughly.

Lightbown and Spada (1999) claim that the errors found in L2 are attributed to the transfer of patterns from L1, and L1 is the source of errors in L2 teaching. Translation is not considered as a basic skill, like listening, speaking, reading, writing, it is true but it is a learning style for some learners. The use of translation in language teaching (TILT), or the use of students' first language (L1) has been looked upon negatively or even somewhat dropped for the sake of Audio-Lingual Method or Communicative Language Teaching (Stern, 1991). Some studies contradicted the intensive use of translation in FL teaching accusing the excessive use of L1 in L2 teaching of forming bad habits and reducing the sufficient exposure for the target language (Voicu, (2012); Swain & Lapkin, (2000); Turnbull & Arnett, (2002); and Wong (2010) claims, that the regular receiving of "non-comprehending reading" and "translating comprehension" of a foreign text or applying the rule "first translate, then understand", learning create the tendency of students to wait for the subsequent translation made by the teacher allows translation to take the whole process. Some teachers would demand students not to use the L1 and even at times warn of its use. Several times these teachers realized that the precise use of English (L2) would help the students' learning process (Cook, 2001). Similarly, some scholars (Rolin-Ianziti & Varshney, 2008) mention many disadvantages of L1 use in the L2 acquisition process, such as: limiting spontaneous communication, self-confidence, and motivation in learning the L2.

Krashen (1988, p. 40) states that the L1 is not essential for FL learners: what matters is that the input should be comprehensible; if it is so, the students will understand the message from the linguistic and situational context. Other L2 researchers and educationalists confirm the importance of complete exposure to the target language (Duff & Polio, 1990; Ellis, 2005; Hendrickson, 1991; Krashen & Terrell, 1983; Turnbull, 2001). They believe that this exposure gives very little room for L1 interference and helps the foreign language learner to cope with L2 successfully and effortlessly (Ellis, 2005; Ruiz-Funes, 2002; Turnbull, 2001). In his *Principles of Language Learning and Teaching*, Brown, (1994) states "It does virtually nothing to enhance a student's communicative ability in the language." This method requires a few specialized skills on the part of teachers so anyone can teach.

Despite the arguments against the use of L1 in L2 classrooms and accusing it of being the source of errors interference, communicative incompetency, case of monotony, and boredom in the classroom; there are no in-depth convincing explanations for rejecting (TILT) where a supportive environment is absent. Scholars are just right when they claim that, GTM has no room for the learner to speak competently, it was merely not established for speaking skill, but for comprehending written text, understanding its grammar, and translating it into/from Greek or Latin to appreciate literature.

Advocating TILT

So far, TILT is a hot topic for debate among its advocators and opponents, when the new teaching approaches existed. Bowen (2013) points out that the GMT which was dominating the realm of FL learning had enabled millions of people to learn successfully, without any immediate interaction with native speakers of the language. He gives the situation of the former Soviet Union as an example. GTM's role is greater in clarifying (expressions & phrases) i.e. abstract words, idioms, phrases, metaphors, etc.; because translation is possible in this method and ease understanding of complicated concepts. This could be one of the reasons that this method is so far dominant & practiced somewhere. Since grammar is taught deductively in this instance translation is an appropriate technique and fits the purpose. When students are taught in their mother tongue, they can comprehend well (Ibrahim, 2019). Consequently, the student's comprehension & capability to write correct sentences improves and translate large texts.

Cole (1998) claims that the use of language L1 in EFL classrooms has found great approval from experts, in contrast to the domination of mono-language teaching for many years. Atkinson (1987) confirms that limited and practical use of L1 in the L2 classroom deserves considerable attention for three reasons: it is a learner preferred strategy, it is a humanistic approach, and it leads to efficient use of time. Many studies show that using L1 supports attaining L2 effectively (Knight 1996; Nation, 1978). Cook (2010) urges that translation in language teaching has many positive effects; besides its usability as an aid for learning it can be used to diagnose problems or to test proficiency. Furthermore, he adds that translation can permit learners to relate new information to existing knowledge (as recommended by many

learning theories), promotes perceiving and language awareness, and highlights the differences and similarities between the new and prevailing language.

Cook gives a call to reassess the role of TILT in the way that it deserves and to get rid of the impression we have due to the bad reputation which we have fallen under its impact. Cook (2010) sees that the bad reputation of GTM is not entirely unfair, since it abandons fluency and speaking for the sake of accuracy and writing. The result was a barren period in the use and development of TILT, and the language teaching as a whole was severely damaged (P. 156). Cook (ibid) claims that a massive number of teachers, both native-speakers and teachers who are speakers of languages other than English, use translation regularly in their teaching of English. They practice translation spontaneously, without essentially believing in a certain communicative philosophy. This confirms that translation is a spontaneous process that happens habitually for FL learners and teachers which the sociolinguists call code-switching.

Many studies give reasons for the instructors' use of L1 in FL classes that the use of (TILT) for vital instructional purposes since it leads to further clarification of form and meaning reduces students' anxiety and increases the understanding with their teachers. (De La Campa, 2009; Méndez, 2012; Hanáková, & Metruk 2017; Çelik & Aydın; 2018). Also, Kaymakamoğlu & Yıltanlılar (2019) determine in their study that the majority of the participants benefitted from code-switching or the use of L1 in EFL classes for many reasons such as clarifying grammatical rules and abstract words, managing time efficiently, giving clear instructions, establishing positive learning atmosphere, decreasing students' anxiety level and also following administrative requirements. L2 learners often use their L1 during the pair work activities to solve the difficulties and cope with the linguistic complexity and work within their Zone of Proximal Development, as proposed by Vygotsky (1987). The ZPD is considered to be an interactive and rational focus between the participants; viewing teaching and learning as a socio-cultural process (Wells, 1999). Studies have revealed that L1 exclusion is unnecessary; that its use can promote learning, providing it is used perfectly; and that instructors do use L1 in their classroom.

Bagheri and Fazel (2011) found that translation benefits students in acquiring writing, assists their comprehension, support them to develop and express ideas in another language, and increases their motivation to learn English. Another study by Karimian and Talebinejad (2013) claims that applying a retrieval strategy that requires using the keyword prompt to remember the meaning of an English idiom or word would be of great help to remember the expression or the meaning. Likewise, it is found that L1 is of great advantage in explaining language concepts that are not exiting in L2 (Duff & Polio, 1990; Kim & Elder, 2008; Kim, 2002). Taylor (1972:17) who opposed behavioral physiology says that it 'was able to explain how a learner learns a foreign language in the past but is considered inadequate at present.' He claims that the hypothesis seems invalid in at least three different areas. First, behavioral psychology and transfer theory are invalid, as they do not adequately account for the learner's creative contribution to language instruction. Second, the linguistic theory is at present insufficient in contrasting languages for points of

differences and similarities to predict points of difficulty. And third, it has been known for some time that foreign language learners make some errors that cannot be attributed to the structure of their L1, and therefore, cannot be predicted by contrasting L1 vis L2.

Appreciating TILT as a technique

The learner of a foreign language will suffer much more to cope with a new language if it is from a different cognate, and he should strive to practice a new experience. He will find himself in quest of word equivalents and context meaning in L1 before he could cope and establish his experience in the FL. Despite the risk of forming bad habits in the search of equivalents in L1 which may result in obstruction hinder the mastering of the target language; Fries (1945:73) claims that any learner who had acquired his L1 can learn another within a reasonable time if he has proper guidance, organized materials with special emphasis on the areas of differences and difficulties of the two languages, the learner can make the maximum advancement toward the acceptable mastery of FL. So in this case there should be motives for acquiring the FL otherwise the job will be difficult for both the teacher and the learner. Moreover, a contrastive study between the two languages should be carried out to shed light on the similarities and differences of L1 and L2

Many scholars and researchers of language teaching ask inquiries such as: What permits a learner to adopt a new linguistic system? How does he do it? What the student thinks and feels about the significant role language teaching/learning to be taken into consideration in any syllabus development (Nunan, 1999). Therefore, the integration of translation should be accepted and applied as a normal technique since the student has a great demand to relate the lexis and structures of the L2 into equivalent ones of his L1. Many types of research have been conducted in the field of the utilization of TILT in the setting of FL. It has shown that FL teachers may benefit from an approach to L2 that utilizes the learners' L1 as an informative tool (Ibrahim, 2019). Littlewood, W., & Yu, B. H. (2011) recommends an outline of principles for balancing the use of translation in the FL classroom. The study suggested some strategies for the teachers to get the best of L1 usage in teaching the FL without negating its supportive role. Furthermore, some teacher's manuals give friendly advice to FL teachers on how to handle the use of translation (Fournier, 1990; Lado, 1990). It is important to give teachers clear instructions on whether to use the first language only or to use L1 sensibly in their teaching. No evidence seems to support and could justify this notion of excluding the use of L1utterly in the L2 classes (Gower & Walters, 1983; Lewis & Hill, 1993; Swain & Lapkin, 2000). So far, the reasonable justification behind these viewpoints is not examined comprehensively to be taken for granted.

Furthermore, many linguistic and psychological advantages have been noticed and pointed out by many studies, confirming that the use of L1 is an assisting tool since it helps to retain and create a better understanding of L2 structure and meaning. It enhances the interaction between the teacher and the students and among the students themselves since rarely is there any "precise" translation of the text. The translation is a kind of communicative activity, which is practiced within a meaningful context

(Duff 1990). Language learning differs from language acquisition, where the former is an unconscious process and the latter is a conscious process. Krashen (1982) stated that language learning refers to the conscious understanding of an L2; consequently, the result of learning is a learned competence. As long as language learning is a conscious process and translation, in turn, is a conscious process, it is plausible that translation will effectively assist second language learning. Therefore, we should accept it, and comprise it as a vital teaching technique, and work to validate its use in a practical and integrated approach. In addition to that other studies find that L1 use is a natural and necessary process (Storch & Wigglesworth, 2003; Brooks & Donato, 1994); that denying a learner's L1 is contradicting a part of the learner's perception that cannot simply be ignored (Cook, 2001a).

Excluding the use of L1 does not remove the language from the learner's mind, because the foreign language learner unconsciously runs a translation process in his internal mind. He performs this process innately and unconsciously to come across his linguistic cognitive. Rather, backers of L1 use recall that errors still occur in the L2 and the learner is still very much aware of the presence of their L1 (Hammerly, 1994). Cook (2002) states that individuals need to speak to sort out their thoughts, and when teaching a new language this is often done better through the L1. Moreover, the learner needs to comprehend the input to "build up academic concepts." Nevertheless, it is gradually reestablishing itself as a useful and genuine instructive tool, (Murphy, 1987-88; Duff, 1990; Timor, 2012; Mohebbi & Alavi, 2014).

METHODOLOGY

Tool

It is a quantitative study therefore a questionnaire was adopted as a tool for collecting data to elicit the instructors' understandings of the use of L1/translation in L2 teaching. The questionnaire was designed to collect explainable data about the efficacy, and risks of misuse of translation as a teaching technique.

Subjects

The questionnaire was administered electronically via google forms to 84 university instructors teaching English as a foreign language (L2), to examine their opinions on the use of translation (L1) as a teaching tool in ELT. The subjects were instructors at Shaqra University and they were all Arabs. The subjects were asked to mark their responses on a 3-Likert scale questionnaire.

FINDINGS

The responses to the questionnaires of the 84 instructors were tabulated and statistically computed through the (SPSS). The following is an analytical interpretation and discussion of the results related to the various statements and the study questions

The efficiency of translation as a teaching technique**Table1:****Means & Standard Deviations for Each Statement in Section Two – The Efficiency of Translation (Statement 1 – 8)**

RANK	Statements	Frequency			Mean	SD	Positive percentage
		Agree	Neutral	Disagree			
1	When the student's proficiency is lower, translation becomes essential to cope with the foreign language	82	0	2	1.02	.153	97.6
2	Some cultural concepts, beliefs, and idioms of the foreign language need to be translated into L1 for proper understanding	81	0	3	1.04	.187	96.4
3	Translation, as a teaching tool, decreases the foreign language student's anxiety	80	1	3	1.06	.284	95.2
4	Translation helps L2 learners to relate new knowledge to the existing knowledge of L1	77	1	6	1.10	.334	91.7
5	When the two languages are from different origins, translation becomes a vital technique to explain the major differences between L1 and L2 grammar to raise learners' awareness	72	3	9	1.18	.470	85.7
6	The use of translation helps L2 learners to comprehend and enables teachers to get feedback	69	4	11	1.23	.523	82.1
7	Translation motivates the students and permits them to work with their "Zone of Proximal Development"	66	7	11	1.30	.617	78.6
8	When contextualization fails to explain unfamiliar words, translation becomes inevitable and time-saving	63	6	15	1.32	.604	75.0

A close reading of the above table to investigate statistical calculations indicates that the first statement assigns rank 1 and confirms the necessity for using translation with the students whose command of English is poorer or their proficiency is lower. 97.6%, of the teachers, agreed to this statement. The teachers' response is the highest among the other statements of this section; which support translation can be a supportive technique with L2 learners whose level is lower and it should be left behind gradually (Willis, 1981; Weschler, 1997; Liu et al., 2004).

Statement two scores rank 2 (see table 1) was intended to elicit the teachers' opinions about the necessity of translating into L1 for better understanding the cultural concept of the foreign language for better understanding to abridge the cultural gaps. 96.4%,

of the teachers, agreed that Many cultural concepts, beliefs, and idioms need to be translated for proper understanding ($M = 1.04$, and $SD = .187$). Every culture has its own experience and arranges its concepts accordingly; therefore, word by word translation will result in a funny paradoxical translation – for this reason, equivalent idioms or proverbs in L2 should be used in contrast for better understanding or otherwise meaning should be explained.

Statement three which assigned rank 3 confirms that 95.2 of the participants agreed to the need for translation tool in L2 instruction since it decreases the foreign language student's anxiety and makes them feel comfortable and relaxed. Oxford (1999) attributed the harmful anxiety to the lack of motivation, negative attitudes, and language performance complications. Therefore, the use of translation as a technique in teaching the FL quiets anxiety because it clarifies the complications of the second language and stimulates knowledge. Teachers use L1 to reinforce the knowledge that students have learned about the foreign language, such as its vocabulary, sentence structures, and cultural aspects. Statement 4 confirms that translation helps L2 learners to relate new knowledge to the existing knowledge of L1. 77 instructors out of 84 agreed to this statement (see table 1). Translation as a technique in teaching foreign languages helps the learners to comprehend and lower the tension that may result if they have a poor command of the English language. Translation helps relate the new knowledge with the previous one which they already attained. Duff (1990) claims that "translation happens everywhere, all the time, so why not in the classroom?"

When the two languages are from different origins, translation becomes a vital technique to explain the major differences between L1 and L2 grammar to raise learners' awareness. This statement assigned rank 5 with 85.9% of the participants who agreed to the dynamic role of translation when contrasting the structure or formation of the two languages. It indicates that awareness of grammatical differences is crucial when we use L1 to interpret the L2 rules Baker (2011) claims that dissimilar grammar may alter the way a message is received. When the two languages have different origins, translation is urgent to explain some stylistic difficulties in L2 text. Translation helps learners to understand the connection between languages and explores the potential of both of them. At the same time, the use of translation helps L2 learners to comprehend and enables teachers to get feedback – this statement assigned rank 6 ($M = 1.23$, and $SD = .523$). Moreover, translation has a dynamic role in controlling the classroom or giving instruction for group work and communicating in other activities. The statement which declares that "Translation motivates the students and permits them to work with their (Zone of Proximal Development)" assigned rank 7 ($M = 1.30$, and $SD = .617$) with 78.6%. The translation should be used during chatting, or doing pair work to find answers to some linguistic tasks or assess the produced language. Using the first language L1 permits them to work within their Zone of Proximal Development, as proposed by Vygotsky (Wells, 1999). The final statement in this section articulates that "When contextualization fails to explain unfamiliar words, translation becomes inevitable and time-saving" was intended to elicit the teachers' viewpoint of the decisive role of translation as a vital technique when contextualization fails to clarify the meaning of unfamiliar words or

expressions. The responses to this statement attained statistical significance. It scored rank 8 with 75%, of the teachers agreed to the statement ($M = 1.32$, and $SD = .604$). Once contextualization fails to clarify unfamiliar words, translation becomes an inevitable and time-saving approach. Contextualization in giving a meaning of unfamiliar words might take additional time to be clarified likewise; there would be no assurance that the explanation had been understood properly.

The responses have shown that translation as a teaching tool is significant. It was rated high with a total percentage of 87.5% and ($M = 1.1726$, and $SD = .17774$) of the respondents who agreed positively to the effective and facilitative role of translation as a teaching technique). They had accepted to utilize translation as a technique in teaching L2 to attain maximum efficiency in language teaching. However, they are sure of English, the target language, as the primary means of instruction and communication in the EFL classroom. All statements in section one (Table 1) have statistical significance in favor of the advantages and effectiveness of translation as a teaching technique. This answers the research question that says: "How translation is an effective and facilitative tool in teaching as a foreign language." Among several professionals in the field of foreign language teaching, there appears to be increasing confidence that the first language (L1) has an aiding role in the foreign language (L2) classroom.

The Negatives of translation as a teaching tool in L2 classes

TABLE 2:

Means & Standard Deviations for Each Statement In Section Three – The Negatives of Translation (Statement 9 – 16)

RANK	Statements	Frequency			Mean	SD	Positive Percentage
		Agree	Neutral	Disagree			
9	Sometimes translation simply doesn't work due to nonequivalence	76	3	5	1.13	.433	90.5
10	The mismanagement of translation lowers the level of accuracy	74	4	6	1.17	.487	88.1
11	The overuse of translation strengthens the fear of speaking English due to the lack of practice	72	6	6	1.21	.561	85.7
12	Translation causes some students to rely on their mother tongue.	71	3	10	1.19	.478	84.5
13	Translation hinders interactive discussion in a natural way	71	9	4	1.26	.642	84.5
14	The overuse of translation causes interference and bad habit formation	67	4	13	1.25	.535	79.8
15	Translation hinders the acquisition of foreign language skills	61	8	15	1.37	.655	72.6
16	Translation in L2 classes does not help improve listening and speaking skills.	60	9	15	1.39	.677	71.4

Sometimes translation does not work as a result of the cultural and linguistic differences between L1 and L2. Untranslatability is a tough process and has its pitfalls and risks because any language is closely related to its inherited culture and experiences that distinguish one language from the others. This statement given rank 1 has 90.5% of respondents who agreed and admitted the existence of the nonequivalence phenomena. This statement is the highest rank among the other statements in section2.

In statement 2 (88.1%) of the respondents confirmed that mishandling of translation lowers the level of accuracy, as Forteza (2015) concluded in his study of 'the effects of L1 overuse in L2 learning' that unnecessary dependence on translation lowers the level of accuracy and fluency during communicative output due to the quality of the psycholinguistic processes involved.

The misuse of translation strengthens the fear of speaking English due to the lack of practice. This statement has 85.7% positive responses (see table 2); confirming that translation causes some students to rely on their mother tongue because the excessive use of L1 limits the capacity of practicing the target language. Translation causes some students to rely on their mother tongue. This statement has 84.5% positive responses (see table 2); confirming that translation causes some students to depend on their mother tongue because the overwhelming use of L1 results in the lack of practicing L2 adequately.

Statement 13 'Translation hinders interactive discussion in a natural way': interactive discussion takes place when there is adequate exposure to the target language, so natural use of L2 requires the teachers to remove the psychological barriers and verify the technical use of translation. Teachers should gradually control the use of translation and gradually discard it. Duff (1990) claims that "translation happens everywhere, all the time, so why not in the classroom?"

Concerning statement 14 the overuse of translation causes interference and bad habit formation for the learners of L2; 79.8 of respondents agreed with (Mean 1.25 & SD .535). The overuse of L1 affects the target language and results in what is known as negative transfer especially if the two languages are not from the same cognate as in the case of Arabic and English.

Many scholars see that maximizing the use of translation (L1) obstructs the fulfillment of foreign language skills. Atkinson (1987) claims that the overuse of L1 in foreign language schooling causes the learner to forget the main purpose of learning and practicing. This statement assigned rank 7 in this section (see table 2) with a 72.6% positive response.

As stated in no. 16, "Translation in L2 classes does not help improve listening and speaking skills" ranked the final one in this section. This statement has 71.4 positive responses confirmed that translation has nothing to do with listening and speaking skills, while there 17.9% of the teachers disagreed with it and 10.7% have no opinion.

Perhaps if those who did not agree and those who were neutral about the role of translation in teaching the second language, they would have said that L1 has an explicit role in guiding and clarifying the linguistic input to the right level, which contributes positively to the instructive interaction. Indeed, the performance of the learners will not develop unless there is adequate exposure to L2 and speaking practice. Finally, the total ratio for this section was 82.1% of the respondents who agreed to the disadvantages of the uncontrollable use of translation as a teaching technique (Mean 1.2708 & SD .26309).

DISCUSSION

The findings revealed that both *section one* 'the Necessity for Translation' and *section two*; 'the pitfalls of translation in L2 instruction' of the questionnaire were highly rated and received a significant rating. Most of the respondents were in favor of the necessity for the use of TILT in L2 classes. A very large majority of the respondents agreed on the fact that TILT increased the awareness of their students for the similarities and differences between L1 and L2 and confirmed the necessity for using translation with the students whose proficiency is lower. The teachers sometimes need to contrast the two languages to explain problematic concepts and ideas to save time and avoid boredom, frustration and make their students feel secure and relaxed since they teach in an unsupportive environment. On the other hand, the pitfalls of translation in English language classes were rated high. Respondents confirmed that untranslatability has its pitfalls and risks because any language is closely related to its inherited culture and experiences that distinguish one language from the others. Instructors also confirmed that the overuse of L1 in foreign language schooling causes the learner to forget the main purpose of learning and practicing; besides relying intensively on L1 causes the learners to hold back from speaking English due to the lack of practice.

In the very field of ELT, there are numerous ways of explaining unfamiliar words; either by L2 contextualization, miming, showing a picture or a diagram, a realia, L2 context clues, or an L1 direct translation. In terms of the accuracy of conveying meaning, none of these ways is essentially better than the others; it all depends on the very word that is meant to be explained. Many studies that compared the advantages of translation with different learning methods revealed that translating into L1 is a very effective and facilitative method (Lado, Baldwin and Lobo 1967; Mishima 1967; Laufer and Shmueli 1997). This is probably because L1 translations are usually straightforward, short, and familiar, which is of great importance in effective explanations (McKeown 1993). Furthermore, knowing the mother tongue of the learner enables the teacher to contrast Arabic with English and to recognize which structures are easier and which are tough to be clarified. The teacher with knowledge of the mother tongue is also in a position to know potential problems with vocabulary items – words with nonequivalent. Auerbach (1993) indicates that translation can fill the gap between L1 and L2, offering a time-saving and relaxed learning atmosphere. The teacher with knowledge of the mother tongue is also in a position to know potential problems with vocabulary items – words with nonequivalent.

CONCLUSION AND IMPLICATIONS

Now, it is the right time for thoughtful discussions to assess the role of TILT or in other words the students' native language (L1) in the process of teaching a foreign language (FL) and to frame a perfect technique for the use of L1 and to systemize its principles. This study is intended to tackle this issue in terms of its challenges, practicability in monolingual environments.

The study intended to elicit the perception of the FL teachers towards the use of TILT to justify its necessity, effectiveness, and pitfall to adopt a rational view towards the use of translation as an effective teaching method, as well as to avoid the pitfalls that hinder the effective learning process. The findings of the study revealed that the use of translation despite its risks is an effective technique in a foreign setting. FL learners run translation in their minds as a natural process to cope with complex foreign structures that they confront; therefore instructors should hesitate to apply translation as an effective teaching tool to fulfill the learners' need and progressively regulate the use of translation to maximize its benefits and avoid its pitfalls. One of the greatest merits in the field of teaching foreign languages is the teacher's knowledge of both L1 and L2, which enables him to contrast the two languages and identify which structures are difficult to explain or, easy to be given little attention. He is in an optimal position to predict the potential problems that might be encountered by his students. Moreover, translation can be adopted as an instructive method, such as giving the students some foreign texts to translate into their L1, especially those related to culture, for more experience, such strategy will very be stimulating to deepen their awareness and ignite their insight into both languages. The study pinpointed that translation is an unconscious mental process for FL learners, so it is advisable to use it consciously whenever the learner needs it, regardless of his level, and we should not be reluctant as long as this procedure facilitates the effectiveness of learning the FL but cautiously bearing in mind its pitfalls. There is a great demand for an in-depth discussion for evaluating the role of the student's language (L1) in the procedure of teaching a foreign language (FL). Certainly, it is such a major issue that requires serious efforts and decisive judgment.

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